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THE SCHOOL FOR BODY-MIND CENTERING® Movimiento Atlas

SOMATIC MOVEMENT EDUCATION AND INFANT MOVEMENT DEVELOPMENT EDUCATION PROGRAMS

ONTOGENETIC DEVELOPMENT

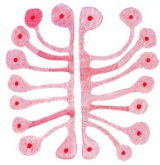
The period from intrauterine life through approximately 12 months of age is an extraordinarily formative time for humans. Our basic movement patterns emerge in utero, are present at birth, and develop through the first year of life. It is during this time that we build the groundwork for our movement and perceptual skills and pass through the milestones by which we mark our development

This course includes:

- Developmental milestones including: fetal movement, nursing, head control, eye-hand coordination, rolling, circumduction, belly crawling, quadrupedal creeping, sitting, kneel-sitting, kneel-standing, half kneel-sitting, half kneel-standing, squatting, standing, cruising, walking.
- The sequence of development that allows the infant to progress through each and all skill levels during its development process.
- Patterns of movement that inhibit more integrated skills from developing.
- Facilitating integrated movement skills and inhibiting patterns which limit full development.

Minimum course length: 5 days, 35 contact hours

Price: 650 € (600 € if paid earlier than two months from the beginning of the course)



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MOVEMENT DEVELOPMENT EDUCATION PROGRAMS**

ONTOGENETIC DEVELOPMENT: COURSE OUTLINE

1. Introduction to ontogenetic development.
2. Early embryonic development: conception, morula and blastocyst, migration of cells to the point of contact; amniotic and yolk sac.
3. Primitive streak, notochord and neural tube; soft and quiet spine.
4. Invagination of the yolk sac, primitive gut, sea of chi & embryonic breathing.
5. Development of the mesoderm: contained spine, contained body and the limbs.
6. Intrauterine, fetal rhythm and birth.
7. 1-3 months.
8. 4-6 months.
9. Observation birth to 6 months.
10. 7-9 months.
11. 10-12 months.
12. Observation 7-12 months
13. Summary and Review.

APPLICATIONS IN MOVEMENT REPATTERNING

1. Introduction of Infant Developmental Movement Education.
2. Working with touch and repatterning principles in relation to the different stages of growth and development.

INTEGRATION, REVIEW AND QUESTIONS

A time for students to integrate the day through reflecting, sharing, exploring questions, and/or reviewing. This can be done individually, in pairs, or in group/s. It is a time to witness (oneself and/or others) and explore and/or share thoughts and feelings based on experiences of the BMC® work.

PROFESSIONAL ISSUES

1. Safe handling of infants
2. Relation to the babies, parents and caregivers