



## Comparison Thai and International Folk Dance Movement Activities for Kindergarteners

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### Abstract

*The research purposes for comparison the results of how using folk dance movement activities in kindergarteners in beat and attitude. The representative sample group comprises of 20 students that nonmusical from Wat Kalayanamit School in which the students are divided into two groups of 10 students. The tools used in this research are 1) Thai folk dance movement activity plans 2) international folk dance movement activity plans; and 3) form of observation on folk dancing. The process of research includes the study of relevant research papers including movement in music for kindergarten and folk dance. A learning management plan is then made. Then acquired data is analyzed by content analysis and descriptive statistics, which are the mathematical mean and the standard deviation. The research results are as follow: 1) the results of using Thai and international folk dance movement activities for kindergarteners, it is found that the total score is in the range of 'very good' for the group where Thai folk music in beat was ( $X = 4.83$ ,  $SD = .25$ ) and the group where international folk music in beat was ( $X = 4.37$ ,  $SD = .42$ ) 2) music attitude of Thai group 100 percents like folk dance but international group like folk dance only 70 percents*

**Keywords:** Kindergarteners, folk dance, Thai;

### Introduction

Children under six years old or early childhood are an essential time for a foundation. (Suttachitt, 2011) Their brain develops up to 80 percent of adults, and they can learn all from activities to grow up their body, emotions, society and intelligent. These skills are the knowledge components that will mold the child into a complete human being. Therefore, it is essential to choose activities that are suitable for preschool children because what you learn during this age is deeply ingrained in your child.

Music is one of experience for early childhood. Whether it be a direct musical experience or use to assist in the development of learning in all four aspects, including the physical, emotional and psychology, society and intellect (Suttachitt, 1989) that suitable for age and growth. The research of Palmer and Sims (1993) found that music is one of eight science that children should develop. Moreover, it affects the quality of children life forever. Children during 2 - 6 years, the musical ability can extend to 50 percent. If they are not improved well, It will decline their real abilities (Reverse, 1954) This is the reason why we should promote the development simultaneously to help children recognize, absorb and create good skills. In the study of Brum and Coleman (1997), found that various elements of music contribute to the development of children's focus is beat pitch and volume. However, the purpose of teaching music for children is not to focus on the subject matter, but it is for a good attitude to study music, love music, as a basis for considering music in a higher level.

The elements of the music consist of 1) Rhythm 2) Melody 3) Harmony 4) Form 5) Characteristic of Sound 6) Tone Color and 7) Texture (Chancharoen, 2558; Suttachitt, 2011; Banjongsilp, 1995). One of the most important elements to improve in early childhood is rhythm because of its control other aspects of the song (Suttachitt, 1994)

Music skill that suitable and should practice often in music lessons for preschool children is movement. (Suttachitt, 2001) Due to the nature of kindergartener who likes to move their bodies always to use their existing physical strengths, therefore, the activity of movement and rhythm are the main activities for children of this age (Tantipaewa, 2004) its lead children to learn about how to use and control their bodies.

The movement activities are divided into two categories: Movement to music And movement for dance (Udtaisuk, 2014; Boriphath, 1977). This musical learning movement helps learners to understand the content and element music. It is not complicated movement because it does not focus on beauty but to emphasize the reaction to music for example in Dalcroze, Kodaly and Orff method.

As mentioned above, show the importance of movement activities for kindergarteners to understand beat by using Thai and international folk music.

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## Proposed

for comparison the results of how using folk dance movement activities in kindergarteners in beat and attitude.

## Method

### Sample

The representative sample group comprises 20 kindergarten students ages 4-5 years old that nonmusical from Wat Kalayanamit School in which the students are divided into two groups of 10 students.

### Procedures

The research protocol involved administration of a standard assessment focus on music in kindergarten, movement and folk dance. Then created Thai and international folk dance movement activity plans to try out with sample group after that students show the attitude by painting the emotion picture and researcher and class teacher evaluates beat to score.

## Results

The research results are as follow:

- 1) the results of using Thai and international folk dance movement activities for kindergarteners, founded that the total score was in the range of 'very good' for the group where Thai folk music in beat was  $X = 4.83$ ,  $SD = .25$  and the group where international folk music in beat was  $X = 4.37$ ,  $SD = .42$
- 2) music attitude of Thai group 100 percents like folk dance but an international group like folk dance only 70 percents.

## Discussion

Students in Thai group required to dance with the Thai folk song while students in the International group never needed during a lesson. It shows the importance of song in music activities. The song in Thai group is a pentatonic scale that all Thai people are familiar with and movement is an essential Thai dance that Some students said that it is customary and they had seen before, so they became interested in activities. This is consistent with the research of Suttchit (1997) was comparing of the physical development of preschool children who received music-dance activities and movement in beat activities found that children in the music-dance activities have more interest and quick respond.

## Conclusions

The students in Thai folk dance movement activities have a better score than international both beat and attitude because the song with pentatonic scale is familiar with their routine. As Kodaly said music teacher should start teaching a folk song of a country that uses mother language.

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