

Reflecting Pool

Teacher Reflection on Activity 1: Water as Inspiration

Submitted by Helen Kindred on 2022-05-23

Before teaching the lesson, what did you want your students to understand about creativity and exploring movement?

These are nursery children aged 2.5-4yrs so I want them to have fun in movement, to stimulate their imagination and for them to care for each other in the space.

What did you observe about the movement your students chose to explore?

There was much excitement about the creatures we might meet in water, in the sea and on the shore. Actions created were representative of sea creatures; fish, eels, swordfish, octopus, jellyfish, starfish and crab. It was interesting to observe the different responses and reactions between the boys and girls. The boys took more space and added sound to most of their movement, the girls were generally quiet, worked together and in their own body-space. The boys tended to lead the space as we grew into communal waves.

What did your students draw, say, and write about how their movement was inspired by water?

They spoke about the movements they had enjoyed and so the creature they now favoured. They then talked much more about other kinds of water, rain, baths, showers, it felt that the activity of creating water dances led to more inspired thinking about water in general.

What did you learn about dance-making upon observing how your students were inspired by water?

To follow their curiosity. To open the space for exploration, watch and repeat the movements they offered, creating mini narratives to guide their memory of the movements and connect the dance. For a follow-up session I picked up on the themes that were emerging as they reflected on the last session, and we created a water dance about the weather, raindrops, storms, puddles exploring different qualities and textures, and sounds. The theme of water felt inclusive to dance-making and included everyone in movement and conversation.

What parts of the lesson resonated and did not resonate? Why?

Choice of words/movement actions and the cross-curricular learning through reference to their wet-play time worked well in terms of engaging the children in creative thinking and doing. The observations of each other were minimal to avoid 'putting on the spot' those being observed, and to keep the flow of the class.

What will you do differently next time?

Make more use of props for tactile experiences. Perhaps add music/water sounds with movement.

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