

ABSTRACT

This master's thesis is based on the specifics of physiological development in middle childhood and searches for the pupil's natural behaviour at this stage. It begs the question as to why movement is so important for the human being and what role locomotion plays in having good postural habits. It highlights the magnitude of movement for child development and shows that physical activity is an inseparable part of our lives.

The third chapter is about dance which is perceived as one of the oldest forms of human art. I look for displays of dance in everyday life and describe the particularities of expression in dance in middle childhood. Finally, I highlight the benefits and its educational dimension, values, and use.

The following chapter talks about dance and movement education as a supplementary education field and its implementation in the FEP.

The practical part describes an application of five dance lessons. These lessons were taught by a pedagogue who had no previous experience with teaching dance and movement activities. The main reason for this decision was that, in the future, a pedagogue could teach the lessons regardless of their past practice with dance and movement education. The three key observed factors are described below.

Firstly, from the pedagogical point of view, I reflect the intelligibility of the lesson plans and their application by the pedagogue who had no experience with this field of study. The method of research is an interview.

Secondly, the pupils' spontaneous movement was observed and analysed directly before and after each lesson. The goal is to compare whether the children's spontaneous movement changed in any way and whether they adopted a rather correct posture.

Lastly, I investigate how the pupils comprehended their own body. The children were given a short questionnaire before and after the lessons. The objective is to understand if their perception of their body altered or not.

This master's thesis could serve as a methodological manual for the primary school teacher who respects the importance of natural movement in childhood and wishes to incorporate it into their lessons. The teacher believes that natural movement can contribute to pupils' mutual understanding and wishes to nurture their imagination and a desire to create art.