

Transdanubian jumping dance and landscape

Year	Field of study, subject	Subject connections
6.	Ethnography, dance and movement culture Arts and digital culture	Geography, history, digital culture, arts

The purpose and didactic tasks of the lesson

Characteristics of the Transdanubian jumping dance: rhythm, movements, cultural significance.
 Geographical and cultural characteristics of Transdanubia.
 The basics of color-coded control of the INDI robot.

The effect of the clock

Movement coordination: mastering the basic steps of the Transdanubian jumping dance.
 Spatial orientation: design and use of the INDI robot track.
 Creativity: independently inventing dance elements and movements.
 Problem solving and collaboration: completing group tasks.

Tools and resources used

	<i>State curriculum, local curriculum, textbooks, Videos about Transdanubian Jumping Dance (e.g. YouTube, NAVA)</i>
	<i>INDI robot</i>
	<i>Indian track</i>

Occupation plan

5 minutes	Tuning in	<ul style="list-style-type: none"> Students observe the previously presented Transdanubian Jumping Dance (video or live performance). The purpose of the lesson, the characteristics of the Transdanubian jumping dance, and the cultural background of the region. Presentation/screening, explanation Frontal work Device: projector or speaker
10 minutes	Basic steps of dance	<ul style="list-style-type: none"> Students learn the basic steps of dance Developing movement coordination and mastering basic steps. Individual practice, pair exercises.
10 minutes	Robot track construction	<ul style="list-style-type: none"> Students use the INDI car to build a track that symbolizes the regions of Transdanubia. While building the track, they solve tasks about the given region. Developing digital competencies, strengthening spatial orientation and collaboration. Discovery, guided group work. Small group work. Equipment: INDI cars, color-coded cards, map of Transdanubia, pictures, drawing tools
15 minutes	Robot programming	<ul style="list-style-type: none"> While driving the toy car on the constructed track, the students tell stories related to the landscape. Developing creativity, connecting the cultural elements of Transdanubia with dance. Playful learning, cooperation. Small group work, short presentations. Equipment: INDI car, completed track, maps.
5 minutes	Summary	<ul style="list-style-type: none"> Summary, feedback, development of student self-reflection. Discussion, evaluation. Frontal work, small group feedback.

Assertive games

Stations and related tasks

1st stop: Lake Balaton – The pearl of Transdanubia

Task:

Have students drive the robot along the road to Lake Balaton and answer the following question:

“What folk occupations are associated with Lake Balaton (e.g. fishing)?” Upon arriving at Lake Balaton, they should imitate a waving movement, which they will then incorporate into the dance.

2nd stop: Bakony – Forests and legends

Task:

The robot must travel along a green section symbolizing a forest.

Have students tell a short story about the Bakony Mountains (e.g. outlaw legends). Come up with a dance move that imitates the swaying of the trees in the forest.

3rd stop: Győr-Moson-Sopron county - The land of rivers and mills

Students decorate the course with small drawn mills, churches, and folk motifs.

4th stop: Somogy – Center of Folk Culture

Task:

The robot stops next to the farmhouses.

Students look at pictures depicting folk motifs and then try to draw them on a piece of paper.

Folk motifs are later incorporated into the dance choreography (e.g. in the form of arm or hand movements).

Station 5: Final Station – Shared Choreography

Task:

The students perform a dance they created together. The dance includes the movements learned at the stations: the rippling Balaton, the trees of the Bakony Mountains, folk motifs and the abbey.



