

“LEARNING DANCES FROM EMOTION”

From the rhythmic theory of Jaques Dalcroze to the neuroscientist theory of learning from emotion

‘Dance is the art of expressing emotions with the help of rhythmic body movements’.

Jaques Dalcroze

Dance is an art form that has existed throughout history, used by various living beings, including animals, to communicate, express emotions, interact and seduce. Dancing is a way of expressing and connecting with our emotions through rhythmic and expressive movements.

The role of music in dance is fundamental, as it helps to mark the rhythm and cadence of the movements, creating a synchronization between the music and the body. In addition, the clothes used in dance can contribute to seduction and artistic expression, conveying messages through colors, textures and styles.

The influence of figures such as Jaques Dalcroze and Ziryab on the world of dance and music has been remarkable, introducing new techniques and pedagogical approaches that have enriched these arts.

If we are interested in exploring more about dance through emotion and learning, we can and should investigate the neuroscientist theory of emotional learning and how to apply it to dance practice. Enjoy this journey through the world of dance and emotional expression through movement!

The pedagogical coordinates we have outlined are very relevant to dance learning. The idea of promoting the construction of knowledge through interaction and communication with others is fundamental for the integral development of the person who wishes to learn. Likewise, the importance of tutoring that respects the learner's autonomy and encourages self-experimentation is key in this process.

Personalization in teaching is essential to meet the needs and particularities of each individual, thus allowing for greater enrichment and mastery of dance. The connection of new concepts with the existing cognitive repertoire facilitates the understanding and assimilation of information, giving meaning to what is learned. Finally, the ability to establish relationships and restructure the cognitive baggage to give meaning to new knowledge favors the learning process.

These pedagogical coordinates offer a solid and effective framework for those who wish to venture into dance learning, allowing a deep and meaningful exploration of both flamenco music and any other form of artistic expression.

It is essential that both the student and the teacher are engaged in the teaching-learning process, as the student's motivation and interest are key for new knowledge to have a real impact on their cognitive structure.

The importance of the content being relevant and functional for the student, resolving doubts or serving as a means of acquiring other learning, is essential for the learning process to be meaningful. The appropriate organization of the learning material, the teacher's role as a guide and facilitator, and the establishment of meaningful relationships between new knowledge and prior knowledge are determining factors in this process.

Furthermore, it is crucial that learning is functional, that is to say,. that the knowledge and skills acquired can be applied in different contexts of everyday life. Finally, the consideration of learning as a social and personal process, interactive and in constant relation to the physical, cultural and social environment, is fundamental to ensure meaningful and enriching learning.

It is evident to have reflected in detail on the importance of learning, the emotional involvement in the educational process and the relevance of connecting with students' interests. Neuroscience supports the idea that emotions are crucial for learning and memorization.

Francisco Mora underlines the importance of attention in neuroeducation. He really highlights how curiosity and novelty can be powerful stimuli to awaken our attention and generate meaningful learning.

Understanding how the brain works in relation to education provides us with valuable tools to improve teaching and learning processes.

The focus on the importance of internalization rhythm in musical learning according to Émile Jaques-Dalcroze is interesting and necessary. It is essential to understand the rhythmic characteristics of a piece of music in order to be able to interpret it more effectively, whether through dance, singing or instrumental performance.

The three phases in rhythmic understanding are referred to the process of familiarization, internalization and execution of rhythm, which are fundamental to mastering a piece of music from its rhythmic aspect.

We must understand the importance of understanding the rhythmic essence of music. The understanding of rhythm, the identification of beats and accents, as well as the connection between the nervous system and the physical execution which are fundamental to interpret and perform music efficiently.

Furthermore, we have to mention how music plays a central role in the mastery of dance. It is crucial to have a deep knowledge of the technical keys of the musical styles for a quality dance performance.

In short, a good understanding and mastery of the rhythmic essence of music not only facilitates its execution, but also immerses us in an inner harmonic state.

Learning from emotion is definitely a new paradigm that is emerging in the educational world and that has a significant impact on areas such as music and dance. Incorporating scientific research on the role of emotions in learning can improve the effectiveness and experience of students.

Music and dance are art forms that intrinsically evoke emotions, so using this aspect in teaching can make learning more meaningful, fruitful and fun. It is essential to recognize that all children have a natural affinity for movement and rhythm, and to encourage the expression of that creativity from an early age.

The questions we pose are key to reflecting on how music and dance are taught in the world today. It is important to question traditional educational models and look for new ways of teaching that incorporate the emotional dimension and sensory experience in learning.

Recalling ancient practices of learning through emotion and organic participation in music and dance can be an inspiration to develop pedagogical approaches more attuned to human nature and traditional ways of learning.

Ultimately, recognizing the power of emotion in music and dance learning invites us to rethink how we teach and how we can create more enriching and authentic educational experiences for students. An exciting path towards a new educational paradigm lies ahead!

We propose some lines that contain interesting reflections on dance learning, the preservation of cultural traditions and pedagogical innovation in this field. Here are some ideas to implement:

1. Pillars of emotion and observation in social events.

It is true that social events offer an environment propitious to learning dance because of the direct connection with the emotional state and observation of other dancers. Being immersed in a festive and exciting environment can boost dance learning more effectively.

2. Preservation of dances as heritage:

To influence the preservation of dances as a family heritage, it is important to encourage intergenerational transmission of traditions, with elders being protectors of this cultural legacy. Involving families in the practice and promotion of dance can contribute to its perpetuity.

3. All children are dancers.

This comment highlights the innate nature of expression through movement in children, who tend to naturally enjoy and express themselves through dance. It is logical in the sense that dance is a primary form of communication and emotional expression at all ages.

4. Incorporation of innovative pedagogies.

The integration of new teaching principles based on brain research can include approaches such as multi-sensory learning, the emotional connection to education and the application of neuroeducation techniques to enhance dance learning.

5. Use of information technologies in dance.

New technologies can be used to access educational resources, practice virtually, receive real time feedback and explore new forms of artistic expression through music and dance.

6. Expansion of the art of dance globally.

To influence a wider dissemination and appreciation of the art of dance, it is important to promote dance education in different educational and cultural contexts, collaborate with international organizations, use social media to disseminate performances and events, and promote the diversity and richness of artistic expressions worldwide.

In order to preserve the dances as a family heritage and ensure that elders can act as protectors of this cultural legacy, it is important to encourage the intergenerational transmission of these traditions. This can be achieved by organizing community events where traditional dances are performed, creating educational programs that include the teaching of these dances in schools, and promoting spaces for families to practice these artistic expressions together.

The comment "**All children are dancers**" can be interpreted as an invitation to recognize that children have a natural connection to movement and expression through dance. It is a way of encouraging creativity and exploration of the body in children, without preset limitations. If understood in this sense, it can be a logical statement that promotes freedom of expression and the enjoyment of dance from an early age.

In order to incorporate innovative pedagogies and didactic principles based on brain research into dance teaching, it is crucial to adapt to new research on learning and cognition. This involves using teaching methods that encourage active participation, experimentation and the use of multiple sensory stimuli. Furthermore, the use of information technologies can enrich the learning experience through interactive resources, online platforms and specific applications that facilitate the practice and understanding of music and movement.

To influence the further expansion of the art of dance worldwide, it is important to promote cultural diversity and celebrate the richness of different musical and dance traditions. This can be achieved through cultural exchanges, international festivals, global educational programs and the use of social media and digital platforms to disseminate and share content related to these artistic expressions. In addition, it is essential to educate new generations about the importance of art and culture as an integral part of human identity and to promote respect and appreciation for the diverse artistic manifestations in the world.

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