# 54 - FOR A BETTER TEACHING OF DANCE ON PHYSICAL EDUCATION CLASSES : A THOUGH ABOUT THE MOVEMENT LIVED THOUGH DANCE

MS.CARLOS HENRIQUE SAMPAIO MOREIRA
DRA. FERNANDA BARROSO BELTRÃO
Universidade Castelo Branco Rio de Janeiro RJ, Brasil
Centro Universitário de Belo Horizonte UNI-BH BH - MG
guararás@yahoo.com.br

**Introduction**

According Nanni (2001) dance is one of the oldest human manifestation form because it was the first to create the junction between man and nature in the search of an approximation of men and his respective gods.

Dance has being presented on all events of primitive men's life. On birth or death, on religious or cultural rituals, dance has been following the men on his trajectory, on labor or leisure time, on war or peace moments. Though dance, there is a meeting of the men with himself thought the expression of his emotions such as his individual characteristics. With spontaneous movements, in which happens the interior release though a diving on imagination or constructed movements to reach the plastic objectives, dance materialize as a powerful vehicle of union between art and human movement, among the interior of each one and its collectivity.

According Nanni (2001), dances, in all period of history and or geographic space, and for all people, is the representation of his manifestation , of his feelings , emotions, expressions and body language and his cultural characteristics. It translate, using gestures and movements the most intimate of the emotion. Followed or not of music, singing or peculiar rhythms, dance translate the proper feeling that someone need to express in some moments of his life.

**The Dance**

"Dancing is to live and express with the maximum of intensity the relation among men with nature, with society, with future and his Gods!" (GARAUDY 1980, p.14).

According Sá Earp (1984), quoted by Nanni (2001) , "dance is the expression of universal harmony in movement". Similar to this concept, is the one of Garaudy (1980, p.8) that says: " Dance is one of the rare human activities in which the man is totally engaged : body, spirit, heart". In this unique interaction, gotten by movement flown and its form there are the heart emotions, soul intensity and body language expressed though dance.

Laban (1978) present dance as the poetry of body actions on a specified space that though movements are submitted to transformation and each moment configures new intentions and a new dance meaning.

Someone that can dive on the dance flux of movements is able to discharge all internal harmful tension, catching pleasure and exceptional stimulus that set free body and mind to communicate of an expressive form with other people, the ambient and themselves.

Dance can develop a corporal conscious and relate the external and internal world. The human being puts all his energy that is full of impulse, intentions and desires and transfer it to external world.

Stokoe and Harf (1987) elucidate that in each person, exist the needing to express himself the way he is and that this expression could be understood by himself and the other people. The movements and gestures of dance is full of expressivity and individuality, with various meanings to whom watch and interpret it.

This unique and universal language dispense words because all the meaning of the message to be transmitted is made though body that reflects culture and the society in which is inserted.

**The movement lived though dance**

When thinking about a critical education on dance area , it is necessary to analyze the external factors that influence on its execution and sense in each movement , inside society.

Marques (1997, p.4) elucidate that "dance on education does not exist only for the pleasure of dancing but also though the creative efforts to provide esthetic form to the relevant experience, it is expected that the student could develop its creative power and then became better people."

Nowadays is not possible to ignore the social, cultural and politic function of a body that speaks and use the movements to express all sensations and emotions presented on the society. So, the movement represents the internal attitudes relation with the external forms, and it leads the person to change his signals and emotions into actions though rhythm basis connected with the universe.

According Fortin (1993), quoted by Silva and Schuwartz (2000 p.46), exist three knowlogment components that should be presented on dance teaching : body knowlogment, and movement vocabulary, creative process knowlogment and art knowlogment and dance social environment. This corresponds to a better understanding of body in movement and what it can generate on its environment.

The movement, as dance matter and as any matter that offers the graduated intention, comes loaded of laws, function, intention and tradition.

According Dantas (1997, p. 53), " The dancing body is submitted to social, cultural and biological possibilities and restrictions." This way, when knowing the body goals and objectives are established for its development on its totality.

According Martin (1983), in this century, with the expansion of the education horizons to all human formation field of action, the formation questions of intellectual nature are related to art and body. This way, dance , sports and theater are faced as important components on integration perspective of different aspects related to man education.

