



LET'S MOVE!

DANCE FOR KEY STAGE 1

**- Twas the night
before Christmas**



Using Let's Move

Let's Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

Use the best equipment that the school has to offer for playback. Make sure the children dance in gym shoes or bare feet. Bare feet give a good sense of contact with the floor, if your floor is safe. The children should be in PE kit to allow easy movement and to ensure that they do not become too hot. Encourage the children to listen carefully right from the start - not just to the presenter but also to the music.

Teaching points:

Some tips to help you get the best out of these programmes:

- Always encourage careful listening.
- Reinforce the importance of safety (eg awareness of others, avoiding collisions, keeping well-spaced, sensible landings).
- Help the children to observe each other's movement in a positive light and to learn from their observations.
- Give the children a sense of your own enthusiasm.

Column headings used in these Teacher's Notes:

- **Timing** - use this column to add timings, marking pause points etc.
- **Content** - a description of the individual movements and sequences that make up the programme.
- **Guidance** - any special points (such as groupings) and things to watch out for (such as safety points) and ways of helping the children to improve their performance.
- **Evaluation** - a series of questions which help to focus on the teaching points from the lesson and the children's learning and progression in dance.

Let's Move and the National Curriculum:

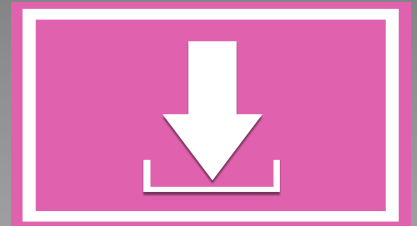
Dance makes a distinctive contribution to the education of all children, in that it uses the most fundamental mode of human expression - movement. Through its use of non-verbal communication, children are able to participate in a way that differs from any other area of learning. It provides aesthetic and cultural education, opportunities for personal expression, and it also introduces students to a wealth of traditional, social and theatrical forms. In a broad and balanced curriculum, this important area of human experience should not be neglected. ('Dance in the School Curriculum', a paper by the National Dance Teacher's Association and others)

Dance is acknowledged as a vital ingredient of a child's education in the National Curriculum. The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum. There is an emphasis on performance and clear indications that dance should be taught in both a creative and a cultural context. The children should be taught:

- to develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness
- to perform movements or patterns, including some from existing dance traditions
- to explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.

Warm up:

Your class will benefit from a warm up before the programme begins (if you have time). Yawning, stretching, jogging on the spot and pretending to wash the face and neck are all examples of ways of warming up. Each programme ends with a 'cool down' to prepare them for the return to the classroom.

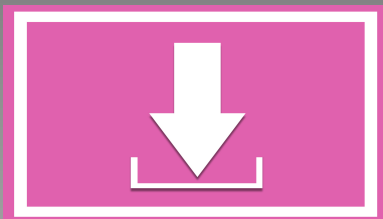


Downloading these resources

These dance sessions can be downloaded as mp3 files from these Notes and from the individual pages of the BBC Teach website.



You can also download the content from other platforms, including Apple Podcasts. Enter 'KS1 Dance: Let's Move' in the search field for podcasts.



Click to download the session
(mp3)

Movement focus:

- Contrasting qualities of movements.
- Movement and stasis.
- Performing a sequence involving several actions and gestures.
- Pathways.
- Listening and responding to music.

'Twas the night before Christmas

The two sessions of this unit are based on the poem 'Twas the night before Christmas'. The poem was written by Clement Clarke Moore (1779 - 1863) in 1822. The following year it was published anonymously in the *New York Sentinel*, with Clarke not claiming ownership of the poem until the 1840s. The poem was an instant hit and it quickly became a tradition to read the poem on Christmas Eve. The poem has had a key influence on establishing reindeer and sleighs among Christmas traditions. There is a copy of the poem at the end of these Notes.

