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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Week 2

Creativity Through Movement (BMPE4002) Level 4

Kate Piper

Anna Stevenson

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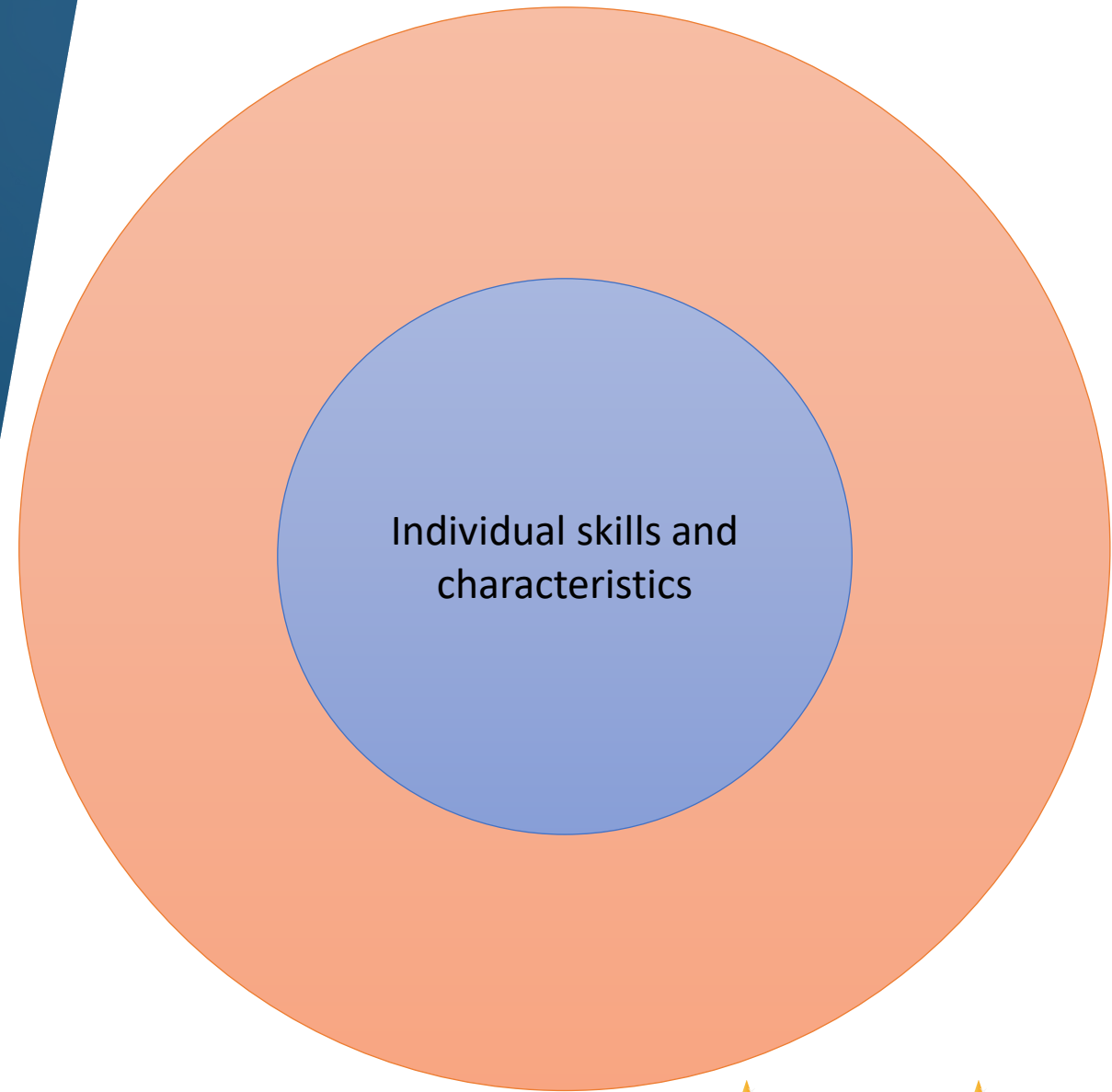
