

Tetiana Chernous

taynyatik197@gmail.com

Dancing Obwisana

Targets group: 6-year-old children.

The main idea

find new possibilities to help students create their own movement also in online lessons.

Tools: laptop, smartphone, speaker and enough space to move a little.

As usually online lessons don't involve many movements, children feel this lack during a class. They also feel the lack of contact, which can disappoint them . So I tried to help them to find some new possibilities for movement and dance, also looking at other children on the screen.

Sequence of the lesson

<https://drive.google.com/file/d/1wsmmINKTVNoCJQOCEWrsehDv8AtIrlZq/view?usp=sharing>

What?	How?	what for?
Warm up Mirroring	Activity: - I ask kids to show me through the screen their fingers, hands, elbows, heads etc.	Pay attention, join common activity with the group
	I ask kids to find the special movement possibilities which they can do, then all participants can see and mirror them one by one	Body awareness
	I ask to find their own movement and repeat it following my music	Synchronizing the group
Main part and evaluation	show them the screen like a room where you can move	
Body parts move in the «screen room». We also can move on the walls, on the ceiling. We can fall down from the ceiling and climb back again.	With one hand: - walking on the floor / climbing on the walls / walking on the ceiling and falling down - do the same movement sequence with two hands (symmetry) - do the same movement with two other body parts (fists, elbow, hands etc.)	Learn a movement sequence and its space pattern
As soon as the children catch this idea, I start singing a song,	I'm using the song from the passing game "Obwisana" ¹ . - I keep singing one phrase and show them the movement from corner to corner. We move through the 4 corners	Learn melody and rhythmic structure of the song

	<p>following 4 phrases of the song.</p> <ul style="list-style-type: none"> - I ask them to move 2 times faster - we miss one corner and finish one phrase on the second corner. Next phrase has to be finished on the point where we started our dance. - I ask them to jump through the opposite corners for the second part of melody. 	<p>Learn the 1st part of the song</p> <p>Learn the 2nd part of the song</p>
Improvising	The children share their ideas of jumping and copy their way of movement one by one	Inspiring their movement creativity
with full dance	<p>First part - all the participant do the same movements. Go through the corners with 2 stops on the break</p> <p>Second part –who is singing now has to show others her/his own special way of jumping. The others copy this movement.</p>	Combining the individual ideas with group work
The children dance all at the same time	<p>I used the recorded music "Obwisana"</p> <p>- I asked students to draw the "screen" on the real floor and dance the same pattern they have danced before just with the hands</p>	Collaborative work
Calming down	Sharing the feelings after this unusual dancing/music class.	Collect all together , speaking to each child to activate the feeling of being part of the group

¹ Wir Kinder vom Kleistpark tanzen. CD 05: Tänze, Lieder und Verse aus aller Welt. Audio CD – 6 Oct. 2014 by [Elena Marx](#) (Author), [Jens Tröndle](#) (Author), song #10



Tetiana Chernous - Worked as piano teacher at music schools, founder of a private Music studio "Zironka", for early age kids. 2013-2014 worked as a teacher in Rivne Regional Institute of Post-graduate Pedagogical Education. Leader of the project "Special space" for families of children with special needs. Graduated from Special Course "Advanced studies in Music and Dance education – Orff – Schulwerk" , Orff-Institute, Mozarteum University Vice president of the Orff Schulwerk Association Ukraine.