

## COURSE OUTLINE

### **Child Development 158 (Cross listed with Dance 158) Movement Development: Birth through Twelve Years**

#### **Catalog Statement**

CHLDV 158 focuses on designing developmentally appropriate creative dance experiences for young children. It provides those students who are interested in teaching movement to children the opportunity to acquire knowledge and techniques related to motor development and use of creative dance to explore subjects across the early childhood and early elementary curriculum. The course introduces basic principles and theories of motor development in children from birth to age twelve, focusing on designing developmentally-appropriate and creative dance experiences for young children.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours to Be Arranged: 0.0

**Total Faculty Contact Hours: 48.0**

Prerequisite: None

Recommended Preparation: Eligibility for ENGL 120 or ESL 151 and MATH 145

Note: This course will not fulfill physical education activity requirements.

Note: Students who previously completed DANCE 158 are not eligible for credit for completion of CHLDV 158.

#### **Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

- analyze short essays (at least five paragraphs in length) to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;
- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (paragraphs should have a topic sentence and at least five additional sentences)

which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion);

- perform the basic mathematical functions and operations of addition, subtraction, multiplication, and division of numbers and angles, as well as solve simple equations.

### **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

- identify the stages of motor development and the developmental characteristics of young children from birth to age 12;
- design developmentally appropriate movement experiences for young children at each developmental level;
- manage groups of young children using movement experiences developmentally appropriately
- integrate movement experiences across the curriculum to explore or enhance curriculum content;
- design, implement and evaluate developmentally appropriate movement experiences as part of a creative dance lesson with children.

### **Course Content**

**Total Faculty Contact Hours = 48.0**

Rationale for and Benefits of Movement Education **(6 hours)**

Physiological Concepts and Motor Development

Growth patterns, muscle and skeletal development **(4 hours)**

Cardiovascular development **(2 hours)**

Nervous system development **(2 hours)**

Stages and milestones of motor development **(3 hours)**

Developing a Movement Vocabulary **(5 hours)**

Body time, space, and energy relationships

Designing Developmentally Appropriate Lesson Plans **(4 hours)**

Analysis of Movement Class Environment **(3 hours)**

Facilitating Movement Experiences **(5 hours)**

Selecting and using music

Direct and indirect teaching strategies

Establishing guidelines

Teaching Movement Sessions through Mentored Teaching Opportunities

Designing a movement class for children **(4 hours)**

Presenting a movement class for children **(4 hours)**

Observing and evaluating movement classes **(6 hours)**

### **Methods of Instruction**

The following methods of instruction may be used in this course:

- classroom lecture and discussion;

- collaborative group work;
- demonstration and modeling of techniques and strategies;
- media and/or guest speaker presentations;
- mentored teaching.

### **Out of Class Assignments**

The following out of class assignments may be used in this course:

- reading and writing assignments (e.g. explain the benefits of dance movement education in terms of physical, cognitive, and affective development in children);
- developmentally appropriate lesson plans (e.g. create and teach age-appropriate dance movement experiences that promote growth in a child's physical, cognitive, and affective development);
- group project (e.g. collaborate with other students to develop a movement exercise integrating expressive movement, balance, control and coordination to be presented to children).

### **Methods of Evaluation**

The following methods of evaluation may be used in this course:

- mid-term (e.g., short answer and essay questions);
- final examination (e.g. short answer and essay questions);
- written assignments (e.g. identify movement directives for young children or explain the benefits of dance education in terms of physical, cognitive and affective development);
- lesson plans (e.g. develop a creative dance lesson on the seasons);
- group presentations of collaborative lesson plans tied to a particular curricular area;
- final presentation involving a team taught creative dance/movement lesson on a school site.

### **Textbooks**

Kupka, Nancy, *Developing Dance Arts Literacy*, Los Angeles: Book Mart, 2014. Print.  
10<sup>th</sup> Grade Reading Level. ISBN: 978-0-9897183-0-1

Recommended:

Green Gilbert, Anne. *Creative Dance for all Ages*. 2<sup>nd</sup> ed. Reston: SHAPE.2015. Print.  
10<sup>th</sup> Grade Reading Level. ISBN: 978-1450480949

### **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

- describe basic physiology and kinesthetic principles applicable to children;
- analyze motor development in children as a basis for creating developmentally appropriate movement experiences;

- identify a vocabulary of movement experiences for young children;
  - design, demonstrate and assess movement experiences for children;
  - compare and contrast methods and techniques for planning developmentally appropriate movement experience for young children;
- evaluate the importance of creative movement experiences for children.