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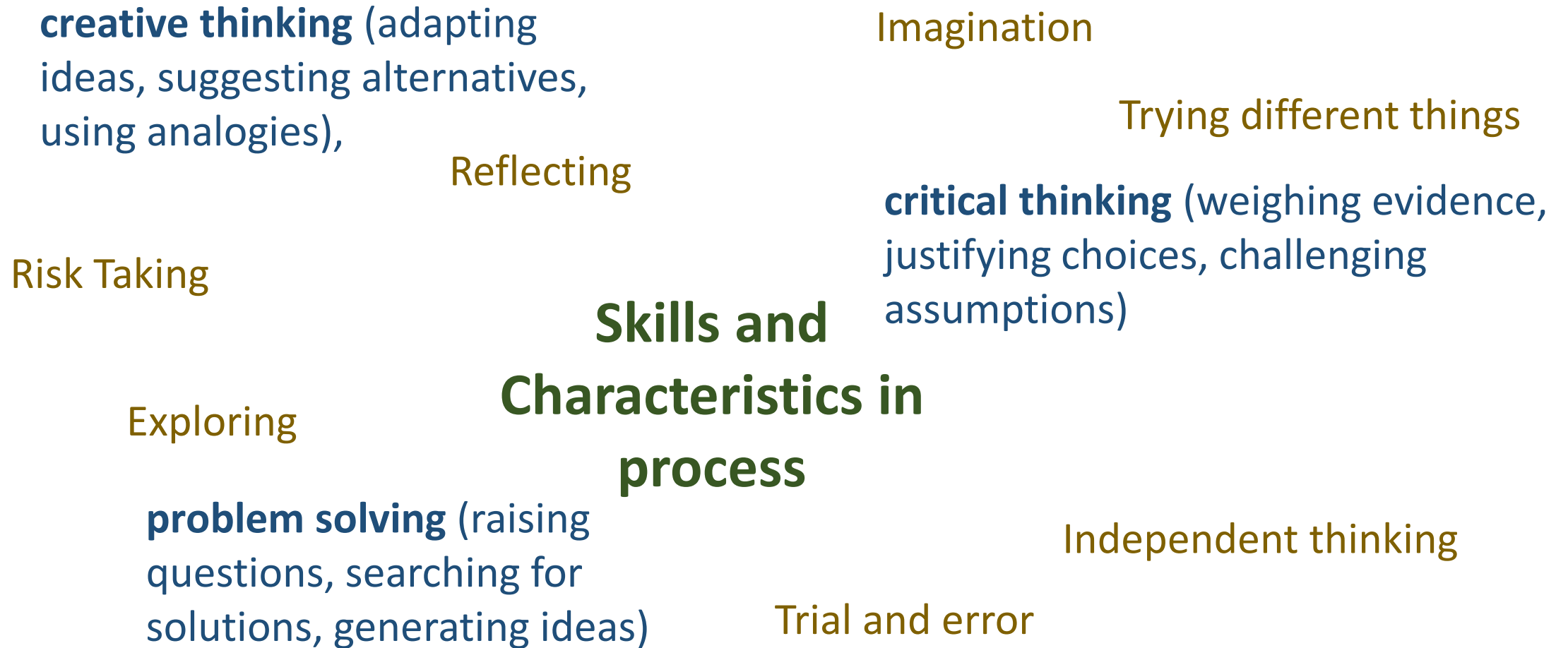
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Creativity is “the
process of having
original ideas that
have value”
(Robinson, 2014).

