

GROOVING WITH EDUCATION

by:

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It is impossible to overstate the physical and mental benefits of dancing. Dance reduces stress and wear and tear on the body while simultaneously improving cardiovascular health, strength, balance, and cognitive performance. As a subject of study in educational settings and as a component of arts education, dance has established itself as a credible discipline. Multiple studies' brain scans have shown that dancing can improve a variety of skills like motor control, hand-eye coordination, memory, and more through the complex coordination of multiple brain regions. Dance in physical education offers social opportunities for students to work together in a non-competitive coed environment, in addition to the physical benefits.

Dance is used for general education, dance as an arts education, and motor skills and movement patterns in physical education in elementary schools. The ideal scenario would see the student move from the elementary dance program into a middle school program, which would then move the student into a high school program. A student can study dances for all four years of high school or just one course. The student could go into the dance industry or a college program once they finish a high school program. Through these programs, dance serves as a separate discipline, a part of arts education, or a physical activity or physical education program.

To function properly, the brain needs oxygen and energy, which dancing helps your body produce. Students can learn to focus, be more creative, and be more disciplined through dance, all of which are useful mental skills. Dance is a discipline that focuses on its processes and performances as its output. Physical, social, emotional, and intellectual education are imparted to participants through the dance processes and performance

experiences. Dance instructors are aware of the advantages students receive from dancing and studying it.

A prioritized understanding of dance as physical training related to a healthy lifestyle is present in the public health discourse. The aesthetic discourse represents the value of embodied experiences and feelings expressed through movement, which has the weakest position over time. The construction of gender is closely related to this discourse. In the steering documents, a new performance code replaced the previous competence code over time. Dance offers a plethora of resources, advancing pedagogy, and scholarship that all help students learn in a variety of ways.

In many nations, dance has long been taught as part of the physical education (PE) curriculum. Despite this, research demonstrates that dance's place in PE is disputed, and that dance receives little attention. Different cultures and people have different meanings for dance. It's often hard to tell the dance from the dancer. A foundation for understanding dance education can be established by defining dance. Dance, like a lot of other forms of movement and exercise, has been shown to lower levels of stress, anxiety, depression, and self-esteem. After all, it turns out that dance breaks are perfectly acceptable types of study breaks.

Last, dance education offers a wide range of options that are suitable for many students and circumstances due to its richness, diversity, and adaptability to a wide range of contexts. In the process of teaching and learning, the dancer and the dance educator play distinct roles. Finally, we ought to teach dance because it is enjoyable and good for the body to move freely while leaping, spinning, and dancing.

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