

## **ABSTRACT**

The research approached the educational value of dance and creative movement in its formative dimensions.

It is based on a theoretical and argumentative analysis to describe the origins, evolution and characteristics of the creative movement through the study over the centuries and in different socio-cultural contexts and factors that made it possible to examine the phenomena from a comparative point of view, enriching the study of some elements coming from various socio-psychological, neuropsychological and neurophysiological theoretical models and experimental practices.

In particular, the work has allowed a historical analysis of the salient aspects that characterized the origin and evolution of dance education, deepening the theoretical and methodological aspects that clearly show how the history of the movement cannot be separated from the history of man. It was also analyzed the creative aspects of dance education, with particular reference to its playful dimension and the therapeutic and educational potential of performing arts in the context of disability.

Particular attention was paid to the study of circularity between practice and theory, ie, between thought and action, aimed at the harmonious development of personal autonomy. The study of movement expression should be understood, in fact, in the sense of educating the movement in relation to the other senses, as a manifestation of the whole personality: emotions, mind, body, even related to the group and the environment.