

Year 1 - Movement to Music

Lesson Plan

MOVING EDSTART

Lesson Objective To be able to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. **Lesson 1/6**

Equipment Needed Sound system, music,

Success Criteria Children can:

- use fundamental shapes/movements (jog, jump, hop and balancing)
- vary how they move depending on what body parts they are using.
- come up with their own movements depending on the instructions.

EDSTART KNOW

- I can explain how to move safely in space.
- I can describe different ways of travelling to music.
- I can understand how to follow beat and rhythm.

EDSTART GO

- I can travel, jump, hop, skip, and slide to music.
- I can copy and invent movements in response to sounds.
- I can follow commands like travel, freeze, inside, outside.

EDSTART SHOW

- I can respect space when moving near others.
- I can encourage friends to try new movements.
- I can celebrate imagination in dancing.

THEME

How can you show the feeling of each season through your movements? By changing how you move — using different speeds, shapes, and energy levels to match the weather, sounds, or emotions of each season.

Warm Up

JOURNEY THROUGH THE SEASONS: Children will travel through the four seasons using music, rhythm, and movement, learning how to move their bodies in time to different tempos, explore space safely, and express themselves creatively through dance.

SEASONS IN MOTION: Play an upbeat 3–5-minute song (for example, “You’ve Got a Friend in Me” or a children’s instrumental track). Lead the class through a head-to-toe mobility warm-up, encouraging them to move each joint to the rhythm of a steady 4-count beat. Start with small movements and grow bigger as the song continues: **Head & Neck:** Gentle turns (looking at the “sunrise and sunset”) **Shoulders & Arms:** Circle arms (“painting a rainbow in the sky”) **Wrists & Fingers:** Wiggle (“falling raindrops”) **Hips:** Circle slowly (“swaying trees in the wind”) **Knees & Ankles:** Bend and stretch (“jumping in puddles”) Encourage children to move in time to the beat and notice how their body warms up and becomes ready to dance. **PROGRESSION:** Ask them to change the size or speed of their movement as the beat changes — small, gentle actions for winter; big, sweeping ones for summer.

Main Activity

THE LISTENING GAME: SEASON CHANGES: Children listen carefully and react to commands — “Travel,” “Freeze,” “Inside,” and “Outside” — moving to show how the seasons change. They might travel like explorers, freeze like ice, or gather by the fire. **PROGRESSION:** Add seasonal soundscapes such as rain, wind, leaves, or snow, encouraging children to adapt movement, speed, and energy to match the music. Focus on listening, body control, awareness, and expressing different seasonal moods through movement and rhythm.

“MOVE LIKE A ...” (Seasonal Stimulus): Children explore creative movement by pretending to be animals or objects from each season — butterflies fluttering in spring, waves flowing in summer, leaves drifting in autumn, or snowflakes twirling in winter. Encourage expressive, safe movements and imagination. **PROGRESSION:** Play short pieces of seasonal music and ask, “Which season does this sound like?” to connect rhythm and mood. Focus on expression, creativity, rhythm, and responding to a stimulus.

THE DANCE TRAIN: Children form trains of four, following a leader who moves to seasonal music — marching, skipping, tiptoeing, or spinning to match each rhythm. When the coach shouts “Change!”, the front leader moves to the back, and a new leader takes over. **PROGRESSION:** Groups combine movements to create short seasonal routines such as “rain (tiptoe), flower (stretch), sunshine (jump).” Focus on teamwork, coordination, rhythm, timing, and leadership through creative movement.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use a larger area for free, expressive movement; reduce space for focused, controlled travel and awareness of others.

TASK

Begin with simple actions (walk, skip, freeze), then add creative challenges such as animal shapes, leader changes, or matching movement to music tempo.

EQUIPMENT

Use cones, hoops, or music tracks to represent seasons and guide tempo changes.

PEOPLE

Start individually for confidence, then work in pairs or groups to encourage teamwork, imitation, and rhythm.

Key Technical Point

Focus on listening carefully to music and commands, using controlled movements, varied body shapes, and clear transitions to show rhythm, coordination, and expressive control in every season.

