



Aprendizaje cooperativo, metodología por proyectos y espacios de fantasía en educación física para primaria: (Re) construyendo la expresión corporal mediante la dramatización de cuentos e historietas infantiles [

Colectivo de Docentes de Educación Física para la paz,
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text (article)

Analítica

The approach and study of drama plays found in text books, curricular materials and class practice in Elementary school generally is limited to the written text, having little time and space in comparison with other literary genres. When dealing with theatre texts - in general, fragments - a literary commentary is made, similar to those made to lyric and narrative texts, without considering that "theatre is not a literary genre parallel to the others". In this paper some procedural proposes are presented, based on the dynamic of plays and tales texts, with the purpose of orienting teachers to improve their praxis. The moral of the tales is emphasized, and become the base to many activities. A logical next step is the creation of tales by the children; some authors consider that spontaneity must be avoided and that they must learn different techniques that can help them effectively improve their creative abilities. For this purpose, a teaching unity is developed, using as main reference the Castilla- León's Elementary Education curriculum. Using two methodologies and a teaching strategy, it is intended to develop a curriculum (with its elements) through interdisciplinary proposes and the use of basic competences and the main elements of attention in all areas. Two teaching methods, similar in theory and complementary in practice, are used: the cooperative learning and the methodology by projects, associated with fantasy spaces. These proposals enriches values education treatment found in children's tales and allows the imagination of the students of physical education area to fly, using active methodologies such as the cooperative, by projects and the fantasy spaces

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