The use of the dance on school physical education classes should be incorporated as a way of perform corporal movement reaching this way, the following objectives :

- To provide the freedom to exercise its individualities;
- To join body, spirit and heart to escape from a dualistic purpose;
- To stimulate the communication, the feelings, the rhythm, to socialize and connect the human being on a emancipation way.

For Lara and Oliveira (1996) dance still presents as objective to characterize the body expressions and its relation with physical education have as purpose to verify its contribution as man conscious agent and his possibilities of movement. Fontes adds: (1983, p. 150) " The well lived movement (on the other words, lived with all efforts) can just change and improve the man, until his deepest roots".

Dance can provide a deepest knowlogment about body : its limit, the beauty of its movements, the happiness of corporal expression. (FREITAS; BARBOSA, 1988).

According Malanga (1995), dance is the order on body movement. The harmony of the movements is a relevant elements. The dance language, besides its esthetics values is proper to transmit emotions.

Mahrabian and Caballo, quoted by Matos (1994), elucidate that the gestures and pose are considered non-verbal forms of communication that follows mood. There are social conventions about pose in such situations.

The pose can vary with the mood. Even when we try to control the anxiety on facial expression and voice, it can be detected by pose. The position of body and members, the way someone sits down or not reflects its attitude, its feelings about itself and the relation with the others.

Salzer (1982,p.61) says that: " When dancing there is no need to tell. The language is divided, and it is the only way because connect images that are completely different from each one. With the dance, there is a direct contact with the eyes, hands, with the skin".

Dance is a way of expression and certainly one of the main elements that contributes to the man view and all his abilities. It's a way of expression that appears beyond human needs and changed though the way of acts, think and to relate with the body (LARA; OLIVEIRA, 1996).

Fontes (1983) elucidates that dance is euphoric and allows to find, on our interior an archaic rhythm that the sedentary way of life of nowadays make us to forget. The child likes to dance and his body does not respond with the same speed that they dream. "Dance can be a privilege of those who think that are well doted, it should be done on ordinary education as a discipline of esthetic, formative, physical and spiritual value". (FUX quoted by MARTINS, 1983, p. 154). For this reason is very important that the children gestures have to be respected, that should be received with no critics they efforts.

This way, the movement will be representing their desires and wishes of human being under development that feel and transmit with body their needs.

**Conclusion**

The body movement provides not only the human knowlogment but also can be a tool for the whole development of someone, considering conscious or unconscious movements. The body when moving follows the fluency of its corporal expression, though forms that are intensified and dance on emotion space. The professionals that work with body have the responsibility to guide this body that dance and play on a social form, creating opportunities to the constructions and movement knowlogment that will be observed and realized on environments and situations that brings different sensations.

Physical education is an area of knowlogment that studies the human movement and so, the meaning of corporal movements on space. Nowadays it purposes to promote from the corporal movement of the student , the construction of the movement on a social way, leading to realize that is someone that contributes with his values and history, as part of stile diversity , individual concepts, attitudes, color, race, should for this reason be respected for his different opinions.

The educator, should incentive the student to be someone that act, think and explore his natural functions on the activities practices that uses emotions, the well being to take part and realize the movement to comprehend the own body, able to amplify, explorer, and develop all his potential.

According Ossona (1985), the dance teaching, as a way of knowlogment of the own body and the possibilities of movement, realizes itself when faced as "educational activity, of creative and recreational what can not be ideal for children and adolescents". It says yet that this physical activity is also good for the young and adult.

When working with movement, the physical education teacher needs to analyze the better dance context, in the interior of its specific approach that leads to a comprehension of various facts, related not only to the technical instrument execution of movements but also the psychosocial and cultural representation that it presents (MARQUES, 1999). This way to teach dance on schools is necessary much more than a teacher that know how to dance but someone with a large comprehension of the multiples dimensions that compose the teaching and learning process on this context (FREIRE, 1996).

The offer of present values on dance teaching should be offered by a school of superior education that have as purpose for education though movement and art, the way to provide to the future professional a better understanding of body and art relations.

The dance as educational practice and methodological contents represent a social activity that find explanation on man existence and on the creator action of social practice, for this reason "the educational phenomenon should be approached beyond his simples and general characteristics, its chronological and numerous limits and its effects relations explained by the anterior stages (ESCOBAR 2002, p.9). Then the research of a new way to think the movement on dance needs the use of dialectic methods because only this one let that the professional could exceed the representation data and elaborate, on concept form, the internal nexus systems of the phenomenons studied, reflecting the pedagogic process that occurs inside the schools just as they exist, on the reality that lives a social person and constructor of a dance purpose in which the body represents the way to taste sensations and conduct new emotions.