Cooldown

RAINBOW REFLECTION: Children form a big circle. Slowly, the seasons pass one by one: **Winter:** Curl up small like a snowball and take deep breaths. **Spring:** Uncurl and stretch tall like a growing flower. **Summer:** Sway gently like the sun on the water. **Autumn:** Drift slowly to the floor like a falling leaf.

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Lesson Plan

MOVING EDSTART

Lesson Objective To be able to perform the basic actions of travelling, jumping, turning and making shapes. **Lesson 2/6**

Equipment Needed Sound system, music,

Success Criteria Children can:

- to perform basic body actions.
- show a range of different body shapes.
- move at different speeds and heights.
- respond in the correct manner to commands (inside, outside, freeze etc.)

EDSTART KNOW

- I can explain what canon and unison mean.
- I can describe how toys might move.
- I can understand how music can show character.

EDSTART GO

- I can travel, jump, turn, and make shapes.
- I can copy movements from Toy Story characters.
- I can join movements into a simple dance.

EDSTART SHOW

- I can respect friends' ideas in routines.
- I can encourage my group when practising.
- I can celebrate teamwork in dance.

Key Question How can you show your toy's personality through your movements? By changing how you move — using energy, facial expressions, and body shapes that match your toy's character and emotions.

Warm Up

TOY FACTORY WAKE UP! Music: Upbeat instrumental from Toy Story soundtrack (3–5 minutes) Tell the children they are inside Andy's Toy Box! Each toy is asleep until the music starts — when it does, they slowly wake up and start moving their toy joints to the beat of four. Teacher Script Example: "Andy's toys are waking up for another adventure! Let's get their joints working so they can move again!"

Guide a head-to-toe mobility warm-up to music: **Head turns** – "Woody looks left and right to check the room is safe." **Shoulder rolls** – "Buzz Lightyear stretches his rocket wings." **Arm swings** – "Jessie lassoes her rope in big circles." **Hip circles** – "Slinky stretches his coils side to side." **Knee bends and ankle rolls** – "Rex the dinosaur stomps his big feet." Finish with some marching or skipping to the beat, encouraging the children to move in time to a count of 4. **PROGRESSION:** Change tempo — fast for Buzz flying, slow for Hamm rolling — to start feeling how music affects movement.

Main Activity

MOVE LIKE A TOY! Play a lively Toy Story track and encourage children to move like different toys. They might gallop like Woody, fly like Buzz, skip like Jessie, stretch like Slinky Dog, stomp like Rex, roll like Potato Head, or twirl like Bo Peep. When you shout "Andy's Coming!", all toys must drop and freeze instantly until the music restarts. **PROGRESSION:** Introduce canon and unison — moving all together or one after another like toys waking up. Pairs and groups practise showing both patterns to develop timing and coordination.

ANDY'S COMING! GAME: Tell the story: Andy is coming home, and all toys must freeze before he sees them! When the coach shouts "Andy's Coming!", everyone lies still like lifeless toys. When the music starts again, they spring back to life, showing expressive, toy-like movements that match the rhythm — fast beats for energetic toys, slower tempos for gentle ones. **PROGRESSION:** Children choose one toy character and create a short four-move pattern to show how their toy comes to life — for example, Woody: tip hat, step lasso, jump twist, cowboy pose.

YOU'VE GOT A FRIEND IN ME DANCE ROUTINE: Play You've Got a Friend in Me and explain that the class will create a dance celebrating friendship and teamwork, just like the toys. After listening to the chorus, children share how the music feels (happy, playful, caring). In groups of 4–6, they choreograph a short routine with 1 travel, 1 jump, 1 turn, 1 toy pose, and 1 team movement in canon or unison. Groups perform for each other before joining for a fun class finale ending with the classic pose — "To infinity and beyond!" **PROGRESSION:** Rotate leaders, try different songs, or add props to enhance creativity.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use a large open area for expressive movement; reduce space for control and awareness when practising canon and unison.

TASK

Begin with simple toy actions (walk, skip, jump) before adding story-driven sequences, teamwork, and canon/unison timing.

