

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

HMDV 586

COURSE TITLE

EARLY LEARNER BRAIN DANCE

ALTERNATE TITLE(S)

TWO-YEAR OLD BRAIN DANCE  
THREE-TO-FIVE BRAIN DANCE  
24-36 MONTHS BRAIN ENRICHMENT  
3-5-YEAR-OLD BRAIN ENRICHMENT  
EARLY LEARNER BRAIN ENRICHMENT

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

This course will explore how physical activity supports cognitive learning and social-emotional development in early learners. Using multi-sensory props and instruments, students will experience how music and movement will 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 at least 24 months old. (FT)

LECTURE/LABORATORY HOURS

54

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.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

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. Understand the relationship of brain-compatible movement to the developmental processes that occur in early childhood, especially cognitive, social, affective, sensorimotor and neurological growth.
2. Gain an appreciation for the cognitive and physical development and individual creativity of children as they participate together in creative dance concepts and musical activities.
3. Develop an understanding of the importance of health, nutrition and exercise for brain development and optimal healthy lifestyles.
4. Gain knowledge, appreciation and awareness of cultural diversity through music and movement.
5. Learn how children benefit physically, cognitively and socio-emotionally when children participate in caregiver and teacher-led brain compatible activities.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Describe the philosophy of brain-compatible movement.
2. List the domains of development and how the brain-compatible movement fosters growth and development in each.
3. Name the brain-compatible movement/developmental pattern activities and the benefit of each.
4. Demonstrate the brain-compatible movement/developmental pattern activities.
5. Model and follow the dance concepts in the brain-compatible movement.
6. Explain how proper nutrition and exercise benefit children and families and help to form healthy habits.
7. Demonstrate and participate in cultural/folk dances from other countries.
8. Plan and facilitate an age-appropriate brain compatible dance activity for children.

**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. Age guidelines for children in the laboratory classroom
2. Introduction of Brain Development and Function
  - 2.1. Anne Greene Gilbert
    - 2.1.1. Brain Dance
    - 2.1.2. Brain-compatible movement concepts
  - 2.2. Gardner's Multiple Intelligences
  - 2.3. Teaching dance through elements
    - 2.3.1. Concept of Space
    - 2.3.2. Concept of Time
    - 2.3.3. Concept of Force
    - 2.3.4. Concept of Body
  - 2.4. Benefits of dance
  - 2.5. Reflexes
  - 2.6. Alignment and core support
  - 2.7. Effects of exercise
3. Domains of Child Growth and Development
  - 3.1. Intellectual/cognitive
  - 3.2. Emotional/affective
  - 3.3. Social
  - 3.4. Physical
    - 3.4.1. Perceptual
    - 3.4.2. Motor
  - 3.5. Neurological
4. Brain Anatomy
  - 4.1. Brain stem
  - 4.2. Mid-brain/limbic system
  - 4.3. Cerebral cortex
5. Brain research
  - 5.1. Current topics
6. Teaching Child Development through Brain Compatible Movement
  - 6.1. Modeling/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. Developmental Movements/Patterns and Benefits
  - 7.1. Breath
  - 7.2. Tactile
  - 7.3. Core-Distal
  - 7.4. Head-Tail
  - 7.5. Upper-Lower
  - 7.6. Body Side
  - 7.7. Cross-Lateral
  - 7.8. Vestibular

COURSE CONTENT AND SCOPE (CONTINUED)

8. Developmental Concepts of Brain Compatible Movement
  - 8.1. Place
  - 8.2. Body Parts
  - 8.3. Size
  - 8.4. Weight and balance
  - 8.5. Directions
  - 8.6. Focus and emotions
  - 8.7. Level
  - 8.8. Speed
  - 8.9. Balance and off-balance
  - 8.10. Rhythm
  - 8.11. Body Shapes
  - 8.12. Flow
  - 8.13. Pathways
  - 8.14. Energy
  - 8.15. Relationships
9. Culture and Diversity through Music and Dance
  - 9.1. Multicultural folk dance
  - 9.2. Activities
10. Learning Healthy Habits
  - 10.1. Basic nutrition
  - 10.2. Exercise for the family
  - 10.3. Dance as exercise

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to:

1. Instructor selected URL's
2. Journal articles
3. Instructor developed materials
4. Other publications related to brain development, and early childhood and movement

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to:

1. Taking class notes
2. Comparing and contrasting topics related to development and movement discussed in class
3. 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. Completion of internet assignments
3. Preparing and presenting age-appropriate classroom lessons and/or activities
4. Gathering research related to brain development to present in class
5. Investigating and gathering community resources

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Analyzing research related to early childhood brain development and movement
2. Analyzing and implementing course concepts
3. Teaching age-appropriate lessons in a classroom environment

### EVALUATION

Measures to evaluate student achievement of 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. 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.).
6. Student performance on class assessments, such as a teaching demonstration in a classroom environment.
7. Performance rubrics.

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, videos
4. Lecture
5. Guest speakers
6. Hands-on demonstrations in music and movement activities

METHOD OF INSTRUCTION (CONTINUED)

7. Computer-assisted instruction
8. Laboratory assignments
9. Problem solving and group activities using critical thinking
10. Participation with children in a laboratory setting ages at least 24 months
11. Field trips

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

*Kids Learn from the Inside Out: How to Enhance the Human Matrix*, Shirley Randolph, Margot Heiniger and Kristin Tucker, Legendary Pub. Co, 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

*Teaching with the Brain in Mind*, Eric Jensen, ASCD, current edition

*Spark: The Revolutionary New Science of Exercise and the Brain*. John J. Ratey, MD. Little, Brown and Company, current edition

*Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years*, NAPSE, current edition

*A Moving Child is a Learning Child: How the Body Teaches the Brain to Think (Birth to Age 7)*, Gill Connell and Cheryl McCarthy, Free Spirit Publishing.

*Why Motor Skills Matter: Improve Your Child's Physical Development to Enhance Learning and Self-Esteem*, Tara Losquadro Liddle with Laura Yorke. McGraw-Hill, current edition

*Start Smart: Building Brain Power in the Early Years*, Pam Schiller, Gryphon House, Inc., current edition

Audio and visual resources may include:

*Various Titles*, Laurie Berkner, New York: Two Tomatoes Records, 2008-10. CD

*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

*In the Same Boat*, Paul Lippert and Sue Ribuado, Washington: Raspberry Records, 1993. CD

*Favorite Fold Dances for Kids and Teachers Series*, Sanna Longden, Illinois: Folkstyle Productions, CD

*Various Titles*, Kerri Lynn Nichols, Olympia, WA: Shen Fine Music, 2001-08. CD

*Shakin It*, Parachute Express, California: Trio Lane Records, 1998. CD

*Rhythmically Moving Series 1-9*, Phyllis S. Weikart, Michigan: High Scope Press, 1999. CD

TEXTS AND SUPPLIES (CONTINUED)

The student will provide basic school supplies: pen/pencil, highlighter, folder, writing paper, bound journal, dividers, 3-ring binder.

PREPARED BY Mary Meske, Marina Monta,  
D. Michelle Schauder, Linda Osborn  
Rachel Treviño Rose

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