

## **DANCING AS AN EXPRESSION OF CHILDREN'S CREATIVITY IN MUSIC CULTURE TEACHING AND PHYSICAL EDUCATION**

*(Professional paper)*

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### **Abstract**

*This paper discusses the possibility of combining teaching of music culture and physical education through creative dance and improvised movement to music. The aim is to encourage and develop the creative potential of elementary school students through dancing. Use of dance in teaching of both subjects not only contributes to the development of creative capacity, musicality and motor abilities of students, but also of initiative, imagination, originality, constructiveness, self-esteem and self-confidence. In particular, it focuses on examples of dance that are suitable for the development of students' creativity, which is an important goal of educational work in the elementary school. Emphasized is the significance of an integrated approach to the class content, which is supported in the requirements of the curriculum and the need to modernize and innovate teaching practices.*

**Keywords:** *elementary schools, dances, musical games, motor skills, educational work, teaching correlation, methodical procedures*

### **1.**

This paper discusses the possibility of combining teaching of music culture and physical education through creative dance and improvised movement to music, with the aim of encouraging and developing the creative potential of elementary school students through dancing. Use of dance in teaching of both subjects not only contributes to the development of creative capacity but also musicality and motor abilities of students, as well as improved aesthetic and emotional experience, socialization and overall psychophysical development of character.

Child creativity has been for many years a subject of interest and research for a large group of domestic and foreign scholars. Today, when developing the creativity of students represents an important goal of modern education, when it is insisted on greater involvement of students in search of innovation and emphasis is placed on the development of productive instead of reproductive skills, the question of children's creativity becomes especially relevant. Creating movement to

music represents the simplest form of child creativity. It is exactly this form of child creativity that is analogue to combining of music culture and physical education programs in elementary school.

### **2.**

Correlation in teaching programs, as a methodical procedure in the implementation of course curriculum, presumes reciprocity and mutual dependence between different school subjects, in relation to which certain topics and content can be complemented and integrated. A high degree of connection between musical ability and intellectual, verbal, aesthetic and motor skills indicates significant opportunities of correlation in teaching programs. The basis for the permeation of music into the contents of other school subjects is musical perception and musical experience, which is a precondition for the subjects' thematic and structural correlation (Đorđević, 2011). The basis for the integration of music and physical education can be found in rhythm or in acoustic and visual perception of the music that the students

will express through movement - dance. In this sense, this paper's attention is focused on the performance of movement along with singing and listening to music.

„The term musical dance can be defined as a type of dance where the musical thought is the instigator and bearer of all actions that take place during the dance” (Đurković-Pantelić, 1998: 139). For the moves to be suitable and in accordance with music they are performed to, it is necessary for students to previously thoroughly study the chosen song or instrumental composition. In the curriculum of physical education, folk dances are represented in all elementary school grades, from first to eighth. In the analysis of the curriculum, it was noted that all the recommended folk dances in the physical education curriculum are on the list of recommended songs and dances in the teaching of music culture. Such harmonization provides the opportunity to study folk dances (either by singing or listening) during music culture class and then perform the movement during the physical education class, particularly in lower grade classrooms where the teacher has access to the contents of all subjects, but also in the upper grades through coordination of the teachers of the two subjects. When the students grasp the basic elements of a song (lyrics, rhythm, melody) and through listening learn the specified instrumental composition (it's character, tempo, dynamic, form), the students are given the opportunity to express their personal impression of the music through self-created movements. In addition to developing a sense of rhythm, precision, coordination of movement in space and time, grace and expressiveness in performing movement to music, dance improvisation contributes to the freedom and creativity of students. It is important to note that the results achieved through this activity „should be evaluated according to the creative engagement of students and not the quality of work created, since even the most modest musical improvisation is pedagogically justifiable” (Rule Book, 2007).

Folk songs, where the content of the lyrics provides a clear description and an impetus for dancing are very suitable for movement improvisation. These movements are, firstly, the basic ones that students have mastered in previous physical education classes (walking, running, leaping, body and hand gestures, clapping, patting, turning, etc.) and are used to express the concepts in a song.

Dances to instrumental music are based on the character and form of the composition. Children's mov-

ements follow the musical thought, which requires a certain maturity and musical experience that builds gradually and systematically. Movements performed to instrumental music can be very simple, but also more complex, depending on the composition and psychophysical capabilities of children. Listening to instrumental forms (Serbian folk dance, waltz, tango, modern dance) and getting to know their structure during a music culture class, will later considerably facilitate the learning of the dance steps meant for teaching during a physical education class. It is necessary to introduce these dances to students in a wider social and historical context: discussion of the origin, occasions for the performance, the performers and the costumes, in order to stimulate students' interest in learning the steps and other movements the dance entails.

### 3.

Musical dance is a collective game where personal interests are subordinate to the interests of the game, and this makes students learn discipline, respect and adapt rules. Whether it's the beauty of the music, the beauty in the uniformity of the movement of dancing performers or beauty of costumes and traditional wear, aesthetics are an inseparable companion of dancing. Finally, dancing also has representative purpose. Numerous celebrations and events throughout the school year provide an opportunity to do as much, and the ceremony itself will gain in dynamism, cheerfulness and spontaneity.

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