EQUIPMENT

Use props like hats, scarves, or cones to represent toy accessories and enhance character roles.

PEOPLE

Start individually to build confidence, then work in pairs or small groups to explore timing, cooperation, and shared choreography

Key Technical Point Focus on timing, control, and character expression. Move with rhythm, hold strong poses, and show clear transitions between actions. Use canon and unison to demonstrate teamwork, creativity, and musical awareness throughout the performance.

Cooldown

TOY WIND-DOWN: Play gentle Toy Story instrumental music. Ask the children to slowly become still toys again — taking deep breaths as they "run out of batteries." Stretch arms high ("reaching for the shelf") Sway side to side ("rocking on the rocking horse") Curl small on the floor ("going back into the toy box")

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Lesson Plan

MOVING EDSTART

Lesson Objective	To develop the basic actions of travelling, jumping, turning and making shapes.				Lesson 3/6
Equipment Needed	Sound system, music, dance hat (write down themes of dances and place in a ‘hat’)				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• move confidently and safely in their own and general space, using changes of speed, level and direction.• move with control.• perform a range of basic movements (Gestures, canon and unison).				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">• I can explain what gestures are in dance.• I can describe how to dance in canon or unison.• I can understand how to move at different levels.	<ul style="list-style-type: none">• I can move at high, middle, and low levels.• I can create gestures to music.• I can perform simple routines with my group.		<ul style="list-style-type: none">• I can respect classmates’ dance ideas.• I can encourage others during practice.• I can celebrate creativity and rhythm.		
Key Question	How can your movements show what the music sounds or feels like? By listening carefully and changing how I move — fast or slow, high or low, strong or soft — to match the rhythm and emotion of the music.				
Warm Up	<p>MUSICAL CORNERS: Play a fun, upbeat song (e.g. Happy by Pharrell Williams or Can’t Stop the Feeling by Justin Timberlake). Children dance freely in the middle of the hall using travelling, turning, and jumping movements. When the music stops, they quickly choose a corner marked by a coloured cone. The coach then calls out one colour — that corner’s dancers must perform a creative pose before returning to the middle. PROGRESSION: Add new rules – If your colour is called, perform a different movement quality (e.g. slow-motion, high-energy, or tiny steps) before rejoining.</p>				
Main Activity	<p>THE LISTENING GAME: Children explore how tempo and rhythm influence movement. When the coach calls “Travel,” they move in different ways such as walking, skipping, or crawling; “Freeze” means stop completely and hold a shape; “Inside” moves everyone to the centre; and “Outside” takes them to the edges. Once confident, introduce contrasting music — slow waterfalls, fast car engines, or dramatic drums — and ask children to let the sound decide their movement style. PROGRESSION: Add facial expressions or character actions to match the sound, encouraging emotional connection and expressive play.</p> <p>NAME THE DANCE: Divide the class into four mixed-ability groups. Each group picks a theme from the “Dance Hat”, for example, Superheroes, Olympics, Winter, Animals, Robots, or Space. Using imagination, they create a short two-gesture routine inspired by their theme, showing clear movements like flying for Superheroes or stiff arms for Robots. After five minutes, groups perform while others guess the theme. PROGRESSION: Each group must include one level change (high or low) and one shared group shape to develop creativity and coordination.</p> <p>CREATE A DANCE: Continue building the class Toy Story dance to You’ve Got a Friend in Me. Replay the new section and discuss its rhythm and mood — is it calm, playful, or energetic? Encourage groups to add new movements linked to the lyrics, like reaching for friendship or stepping together to show teamwork. Each group rehearses and performs their section, connecting movements smoothly and confidently. PROGRESSION: Introduce a formation change, such as moving from a circle to a line, to strengthen awareness of space and group coordination.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Use smaller spaces for individual exploration and larger areas for group routines and performances. Adjust proximity when working on formation changes (circle, line, group shape).	Start with simple travel and freeze actions, then progress to theme-based movements and structured routines with rhythm, level changes, and formation shifts.	Provide props like scarves, ribbons, or theme cards to inspire creativity and enhance expressive movement.	Begin individually to build confidence, then move into pairs or small groups to encourage collaboration, timing, and leadership.	
Key Technical Point	Focus on timing, expression, and control. Move with the rhythm of the music, use body shapes and levels to show contrast, and work as a group to keep synchronised movements. Show clear transitions between actions and hold balanced finishing poses with confidence.				
Cooldown	<p>QUIET CREATIONS: Play calm music (relaxing soundscape). Children move slowly around the space, imagining they are floating paintbrushes drawing shapes in the air. Gradually, movements become smaller until everyone is still in their own space.</p>				

