COURSE BROCHURE | ERASMUS+ TRAINING

Teaching Through Movement and Dance

Bring learning to life through dance, rhythm and creative movement activities that encourage participation, collaboration and inclusive teaching across subjects.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE
Madeira	English	On-site	6 days	€480

6-day programme in **Madeira**. See the course page for current fees, inclusions and dates.

Course description

Movement, rhythm and dance offer creative ways to make learning more active, engaging and inclusive. Through music, movement games and expressive activities, educators can encourage participation, strengthen collaboration and help learners communicate ideas in different ways. These approaches can enrich teaching across subjects and age groups while creating opportunities for creativity, cultural understanding and meaningful interaction.

This practical course introduces teachers and trainers to movement-based learning, rhythm activities, body percussion, dance and creative classroom techniques. Participants will practise energisers, movement games, collaborative choreography and storytelling through movement, while discovering how these activities can support language learning, memory, mathematical patterns, communication and teamwork. They will also consider cultural traditions, accessibility and ways to adapt activities to different learner needs.

Through hands-on workshops, group challenges and practical teaching exercises, participants will build a collection of movement-based activities and design a creative learning experience for their own educational context. Particular attention will be given to inclusive participation, physical safety, learner choice and practical classroom application. No previous dance or music experience is required.

Who the course is for

For educators

Teachers, trainers and other education professionals working across different subjects and educational levels who want to make learning more active and creative. Particularly relevant for those interested in using dance, rhythm, movement games and collaborative activities to encourage participation, inclusion, communication and intercultural learning.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No previous dance or music experience required.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Movement & Active Learning / Dance, Rhythm & Creativity / Inclusive Cross-Curricular Teaching

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Movement & Active Learning** - Explain how movement and dance can support active learning, communication, creativity and learner participation.

02 **Rhythm & Classroom Engagement** - Use rhythm, body percussion and simple music activities to encourage attention, coordination and group participation.

03 **Movement Across the Curriculum** - Adapt dance and movement activities to language, mathematics, science, arts and other educational subjects.

04 **Inclusive Movement & Participation** - Design movement activities that accommodate different abilities, confidence levels and participation preferences.

05 **Dance, Culture & Intercultural Learning** - Use selected dance and music traditions to encourage cultural awareness, respect and intercultural understanding.

06 **Creative Collaboration & Group Expression** - Facilitate movement games and group choreography that encourage creativity, cooperation and non-verbal expression.

07 **Movement-Based Lesson Design** - Design, demonstrate and evaluate a movement-based learning activity with clear objectives, instructions and assessment criteria.

08 **European Peer Exchange & Institutional Transfer** - Compare movement and dance-based teaching approaches with European peers and adapt suitable activities to participants' own subjects, learners and institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space to share ideas, discuss current challenges in Education and collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Movement in Learning & Safe Participation

- Examine how movement, rhythm and play can support active learning and learner engagement.
- Practise simple energisers, movement games and spatial-awareness activities.
- Establish clear guidelines for physical safety, personal space and inclusive participation.
- Identify opportunities to introduce movement-based activities into different subjects and learning contexts.

DAY 3

Teaching Through Dance & Cultural Learning

- Use pulse, rhythm, repetition and call-and-response to structure group participation.
- Explore body percussion and vocal rhythm without requiring musical expertise.
- Connect rhythm to language, sequencing, memory, mathematics or procedural learning.
- Design a short rhythm-based classroom activity.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Energisers, Music & Rhythm

- Practise body percussion, rhythm patterns, repetition and call-and-response activities.
- Use vocal games, sound and movement to encourage attention, participation and group coordination.
- Connect rhythm and movement to language, mathematics, sequencing and other learning objectives.
- Create and demonstrate a short rhythm-based classroom activity using accessible materials.

DAY 5

Inclusion, Expression & Belonging

- Analyse how movement and dance can encourage group cooperation and a sense of belonging.
- Adapt creative activities to different abilities, cultural backgrounds and learner preferences.
- Develop collaborative choreography with flexible roles and opportunities for individual expression.
- Practise inclusive facilitation techniques and refine activities through peer feedback.

DAY 6

Movement-Based Lesson Design & Classroom Application

- Build a complete Movement-Based Learning Activity linked to curriculum objectives.
- Present and facilitate the activity, integrating dance, rhythm or creative movement.
- Define simple evidence of learning or participation and identify necessary adaptations.
- Complete reflection, transfer planning, evaluation and certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Dance & Creative Movement Workshops

Participants practise dance, movement games and collaborative choreography, connecting creative expression and cultural traditions with educational activities.

Rhythm & Body Percussion Practice

Guided exercises use rhythm, body percussion and vocal games to develop classroom activities that encourage participation, coordination and learning.

Inclusive Activity Design & Teaching Practice

Participants design and facilitate movement-based activities, adapting them to different learners and improving their approach through practical feedback.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing an Inclusive Movement-Based Classroom Activity**
>
> Imagine a teacher who wants learners to understand a concept through active participation rather than another worksheet. The teacher selects a clear objective, creates a simple movement or rhythm sequence, offers seated and low-movement alternatives, then microteaches the activity with peers. Feedback focuses on learning clarity, inclusion, safety and whether movement genuinely adds value.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: Comfortable clothing & shoes

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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