

**Common Course Outline**  
**PEMJ 112**  
**Body Movement: Observation, Analysis and Exploration**  
**3 Semester Hours**

**Community College of Baltimore County**

**Description**

An introduction to a variety of methods for observation and analysis of movement including the process of perception, body organization, spatial investigation, anatomical principles, locomotor patterns, and the physical laws governing movement. Students will explore concepts experientially and practice observation for a variety of applications. NOTE: credit may be earned for DANC 112 or PEMJ 112, but not for both.

Prerequisite: ACLT 052 or ACLT 053

**Overall Course Objectives**

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

1. Identify the functional/expressive components of movement;
2. Explain the relationship between movement and the development of self-concept;
3. Identify the ways in which the domains of learning (psychomotor, cognitive, and affective) are experienced during specific movement activities;
4. Analyze movement in terms of Body, Effort, Space and Shape characteristics;
5. Identify patterns of body organization and sequencing;
6. Plan and perform movement sequences that change levels, directions and pathways with clarity;
7. Perform the eight locomotor patterns with clarity and identify them in a variety of movement forms;
8. Analyze movement in terms of joint actions;
9. Explain the capacities and functions of muscle;
10. Discuss anatomical capacities and structural limitations;
11. Identify and move in conjunction with basic pulse and meter;
12. Explain the role of kinesthetic awareness and sensory perception in successful movement performance;
13. Analyze movement in terms of the physical laws that govern the moving body;
14. Apply an articulate vocabulary in describing movement;
15. Develop creative approaches to teach movement skills utilizing a variety of sensory modalities;
16. Discuss the aesthetics of movement.

## **Major Topics**

1. The nature of human movement in function and expression
2. The role of the domains of learning in learning to move and moving to learn
3. The Body/Effort/Space/Shape paradigm for analysis of movement
4. Body organization and sequencing
5. Spatial concepts and locomotor movement
6. Effort concepts
7. The biological/anatomical basis of movement
8. Rhythm and timing
9. Mechanical principles and the physical laws governing movement
10. The perceptual/sensory-Motor response process
11. Articulate movement performance
12. Facilitating learning

## **Course Requirements**

Specific assignments and procedures for evaluating student performance in this course will be described in the individual class syllabus, but will include the following:

1. Attendance and active participation in all class activities, collaborative work and discussion
2. Minimum of two exams including objective and analysis/synthesis questions
3. Periodic quizzes
4. Class log (notebook that contains class notes, class summaries, and responses to each class stated in terms of the three domains of learning)
5. Weekly assignments and worksheets
6. At least one movement assessment

## **Other Course Information**

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.