Year 1 - Movement to Music

Lesson Plan

MOVING EDSTART

Lesson Objective To be able to move at speed with varying movement patterns.

Lesson 4/6

Equipment Needed Sound system, music,

Success Criteria Children can:

- move around looking at changing speed and direction.
- move at speed with control.
- travel in different ways.
- respond imaginatively to a stimulus used.

EDSTART KNOW

- I can explain how clowns and acrobats move.
- I can describe what mirroring means.
- I can understand how to perform in unison.

EDSTART GO

- I can travel at different speeds and directions.
- I can copy clown movements in mirroring games.
- I can create short circus dance routines.

EDSTART SHOW

- I can respect my partner when mirroring.
- I can encourage my group during performances.
- I can celebrate effort and fun in circus dancing.

Key Question How can you use your body to show that you're performing in a circus? By using big, confident movements, expressive faces, and strong poses that match the character — like a clown's silliness or an acrobat's balance — while staying in control and on beat.

Warm Up **MUSICAL CORNERS: THE BIG TOP BEGINS:** Play upbeat circus music such as "Entry of the Gladiators." Children dance freely in the middle of the hall — the "circus ring" — showing off their best circus performer moves (clowns, animals, jugglers, acrobats). When the music stops, they run to a coloured cone in one of the four corners. The coach calls out a colour, and that corner performs a silly clown pose before rejoining the group for the next round. **PROGRESSION:** Add themed instructions — when the music starts again, call out "Parade!" (march proudly like a ringmaster) or "Acrobats!" (stretch tall and balance).

Main Activity **THE RINGMASTER SAYS...:** Introduce yourself as The Ringmaster of the Big Top! The children must listen carefully and follow your circus commands. If you don't say "Ringmaster says," they must stay still. Examples of commands: Stilts: Walk tall and slow, arms stretched high. Lions: Crawl and roar on hands and feet. Acrobats: Hop on one foot or spin gracefully. Jugglers: Pretend to toss and catch balls. Tightrope Walkers: Walk heel-to-toe, arms out for balance. Elephants: Stamp with heavy, slow steps, swinging arms like trunks. **PROGRESSION:** Choose one confident child to be the Ringmaster and lead the class through their own circus commands.

COACH THE CLOWN Clowns are the stars of the circus, always full of energy and expression! Begin by leading some clown-inspired actions for the children to copy — waving arms, tiptoeing, wobbling, pretending to trip, or juggling imaginary balls. Next, split into groups of four. One child becomes the Clown Leader and performs a short series of movements for the others to mirror exactly. Encourage clear, exaggerated actions that make the audience laugh. **PROGRESSION:** Once groups can mirror confidently, ask each Clown Leader to perform their moves to a steady count of four, helping children match the beat of the circus music.

THE BIG TOP DANCE SHOW: In their same groups, children now become a circus troupe and create their own short routine using movements from the lesson. Each group must include: 1. One travelling action (e.g. tiptoe, gallop) 2. One balance or shape (e.g. tightrope pose, acrobat stretch) 3. One clown movement (funny or exaggerated) 4. One animal action (lion, elephant, horse) 5. A section performed in unison and a section in canon Groups rehearse their routines to lively circus music before performing to the rest of the class. **PROGRESSION:** Ask groups to perform their dance to the beat of four and include at least four gestures that match the rhythm of the music.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use a large open area for free dance and group performances. Reduce space during "Ringmaster Says" to promote awareness and control

TASK

Begin with simple copying actions and develop towards creating structured routines with travel, balance, and unison/canon sections.

