

USING MUSICAL-MOTOR CLASSES ON GAME LESSONS AT PRIMARY SCHOOLS IN KROSNO

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Key words:

- musical-motor classes,
- primary schools,
- Krosno.

Abstract:

The article is an attempt of the confrontation of the theory and the practice to use the dance and of musical-motor classes at game lessons. Formal requirements for conducting classes of this type included in the Programme Base of the General Education in the II educational stage and advantages and values of the dance activity were described. Model forms of the work, possible to use in this age group were presented.

In the article findings were discussed own, the Cities concerning the completion of the musical-motor class at primary schools of Krosno.

An attempt of the confrontation of the theory and the practice to use the dance and musical-motor classes as part of the game lesson is a purpose of this study.

Programme base of the object physical education drawn up by the Ministry of National Education in 2008r. in detail is specifying duties of the school dispatched to the pupil about average talents in individual educational stages. Described cells of the education containing general requirements and detailed requirements included in contents of the teaching serve it. In recommended conditions and means of implementation, the school is supposed to ensure conditions determined in the programme base which one should treat as growth indices of personal instructions essential to:

- 1) *of being involved in a physical culture in the period of the school learning, as well as after for her finishing;*
- 2) *of initiating and co-organizing the physical activity;*
- 3) *of making choice of entire-practical forms of the physical activity;*
- 4) *formings health of a lifestyle and the care of the health.*

In the programme base covering the II educational stage in contents of the teaching - detailed requirements, in point 6. Dance, following competence was described; Pupil:

- 1) *performs the motor improvisation to the chosen music;*
- 2) *he is explaining, properly to behave on a dance, in the disco.*

In this place it is worthwhile emphasizing that these requirements are formulated enough generally, that are giving simply huge possibilities in the aspiration to their accomplishment. It could in order and so it to seem that such a broad offer of thematic blocks intended for the accomplishment as part of the physical education will cause "common moving" straight out on these classes. Lessons will be interesting, diverse, added variety, every pupil will find something for himself and willingly will be involved in these classes. Unfortunately, a report of the Government Inspectorate of 2010r. is contradicting this thesis: the physical education and sport in maintained schools.

The evaluation applied in particular:

1) of achievement of the programme of teaching, including implementations of the programme new basis of the physical education and judging achievements of pupils in this respect,

2) participations of pupils in classes of the physical education and in the sports competition.

The Government Inspectorate judged negatively educating pupils at controlled schools in the physical education and ensuring the aptness to implement school sport. It is worthwhile here quoting fragment of the report, concerning stated irregularities in controlled schools: "... not-taking, in three fourth schools, action preventing the decreasing tendency of the active involvement of pupils in classes of the physical education; one third of pupils polled by the NIK of controlled schools declared that classes of the physical education weren't for them interesting, and participation in them he isn't helping achieve the greater physical fitness ". This result is alarming, and a statement that it is absolutely necessary to change it can be a conclusion.

Introducing advantages of musical-motor classes and their impact on development of children and teenagers, and hence motivating to the increased physical activity is intention of authors of this study.

Therefore for use of these deliberations the dance will be treated "as every rhythmical move not connected with working action" [8]. And so the move is a material of the dance and his essential element. In the process the move can be a middle of intercommunication, transmission of different plots and emotion, with element nonverbal of communication. It is possible also to notice the close relationship between the move, but the development of the man - peculiarly it is visible in the development psycho- physical children. Move "organized", "composed" can serve the education and of socialization. However made rhythmical and associated with the music (dance) to constitute the unusually attractive, thoroughly developing form of the motor activity perhaps. Musical-motor classes can "to stimulate ... intellectual development, to precipitate the ageing process social, and also to contribute to the forming of the aesthetic sensitivity" [3]. And so the dance is "... is not only an only field of art, for which we constitute matter alone, with explaining the life - he is a life [2]. Very much many forms exist, styli and of dance techniques (e.g., social, classical, contemporary, disco folk dance) therefore, for the purposes of this study a notion was used: musical-motor classes. Simultaneously, it is worthwhile emphasizing that this notion is very broad and is outside the scope of very dance, because includes also other motor forms possible to use on game lessons e.g. elements of the aerobics - from many with his varieties, keep fit exercises at the music, rhythmical exercises.

Musical-motor classes, in the process dance, have diverse advantages and values:

- forming of the attitude of the body,
- strengthening the bone structure and muscle,
- developing the concentration - both physical and psychological,
- the development of the physical strength and endurances,
- the flexibility and the fluidity of the move,
- jumping ability, springiness, lightness, suppleness,
- getting to know the own body,
- forming of the awareness, the precision and the beauty of the movement,
- developing and strengthening the rhythmization of the move,
- rule over the own body,
- manufacturing the motor coordination,
- developing the motor memory
- training the sense of direction in the space,
- practising the motor expression and creativities,

- developing imagination,
- developing the perseverance, patience, self-disciplines,
- developing the analytical and synthetic thinking,
- the forming of prosocial attitudes and abilities of the interaction with the group,
- relaxing and loosening,
- improvement in the frame of mind,
- developing the artistic and aesthetic sensitivity,
- promoting the healthier lifestyle,
- manufacturing the habit of an active holiday,
- getting to know the cultural legacy,
- preparing for the involvement in the culture,
- experiencing swimming joy from the dance and the rush.

