

## *Piloting Phase in each partner's country*

**SMILE:**

*Share the Music for Inclusive Education*

*Project No.: 2021-1-EL-KA220-SCH-000032762*

*Piloting phase\_Sweden*

**Title of the scenario: The Carousel**

Author's name and country: Tradition

Grade/ age of students: Kindergarten,

Duration: Approximately 45 minutes

## Methodology of the Teaching Scenario

### Purpose and objective:

The purpose of this teaching scenario is the equal participation of all children in the learning process through the learning of two traditional Swedish songs.

Objectives: By the end of this scenario kindergarten students will have ability:

- ✓ to adapt their movement to respond to motor and rhythmic patterns.
- ✓ to collaborate at the couple, triple, quartet level and then at the team level.
- ✓ to maximize their attention, self-regulation, and team bonding.
- ✓ to directly interact with their classmates.
- ✓ To playfully learn about rhythm in various tempos.

General reference to the pre-work:

### Necessary materials:

1. Some colourful handkerchiefs
2. Music 'Karusellen'

Cognitive areas involved: Attention, Memory, Psychomotor speed, Auditory processing

## Description of the teaching scenario

### Teaching process/stages/phases:

A. Introduction to the song (5 min)

All children gather in a circle with music accompaniment.

B. Phase 1 (5 min)

The children listen to the song and move together.

C. Phase 2 (20 min)

3. The children sing the song and exercise in movements. Then they divide in smaller circle. Finally they learn movements with handkerchiefs.

D. Final (15 min)

The traditional song is shared in inter active presentation with a visiting audience (little group or class).

Activity:

The children gather in an empty space, learn song, learn moves, make moves with handkerchiefs, interact in a folklore pattern and finally interact with a small group in the preschool.

General conclusion:

Any initial hesitation, especially from the children coming from different socio-cultural backgrounds, to come into contact with their partner, was quickly overcome. Their attention and self-regulation were enhanced through the execution of movements in singing together. They collaborated in small groups and interacted with their classmates. Notable is the effort of some children to help their partner respond to the movements in the correct order and rhythm.

In an upcoming workshop with another group in school the English version can be used for language learning. Small children present Swedish song version and grade 6 pupils perform the song in English.

Continuation:

The scenario can be continued by presenting the singing and dancing to chosen small audience in the school.

**Description of the video:**

School: Kindergarten in Viksjöfors (Vik)

Teacher: Elias Bäckebjörk

Country: Sweden

Brief description of the activity:

The teacher introduces the song 'Karusellen'. The song is sung in class. The children perform specific moves while singing and moving in a circle with all together and after in small circles. Next step is to change partner in circles.

Song

Jungfru jungfru jungfru jungfru kär  
Här är karusellen  
Som ska gå till kvällen  
Tio för de stora och fem för de små  
Skynda på skynda på  
Nu ska karusellen gå  
För ha ha ha  
Nu går det så bra  
För Andersson och Pettersson  
Och Lundström och jag  
För ha ha ha  
Nu går det så bra  
För Andersson och Pettersson  
Och Lundström och jag

—  
Young girl young girl young girl who we love

Here is the carousel

That turns all day and night

Ten for the big ones and five for the little ones

Hurry up hurry up

The carousel will go

Because ha ha ha

Now it's going well

"SMILE" 2021-1-EL01-KA220-SCH-000032762

For Andersson and Pettersson

And Lundström and me

Because ha ha ha

Now it's going well

For Andersson and Pettersson

And Lundström and me

---

Link of video: <https://www.youtube.com/watch?v=g7Vljonis6M>

## IMPLEMENTATION PHOTOS



# SMILE

Co-funded by the  
Erasmus+ Programme  
of the European Union





## References:

Koff, S. R. 2015. “Applied Dance Curriculum: A Global Perspective.” In *Dance Education around the World. Perspectives on Young Children and Change*, edited by C. S. Nielsen and S. Burridge, 3–10. London: Routledge.

Lindqvist, A. 2018. “Om Män, Pojkar Och Dans I Förskola Och Skola.” In *Estetiska Ämnen Och Genus*, edited by E. Skåreus, 127–142. Malmö: Gleerups.

Reinders, N. 2018. “Building Identity through Dance: Exploring the Influence of Dance for Individuals with Special Needs.” In *Dance, Access and Inclusion. Perspectives on Dance, Young People and Change*, edited by S. Burridge and C. S. Nielsen, 60–64. London: Routledge.

# SMILE



# SMILE

Co-funded by the  
Erasmus+ Programme  
of the European Union



Università  
di Catania