EQUIPMENT

Use colourful cones, hoops, ribbons, or scarves to represent circus props and support creativity.

PEOPLE

Start individually to explore characters, then work in pairs or small groups to encourage teamwork, timing, and shared choreography.

Key Technical Point Focus on expression, control, and timing. Use clear, exaggerated movements, strong posture, and smooth transitions. Keep in time with the music, maintain balance during poses, and perform confidently in both unison and canon to bring the circus performance to life.

Year 1 - Movement to Music

Lesson Plan

MOVING EDSTART

Lesson Objective To be able to experiment with different ways of moving.

Lesson 5/6

Equipment Needed Sound system, music,

Success Criteria Children can:

- find new ways of moving.
- show some idea of rhythm, coordination, expression and creativity.
- remember and repeat simple movement patterns.

EDSTART KNOW

- I can explain what rhythm means.
- I can describe how to move in canon and unison.
- I can understand how to rehearse a routine.

EDSTART GO

- I can try different ways of moving to music.
- I can copy and create movement patterns.
- I can rehearse and perform my dance.

EDSTART SHOW

- I can respect my group's ideas.
- I can encourage others when performing.
- I can celebrate creativity and rhythm.

Key Question How can you make your dance more interesting for the audience to watch? By using different levels, directions, and speeds, adding canon and unison, and showing control and expression to match the music's rhythm and mood.

Warm Up **FOLLOW THE BEAT:** Play an upbeat, rhythmic song (3–5 minutes long) to complete a full head-to-toe mobility warm-up. Begin with gentle movements — shoulder rolls, arm circles, knee bends, ankle rotations — before adding larger travelling movements such as side steps, skips, or slow turns. Encourage children to move to the beat of four, clapping and counting the rhythm aloud together. This prepares them for keeping time during their group dances later in the lesson. **PROGRESSION:** As the song continues, challenge children to add one new action for every four counts (e.g. four claps, four hops, four spins) to begin thinking about dance phrasing and musical timing.

Main Activity **CREATE A DANCE:** Split the class into small groups of four. Explain that today they are the choreographers — responsible for creating, refining, and performing their own short dance routine. Each group must choose a stimulus (something that gives them an idea for movement). Suggestions: seasons, friendship, superheroes, toys, animals, or space. **Starting Point:** Ask each group to create four gestures or movements, each lasting four beats. Encourage different dynamics — fast, slow, big, small — and to show contrast between movements.

Introduce Canon and Unison: Demonstrate both terms clearly:

Unison: Everyone moves together at the same time.

Canon: Each person begins the same movement one after another (like a ripple).

Ask groups to include both in their routine, for example, the first two gestures in unison, then a canon section.

Developing the Routine: Allow children time to practise and refine their routines, moving around the room to offer support. Guide them to use space (forwards, backwards, diagonally), levels (high, medium, low), and direction changes to make their dance more interesting.

Check-Ins: Every 6–8 minutes, stop the class and invite one or two groups to show their progress. Encourage peer feedback using key vocabulary such as “timing,” “canon,” “unison,” “expression,” and “control.”

PROGRESSION: Once all groups can perform their 4-gesture sequence confidently, challenge them to add a fifth movement that shows a change in speed or level. Remind them to stay in time to the beat of four and keep movements controlled.

REHEARSAL PERFORMANCE: When routines are complete, groups prepare for their performance. Create a small “stage area” in the hall. Two or three groups perform at a time while others act as the audience. After each performance, audience members score out of 10 and give a reason, using key dance language, for example, “I gave 8 because their canon was clear,” or “They stayed in unison and used great expression.” Discuss the importance of encouragement, teamwork, and appreciation when giving feedback.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use big spaces for group dances and smaller areas for performances.

TASK

Start with four simple moves, then add canon, unison, and level changes.

EQUIPMENT

Use music, theme cards, or props like scarves for inspiration.

PEOPLE

Work alone first, then in groups to build teamwork and timing.

Key Technical Point Focus on timing, expression, and space. Move confidently in unison or canon with control and clear actions. Use strong shapes and smooth transitions, finishing each movement with balance and confidence.