Advantages of the dance and musical-motor classes are unusually versatile, extensive and rich, include a lot of aspects of the development all at the same time psycho- physical of children and teenagers. Using these advantages by game teachers is of course shown and at the same time subject to the technical, methodological preparation, of predisposition or finally of dance preferences. He/she requires also a self-education and the in-service training. He also depends on the century of the group, possibilities psycho- physical and of motor likings.

Musical-motor classes and the dance can practically be used during every game lesson; in, appropriate or final premises.

Now specific proposals of using musical-motor classes will be presented.

A warm-up carried out at the rhythmical music which in the process is organising can constitute the example and is rhythmizing the move. Pupils are standing in the chessboard whether for "dispersion", the teacher is standing up before the group, returned to her with face and is carrying out particular elements of this preliminary part of the lesson, beginning than rhythmical march in the place. Placing pupils on the circumference of the wheel will be other way, with faces to and KT with the teacher in the centre, moving in II KT. if the warm-up in this way is being conducted, it is possible to apply the activating method - the being pupil in the centre of a circle is initiating it move, group he will imitate him, and then is coming back to the wheel, and a person is his successor in place which is entering for. A fact that all pupils are being involved in the active participation is an advantage of this method. Of course, at first a shyness can appear, embarrassment but after the certain time such a way of leading can become the norm.

With pretext for implementing becoming conducts amongst pupils on a dance, for disco (detailed requirements) dances can be in steam. The right way of inviting for the dance, join oneself into pairs, for example it is possible to enter thanks for the joint dance at the research of integration dances, the processional form of the polonaise or also ballroom dancers. What's more, these dances apart from the game lesson can be used during school dances or disco. It is possible to implement steam dances in co-educational groups, as well as in groups of very girls or boys, if the dance requires it, with the division into soils; number ones are partners, twos are partners.

INTEGRATION DANCES

"Belgian dance"

Placing the wheel on the circumference in pairs, with faces in and KT, in pairs internal hands connected, left into the bottom.

And part:

Beginning with inside legs in steam: 4 steps of the walk ahead, next half turn to oneself in steam to take over of hands, 4 steps I put on weight in and KT. Change of the direction of

movement: 4 step forwards in II KT, half turn to oneself in steam to take over of hands and 4 steps I put on weight in II KT.

The II part:

Leap on both feet to oneself in steam, jump on both feet from oneself in steam. In 4 steps change of site in steam - persons from the outside wheel are running before the person from the domestic circle. Leap on both feet to oneself in steam, jump on both feet from oneself in steam. In 4 steps of the person from the domestic circle they are put back in their place, however persons from the outside wheel in 4 steps are changing the partner running up to the new person ahead. With the new partner the dance is beginning again.

This dance through pairing, carrying it out in steam, the change of partners can take the liberty leading and strengthening behaviors amongst pupils desired on a dance.

The processional form can be carried out with using step and music of the polonaise, as well as rhythmical musical undercoat in the even meter, with step of the rhythmical walk.

It is a model connection of processional figures:

- with pairs after the test,
- with pairs with centre, column of pairs,
- go separate ways of pairs: steam to the right, steam left,
- bridges,
- approach with fours,
- steam into steam,
- go separate ways in steam,
- with pairs after the test,
- switchback,
- with pairs after the test,
- column of pairs with centre,
- completing the dance, bow, thanks for the joint dance.

In part of real lesson, it is possible to enter dances, motor schemes, as the preparation for the motor improvisation into the chosen music which pupils should carry out in the II educational stage.

Dance: the "four directions of the world"

Music in metre 4 / 4, restrained pace - groups adapted for the age and performing abilities.

Placing in the chessboard or dispersed.

4 steps of the normal walk from PN ahead, on 4 clapping one's hands.

4 steps of the normal walk from LN into the back, on 4 clapping one's hands.

2 steps canter to the right, on 2 and 4 flicking at fingers.

2 steps canter left, on 2 and 4 flicking at fingers.

3 steps of the normal walk from PN ahead, on 4 dig with left leg ahead and clapping one's hands.

4 steps of the normal walk from LN into the back, on 4 clapping one's hands.

4 steps from PN right turn with transferring towards whirling, on 4 clapping in the hand.

4 steps from LN spin on left with transferring towards whirling, on 4 clapping in the hand.

In the last element it is possible to carry $\frac{3}{4}$ of the spin on left out what will cause the rearrangement and the change of front to the next wall. Ultimately the dance is performed into the four directions of the world.

The dance and musical-motor classes carried out during the game lesson can provide pupils with many experiences, experience, joy, to arouse interests, to motivate to the motor activity through the entire life.

