

DANCING DURING THE PHYSICAL EDUCATION CLASSES

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Abstract: Folk and modern dances come to fill in the wide range of means which lead to the accomplishment of the main goals of the Physical Education in school. Dances are used as a means of slacking, relaxing and completing the acts of joy that take place on different occasions. They are also the most common used in this respect, requesting good coordination, flexibility and amplitude of the movements they are made up of, this way offering a pleasant view to the one who is watching from the outside. Dancing can significantly contribute to the increase of the interest in the physical activity during the Physical Education class.

Introduction: Dancing is one of the easiest and the most pleasant methods of feeling good and of keeping fit, being a social phenomenon due to its mass impact as well as encouraging interaction between partners. Dancing is an excellent teacher: it teaches you how to be a partner in a couple, how to establish your goals and act to attain them, it helps you to know yourself better, to respect the others by respecting yourself. Dancing is considered not only entertainment but also a good way of making physical effort, of stimulating the imagination of the child and helping him to have a good social life as good as possible.

What should make us wish to learn how to dance (us or our children)?

- Dancing develops the actuating intelligence and it educates the body movements, helping in coordinating movements;
- Dancing improves health in many ways, preventing heart diseases and high blood pressure;
- Dancing develops and improves the actuating qualities: speed, strength, endurance and skillfulness, contributing at the same time to the development of the balance, muscular elasticity, flexibility and joint mobility;
- Dancing, practiced regularly, helps keeping in shape the body line or for losing weight because in 30 minutes the body burns between 50 and 250 calories according to chosen rhythms;
- By dancing you improve the abilities of communication and develop the ability of team work;

- Dancing is relaxing and entertaining. The benefits of dancing are felt on other plans too. One can be a good dancer and at the same time a good pupil or student. Dancing requires the ability of thinking and acting, of focusing on the task, of preserving learning. All these abilities are easily taught by movement and once acquired they easily convey into school and everyday life.

Dancing combines music and movement, enabling the child to discover the magic of both of them, to develop harmoniously and to be more confident.

For all ages, dancing is an experience in which you learn to be disciplined, to make acquisitions on all levels and trust yourself. That is why dancing must be included in the Physical Education classes; working on music gives great satisfaction to children.

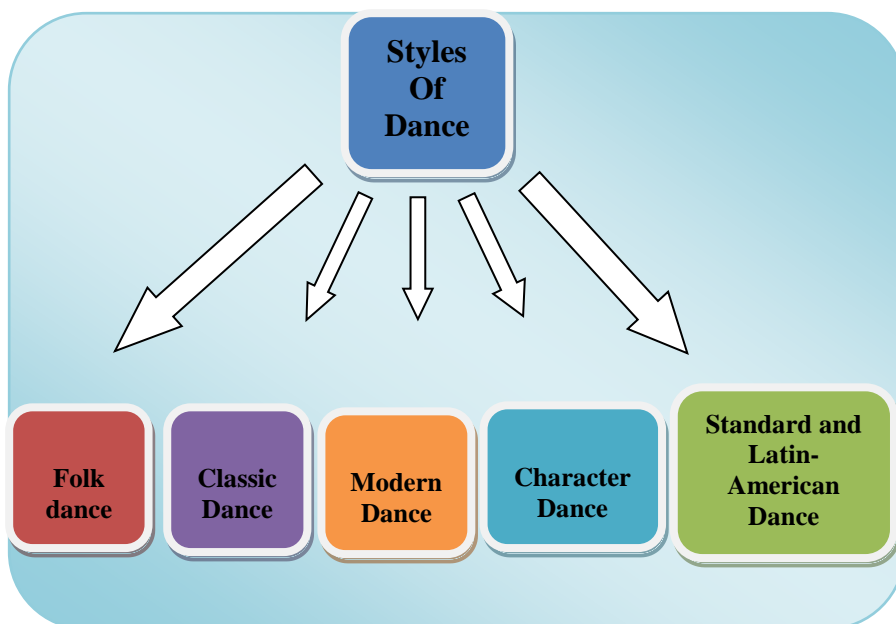
“Considering dancing, whether we think of the sacred or magical dances of the savages, of the Greek ritual dances, of the one of King David before the Ark of Covenant, of the dance simply as part of the festive entertainment, no matter whichever people or epoch it can be said that it is itself pure play in its absolute meaning of the word, and besides it represents one of the present and most accomplished forms of playing.”(Johan Huizinga, *Homo ludens*)

Approach: The Dance in the school curriculum is present as an alternative sport subject such as Sport Dance and Folk Dance specific to the region. However, there are only few teachers who include dance steps or combination of dance steps practice especially during either those Sport Assembly classes or as extracurricular activities (for example, there are groups of folk dances especially in some schools in the rural areas).