Cooldown **SLOW THE SHOW:** Play a calm piece of music (such as an instrumental or soft piano). Children spread out and move slowly around the space, repeating gentle versions of their dance gestures but at half-speed, finishing by taking deep breaths and holding a relaxed pose.

Year 1 - Movement to Music

Lesson Plan

MOVING EDSTART

Lesson Objective	To be able to join together set movement patterns and to remember small sequences.				Lesson 6/6
Equipment Needed	Sound system, music, Stimulus cards (written / typed on card)				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">choose some of the movements they have already explored and use them to make their own movement patterns.link actions (simple dance routine in pairs or small groups).use movements which express ideas, moods or feelings.				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">I can explain how to link movements into a routine.I can describe how to use canon and unison in a dance.I can understand how dance can show moods and feelings.	<ul style="list-style-type: none">I can rehearse a routine with my group.I can perform confidently to an audience.I can use gestures, canon, and unison in my dance.		<ul style="list-style-type: none">I can respect others while watching dances.I can encourage classmates during performances.I can celebrate all groups' efforts.		
Key Question	How can you make your group dance more exciting for the audience? By using clear shapes, changes in level, timing, and expressive movements that match the music and theme.				
Warm Up	<p>DANCE DISCOVERY CIRCUIT: Tell the children they are joining a Dance Discovery Mission! Each corner of the hall is a mystery dance zone with a secret theme card face down. Split the class into 4 small groups and play fun, upbeat music (such as Can't Stop the Feeling or Happy). When the music starts, each group flips over a card to reveal their dance inspiration, for example Animals, Weather, Robots, or Space and dances for 30 seconds showing how that theme might move. When the whistle blows, they rotate to the next zone and find a new theme to inspire fresh movements. Encourage the children to be creative, dramatic, and expressive. If they've learnt canon and unison in previous lessons, remind them to use those ideas in their mini dances. PROGRESSION: Once everyone has tried each zone, challenge the children to combine two themes together (e.g. "robot animals" or "stormy dancers") and perform their mix to the group.</p>				
Main Activity	<p>THE DANCE REHEARSAL SHOW: Explain that the children are now preparing for the Big Dance Show! In their groups, they must rehearse their routines from the previous lessons, make sure they dance to a steady beat of 4, include one section in unison, one in canon, and a clear group gesture or pose. Move between groups to support their timing, teamwork, and performance quality. Encourage confident children to lead a short warm-up or count their group in. Every 6–8 minutes, stop the music and invite one group to share part of their routine. Ask the rest of the class to watch and give a quick "thumbs up" for timing, teamwork, or expression. Allow each group to keep building their dance once they've received feedback. PROGRESSION: Challenge each group to add a new movement that shows a change in level — one action low to the floor and one stretching tall, just like a professional dance troupe.</p> <p>THE BIG TOP DANCE PERFORMANCE: It's showtime! Each group now takes a turn performing their dance routine in front of their friends. Two or three groups perform at once to build confidence, while the audience sits quietly and supports them like real theatre-goers. After each performance, the audience gives a score out of 10 and says why they liked it, for example: "I gave 9 because they all started together," or "10 because their animal shapes were clear."</p> <p>Encourage the children to use key dance words such as beat, canon, unison, rhythm, and expression. Remind everyone that dancers support each other, clapping, smiling, and celebrating effort.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Use four dance zones around the hall for creativity and a central "stage area" for performances.	Begin with short 30-second themed dances, then combine themes or add canon/unison for challenge.	Use theme cards, music, and props (scarves, ribbons) to inspire imaginative movement.	Work in small groups to explore ideas, then perform as a team, taking turns as leaders or choreographers.	
Key Technical Point	Focus on timing, teamwork, and expression. Move together in canon or unison with control and confidence. Use strong body shapes, smooth transitions, and hold your finishing pose proudly like a real performer.				
Cooldown	<p>QUIET CURTAINS: As the music slows, the children imagine the circus tent or theatre curtain is closing. They move slowly around the space, stretching their arms like ribbons or waving goodbye to the audience. Gradually, their movements get smaller until everyone freezes in their favourite dance pose.</p>				