COMPLETION OF THE MUSICAL-MOTOR CLASS AT PRIMARY SCHOOLS OF THE CITY OF KROSNO

In the town of Krosno 12 primary schools are functioning. From the total of all primary schools 9 are a member of Municipal Teams of Schools, two institutions are independent organizationally, and the Primary School No. 11 works by Special School-Education Centre in Krosno.

Table 1. Organization chart of Municipal Teams of Schools in Krosno and the membership of primary schools and municipal nursery schools.

Municipal Team of Schools	Primary School	Municipal Nursery School
Municipal Team of Schools No. 1	Primary School No. 10	Municipal Nursery School No. 2
Municipal Team of Schools No. 2	Primary School No. 12	Municipal Nursery School No. 11
Municipal Team of Schools No. 3	Primary School No. 7	Municipal Nursery School No. 10
Municipal Team of Schools No. 4	Primary School No. 15	
Municipal Team of Schools No. 5	Primary School No. 1	
Municipal Team of Schools No. 6	Primary School No. 6	Municipal Nursery School No. 4
Municipal Team of Schools No. 7	Primary School No. 4	Municipal Nursery School No. 1
Municipal Team of Schools No. 8	Primary School No. 8	Municipal Nursery School No. 3
Municipal Team of Schools with Integration Branches	Primary School No. 14	
Primary School No. 3		
Primary School No. 5		
Primary School No. 11 at the Special School Centre Education		

At primary schools 28 teachers are carrying out Cities of Krosno of the hour of the physical education. women constitute 14 persons and as much alone men. Teachers of the Primary School No. 14 constitute the most numerous group and 15, smallest whereas of Primary School No. 4, 5 and 7.5

Table 2. Teacher numbers carrying the PE out class at primary schools of the City of Krosno

Primary School	Teacher numbers PE carrying classes out
Primary School No. 1	3
Primary School No. 3	2
Primary School No. 4	1
Primary School No. 5	1
Primary School No. 6	2
Primary School No. 7	1
Primary School No. 8	3
Primary School No. 10	3
Primary School No. 12	2
Primary School No. 14	5
Primary School No. 15	5
ESSENTIALLY	28

On account of the specialist outline of the Primary School No. 11, going beyond the school curriculum of universal schools, this school won't be a subject of this study.

RESEARCH METHODOLOGY

Examinations were performed with using the questionnaire form specially for that purpose prepared. All teachers, carrying out the class of the physical education at primary schools of Krosno filled the anonymous questionnaire form in.

With assuming this examinations, making the analysis of the use of the all sorts kind of music and the realization of musical-motor forms are during classes of the physical education for children of primary schools from the area of Krosno.

Before the accession to examinations based on own observation they established, that: "in the town of Krosno using the music for the class of the physical education at primary schools and the realization of any forms musician motor is on the rock bottom".

DRAWING UP THE QUESTIONNAIRE FORM

Question 1.

Please give one's sex.

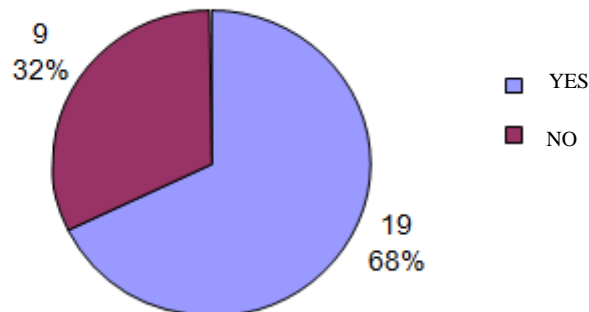
Table 3. Characterization of game teachers, carrying classes out in primary schools of the City of Krosno

School / Teachers	Co. 1	Co. 3	Co. 4	Co. 5	Co. 6	Sp. 7	Co. 8	Co. 10	Co. 12	Co. 14	Co. 15	With time
Women	1	2	0	1	1	0	2	1	1	2	3	14
Men	2	0	1	0	1	1	1	2	1	3	2	14
with time	3	2	1	1	2	1	3	3	2	5	5	28

If he results from the reply to the above question, out of 28 game teachers women constitute the half. The most women are carrying the class at the Primary School No. 15 out, of men however in the Primary School No. 14.

