

Dance School

During free exploration time, Liam put on one of our dresses and began dancing around the room. I asked him what he was doing and he informed me that he was starting a dance school. "Can I come to your school?" I asked.

"Ya, but we aren't open yet. We're still closed. You have to wait."

"OK," I said and I sat down to patiently wait for Liam's dance school to begin. I watched him as he set up the stretching bars and began his warm up.

Grace and Johanna noticed what was happening and came over to check it out. I told them all about the dance school and they decided they wanted to come to class with me. They dressed up like Liam and we all waited for class to begin.

"K, we're open." Liam said. "Melissa, can you put on the music?"

I put on the music and the children began to dance on the "dance floor" (Mats). Liam showed them how to spin around and jump in the air. "This is the twirl dance," he told us.

"I can do a different dance," Grace said. "This is the princess dance."

"I dance," Johanna added.

"What dance are you doing?" I asked her.

"Beautiful. You do spin," she said.

I watched the three of them doing the "twirl dance", "princess dance" and "beautiful dance" respectively. Brooks joined us in his dress and taught us all how to do the "head stand." Before long we were all doing the "head stand" dance and were giggling as we went.



Why this matters:

The children view themselves not just as learners, but as teachers as well. Liam exhibited knowledge of dance classes as he set up the dance area and went through his warm up routine. He wanted to share this knowledge with his friends, and in return, they shared their own made up dances with him.

The children took pleasure in this dizzy play; twirling and laughing and feeling the bottoms of their dresses catch the air. They tested themselves physically and were exhilarated by the experience.

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