



Movement and Dance in Young Children's Lives: Crossing the Divide (Counterpoints)

Adrienne N. Sansom

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In the pedagogical landscape of early childhood, physical movement is central to the holistic development of young children. Yet, movement-related experiences and other bodily activities such as play and dance often present contradictions and conundrums for early childhood educators. As a mode of learning, movement has endured a questionable existence despite the evidence of supportive research and theory, which provides sound reasons for the inclusion of movement in early years curricula. *Movement and Dance in Young Children's Lives* looks at the place of movement in young children's lives and addresses how movement as a form of expression can become dance, thus displacing a reliance on linguistic modes of expression and honoring the agency of the body. It also discusses a variety of concerns and confusions that accompany dance in education, and interprets what this means to students and teachers in teacher education programs and early childhood settings.

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