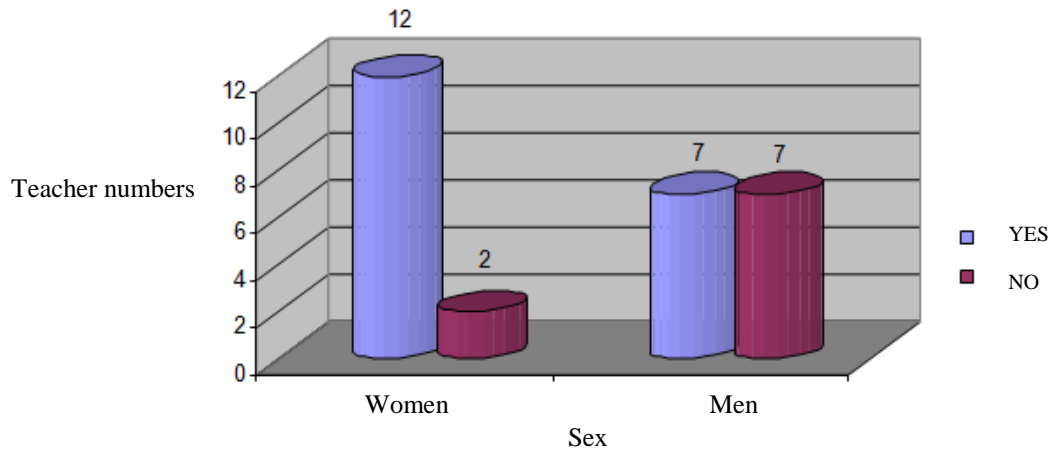
Question 2.

Are you using any type of the music for the completion of classes of the physical education at school?



Graph 1. Using the music for the completion of classes the PE at primary schools of the City of Krosno

The given replies to the second question included in the questionnaire form show that 19 of 28 teachers are using the music for the completion of classes in the physical education. They constitute the 68% of the whole of drivers, however 9 teachers (32%) generally speaking isn't using the music for the completion of classes of the physical education. However according to the interview, get during talks with teachers it is possible additionally to come to the conclusion , that the music constitutes only a scanty per cent in the completion of classes, carried out at primary schools of Krosno. Graph 2 is presenting the characterization of teachers using the music for classes the PE

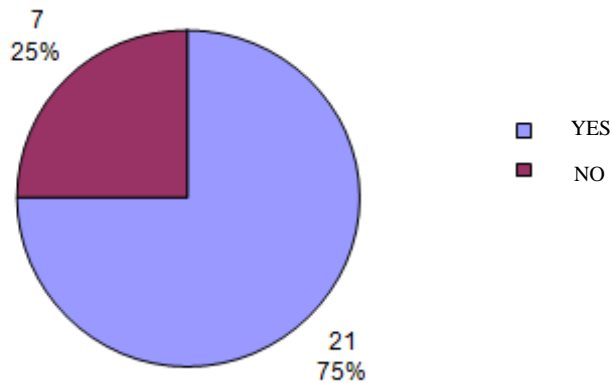


Graph 2. Using the music during completion of classes PE at primary schools of the City of Krosno according to of sex of drivers

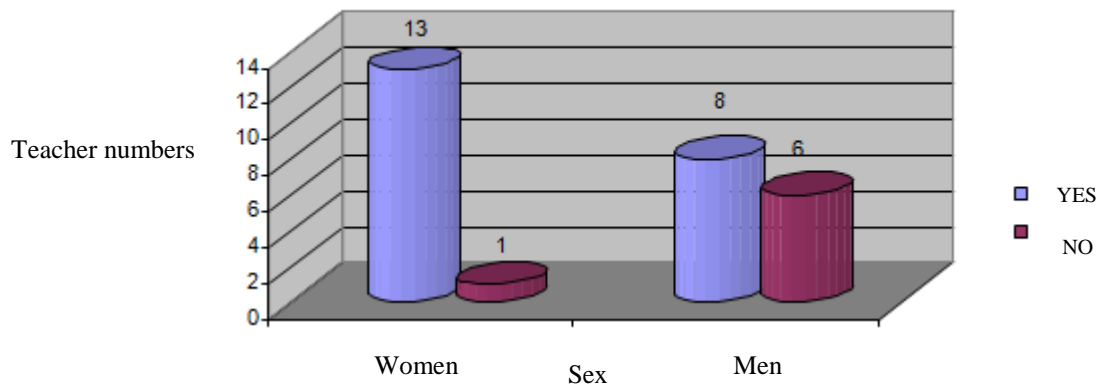
It appears from the above graph that out of 19 persons 12 persons using the music during classes of the physical education are women and 7 this men. He isn't only using the music 2 women and as many as 7 men.

Question 3.

Are you carrying any musical-motor forms out in the process of classes of the physical education at school?



Graph 3. Realization of forms musicians motor during classes PE at primary schools of the City of Krosno



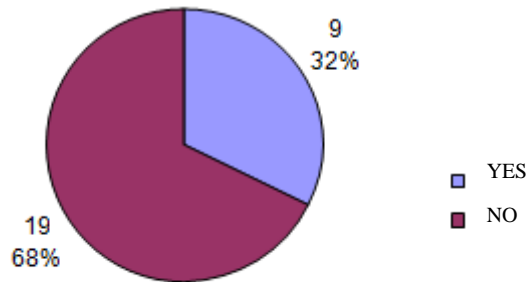
Graph 4. Realization of forms musicians motor during classes PE at primary schools of the City of Krosno according to of sex of drivers

According to the above graph it results that the 75% of teachers is carrying different forms of musical-motor classes out. However graph 4 is describing the division of teachers carrying different forms of musical-motor classes out on account of their sex.