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**Endereço:**
Rua Oscar Trompowisk, 1226 Gutierrez
Cep 30440-000 Belo Horizonte MG
Brasil
Universidade Castelo Branco
Centro universitário de Belo Horizonte UNI-BH
Ms.Carlos Henrique Sampaio Moreira
Orientador: Dra. Fernanda Barroso Beltrão
e-mail: guararás@yahoo.com.br

**FOR A BETTER TEACHING OF DANCE ON PHYSICAL EDUCATION CLASSES :**
**A THOUGH ABOUT THE MOVEMENT LIVED THOUGH DANCE**

**Summary**

Physical education, once an area of knowlogment that studies movement, is directly involved with corporal and social questions in which human being is inserted. Based by human movement, it is in charge to comprehend the man as constructor of an identity socio-cultural.

Factors that contributes to a better performance of the professional during his classes were noted when body was related with society. This is due to knowlogment and history that the physical body presence on the classroom brings, leading the teacher realize the student's neediness and objectives. Education, once inserted to knowlogment and human being graduation on society elucidate the needing of expressive activities as way to feel and interpret quotidian situation.

Purposing to body the sensation that the movement provides on space, gives meaning to corporal expressions presented on men quotidian.

Dance, presented on physical education, is not only motor capacity, besides contributing a lot to human potential development, the dance mainly, excites on the student a relation person-world, leading to construction of a conscious and reflexive person about his relation with body and society.

The movement, full of sensations and expressions , represents the signal of an identity presented on society that is justified due to the junction of pscicosocial, cultural and biological aspects that compose individual characteristics of each human being. Those aspects presents on social development, intensify the movement function as educative purpose on the dance practice, showing that is important to create conditions for relation with people and the world, body knowlogment and its potentialities, cognitive evolution and self-control for interpretation and question aments presents in the world.

Key-words : Dance, movement, education.

**POUR UM MIEUX ENSINO DE LA DANSE EM LÃS CLASSES D'ÉDUCATION PHYSIQUE :**
**UM PIENSAR SUR LE MOUVEMENT VIVIO À TRAVEZ DE LA DANSE**

**Resume**

Éducation Physique en étant un secteur de la connaissance qu'étudie le mouvement, elle est directamiente accrochée à des questions du corps et du milieu social dans lequel l'être humain est inserido. En ayant comme basis le mouvement humain, celle-ci s'il occupe de comprendre l'homme comme constuctor d'une identité socio-culturelle.

Met en rapport entretemps le corps avec la société, encontranse des facteurs qui contribuent pour un meilleur exercice du professionnel dans leurs classes. Cela devido à la connaissance et à l'histoire que le corps présent dans la salle de classe apporte, en posiblitando au professeur voir les nécessités et les objectifs pour l'élève. L'educaciòn peut être accrochée à la connaissance et formaciòn de l'individu dans la société, il montre la nécessité d'activités expressives comme manière d'interpréter et de sentir des situations de de ce qui est quotidien.

En proposant au corps les sensations que le mouvement fournit à l'espace, il apparaît signification pour les expressions corporais présents dìa-a-dìa nel de l'homme.

La danse, présent dans la physique educaciòn, on ne résume pas seulement des aquisiciones de canots à moteur. Ademàs de de contribuer beaucoup pour le desarollo des potentialités humaines, la danse, dans son papier principal, réveille dans l'élève une relaciòn concrète individu- monde, en posiblitando lui la forrmaciòn d'un être réfléchi et ciente des relations du corps et la société. Le mouvement étant chargé sensations et expressions, représente la marque d'une identité présente dans la société qu'il justifierait devido à l'union d'aspects biologiques, pscicosociales et culturels que font les caractéristiques individuelles de chaque être humain. Eses des aspects qu'estan des présents nel desarollo social intensifient le rôle du mouvement comme proposition éducative dans la danse en montrant qu'important ès créer des conditions pour que se produisent des relations avec les personnes et le monde, la connaissance du corps et de leurs potentialités, d'évolution de de ce qui est cognitif et autocontrole pour mises en question et interprétations des situations présentes nel monde.

mot clé: danse, mouvement, educaciòn

**PARA UM MEJOR ENSINO DE LA DANZA EM LÃS CLASES DE EDUCACIÓN FÍSICA :**
**UM PIENSAR SOBRE EL MOVIMIENTO VIVIO A TRAVEZ DE LA DANZA**

**Resumen**

Educación Fisica siendo una area del conocimiento que estudia el movimiento , esta directamiente colgada a cuestiones del cuerpo y del medio social , en lo cual el ser humano esta inserido. Teniendo como basis el movimiento humano, esta si ocupa de comprender el hombre como constuctor de una identidad sociocultural.

