

Reflecting Pool

Teacher Reflection on Activity 1: Water as Inspiration
Submitted by Hannah Van Tonder & Paul Noko on 2022-05-23

It has been challenging and exciting to teach our young students from the age of 4 years until 18 years this curriculum. We believe that this is a very important aspect of human development. We always start off with improvisation, more than anything else; to create a safe environment, to allow creativity, and personality to rule the space. Even though we were doing creativity we had to create the idea of a water dance. We had to understand what water dance study is. We understood that it's a dance exploration inspired by the movement of water. We gave the kids home work to look at how people use water, and how as individuals we need to save water. We encourage the children to express how they feel through movement. We also watched a video and we had time for each student to watch each other create and teach each other their own movement.

We are privileged enough to live in the city with taps and jojo water tanks, but the cleanliness of the water is questionable. Our country also struggles with seasonal flooding, further embodying the movement quality of water inside their bodies. This was slightly difficult because they had to use creativity and their own imagination. However what transpired was magic.

Students Performing during Activity 1: Water as Inspiration
Submitted by Hannah Van Tonder / Paul Noko on 2022-05-23 & 2022-05-23



Activity 1:
Water as Inspiration
GWD as a Model for Creating Dance



Reflecting Pool

Videos:

https://drive.google.com/file/d/1eUyMp9te6229anUe26Y_tRmwsXkZdHny/view?usp=share_link

https://drive.google.com/file/d/1ekx0BeSn9ka0X-WoYcpSBhF6uvrHxb9/view?usp=share_link

https://drive.google.com/file/d/1RSfpc3jYBzdKzxv-aZYqOs4gDq3s78AI/view?usp=share_link

Teacher Reflection on Activity 1: Water as Inspiration (continued)

Submitted by Hannah Van Tonder & Paul Noko on 2022-05-23

We have come to the conclusion that the children in fact do understand the importance of water through movement. But what support would they need to further their knowledge? This would be child friendly experts within movement spheres to carry the relevance of ritual and water movement.

We have partnered with an ecologist, a physical theatre Masters student and a professional creative storyteller who are in the process of creating a musical dance piece at the end of the 4th lesson on the curriculum. Dorothy Heathcote (1926-2011) left a great deal of writing stored in the Heathcote archives at the Manchester MET university. Dorothy studied and wrote about drama in education; creating and adapting new ideas. As we work with children we have to simplify the academic explanation to be relevant.