It appears from graph 4 that out of 21 persons 13 persons carrying musical-motor forms out are women and 8 men. In their classes only one woman and as many as 6 men aren't exploiting musical-motor forms.

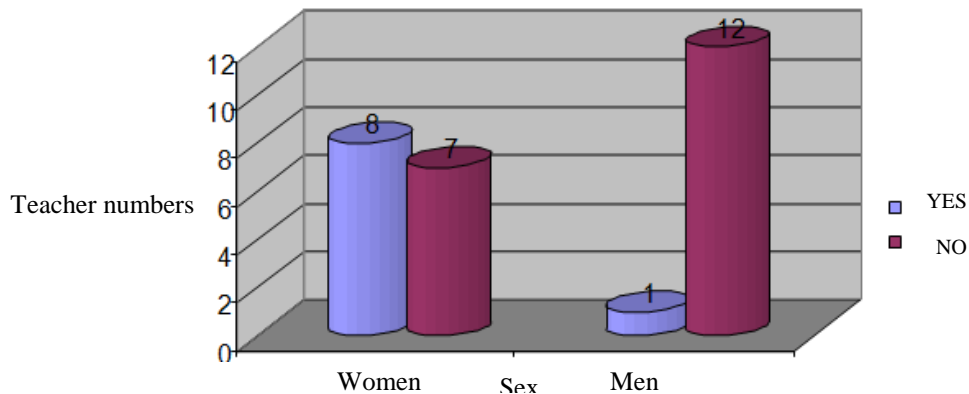
Question 4.

During conducting the game lesson are you using musical undercoat?



Graph 5. using musical undercoat during classes the PE at primary schools City of Krosno

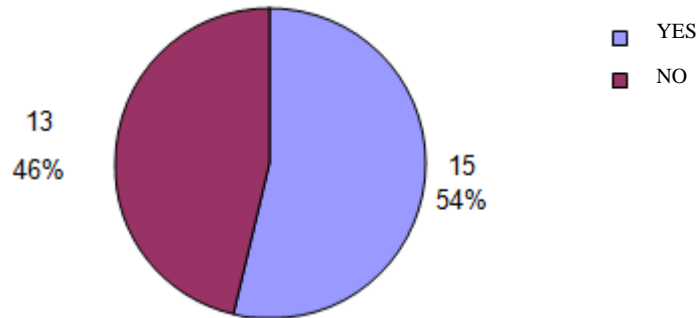
If only a 32% of drivers results from the above graph, for agreeable mood and relaxation is including musical undercoat for pupils during classes of the physical education audible in the background. As it out of these 9 persons 8 women depict graph 6 women but only one person are deciding this man.



Graph 6. using musical undercoat during the completion of classes the PE at primary schools of the City of Krosno according to of sex of drivers

Question 5.

Do you have any preparation or classifications being used for a completion of musical-motor classes?



Graph 7. Qualifications for leading of musical-motor classes by teachers the PE at primary schools of the City of Krosno

In the question of No. 5 respondents, determined the degree of their preparation and qualifications for conducting musical-motor classes for pupils of primary schools. How 7 of 15 examined persons result from the graph it gave, that has any preparation and qualifications for conducting classes of this type, 13 respondents pointed at the unpreparedness in this respect. From 15 having persons preparing for the completion of musical-motor classes 9 persons constitutes women and 6 men. From 13 persons of lacking qualifications women constitute 5 persons and 8 men. (graph 8)

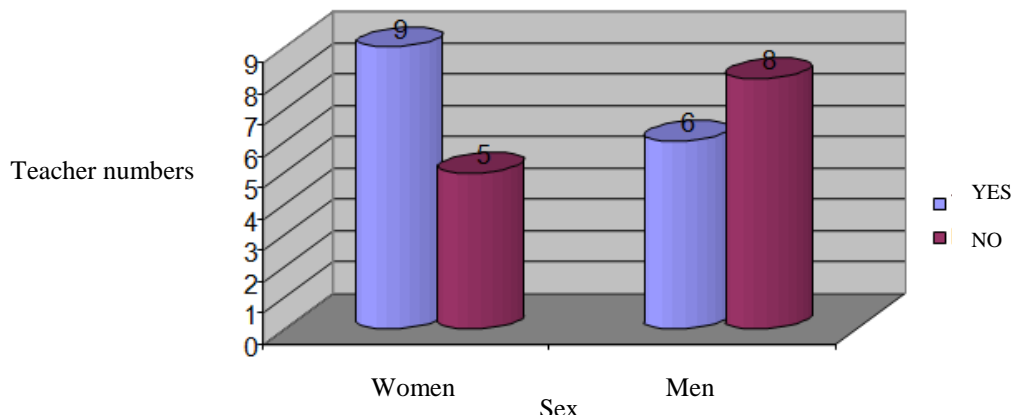
Out of persons, demonstrating the vocational education, the majority pointed at abilities resulting from the course of the course of studies on the Academy of Physical Education.

