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CONFERENCE
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Emotions to Dance: Digital Artistic Educational Project

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INTRODUCTION

The line of experimental research "Emotions to Dance" focused on understanding the **primary emotions** of 55 children in the **4th year** (3 classes) of the **Elementary School**, belonging to the D. Dinis School Group, in Lisbon, during the 2023/2024 academic year. This integrative study, which combined **Digital Education** and **Creative Dance**, had as its main goal the promotion of the development of children's socio-emotional skills.

By carrying out **workshops** activities, primarily in a **technological environment** using the *Readymag* website as a base, where several **digital tools** were incorporated, such as *Slido* (word cloud), *Google Forms* (query survey), *Wordwall* (roulette of emotions) and *Mystorybook* (stories construction), followed by **Dance sessions**, we sought to stimulate movement, creativity and body expression in correspondence with the emotions addressed.



MAIN GOALS

- Stimulate students' emotional expression and understanding, integrating digital resources and dance to enrich the educational experience;
- Strengthen socio-emotional skills, such as empathy and mutual respect, through group and collaborative activities;
- Promote emotional skills, such as self-knowledge, self-regulation, empathy and social skills.

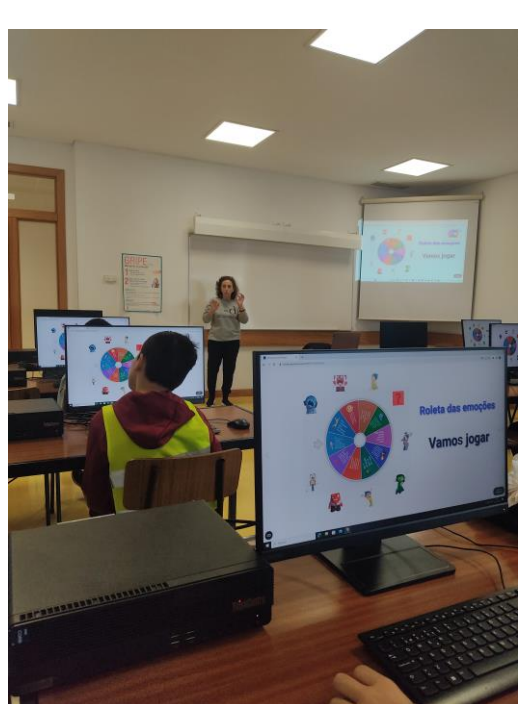


METODOLOGY

The research adopted methodology was based on a qualitative approach, which combined several data collection techniques. **Participant observation** was used to monitor children's reactions and interactions during the proposed activities. Furthermore, the data collected in the **1st phase** was analyzed, where the activities were carried out with using digital tools. In the **2nd phase**, we complemented this analysis with video recordings of the creative dance sessions. This multifaceted approach allowed for a more comprehensive and in-depth understanding of the impact of interventions on children's emotional and socio-emotional development.

1st PHASE

In a technological environment, an integrated approach was adopted using various digital tools from the **Readymag** Website



2nd PHASE

In a Dance Studio



Note: All photos were taken in the context of the activity

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Figure 1: readymag website

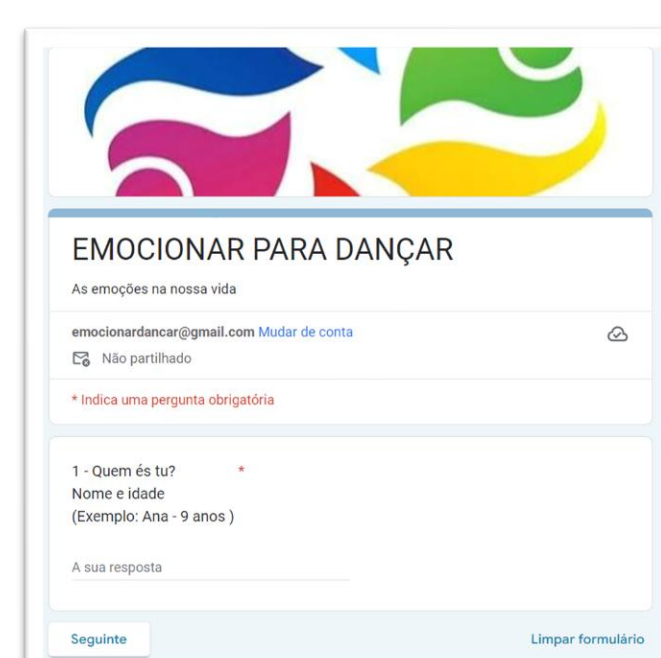


Figure 2: Google forms



Figure 3: word cloud (Slido)

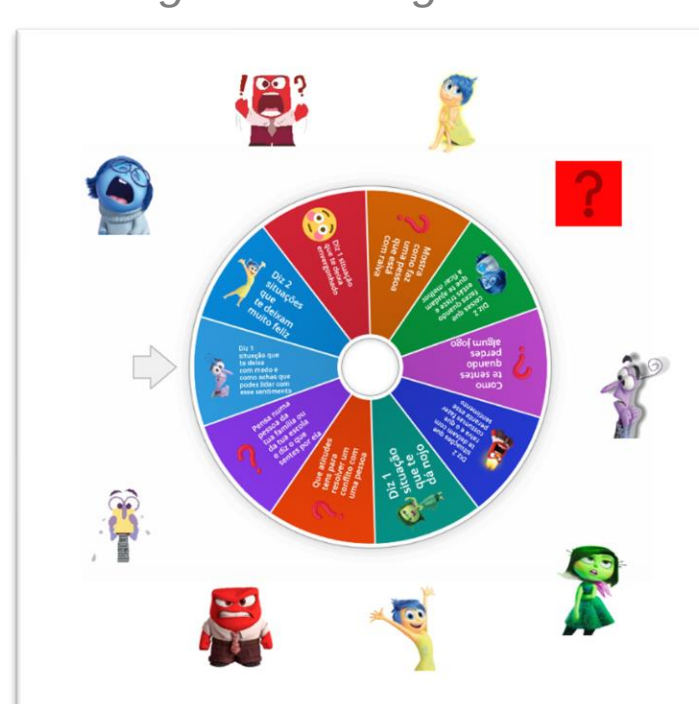


Figura 4: Roulette of emotions (wordwall)



Figure 5: Building stories with teacher support (mystorybook.com)



Figure 6: Story result visualization (One example - mystorybook).

CONCLUSIONS

In this experimental project, is considered that children understood emotions and motivation in activities. In the first phase, in a technological environment, the children demonstrated their ease in carrying out the activities and, in accordance with the integrated approach, they had support from the teacher in using a variety of digital tools. In the second phase, even without dance experience, they overcame the initial expression through movement difficulties, with ideational, visual and auditory stimuli being fundamental. We always sought to provide a safe environment so that children could freely express their emotions, reason and imagine in the act of feeling, creating and communicating.

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