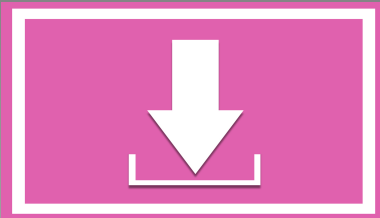
1: A sleigh full of toys

Lesson summary:

Winter scenes of snowflakes and Christmas trees establish the festive context. Then the children become the inhabitants of the Christmas house, witnessing the arrival of St Nicholas (or Santa Claus). They create dance sequences in which they see him arrive and ride as reindeer through the sky.



Timing	Content	Guidance	Evaluation
	Warm-up Move through the space as snow flakes being lifted through the sky. Swirling and turning, moving slowly, then faster. Freeze when the music stops in different snowflake shapes.	Move on your feet lightly and quickly and stretch out your arms gracefully. Build by adding swirling and turning in a controlled way, then moving faster as the wind grows wilder. Use the whole space and follow your own pathway. Be able to freeze and hold your outstretched shape.	Are children able to imagine a sky full of snowflakes and that they are one of them - being carried along by the wind? Can they reflect this in their light steps and graceful movements? Can they make their own, clear pathway and respond quickly when the music stops?
	Growing Christmas tree Grow from a tiny seed into a huge Christmas tree. Children start off crouched down on their feet, curled up on the floor. They gradually reach out, downwards for roots, then upwards and outwards to show shoots growing. Stand up and stretch, to show the tree rising and spreading its branches.	Slow, uncurling, growing and stretching movements. Encourage children to move at the same time as their partner and to show a clear contrast between the very small seed and great big tree. Move their hands quickly as the sparkling lights.	Are the children working well together and can they move at the same time and at the same pace?
	Clatter - Father Christmas and his Reindeer arrive! Practise a short dance sequence. Children mime being asleep. On musical cue - the noise in the garden of Santa and Reindeer - they: 1. spring from bed to see what's the matter (jumping and stretching) 2. step to the window (light, small steps with the music) 3. fling open the curtains (arms out wide) 4. make an amazed face (looking around, lots of expression). Rehearse this as a sequence.	Encourage children to remember each part of the sequence. They need to listen and respond quickly to instructions and the different parts of the music.	Can children remember each part of the sequence? Are they able to practise this and improve upon it? Can they use lots of expression and clear dance gestures? Can they move with the music?
	Santa's reindeer! Reindeer movements on the spot: 1. holding up arms and hands to head as reindeer antlers 2. pawing the ground with hooves - one leg then the other Then reindeer movements travelling: walk, trot and gallop in time to the music, holding up 'antlers'.	Movements on spot. Strong, majestic, using spread fingers and arms to make big antlers. Lowering and raising head. Pawing the ground, scraping one leg then the other backwards. Travelling movements: majestic and light. Travelling with varying speeds around the room. Moving in a controlled way. Children respond to Father Christmas giving them instructions from sleigh. Keep up the reindeer character when moving around the room. Encourage children to listen carefully to instructions and respond quickly.	Are children able to make their actions really reindeer-like? Can they make a pathway of their own and show clear contrasts between the different types of movements?
	Reindeer pairs Gallop in pairs around the room, following a curvy pathway. Fly through the air! Leap over rooftops!	Standing side by side, arms up, fingers spread for antlers, galloping in time to music. On musical cue leap over rooftops. Move at the same speed as each other, staying shoulder to shoulder. Children should make a clear pathway of their own around the room. Show the characters of these excited, spirited reindeer.	Are children able to show the characters of the lively reindeers as they move around the room and move in an energetic as well as controlled way? Can they stay with their partner and follow their own pathway?
	Cool down Yawns and stretches to end.		



*Click to download the session
(mp3).*

Movement focus:

- Contrasting qualities of movements.
- Movement and stasis.
- Performing a sequence involving several actions and gestures.
- Listening and responding to music.
- Pair and group work.

2: Happy Christmas to all!

Lesson summary:

The session begins with a reprise of the winter scene warm up. Then the children help Santa Claus fill the stockings with presents from his sleigh before watching him depart and enjoying a final ride through the sky as Santa's reindeer.