Amongst these persons:

- 1 pointed at the connected preparation from fitness,
- 4 from the scope of musical-motor classes
- 5 for integration dances.

Moreover:

- 2 persons indicated for the instructor's preparation from the scope aerobic,
- next for undergoing a foundation course for teachers from integration dances,
- 2 persons demonstrated participation in dance workshops,
- 1 underwent the dance course,
- 1 carried out the course in the scope of integration dances with rhythmic gymnastics.



Graph 8. The Preparation and qualifications for leading of musical-motor classes by teachers the PE at primary schools of the City of Krosno according to. of sex of drivers

Drawing this question up, one should recall that teachers could give a few different variants of the preparation for classes of this type. Every driver gave all entitlements and qualifications and undergone courses and trainings which he has in their achievements.

Question 6.

What if necessary in the You/Mr.'s case does the lack of the completion of musical-motor classes result at the work with children from?

Table 4. Causes of the lack of the completion of musical-motor classes by teachers PE at primary schools of the City of Krosno.

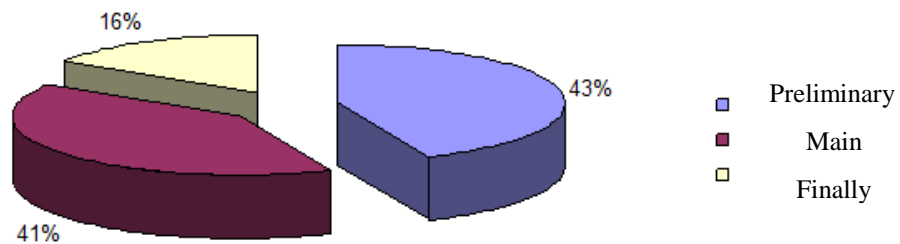
Cause of the lack of the completion of musical-motor classes	The number of responses
Anxiety of the negative reaction of other drivers	3
Anxiety of the negative reaction of children	3
I cannot conduct such classes	6
I think that such classes aren't generally speaking needed	1
A house appropriate place is missing	1
Other reason	0

Table 4 is showing reasons, for which some teachers aren't carrying musical-motor classes out for children of primary schools. If he results from graph 3, 7 persons aren't carrying musical-motor forms out at primary schools of the City of Krosno. This ¼ of the whole of person in charges of classes of the physical education is. A few variants of the reply could mark recalled as many as 7 persons. Results were included in recalled already table 4.

If he results from the above table, the biggest problem in the completion of musical-motor classes constitutes the lack of the ability of conducting classes of this type. The above reply was emphasized 6, that is by almost every respondent which isn't carrying out forms of this type of motor classes. Next replies pointed at anxiety before negative reaction of both very children and other person in charges of classes of the physical education.

Question 7.

What part of the lesson you are implementing the PE in musical-motor forms?

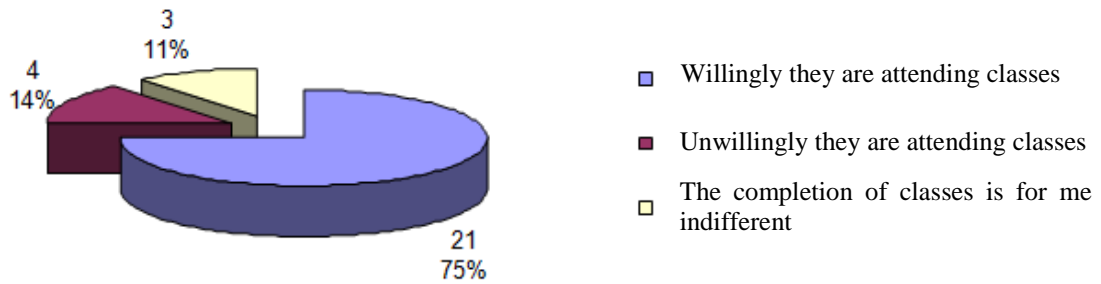


Graph 9. percentage share of the part of the lesson PE, which musical-motor forms are being carried out by teachers in PE at primary schools of the city of Krosno

21 teachers which are carrying musical-motor classes out could mark a few parts of the lesson simultaneously. Their replies show that the largest per cent of musical-motor classes is being carried out in premises (43%), not much smaller in part of main lesson (41%). A final reverence of the lesson has the smallest participation in the completion of musical-motor classes (16%).

Question 8

Whether into you for assessment of children of primary schools are they attending musical-motor classes willingly, unwillingly, whether for them they are indifferent?