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(Compton, 2007; Lin, 2010; Newton and Newton, 2014)



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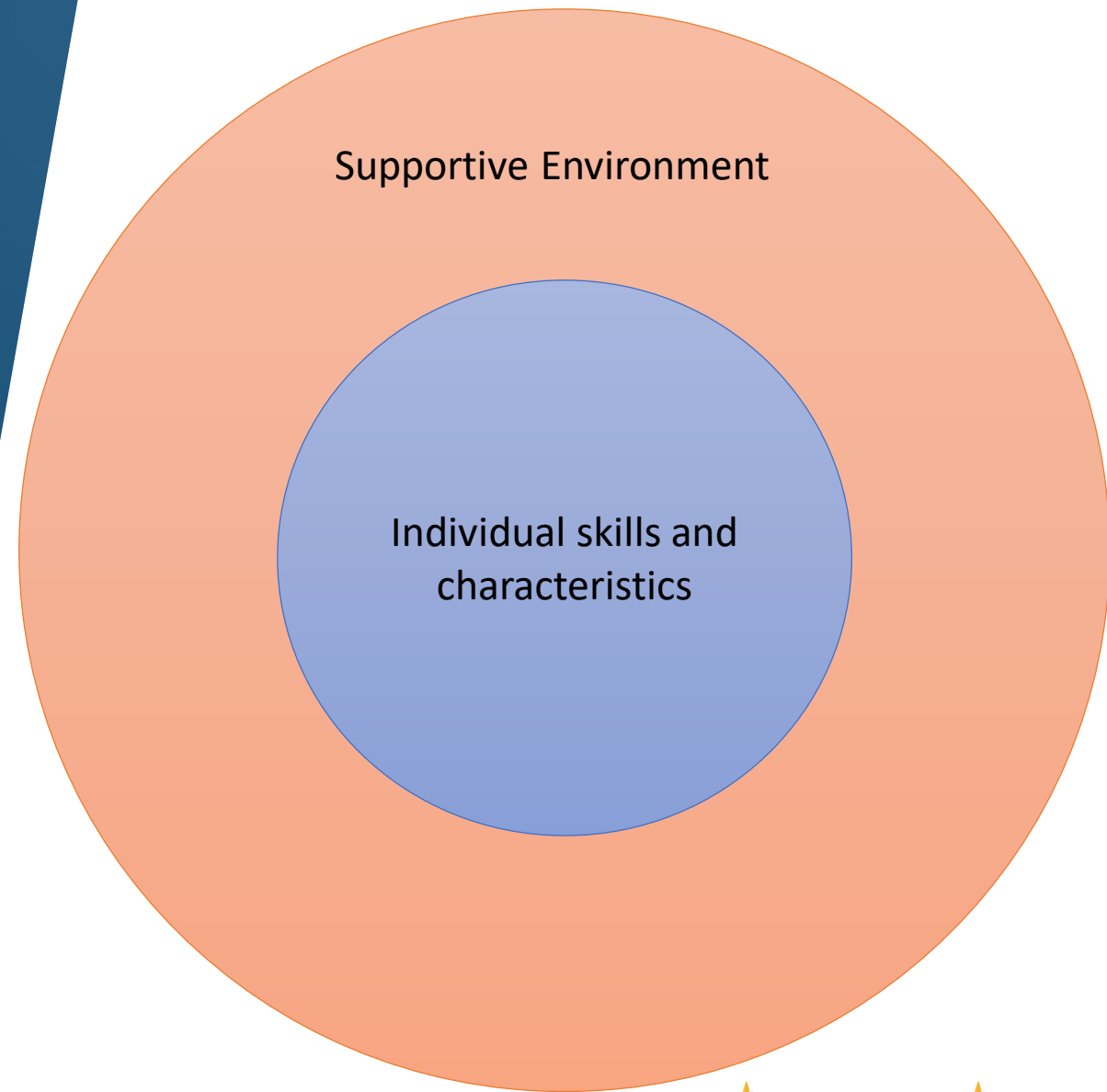
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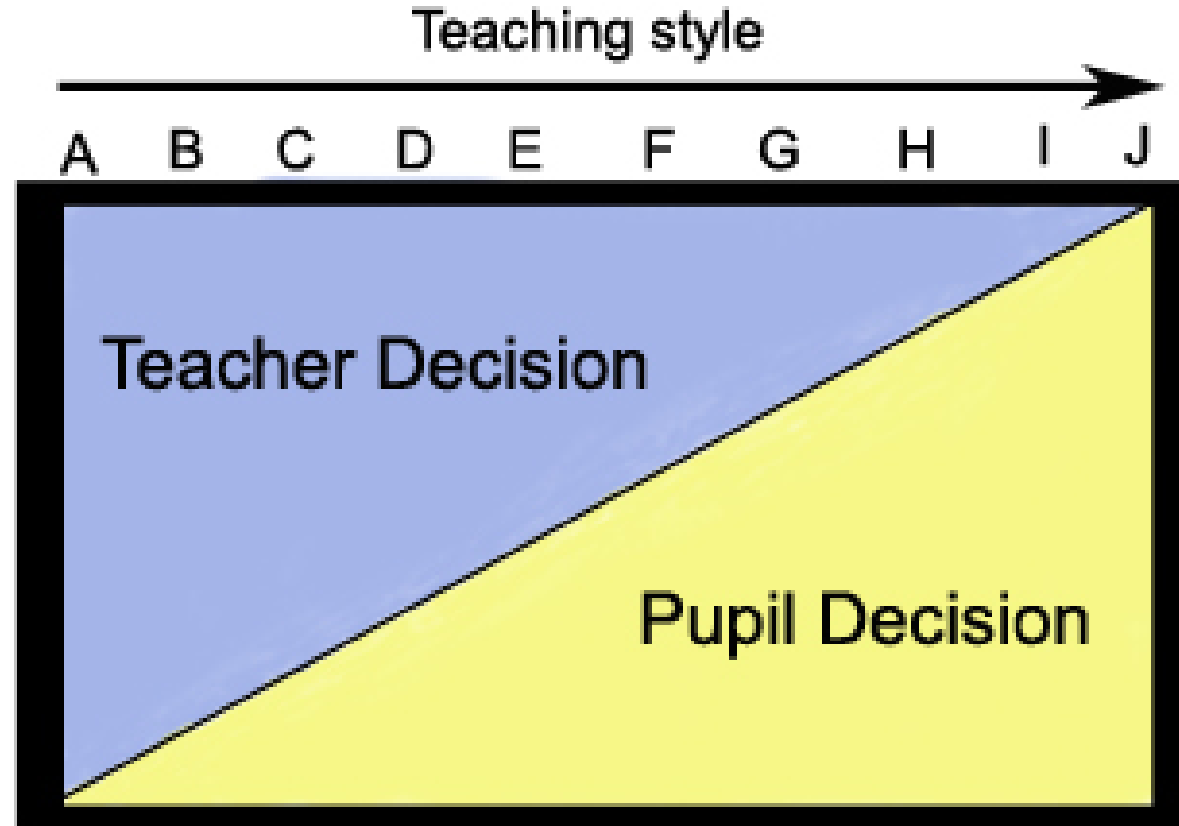
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Environment