I have chosen to introduce dance measure steps to my regular classes, starting from the assumption that dancing can play an important part in increasing the motivation for practicing physical exercise. The situation of the school population in our community is well known cases of obesity: the number of medical exemption certificates for sport activities, not always properly issued, has increased sedentariness, as well as the number of cases of obesity, the moving ability of the population has

decreased, and it has also decreased the interest in the Physical Education class.

Introducing dancing at the Physical Education classes can represent a challenge for the teaching staff: the teacher must display his knowledge of modern rhythmic gymnastics from dance, his musical culture, his knowledge of scenography and soon, this way rounding his artistic and professional personality. But the satisfaction gained compensates the effort. Before starting this activity some facts are requested. The teacher can accomplish his musical training by studying thoroughly the specialized biography. After choosing the music to be



used, the teacher will bone up on the technique of the different styles of dancing; on such cases even the internet can be useful as well as consulting specialists in the field. It is also important everyone's creativity and imagination. Of the same great importance it is to know your pupils, their level of knowledge and their possibilities.

- What styles of dance can we use during our classes?

I have tried to introduce among the lesson themes different dance steps especially during the classes held in the gymnasium (in the cold season) out of the Physical Education class. The children worked on folk dance steps especially on "Hora" and "Braşoveanca". Among the standard and the Latin-American dances they learned steps and

combinations of steps of the Viennese waltz, the slow waltz, jive, cha-cha and samba.

As for character dances they worked on Irish, Spanish, Indian and Oriental steps. I also resorted to the classical dance; introducing specific elements from the rhythmic gymnastics to the class (the later ones found their place among the acrobatic floor exercises a bond elements) such a balance exercises, pirouettes and turns, body waves, different vaults (jumps).



The children danced on modern rhythms adapted to their age. For the primary classes I adapted the “Duck “Dance using simplified movements that can find their place in the complex of exercises meant to selectively influence the loco motor system of the third chain link; for the older ones I used disco ,hip-hop and dance rhythms.



I have permanently taken into account some of the methodological recommendations:

- Teaching a content of a few simple elements that are accessible for the classes I worked with;

- The elements taught in the previous lessons were repeated in every new lesson.
- I have constantly insisted on the faultlessness of the performance;
- I have aimed at making children aware of the artistic value of a correct technique, associating movement with short stories;
- It has been tried avoiding monotony caused by the abusive use of some movements;
- The musical accompaniment was properly chosen, there were generally used merry and funny tunes;



- The children who have performed correctly and artistically appreciated; praising has permanently been used;
- Show demonstration has been fairly correct, being performed both by the teacher and the really gifted children who practice different styles of dancing at the dance schools or the pupils' clubs.



As a result of introducing the dance elements I had to expand my activity out of the course classes too, making up some groups with whom I worked on several compositions. All that I worked during the classes also found its applicability for different activities and school festivals.



Outcome (results): Throughout all this time I have noticed the children's ever increasing interest for movement; quite often they ask for dancing during the classes instead of taking up other themes. Some of them even enjoy showing their new acquisitions in front of their parents.

Conclusions: By using dancing at the Physical Education classes I have reached several particular aims and goals of the physical education and sport such as:

- Improving health condition by building a proper posture, by providing a morphological and functional development of the body.
- The many-sided physical development by developing of the general physical abilities.
- The special psychic development by developing their willpower and moral qualities.
- The artistic education of the performers (building up their artistic sensibility through the kinesthetic sense, educating their musical sense,

building up a general musical culture, developing the movement fantasy and creativity).

Last but not least the pupils have shown increasing interest for the Physical Education class, fact also proven by having to expand my activity out of my course classes.

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Titlu: Dansul în timpul orelor de educație fizică și sport.

Cuvinte cheie: Dans, ritm, educație fizică.

Rezumat: Dansurile populare și moderne vin să completeze gama largă de mijloace care duc la îndeplinirea principalelor obiective ale educației fizice școlare. Folosite și ca mijloc de destindere și relaxare, de completare a manifestărilor de bucurie care au loc la diferite ocazii, dansurile sunt mijloacele cele mai des folosite în acest scop cerând o bună coordonare, elasticitate și amplitudine a mișcărilor care le compun, astfel dând o imagine plăcută celui care urmărește din afară. Dansul poate contribui semnificativ la creșterea interesului pentru activitatea fizică, pentru ora de educație fizică.

Titre: Dance au cours des classes d'éducation physique.

Mots-clés : Dance, rythm, d'éducation physique

Résumé: Les danses folkloriques et modernes complètent le large éventail de moyens pour la réalisation des principaux objectifs de l'éducation physique à l'école. Utilisé comme un moyen de loisirs et de détente, de remplissage des manifestations de joie qui se produisent à des moments différents, les danses sont le moyen le plus souvent utilisé à cet effet demandé une meilleure coordination, la souplesse et l'ampleur des mouvements qui les composent, ce qui donne une image sympa celui qui cherche à l'extérieur. La danse peut contribuer de manière significative à l'intérêt croissant de l'activité physique pour le temps d'éducation physique.