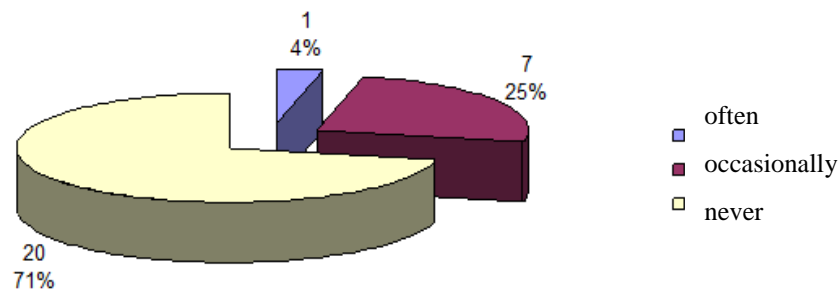
Graph 10. Attitude of pupils to the musical-motor class at primary schools of the City of Krosno in the opinion of teachers of the PE

The straight majority of examined teachers based on own observation and experience stated that children at the stage of the primary school very much willingly were attending musical-motor classes of all kinds. It expressed such view as far as 75% of respondents. It only determined the 14% participation of children in classes musical motor as reluctant, and the 11% is expressing the opinion that the participation of children in musical-motor classes is not making any difference for them.

Question 9.

Whether you happen in any way whatsoever to force children to the participation in musical-motor classes?

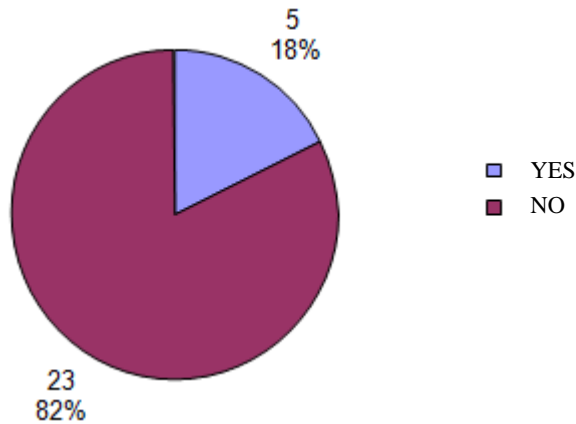
Graph 11. Frequency of forcing children of primary schools of the City of Krosno for the involvement in musical-motor classes in the opinion of teachers PE



How results never show the questionnaire form of the 71% of teachers not had to force children to the participation from classes musical motor. 7 teachers which generally speaking aren't carrying classes of this type out were in this group of people. Next the 25% of teachers was granted, that was occasionally forcing children to classes of this type. One the person quite often must only force children, for the participation in musical-motor classes.

Question 10.

Whether you are conducting additional classes / extra-curricular/ from the scope of musical-motor classes for children of the primary school?



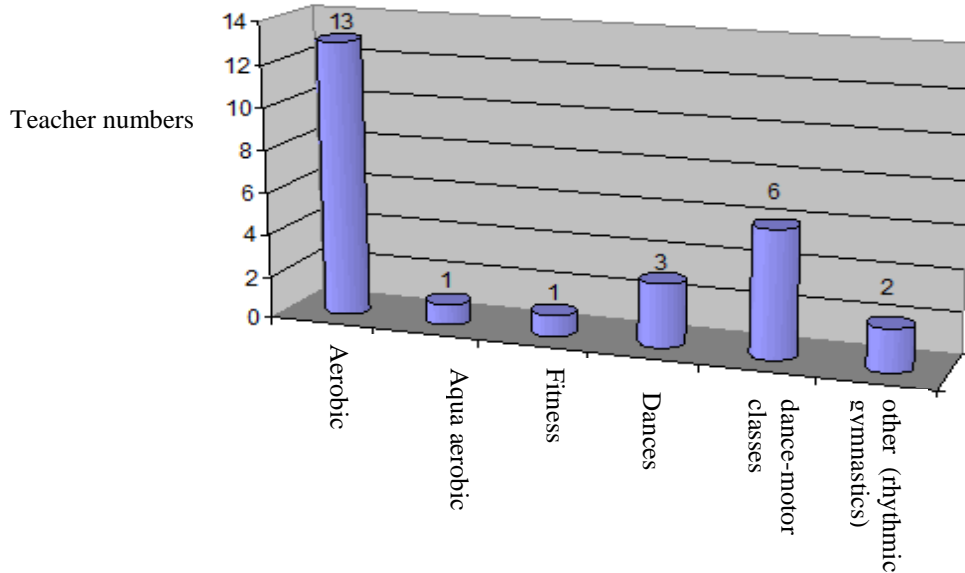
Graph 12. Level of implementation of musical-motor classes in the form of meetings extracurricular by teachers of primary schools of the City of Krosno

The above graph is pointing, that only 5-cioro of game teachers (18%) is carrying extracurricular musical-motor classes out for children. Amongst persons which answered this question positively women constituted the 100%. Classes have most often been an exchanged form:

- dance,
- aerobic,
- of the job sports-dance - dance arrangements

Question 11.

