

Elevated Learning Through The Arts & Movement (From Special Ed to Literacy)

COURSE INSTRUCTOR:	Françoise E. Netter, MA
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COURSE CREDIT:	3 graduate credits
COURSE NUMBER:	EDDU: 9474
DATES AND TIMES:	TBA
CREDIT TYPE REQUESTED:	Letter Grade

COURSE DESCRIPTION:

This course will explore the principles of learning through the arts and movement from a unique perspective. Educators will learn how movement and the arts can be utilized not only as a physical or creative activity, but also as a tool for incorporating kinesthetic principles, right and left brain integration, creativity, problem solving and learning with any subject or curriculum.

Through a format that includes lecture, research data and documentation, discussions, and experiential exercises, educators will learn how this creative and kinesthetic approach can be utilized in early childhood education, with special needs students, gifted learners and literacy. We will also examine the importance of addressing both sides of the brain in learning and how movement and the arts can be used as an integrative tool in any academic subject and level of education.

Educators will experience this unique creative program personally and learn how to adapt the technique professionally in their own academic environment.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, participants will be able to:

1. Strategize and evaluate how creative and kinesthetic learning are important tools for today's classroom.
2. Examine the cognitive differences between right and left brain learning.
3. Describe and implement the significance of how different learning styles can impact concentration, academic performance and success.
4. Utilize creative movement and other arts as an integrative tool in learning.
5. Create resources for special needs in the classroom that affect positive outcomes in learning.
6. Incorporate techniques that help provide a creative and physical (kinesthetic) paradigm for learning.

COURSE READING AND MATERIALS:

Required Reading and Materials:

- Netter, Françoise. *Movement For The Mind®: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics Inc, 2013.
- Netter, Françoise. *The Magic of Movement* CD. Boulder, CO: Body/Mind Dynamics Inc, 2004.

Suggested Additional Bibliography:

- Capaccione, Lucia. *The Power of Your Other Hand*. North Hollywood, CA: Newcastle Publishing Company, Inc., 1988.
- Duncan, Irma. *The Technique of Isadora Duncan*. New York: Dance Horizons, 1970.
- H'Doubler, Margaret N. *Dance*. Madison: The University of Wisconsin Press, 1940.
- Levy, Fran J. *Dance Movement Therapy*. Reston, VA: American Alliance For Health, Physical Education, Recreation, and Dance, 1988.
- Mettler, Barbara. *Materials of Dance As A Creative Art Activity*. Arizona: MettlerStudios, 1960.
- Myss, Caroline. *Anatomy Of The Spirit*. New York: Crown Publishers, Inc., 1996.
- Ray, Michael & Myers, Rochelle. *Creativity in Business*. New York: Doubleday, 1986
- Todd, Mabel. *The Thinking Body*. New York: Dance Horizons, 1957.
- Winters, Shirley J. *Creative Rhythmic Movement*. Iowa: WM C Brown Company Publishers, 1975.

COURSE REQUIREMENTS:

In order to receive credit for the course, participants must attend and actively participate in all class sessions unless alternative arrangements are approved in advance. Assignments need to be completed by the due date assigned by the instructor.

1. In class activities:
 - a. Attend each class session and participate in class discussions, projects, movement sessions and other activities.
 - b. Keep a log of hours and assignments
2. Outside activities: Each student will complete the following:
 - a. Assigned readings in the book, *Movement For the Mind*.
 - b. Work with the CD and exercises
 - c. Complete all written work:
 - Written Paper on incorporating *Movement For The Mind* in the classroom, using application chapters in the book and application of principles learned incorporating movement in specific classroom and subject. . Length of paper must be a minimum of 5 pages plus the written assignment of 5 new lesson plans for a B grade. A longer more extensive paper will qualify for an A grade (10 pages plus).
 - 5 personal lesson plans and strategies.
 - d. Final Group Presentation: Share one lesson plan and integrated application. as a culminating project and applied understanding of principles learned..

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Attendance	10%
Class Participation and Discussion	10%
Written Paper	40%
5 Lesson Plans and Strategies	25%

Final Group Presentation

15%

Grade Scale:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Less than 60%	F

NON-CONTACT HOURS

1. Educators will read from assigned and recommended reading list
2. Educators will write a research paper on specific elements of the Arts and from the book, *Movement For The Mind*, practice exercises with *The Magic of Movement* CD as it relates to focus, the significance of integrating creativity with learning, integrating right and left brain knowledge and its effects on education and the academic environment. Also, the completed paper will allow educators to share their own experiences in the classroom as it relates to the principles of this course, the arts, movement and learning.
3. Educators will do exercises specified in classes, working with CD and in book.
4. Educators will write 5 lesson plans designed for personal classroom use and application of principles of educator's research and modalities explored.
5. Educators will implement lesson plans/strategies in classroom and academic environment and document results.

EVALUATION PROCESS:

1. During the onsite (or online) meetings, the instructor will introduce the content of the course through lecture, discussions, handouts, small group activities, experiential exercises and other materials.
2. Students will follow through with 45 hours of in class and or/ distance learning including assignments outlined above.
3. They will document their studies by keeping a log of completed assignments including: reading assignments, practicing exercises given, working with CDs and writing a research paper on specific elements of *Movement For The Mind*, exercises with *The Magic of Movement* CD as it relates to focus, the significance of integrating creativity with learning, integrating right and left brain knowledge and its effects on education and the academic environment. Also, the completed paper will allow educators to share their own experiences in the classroom as it relates to the principles of this course, the arts, movement and learning.
4. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.