

Reflecting Pool

Teacher Reflection on Activity 1: Water as Inspiration

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Before teaching, reflect on your own experience.

Why would it be important for your students to be inspired by water to create dance?

Who hasn't seen the water move? In addition to the fact that the purpose of the dance is to reflect on the current situation of water. Creating dance, in contexts where it does not usually give that freedom, is much easier if the teacher and inspiring muse is an easy entity to observe as water.

What do you want your students to understand about creativity and exploring movement?

That moving is fine, if it is done with respect and care for oneself and one's partner. That it is their time to take the space of the form they want with their body in the way they want, coming to coincide at times with the group. I want them to understand that everything is fine, when everything is created it is possible.

What could prevent your students from being inspired by water?

More than being inspired by water, what slows down in part, is the age of the group, which enters puberty and there is a certain inclination to be embarrassed to move or be afraid of ridicule.

What other approaches could work for your specific students to be inspired by water?

Use elements that they can manipulate in such a way that those who are shy, can begin to move their body from them.

After teaching, reflect on your experience with your students.

When I applied this session, I realized that my students were reluctant to the word dance. I even had several students, who said that because of their religion they could not dance (take dance, by genres such as folklore or other). So, I omitted the word dance, I changed it to movement. Instead of "let's create a dance inspired by water" I changed it to "let's move like water". Changing at the same time the premise of being dancing when playing.

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

The first form of movement was born from the arms. How to move your arms in waves like simulating waves?

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

They asked if they would have a next session.

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

That a good starting point is the bodies of water. My students chose cloud, rain (drops), lagoon, river, sea. As there were similarities of movements and taste for a particular body of water, they grouped together and created their sequence of the water cycle.

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

The part of seeing audiovisual examples is not possible.

It helped to play with the levels according to what they were discovering in their movement by pausing it with the rhythm. For example, lagoon, low level, slow drum beat; cloud, high level, a single beat of the drum; puddle, medium-high level, jumping, quick drum beat.

What will you do differently next time?

Give more time to writing and drawing.