

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HMDV 585

**COURSE TITLE**

INFANT AND TODDLER BRAIN DANCE

**ALTERNATE TITLE**

INFANT BRAIN DANCE  
TODDLER BRAIN DANCE  
0-12 MONTHS BRAIN ENRICHMENT  
12-23 MONTHS BRAIN ENRICHMENT  
INF/TOD BRAIN ENRICHMENT

**TYPE COURSE**

NON-FEE

VOCATIONAL

**CATALOG COURSE DESCRIPTION**

With music-based movement and dance, rhythms, rhymes and singing, this course will explore how physical activity supports cognitive learning and social-emotional development in infants and young toddlers. Using multi-sensory props and instruments, students will experience how music and movement promote and sustain early developmental patterns necessary for building a strong foundation between body and brain. Laboratory portion of the course may require students to participate in activities along with children ages 0 to 24 months. (FT)

**LECTURE/LABORATORY HOURS**

36

**ADVISORIES**

NONE

**RECOMMENDED SKILL LEVEL**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication  
SDCE students demonstrate effective communication skills.
3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Brain compatible education will assist the student in understanding the developmental processes that occur in infancy and toddlerhood, especially cognitive, social, affective, sensorimotor and neurological growth.
2. Students will gain an appreciation of how to promote cognitive and physical development and individual creativity in infants and toddlers, as they participate together in creative dance concepts and musical activities.
3. Students develop an understanding of the importance of health, nutrition, sleep, routines and exercise for brain development and optimal healthy lifestyles.
4. Students gain knowledge, appreciation and awareness of cultural diversity through music and movement.
5. Students will understand the physical, cognitive and socio-emotional benefits of practicing brain compatible activities with infants and toddlers.

COURSE OBJECTIVES

1. Identify and describe the developmental processes that occur in infancy and toddlerhood, especially cognitive, social, affective, sensorimotor and neurological growth.
2. Explore how to promote cognitive and physical development and individual creativity in infants and toddlers through collaborative participation in creative dance concepts and musical activities.
3. Examine the importance of health, nutrition, sleep, routines and exercise for brain development and optimal healthy lifestyles.
4. Evaluate the effects of cultural diversity through the utilization of music and movement.
5. Construct and facilitate a brain compatible activity in which infants and toddlers benefit physically, cognitively and socio-emotionally.

**SECTION II**

COURSE CONTENT AND SCOPE

1. Orientation
  - 1.1. Goals and objectives
  - 1.2. Student responsibilities
    - 1.2.1. Requirements for successful completion

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.3. Outdoor safety guidelines
- 1.4. Age guidelines for children in the laboratory classroom
2. Introduction of Brain Development
  - 2.1. Anne Green Gilbert
    - 2.1.1. Gardner's Multiple Intelligences
  - 2.2. Teaching dance through elements
    - 2.2.1. Concept of space
    - 2.2.2. Concept of time
    - 2.2.3. Concept of force
    - 2.2.4. Concept of body
  - 2.3. Benefits of dance
  - 2.4. Reflexes
  - 2.5. Alignment and core support
  - 2.6. Effects of exercise
3. Domains of Child Growth and Development
  - 3.1. Intellectual/cognitive
  - 3.2. Emotional/affective
  - 3.3. Social
  - 3.4. Physical/sensorimotor
  - 3.5. Neurological
4. Brain Anatomy and Function
  - 4.1. Brain connections
    - 4.1.1. Brain density
    - 4.1.2. Types of brain cells
    - 4.1.3. Myelin, dendrites, conduction and reception of information
  - 4.2. Brain stem
  - 4.3. Midbrain/limbic system
  - 4.4. Cerebrum/cortex
5. Brain Research
  - 5.1. Current topics
6. Using Brain Compatible Concepts in Teaching Development
  - 6.1. Imitation
  - 6.2. Manipulation
  - 6.3. Observation
  - 6.4. Exploration
  - 6.5. Structure and Repetition
  - 6.6. Music and Props
  - 6.7. Exploration vs. Skill Development
7. Infant/Primary Reflexes
  - 7.1. Moro reflex
  - 7.2. Walking/stepping reflex
  - 7.3. Rooting reflex
  - 7.4. Sucking reflex
  - 7.5. Asymmetrical midbrain/limbic system
  - 7.6. Symmetrical tonic neck reflex
  - 7.7. Palmar grasp reflex

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.8. Plantar reflex
- 7.9. Spinal galant reflex
- 7.10. Babinski reflex
- 8. Developmental Movements/Patterns and Benefits
  - 8.1. Breath
  - 8.2. Tactile
  - 8.3. Core-distal
  - 8.4. Head-tail
  - 8.5. Upper-lower
  - 8.6. Body side
  - 8.7. Cross-lateral
  - 8.8. Vestibular
- 9. Developmental Concepts of Brain Compatible Movement
  - 9.1. Place
  - 9.2. Body parts
  - 9.3. Size
  - 9.4. Weight and balance
  - 9.5. Direction
  - 9.6. Focus and emotions
  - 9.7. Level
  - 9.8. Speed
  - 9.9. Balance and off-balance
  - 9.10. Rhythm and world dance
  - 9.11. Body shapes
  - 9.12. Flow
  - 9.13. Pathways
  - 9.14. Energy
  - 9.15. Relationship
- 10. Culture and Diversity through Music and Dance
  - 10.1. Multicultural folk dance
  - 10.2. Activities
- 11. Learning Healthy Habits
  - 11.1. Basic nutrition
  - 11.2. Exercise for the family
  - 11.3. Dance as exercise and play
  - 11.4. Sleep habits and other important daily routines