Timing	Content	Guidance	Evaluation
	Warm up Snow flakes swirling through the sky at different speeds. Freezing / holding shape as a snowball, an ice sculpture, then falling to the ground to make a thick layer of snow.	Children need to continue to move through the space in a graceful and agile way. They should respond quickly when the music stops and hold their frozen shape.	Can children make their own interesting pathways through the space? Can they freeze in different shapes and be able to hold these shapes?
	Santa's reindeer reprise Reindeer movements on the spot: 1. holding up arms and hands to head as reindeer antlers 2. pawing the ground with hooves - one leg then the other. Then Reindeer movements travelling: walk, trot and gallop in time to the music, holding up 'antlers'.	Movements on spot: strong, majestic, using spread fingers and arms to make big antlers. Lowering and raising head. Pawing the ground, scraping one leg then the other backwards. Travelling movements: majestic and light. Travelling with varying speeds around the room. Moving in a controlled way.	Are children able to make their actions really reindeer-like? Can they make a pathway of their own and show clear contrasts between the different types of movements?
	Father Christmas balancing on the roof Practise a sequence: 1. Father Christmas lifts his sack onto his back 2. He takes five wobbly steps over the roof 3. He climbs into the chimney 4. He whooshes down it.	Children need to listen carefully to instructions and respond, in time, to the music. Build upon this sequence, by imagining that the roof is extremely slippery, so Father Christmas must balance very carefully.	Can children show the character of Father Christmas and how precarious it is when he wobbles across the roof? Can they remember each step of their dance sequence?
	Father Christmas laughs Standing up, children laugh like Father Christmas, their whole bodies shaking. Then they walk with heavy steps as Father Christmas in snow boots. Then contrasting tip-toe steps ('don't wake the children!')	Encourage children to build upon movements that they have just been working on and stay in character as Father Christmas. Shake with their whole bodies - arms, legs, tummies, shoulders and enjoy the release of lots of laughter.	Can children use their whole bodies to wobble? Can they really shake as they laugh?
	Filling the stockings Group of 3 or 4. The children make the stocking, gradually growing as it fills with presents. Start off crouched down making a circle with your arms and slowly stand up and move your arms and legs wider apart as the stocking fills.	Sack needs to grow gradually, from a crouched down, hunched position to standing 'full' position, arms and legs wide. The children need to coordinate their moves with the music cues.	Can children work really well in their pairs, co-operating and communicating well with each other to produce this sequence? Can they start and stop with the music and pace their movements well?
	One last gallop through the sky Children work in their groups, as Santa's reindeer pulling his sleigh, two in front, two behind. Respond to instructions from Father Christmas	Children need to work together and move at the same speed, following each other and sticking clearly to a pathway. Stay in character as the reindeer.	Can children stay together as they move through the pace? Can they work as a team, imagining that they are pulling Santa's sleigh?
	Cool down Think about all the things which have happened in the story.		

Twas the night before Christmas

Clement Clarke Moore

Twas the night before Christmas, when all through the house

Not a creature was stirring, not even a mouse.
The stockings were hung by the chimney with care,
In hopes that St Nicholas soon would be there.

The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads.
And mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap.

When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.

The moon on the breast of the new-fallen snow
Gave the lustre of mid-day to objects below.
When, what to my wondering eyes should appear,
But a miniature sleigh, and eight tinny reindeer.

With a little old driver, so lively and quick,
I knew in a moment it must be St Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name!

"Now Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! On, Cupid! on, on Donner and Blitzen!
To the top of the porch! to the top of the wall!
Now dash away! Dash away! Dash away all!"

As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky.
So up to the house-top the coursers they flew,
With the sleigh full of Toys, and St Nicholas too.

And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St Nicholas came with a bound.

He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot.
A bundle of Toys he had flung on his back,
And he looked like a peddler, just opening his pack.

His eyes-how they twinkled! his dimples how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard of his chin was as white as the snow.

The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath.
He had a broad face and a little round belly,
That shook when he laughed, like a bowlful of jelly!

He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself!
A wink of his eye and a twist of his head,
Soon gave me to know I had nothing to dread.

He spoke not a word, but went straight to his work,
And filled all the stockings, then turned with a jerk.
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose!

He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim, 'ere he drove out of sight,
"Happy Christmas to all, and to all a good-night!"

