

Infant Toddler Music and Movement Workshop

Erikson's Psychosocial Developmental Theory

Trust vs. Distrust

Autonomy vs. Shame

Eight Directional Exercises

Northwest/ Lifting weights

North/ Bow and arrow

Northeast/ Mountain

East / Twisting

Southeast/ Tippy toes

South/ Hip circles

Southwest/ Machine

West/ Wave

Musical Foundations

Sing songs common to early childhood often. They are familiar, comforting and young children love repetition.

Wheels on the bus

Old MacDonald

B-I-N-G-O

Old McDonald

Small World

I love you, you love me

If you're happy and you know it

Twinkle twinkle

London Bridge

Rhymes and Finger-Plays

Find as many finger-plays as possible and add simple movements. These help young children gain coordination and control over their bodies.

Here's a cup

In the cup

Eency weency spider

This is my little house

Engine, engine

Open them, shut them

Two little blackbirds

Five little monkeys

Fee Fie Fo Fum

Johnny Johnny woops

Rhythmic Development

Nursery rhymes are important. They have within them the basis for all rhythmic learning that will come as they grow older. Music contains rhythm, melody and harmony; the most important element of these is rhythm.

Montessori teachers believe that the child who draws will learn to write. Similar to the way drawing helps young students learn to write, poems and rhymes will help develop their rhythmic intelligence.

Tah and ti ti. These are syllables used to teach early elementary students rhythm. Infant/toddler teachers benefit from knowing what is taught to older students. We will define and explore tah and ti-ti, how they are used, and taught.

Pentatonic Scale

A pentatonic scale is easier to sing in tune than a major scale. We will define and explore the pentatonic scale.

Do re me so la (d,r,m,s,l)

Childhood chants: So mi so mi, so mi la so mi

Movement

These are some movement games that young children enjoy.

Row row your boat	Ring around the Rosie	Look at all the kid's dancing
Happy and you know it	The Great Big Cat	
The Rabbit game		
Over, under, around and through		

Development of Pitch Accuracy

The infant toddlers are in an absorbent mind period. These activities will help them absorb and develop a sense of pitch essential for "in tune" singing. Many people make it to adulthood believing they cannot sing in tune.

Use of silence	Guess my song.	Melodies played multiple ways.
Use of the recorder	Singing in gibberish	

Infant/Toddler Input

What participation can we expect from infant toddler children?

The ends of phrases (ee i ee i oh)

B-i-n-g-o

Wheels on the bus (all through the town)

Dramatic Stories

The three bears

Going on a bear hunt

Song Books

Twinkle twinkle

Happy and you know it

Art Projects

Make shakers

Make kazoos

Curriculum Connections

Language

Music helps build vocabulary

London Bridge

Coconut soap

Great big dog

Math

Farmer brown

5 Green men

Three little pumpkins

Elemental Music

Music is comprised of the following basic elements. These should be understood by teachers. Every element does not need to be present at all times. Just one or two is enough. The teacher should be aware of which elements are being used at any one time.

Melody

Beat

Ostinato

Rhythm

Drone

Movement

Timbre

BrainDance

Developed by Anne Green Gilbert, the **BrainDance** is a series of exercises that we use in all CDC classes. It is comprised of eight developmental movement patterns that healthy human beings naturally move through in the first year of life. As babies, we did these movements on our tummies, sides, and back on the floor. However, cycling through these patterns at any age, daily or weekly while sitting or standing, has been found to be beneficial in reorganizing our central nervous system. Repeating these patterns over time may help us fill in any missing gaps in our neurological system due to birth trauma, illness, environment, head injury or not enough floor time as a baby.

The mind is like the wind and the body like the sand; if you want to know which way the wind is blowing, you can look at the sand.

~Bonnie Bainbridge Cohen

This "dance" is an excellent full body and brain warm-up for children and adults and can be done in any setting. The **BrainDance** may be used as a warm-up for any physical or cognitive activity; before tests, performances, and presentations; after sitting for long periods of time; as a break during computer work and TV watching; and to increase energy and reduce stress. It is a

centering body/brain movement tool for brain reorganization, oxygenation, and recuperation. The BrainDance prepares us for learning and helps with appropriate behavior and social skills.

Benefits of the BrainDance

Reorganization of the neurological system: The developmental movement patterns wire the central nervous system laying the foundation for sensory-motor development and lifelong learning. When patterns are missed or disrupted there may be missing gaps in a person's neurological development. These gaps can cause neurological dysfunction that may later appear as learning disabilities, behavior disorders, memory problems, sleep disorders, speech, balance or filtering problems, and a host of other difficulties that may disrupt the flow of normal development. Cycling through the BrainDance patterns on a daily basis may correct flaws in a person's perceptual process and reorganize the central nervous system to better develop proprioception, balance, attention, memory, eye-tracking, behavior, sensory integration, and motor skills. Neurological re-patterning coordinates all parts of the brain and body for emotional, social, and cognitive balance.

Increased blood and oxygen flow to the respiratory system and brain: Because oxygen and blood are food for the brain, deep breathing and aerobic exercise are essential for a fully functioning brain and body. Oxygenation reduces stress and brings flow and ease to all movement. Blood and oxygen in the brain improves ability to stay focused during class.

Enhanced core support, connectivity, and alignment: The BrainDance reviews for us the early baby patterns that lay down structure in the neuromuscular system, influence brain development, and help us cope with the world in an embodied way. These patterns, done in an orderly progression, help us remember the parts of our visceral and muscular system that support our body structure. Each pattern underlies and supports the next pattern. When done in succession, they bring a wholeness, aliveness, and connectivity to our use of the body, which reflects an integration of body and mind. By separating the eight patterns we become more aware of each pattern. This allows us to focus on a particular pattern to ease blocked body/mind areas. The developmental patterns are the foundation for all movement. Patterns establish internal and external graduated rotation in proximal joints, laying foundation for correct and clear alignment in the upper and lower body and correct use of scapula and arms and turn-out and rotation in the hip socket. Awareness of body mechanics and inner connectivity develops stronger technique, physical balance, and coordination needed for complex sequences of movements, choreography, etc.

BrainDance Patterns

Breath	No one part of the central nervous system works alone. Messages must
Tactile	go back and forth from one part to another, so that touch can aid vision,
Core-Distal	vision can aid balance, balance can aid body awareness, body awareness

Head-Tail can aid movement, movement can aid learning, and so forth.
Upper-Lower ~Carol Stock Kranowitz, M.A.
Body Side
Cross Lateral
Vestibular

These patterns are explored in class integrating dance concepts and utilizing a variety of movements, dance styles, music, and props allowing for a balance of repetition and novelty.

How the Patterns Developed

- The baby does his or her own BrainDance very naturally in the first twelve months of life if placed on the floor.
- Baby's first **breath** starts the wires growing from the brain cells.
- **Tactile** stimulation begins with the first touch of skin on skin and is essential for promoting appropriate behavior and emotional and social intelligence.
- In the first two months of life the baby will reach into space in order to connect with her environment and curl back into the womb position, demonstrating the **core-distal** pattern.
- At two months the baby has better head control and will lift and turn the head in both directions continuing the **head-tail** pattern begun at birth.
- Discovering the **upper and lower body halves** comes next as the baby pushes with the arms and hands and then with feet and knees.
- Between five and seven months, the baby reaches with one **side of the body**, moving the left half of the body as one unit and then the right half. As the baby crawls on her belly she will develop horizontal eye tracking.
- Between seven and nine months, baby pushes herself up onto hands and knees and begins a **cross lateral** reach from the upper body. Vertical eye tracking is part of the growth triggered by creeping on hands and knees. The convergence of horizontal and vertical eye tracking is essential for reading. From one year onward cross lateral patterns appear in walking, running and eventually skipping.
- The **vestibular** system begins developing in utero and continues to be very active through the first fifteen months as baby rolls, crawls, creeps, sits up, and walks. The vestibular system analyzes movements through the whole body, helps us know where we are in space and links up to all forms of sensory information. This very important system is used when we read, hear, speak, touch, balance, and move. Every movement stimulates the vestibular system which stimulates the brain.

If you are interested in learning more about the BrainDance:

<http://createdance.org/about/braindance/>