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to:

- 1. Instructor selected URL's
- 2. Journal articles, such as those found at Harvard's Center for the Developing Mind
- 3. Instructor developed materials
- 4. Other publications related to brain development

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## WRITING ASSIGNMENTS

Writing assignments include, but are not limited to:

- Taking class notes
- Completing worksheets related to lectures
- Comparing and contrasting topics related to infant and toddler brain development as influenced by music and movement
- Keeping an ongoing course portfolio and/or student journal

## OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to:

1. Participating in field trips
2. Completing of internet assignments related to brain development, infant development and movement
3. Preparing and presenting age appropriate classroom lessons and/or activities
4. Observing an outside infant and toddler movement class and gathering research to present in class
5. Investigating and gathering community resources related to infant and toddler development

## APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Selecting appropriate multi-sensory materials and demonstrating brain-compatible movement techniques.
2. Comparing and contrasting assigned readings and online materials related to brain development infant development and movement with field research.
3. Written assignments which include analyzing and implementing course concept.
4. Teaching age appropriate lessons and/or activities in a classroom environment.
5. Developing an age appropriate routine that demonstrates the developmental movements and patterns designed to optimize brain connectivity in infants and toddlers.

## EVALUATION

Potential measures to evaluate the student's achievement of the course objectives may include but are not limited to:

1. Student attendance (online or face-to-face) and class participation
2. Teacher observation in classroom, online or in training areas
3. Role-play classroom activity for peer evaluation
4. Peer and instructor feedback
5. Student and teacher evaluation of the student's application of the information, methods and techniques used in the classroom (i.e. portfolios, notebook with written assignments, student journal and reflections, lessons and/or activities, etc.)

EVALUATION (CONTINUED)

6. Student performance on class assessments, such as a teaching demonstration in a classroom environment
7. Performance rubrics
8. Oral or written description of the philosophy of brain compatible movement.
9. Explanation of the domains of development and how the brain-compatible movement fosters growth and development in each.
10. Oral or written description of the major process of brain development from infancy to toddlerhood.
11. Explanation of the typical movement patterns/reflexes developed from infancy to toddlerhood.
12. Recitation of nursery rhymes and sing songs that illustrate the brain compatible movement/developmental patterns.
13. Description of the brain compatible movement/developmental pattern activities and describe the benefit of each.
14. Demonstration of each of the brain compatible movement/developmental pattern activities.
15. Perform dance concepts in the brain compatible movement.
16. Explanation of how proper nutrition, sleep, routines and exercise benefit children and families and help to form healthy habits.
17. Demonstration of cultural/folk dances from other countries.
18. Plan and facilitate an age appropriate brain compatible dance activity.

Upon successful completion of all course competencies, a Certificate of Course Completion may be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion may be issued.

METHOD OF INSTRUCTION

The methods of instruction may include, but are not limited to:

1. Direct instruction
2. Group discussion
3. Handouts
4. Videos on infant and toddler brain formation
5. Lecture
6. Guest speakers
7. Hands-on demonstrations and participation in music and movement activities
8. Computer-assisted instruction
9. Laboratory assignments
10. Role modeling
11. Problem solving and group activities
12. Assignment portfolio
13. Student journal
14. Participation with children in a laboratory setting ages 0 to 24 months
15. Field trips

METHOD OF INSTRUCTION (CONTINUED)

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbooks may include, but are not limited to:

- Brain-Compatible Dance Education*, Anne Green Gilbert, NDA/AAHPERD, current edition  
*Creative Dance for All Ages*, Second Edition, Anne Green Gilbert, Human Kinetics, current edition  
*Amazing Babies*, Beverly Stokes, Move Alive, current edition  
*Baby Bare: A Bottom-Up Approach to Growing Strong Brains and Bodies*, Stephanie Johnson, current edition  
*What's Going on in There? How the Brain and Mind Develop in the First Five Years of Life*, Lise Eliot. Bantam, current edition  
*Brain Rules for Baby: How to Raise a Smart and Happy Child from Zero to Five*, John Medina, Pear Press, current edition.  
*Bright from the Start: The Simple, Science-Backed Way to Nurture your Child's Development Mind from Birth to Age 3*, Jill Stamm, Avery, current edition

Audio and visual resources may include:

- Various Titles*, Eric Chappelle, Seattle: Ravenna Ventures, Inc. 1993-2014. CD  
*Brain dance: Move your body, grow your mind. Variations for infants through seniors*, Anne Green Gilbert, Creativedance.org, 2003. DVD  
*Teaching creative dance in schools and studios: Infants through teens*, Anne Green Gilbert, NDA/AAHPERD, 2002. DVD  
*Play Your Instruments and Make a Pretty Sound*, Ella Jenkins, Washington, DC: Smithsonian Folkways, 1993. CD  
*Multicultural Folk Dance Treasure Chest Volumes I-II*, Christy Lane, Illinois: Human Kinetics, 2007. CD  
*Various Titles*, Steve Millang and Greg Scelsa, California: Greg and Steve Productions, 1983-87. CD  
*Various Titles*, Hap Palmer, New York: Educational Activities, 1969-2008. CD

The instructor will provide a copy of the course syllabus, and all relevant handouts and assigned readings.

The student will provide basic school supplies:

- Pen/pencil
- Highlighter
- Folder
- Writing paper
- Bound journal
- 3-ring binder and dividers

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DATE October 2, 2019

REVISED BY \_\_\_\_\_

DATE \_\_\_\_\_

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog