

# Effective Strategies for Cultivating Children's Creativity in Kindergarten Dance Teaching

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**Keywords:** Kindergarten; Dance teaching; Creative ability; Effective strategy

**Abstract:** Dance is one of the important means of aesthetic education and plays an important role in early childhood quality education. At present, children's dance education has attracted the attention of many experts and scholars, mainly because dance education plays a crucial role in cultivating children's creativity. Therefore, preschool teachers should try to create an equal, harmonious, and enjoyable learning atmosphere in dance teaching, shifting from traditional educators to participants in activities, exploring the creative potential of young children and cultivating their creativity in the process of joint learning. Based on this, this article explores effective strategies for cultivating children's creativity in kindergarten dance teaching.

## 1. Introduction

Under the background of quality education, dance teaching for young children plays a positive role in shaping their physical form, cultivating their temperament, aesthetic education, shaping their personality, and developing their intelligence. How to better utilize dance teaching and cultivate children's creativity is an important challenge and dilemma faced by preschool teachers at the current stage. This article aims to study the significance of cultivating creativity in preschool dance teaching, explore strategies for cultivating creativity in the new era of preschool dance teaching, and provide ideas for preschool educators to cultivate children's creativity in dance teaching.

## 2. The Significance of Cultivating Children's Creativity in Kindergarten Dance Teaching

Dance is different from other forms of art. Since ancient times, dance has been known as the "mother of art". For preschool children, strengthening the teaching and guidance of dance has important practical significance, mainly reflected in the following aspects. Firstly, the purpose of art education. In the context of quality education, strengthening non disciplinary teaching for students is becoming increasingly important. Dance is an art of the human body that requires the expression of human spirituality, perception, and wisdom. Dance is highly beneficial for the development of children's creativity. Secondly, the nature of young children. Children are naturally active and have a sense of freshness in everything, as well as in dance. With the rendering and contrast of music, children can gain physical, mental, and emotional exercise and influence in the ocean of dance. Dance teaching should combine children's nature, leverage their physiological and psychological advantages, and enhance their creativity in dance. Thirdly, the needs of the times' development. Innovative and creative talents are new requirements for dance education in the new era, and they are also responsible for the physical and mental growth of children in the context of quality education. Dance teaching should strive to develop children's imagination and innovative abilities, expand their thinking and sensitivity, and cultivate excellent students with comprehensive development, physical and mental health, and sound mental health for the country and society.

## 3. Effective Strategies for Cultivating Children's Creativity in Kindergarten Dance Teaching

### 3.1. Cultivating Young Children's Imitation Ability

In dance teaching in preschool education, the first thing to do is to cultivate children's imitation ability. After all, for preschool children, dance learning is a new thing, and "imitation is the

foundation of creation”. Only by allowing children to learn dance through continuous imitation can they arouse their interest in dance, become familiar with the expressions, movements, and dynamic changes of things in dance, and gradually appreciate the expression of dance art. For some people with a dancing background, they are very good at carefully observing and learning the differences from others, drawing on the success and advantages of others, and constantly accumulating experience to enrich their performances and creations. Therefore, in order to improve children’s imitation ability, teachers can start from the following directions. Firstly, teachers should demonstrate their actions. In simple dance teaching, teachers can demonstrate their own movements, allowing students to form visual representations, attracting children to observe things with their eyes, and guiding dance movements with their limbs and hands and feet. For dances with more difficult movements, teachers can adopt the form of overall demonstration or decomposition demonstration, slowly displaying the details of the movements, so that children can learn dance movements in slow motion. Especially through the imitation of some excellent dance works, children’s dance vocabulary can be greatly improved and their ability to capture beautiful things can be cultivated (Figure 1). Secondly, attach importance to the process analysis of dance movements. Different dance works have different requirements for amplitude and beauty of movements, and even for the same dance work, different dance stages have different requirements for movements. In order to facilitate students’ understanding, teachers can conduct process analysis of dance movements during dance teaching. Let children have a more accurate grasp of dance movements, such as the strength of the force, the length of the rhythm, the size of the amplitude, the twists and turns of the lines, and the different points of force, thereby further improving their understanding and perception of dance. In summary, for children, due to their younger age, the cultivation of creativity in preschool dance teaching in the new era should first strengthen their imitation ability, enrich their emotional and rational cognition during the imitation process, and indirectly enhance their creativity in dance education.