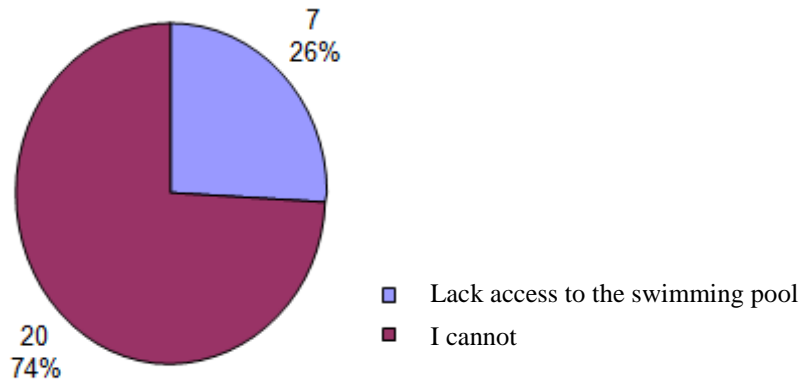
What form are you carrying musical-motor classes out with children in?



Graph 13. tendencies in the completion of musical-motor classes by game teachers at primary schools of the City of Krosno

Graph 13 is reflecting demonstrated tendencies in the completion of musical-motor classes by game teachers at primary schools of the City of Krosno. 21 teachers which in their classes are taking such a form of classes into account showed that they most often gave classes from aerobic (13), of later filling dance-motor (6) and a fitness and aqua are enjoying

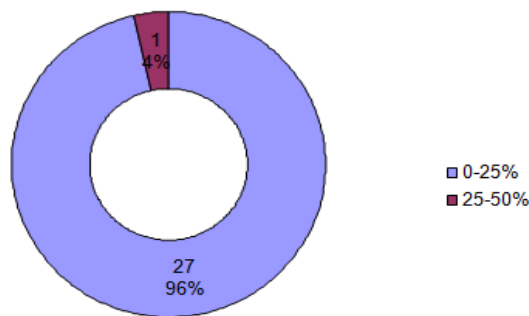
the lowest popularity with teachers aerobic (after 1 person). In relation to the specificity of classes in aqua aerobic an assisting question, in which teachers determined why they didn't undertake the completion of classes exactly in aqua was included in the questionnaire form aerobic. The outline of the reply is presenting graph 14. This graph is pointing, that with the main problem concerning the lack of the completion of aqua classes aerobic there is a lack of the ability and preparing for the accomplishment classes of this type. As many as 20 persons signaled such a problem (74%), 7 persons (26%) pointed to the problem with the access to the swimming pool.



Graph 14. of the Cause of the lack of the realization by teachers PE of classes in Aqua aerobic at primary schools of the City of Krosno

Question 12.

Please determine, what percentage participation in the general dimension of classes the PE constitutes at the You/Mr of the job musical-motor, in the annual relationship, with reference to one class.



Graph 15. Percentage share of the musical-motor class at taking the PE back to annual hours for one class

How he results from graph 15 until the 96% of teachers in the dimension very much limited is carrying musical-motor classes out for children of primary schools. One should here underline, that majority of teachers answering this question, leaned more towards lower values of the first- compartment than to upper. 7 persons which generally speaking aren't carrying musical-motor classes out were also in this period.

1 person only entered into the amount of time spent on the completion of the musical-motor class at the period 25-50 %. However no teacher emphasized the reply in the period over the 50%.

Question 13.

I think that classes for children on the level of the primary school are musical-motor: needed, unnecessary, aren't they outweighing, are not making any difference?

All respondents answered this question, that such classes were like most needed on this stage of the child development.

SUMMING UP

To sum up one should notice the present chapter, that at 11 primary schools subject to the city of Krosno 28 teachers carrying out of filling the physical education are working. women constitute 50 % teachers and second 50% men. The most diverse forms carried out are at the primary school No. 15 (4). In the process the school offers No. 15 to its pupils large range of different variants of the completion of musical-motor classes. There are no forms in it offer in Primary School No. 4. In the Primary School No. 3 classes but Aqua are only being carried out aerobic. Classes fitness by it are being carried out only at the primary school No. 15.

At the primary school only rhythmic gymnastics are offered to No. 5 for girls, in the Primary School No. 6 of only filling dance-motor, and in the Primary School No. 7 only aerobic and what's more only for the second semester of this school year. Earlier no musical-motor classes were carried out.

How table 5 is showing in Krosno to 28 teachers is carrying out 36 all sorts groups of musical-motor classes altogether (product of teachers and all forms carried out by them).

	Teacher numbers	Aerobic	Aqua aerobic	Fitness	Integration dances	dance-motor classes	other	SUM	number of led forms
Primary School No. 1	3	2				1		4	3
Primary School No. 3	2	2	1		2			5	3
Primary School No. 4	1							0	0
Primary School No. 5	1						1	1	1
Primary School No. 6	2					1		1	1
Primary School No. 7	1	1						1	1
Primary School No. 8	3	2				2		4	2
Primary School No. 10	3	3			1	3		7	3
Primary School No .12	2	1				1		2	2
Primary School No. 14	5	2			1	2		5	3
Primary School No. 15	5	2		1		2	1	6	4
SUMMARY	28	15	1	1	4	13	2	36	---

To sum up pupils of primary schools in Krosno at one's schools of the May very poor the offer of musical-motor classes, but their temporal dimension, during the game lesson is highly unsatisfactory.

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