- Characteristics of the lessons which encourage creative thinking and problem solving (Maker et al., 2008):
 - had freedom of **choice**;
 - set their **own goals** and decided how to meet them;
 - had opportunities for **open discussion** of possibilities;
 - experienced the challenge of **creating** something;
 - had the opportunity to **work alone or with peers**; and,
 - helped to **define expectations** of the outcome.
- Teachers create environments that are:
 - Enabling;
 - Variety of opportunities
 - Encouraging
 - Inspiring

STIMULI

Is defined as the starting point or incentive for creative movement. Stimuli can be categorised into 5 groups.

3. respond to a range of stimuli and accompaniment

	Skills
	Creative movement Children's creative movement skills should be fostered and promoted through using their senses, imagination and experience. Creative movement activities in the Foundation Phase should enable children to make progress in their ability to: • explore and express a range of moods and feelings through a variety of movements • develop their responses to different stimuli such as music, pictures, words and ideas • develop their control by linking movements to create a series of changing body shapes and pathways • work on their own and with others to pretend, improvise and think imaginatively • work on their own, with a partner or in a small group to develop their own and others' ideas and help them to reflect on them • perform movements or patterns, including some from traditional Welsh dances and from other cultures.

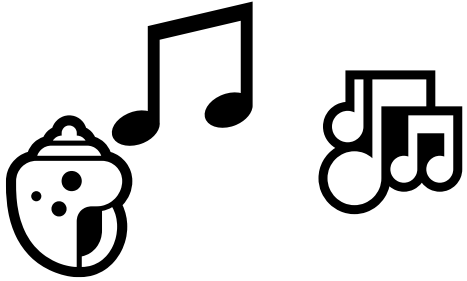
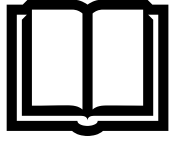
Creative Development

Range

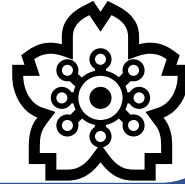
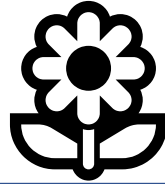
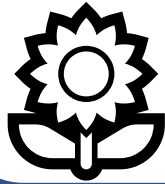
Children should have opportunities to:

- explore, investigate and use the indoor and outdoor learning environments
- be involved in different types of play and a range of planned activities, including those that are child initiated
- be involved in activities that allow them to work as individuals and in groups
- use a wide range of resources and stimuli
- experience traditions and celebrations of different cultures
- experience art, craft, design, music and dance from Wales and other cultures.

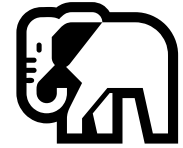
Auditory



**Ideational/
Theme based**



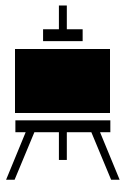
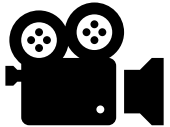
Environmental