Figure 1 Dance demonstration teaching by kindergarten teachers

### 3.2. Enriching Children’s Creative Imagination

Creativity and imagination are fundamental human instincts and the core values that distinguish humans from animals. A famous performing artist Stanislavsky once said, “An actor should love fantasy and be good at fantasy, which is the most important creative ability”. In fact, for dancers, this is indeed the case. If a dancer has no illusions, even if their dance skills are good, they are just a rigid body. Therefore, cultivating children’s creativity from an early age is an important way to improve their dance talent. Firstly, teachers should understand the thinking characteristics of children. Children’s thinking is different from that of adults, and children’s thinking is more concrete and visualized. Therefore, in the later stage of dance teaching, especially in the teaching of complex movements, teachers should use visual metaphors to teach, so that they can get rid of the boring basic movements of dance, and let children understand the essence of dance art in a more specific and vivid way, so that children can learn dance movements in a happy and entertaining atmosphere. For example, in dance teaching, the teacher can use the metaphor of “installing a spring or hitting a ball” to describe the knee bending movement, so that children can remember it deeply in their learning. Secondly, teachers can try practicing without physical objects. Teachers can guide

children to directly associate various environments and objects in life with dance movements and scene learning, making dance teaching more vivid and visual. For example, when performing “dressing up and looking in the mirror”, children’s imagination can be tapped. Some children can associate themselves with wearing new clothes and dancing happily by “dressing up and looking in the mirror”. Some children can find stains on their clothes by “dressing up and looking in the mirror”, which can make them feel unhappy. Some children can directly associate themselves with going out on vacation with their parents to travel, and even associate themselves with playing happily with their parents and friends in nature, playing games together, flying kites together, and walking cats and dogs together by “dressing up and looking in the mirror”. Teachers can use the practice form of non physical sketches to encourage children to actively cultivate their imagination and stimulate their desire for performance during the role playing process, thereby creating inspiration for children.

### **3.3. Developing Children’s Music Perception**

Music can communicate with the soul. Only with a profound understanding of beautiful music can one continuously innovate and create in the process of learning dance. Dance is a form of physical art, which is created with the help of music. Through music prompts, people express their emotions in their eyes, body movements, facial expressions, and other aspects, enabling the realization of “visible art”. Therefore, it can be said that dance without music is soulless. As a teacher, when providing dance education to preschool children, it is important to make them understand that music is a “good friend” of dance, encourage them to listen to music more, appreciate music works more, and stimulate their love for music. Encourage children to constantly resonate with the music content and rhythm during the listening process, thereby stimulating their desire to perform through dance. Due to the influence of traditional concepts, many preschool education teachers often only impart rigid conditions such as skills, knowledge, and movements when teaching children dance. The rigid and rigid regulations make children follow suit, leading many children to focus more on superficial movements in dance learning, but the overall performance appears dry and uninteresting. Therefore, teachers should pay attention to changing this traditional teaching mode and actively cultivate children’s good habits of listening to music and doing movements. The strong, weak, high, low, and melodic elements in music expression all have certain connotations. When applied to dance learning, it creates different visual thinking and emotional resonance within the dancer. From this, it can be seen that it is only extremely important to develop children’s visual thinking and creativity, stimulate their interest and hobby in dance learning, resonate with the integration of children’s dance and music, attach great importance to cultivating children’s sensitivity to music, and improve their ability to appreciate music. This is an important direction and topic for teachers in the later stage of preschool education in children’s dance teaching.

### **3.4. Combining Education with Entertainment to Promote Creativity Enhancement**

Children in preschool education are naive, lively, and dare to imagine. They have a strong curiosity about everything. For a child who has just learned dance, they have high fantasies about dance and dream of becoming an excellent dancer. If the teaching methods of teachers are not appropriate, and their understanding of dance learning is just stretching their arms and moving their legs from day to night, with repetitive and dull movements every day, their ideological consciousness will definitely change, and their thoughts will gradually become wandering and withering. Therefore, how to combine education with pleasure and stimulate children’s enthusiasm and initiative in learning dance is an important difficulty and highlight of teachers’ work in the preschool education stage. Teachers can engage in educational and entertainment activities, such as using games to unconsciously engage children in dance learning while playing. For example, common games in kindergarten include “dropping handkerchiefs”, “jumping rubber bands”, “eagle catching chicks”, and so on. Implanting simple dance movements into traditional games allows children to unconsciously learn dance movements while jumping, thus effectively utilizing game based teaching methods. In addition to using game based teaching methods, Taiwan Province in

China has also achieved forward-looking results in teaching dance to children. For example, the Taiwan Provincial Art Education Museum once developed the “Body Creation Games” course, allowing children to use the developed games to develop their intelligence, educate them on principles, and stimulate their creative desire during the continuous gaming process. In summary, games are crucial for enhancing children’s creativity. Therefore, teachers in the preschool education stage should recognize the importance of game teaching, promote children’s creativity in the dance learning process by combining dance teaching with games, and stimulate their enthusiasm and initiative in dance learning.

#### **4. Conclusion**

In summary, early childhood teachers should comprehensively grasp the basic goals of dance teaching, adopt scientific dance teaching methods, exercise and cultivate children’s dance expression and creativity, stimulate children’s enthusiasm and initiative in dance learning, and comprehensively shape children’s physique, temperament, aesthetic education, personality, and intellectual development. This will lay a solid foundation for children’s further learning and personality growth in primary and middle school.

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