Mientras relaciona el cuerpo con la sociedad, encontranse factores que contribuyen para un mejor desempeño del profesional en sus clases. Eso devido al conocimiento y a la historia que el cuerpo presente en la aula trae, posiblitando al profesor ver las necesidades y objetivos para el alumno. La educaciòn puede estar colgada al conocimiento y formaciòn del individuo en la sociedad, muestra la necesidad de actividades expresivas como manera de interpretar y sentir situaciones del cotidiano.

Proponiendo al cuerpo las sensaciones que el movimiento proporciona al espacio, surge significado para las expresiones corporais presentes nel dìa-a-dìa del hombre.

La danza, presente en la educaciòn fisica, no se resume solamente en aquisiciones motoras. Ademàs de mucho contribuir para el desarollo de las potencialidades humanas, la danza, en su papel principal, despierta en el alumno una concreta relaciòn individuo-mundo, posiblitandole la forrmaciòn de un ser reflexivo y ciente de las relaciones del cuerpo y la sociedad.

El movimiento por estar cargado de sensaciones y expresiones, representa la marca de una identidad presente en la sociedad que justificase devido a la union de aspectos biologicos, pscicosociales y culturales que hacen las caracteristicas individuales de cada ser humano. Eses aspectos que estan presentes nel desarollo social intensifican el papel del movimiento como propuesta educativa en la danza, mostrando que ès importante crear condiciones para que ocurran relaciones con las

personas y el mundo, conocimiento del cuerpo y de sus potencialidades, evolucion del cognitivo y autocontrole para cuestionamientos y interpretaciones de las situaciones presentes nel mundo.

Palavras-chave : danza, movimiento, educaciòn

**PARA UM MELHOR ENSINO DA DANÇA NAS AULAS DE EDUCAÇÃO FÍSICA:**
**UM PENSAR A CERCA DO MOVIMENTO VIVIDO ATRAVÉS DA DANÇA**

**Resumo**

A Educação Física, por ser uma área do conhecimento que estuda o movimento, está diretamente ligada a questões do corpo e do meio social, no qual o ser humano se insere. Tendo como base o movimento humano, esta se ocupa de compreender o homem como construtor de uma identidade sociocultural.

Ao relacionar-se o corpo com a sociedade, encontram-se fatores que contribuem para um melhor desempenho do profissional em suas aulas. Isto devido ao conhecimento e à história que o corpo presente na sala de aula traz, possibilitando ao professor enxergar necessidades e objetivos para o aluno. A educação, por estar integrada ao conhecimento e à formação do ser na sociedade, mostra a necessidade de atividades expressivas como maneira de interpretar e sentir situações do cotidiano.

Propondo ao corpo as sensações que o movimento proporciona no espaço, dá-se significado às expressões corporais, presentes no dia a dia do homem.

A Dança, presente na Educação Física, não se resume apenas em aquisições motoras. Além de contribuir muito para o desenvolvimento das potencialidades humanas, a dança, em seu papel principal, desperta no aluno uma relação concreta sujeitomundo, possibilitando-lhe a formação de um ser reflexivo e ciente das relações do corpo com a sociedade.

O movimento, por estar carregado de sensações e expressões, representa a marca de uma identidade presente na sociedade que se justifica devido à união de aspectos biológicos, psicossociais e culturais, que formam as características individuais de cada ser humano. Esses aspectos, que estão presentes no desenvolvimento social, intensificam o papel do movimento como proposta educativa na prática da dança, mostrando que é importante criar condições para que ocorram relações com as pessoas e o mundo, conhecimento do corpo e de suas potencialidades, evolução do cognitivo e autocontrole para questionamentos e interpretações das situações presentes no mundo.

Palavras chaves dança movimento educação.