



MALMÖ UNIVERSITY

**“THERE ARE NO RIGHT OR WRONG WAYS”
– PE TEACHERS’ EXPERIENCES OF USING EXPRESSIVE
DANCE IN PHYSICAL EDUCATION
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WHAT IS THE PROBLEM?

PE is a multiactivity model, underpinned by discourses of health/fitness and sport as competition (Evans 2013; Kirk 2010; Larsson & Redelius 2008).

PE is an arena for masculinities (Flintoff 2006; Londos 2010).

DANCE IN PE?

Dance is a part of PE curriculum (Buck 2006).

Dance is rare in PE and aesthetic perspectives are absent (Gard 2006; Mattsson & Lundvall 2013).


PE teachers feel uncertain about the role of dance and how to teach it (Lundvall & Meckbach 2008).

THE PURPOSE

... is to investigate PE teachers' experiences of using expressive dance in PE.



EXPRESSIVE DANCE

A photograph of a dance studio with large windows in the background. Several dancers are silhouetted against the bright light from the windows. They are in various expressive poses: some are standing with arms raised, some are in deep lunges or crouches, and one is being held in a vertical position by two others. The floor is dark and reflective, showing the silhouettes of the dancers.

Expressive dance highlights the aesthetic dimension of movements and emphasizes embodied senses and feelings through bodily movements.

DEWEY AND HIS ANALYTICAL CONCEPTS

Aesthetic experience is an intensified unique subjective experience and it is a situation when you feel especially present (Dewey 1934).

Habits can be explained as predispositions to action. More specific habits lead to more differentiated ways to act (Dewey 1938).

THE DANCE PROJECT

4 PE teachers (1 female, 3 male).

3 PE classes (68 students) in compulsory school.

8 PE lessons with expressive dance from the concepts of Rudolph Laban.

METHODS

Pre and post semi structured interviews
with PE teachers.

24 video observed PE lessons.

” We want to change the role of dance in PE and move away from traditional dance. It does not need to be so controlled”

(male teacher, interview before).

” You should feel the music and use the whole sports hall. We will turn off the lights so that you dare to move more”

(female teacher, video observation lesson 1).

”It surprised me that both boys and girls liked it. They were better than I thought. Boys and girls who normally do not like sports took place. I can assess everyone in this moment

(male teacher, interview after).

”We may not be good dancers but the teaching in dance was very good anyway”

(male teacher, interview after).

RESULTS

PE teachers experience a need of changing the role of dance in PE.

PE teachers emphasize the importance of students being creative.

PE teachers discover 'new' students.

DISCUSSION

Expressive dance as non-competitive and without predetermined movements can challenge a masculine-coded subject.

The PE teachers changed their habits of (not) teaching dance.



Expressive dance can add new dimensions to debates and purposes of a sustainable PE.

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Thank you for
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