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Visual



Tactile

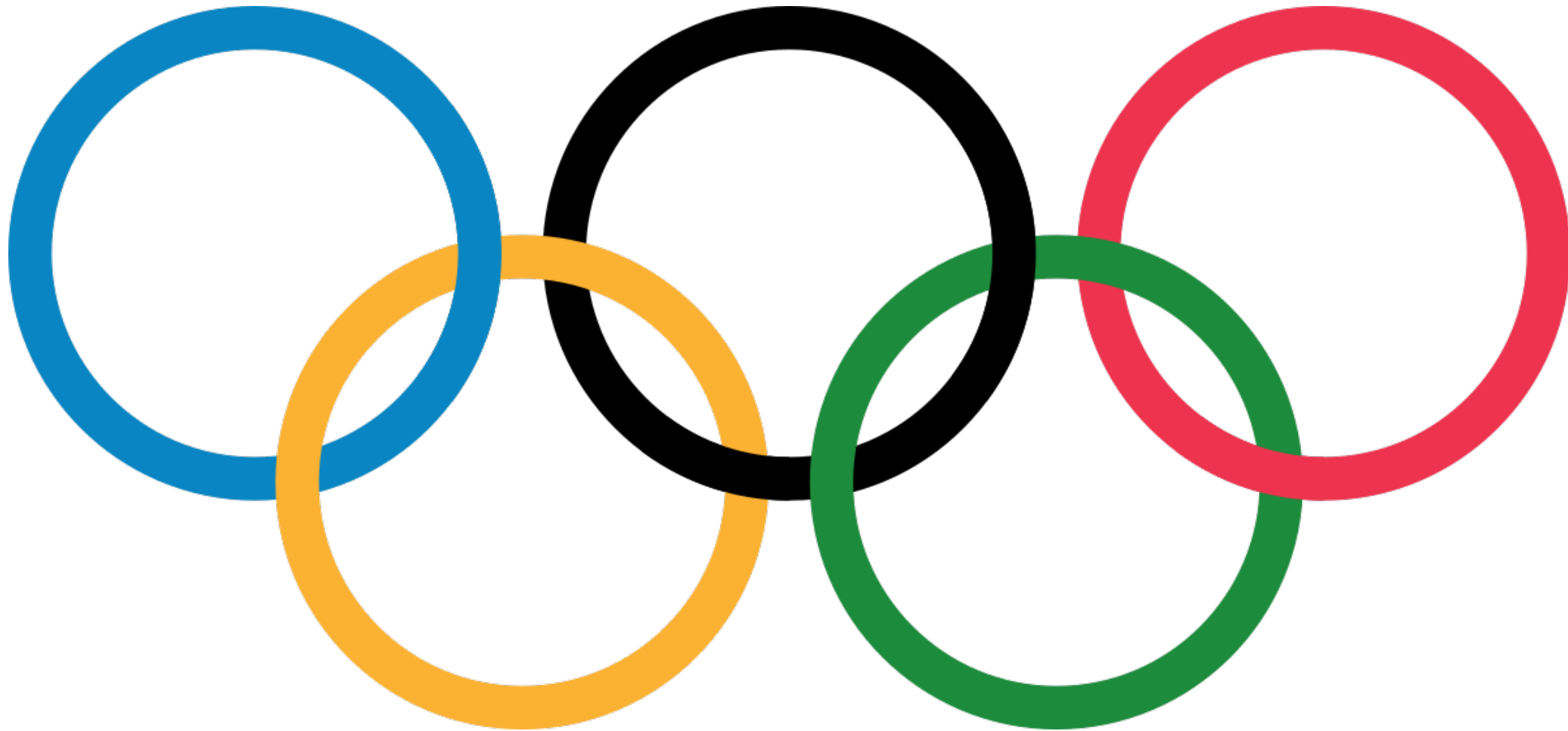


**Kinaesthetic/
Movement
based**



[Stimulus]

- About the image
- You might want to describe certain features of the image:
 - Lines
 - Shapes
 - Colours
 - Patterns
 - Emotions
- About the movement
- Talk about the movement vocab/ patterns it invokes:
 - Dynamic qualities
 - Timing
 - Spatial floor patterns
 - Body shape
 - Relationships



Visual
*what we
see*



Visual
what we see



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Visual

what we see



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Visual
what we see



Visual
what we see



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AUDITORY

what we hear

- About the Music
- About the movement vocab/ patterns it invokes:
 - Dynamic qualities
 - Timing
 - Spatial floor patterns
 - Body shape
 - Relationships
 - Other aspects of dance composition



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Kinaesthetic

movement

- Think about the nature of the dance itself:
 - Style
 - Mood
 - Dynamic range
 - Pattern



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What do you think
they were inspired by
for this piece?
No wrong answers





Theme-base ideas



Back through the mud! Squelch squerch! Squelch squerch!



Back through the river! Splash splosh! Splash splosh! Splash splosh!



Back through the grass! Swishy swashy! Swishy swashy!

Object

- About the image
- You might want to describe certain features of the image:
- About the movement
- Talk about the movement vocab/ patterns it invokes:

- Texture
- Lines
- Shapes
- Colours
- Patterns
- Dynamic qualities
- Timing
- Spatial floor patterns
- Body shape
- Relationships

TACTILE

what we touch



Movement Tasks

Haka

Going on a bear hunt

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