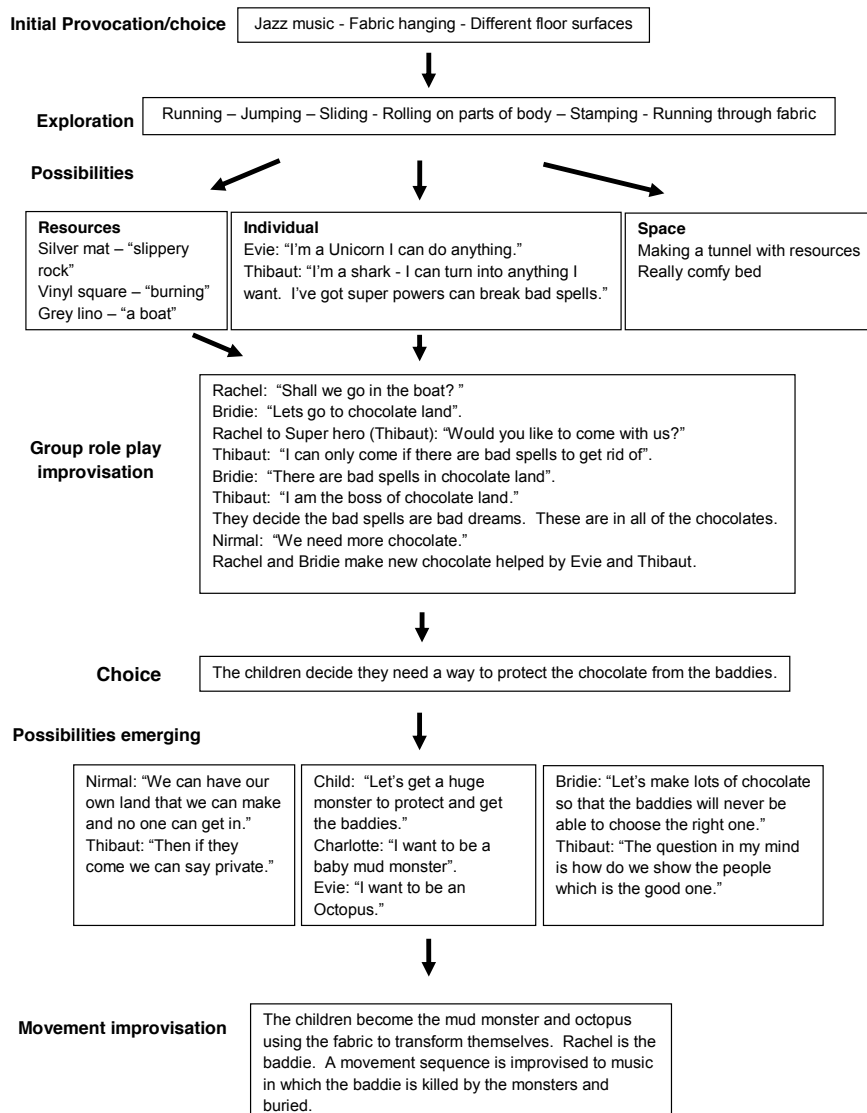


As our project developed we were fascinated by the depth of collaboration that was taking place. We observed children's individual ideas and experiences gradually connecting and weaving together to eventually emerge as small or whole group improvised dances, stories and role plays. In our reflections on the flow and development of ideas during a session we noticed:

- the improvisations that were emerging each week seemed to rely on an intuitive interaction between the children and adults.
- making clear choices at the beginning and during a session moved the improvisations forward because they allowed new possibilities to emerge.
- allowing children and adults to interchange between roles (making choices, directing, doing, observing, documenting) gave shape and direction to the improvisation.



Example of a session to reveal strands of improvisation



“Having done this I understand what improvisation is and that it happens in the classroom all the time. I’ll now recognise it, have a greater awareness, go with it and know how to support it. I’d be prepared to scrap the lesson plan, accept their ideas and go with them.” Sara Shear Year 1 Class Teacher