

The importance of the body in writing

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Abstract:

The human being needs the simultaneous collaboration of both body and mind in order to reach a balanced situation, but this requires a conscious and controlled commitment. The learning of reading, writing, and counting are complex learning processes that require strong commitment in the whole. In this study writing, in particular, is taken into account. When this is accomplished, the students are strongly motivated and gratified as they realize that a simple movement that accompanies an object (e.g. pencil) can produce a sign that acquires value and meaning. However, this path is not easy: other forms of expression beyond the body can help, for instance: music. During the learning of writing, if we incorporate these two constants, movement and music, the goal will be achieved more easily, perhaps it will be fun too! In the first part, a brief theoretical excursion to the child's approach to pregraphism, a bibliographic research on the international updated scientific research database on the subject, followed in the second part by an experimental research conducted at the Kindergarten and Primary School of an Italian Comprehensive Institute, reporting the results obtained with relative statistical analysis of the data.

Key words: body, movement, music, pregraphism, writing, bibliographic and experimental research.

Introduction

From the latin word *cōrpus* «body, organism», a complex that includes body and mind in order to bring the human being to a balanced situation, to a homeostasis, from the Greek ὄμοιος + στάσις, "equal position". The development of each person is realized by the physical, social, cognitive and emotional part, they operate in such a way as to be interconnected and interdependent, so that if any change occurs in any of these areas affects and is affected by the others. (Raiola, 2017. Gaetano, 2012).

At birth, the child has not reached the full development of his faculties and therefore depends entirely on the people around him, especially on the mother to whom they are attached (Pallini, 2008).

To determine the development of their person will contribute, even later, the writing skills acquired on the school benches. When this occurs, students feel the need to produce on a sheet of paper what can be the result of their own imagination, creativity, and imitation of adult sounds by discovering that a simple movement that accompanies an object e.g. a pencil or a pen can produce a sign that acquires value, sense, meaning. Moving to school is of fundamental importance as it develops individual innate potentialities, already from the gestation period, "the embryo before being a sensory organism is first and foremost a motor body" (Taraddei, 2014).

Essential is also the musical aspect considered as an innate stimulus that has an unconscious validity, waiting to be discovered. Music along with movement can be considered as valuable a school aid as it facilitates the learning of more complex cognitive content.

Body, music and writing are part of a single cultural whole, a collection that easily connects without forcing, also demonstrated by various international scientific studies that we have selected after a scrupulous and updated bibliographic research, published between 2015 and 2016, drawn from databases such as SportDiscus, Pubmed and PsycInfo, made in Croatia, Germany, Republic of Macedonia, Serbia, England etc. where the development of motor skills and the lateralization were related. A first example in the study conducted at the University of Zagreb in 2016 on a sample of children of up to five years of age (78 children) with the aim of demonstrating significant differences between those who exercise physical activity and "inexperienced" children in this field, all using the Gross Motor-TGMD2 Development Test. Precisely thanks to the statistical evaluation criteria such as the "Bonferroni" post-hoc test and the "variance analysis", it was concluded that subjects enrolled in organized mobility courses have achieved better results. Demonstrating that in order to have a good level of motor skills in preschool children, it would be good to include them in a multilateral program, also because the development of the motor skills is not a process that happens a priori but needs stimuli, time, quality of education and exercise. It was followed by a Nottingham University study conducted in 2016 on: lateralization, language profiles and motor profiles in 148 children aged from 3 to 10 years, from which a significant preference was obtained: the language base is polarized in the left hemisphere as early as 3 years in all tested ages.

Depended, on the other hand, are actually motor performance, especially in smaller children who have shown greater preference over their dominant hand, a reduced difference during development.

The optimum development of motor skills, the possibilities of improvement in the various age groups, particularly in the pre-school and in the first school period, is one of the key topics in this article. In a study conducted in 2015 at Goce Delcev University in Macedonia, the aim was to determine the structure of the motor space in 123 children aged 6 years using 33 test engines to evaluate 9 motor skills by identifying 10 latent dimensions: speed, coordinated and explosive movements, rapid movements of the lower limbs, static balance, strength in the front of the torso, shoulders and upper limbs, precision in the grip, flexibility, back strength, precision in throwing.

The results show that some dimensions are independent and clearly defined. Coordination is very important as it requires the carrying out of motor exercises through a complex synchronization structure of movements of all parts of the body as well as their location in the body space. The development of early age coordination implies the acquisition of complex structures of movement that serve as a basis for the subsequent development of speed and strength. Following the analysis of data at the beginning of the school period, the manifestation of other motor skills depends on the level of development of the coordination, which only succeed if it is well developed.

Problem and goal

The physical development of the child, also known as somatic development, from the greek *sōmatikós*, "bodily", involves two fundamental aspects of the human body and its organs: on the one hand, the quantitative growth, as well as the growth of the body size (weight, height development, etc.), on the other hand the qualitative growth, that is, modification of form and function with acquisition of previously unadorned characteristics, or transformations useful for carrying out the different bodily functions (walking, breathing, speaking, thinking etc.) (Fabbri, 2003). It should be emphasized that the physical development is not a gradual process which involves in a uniform manner the whole of the body: the head is more developed before the birth, while the rest of the body performs its development mostly after birth, it depends mainly from hereditary and environmental factors. (Fabbri, 2003).

The growth control is fundamental, because it takes into account certain parameters relating to the height, evolvment the weight and cranial circumference; the same way the brain and nervous system must be sufficiently developed so that there can be an advancement in muscular coordination (V T, 1996). Piaget argues that the progress of the child's development is based on a cognitive behavioral aspect, subject to certain social conditions, including the age of onset of the stages (Busacchi et al., 1989). Among the periods that he has identified, the first relates to the motor sense period, in which the child presents congenital motive patterns, such as the first reflections and instincts (Piaget, 1974). At this stage, the child will be interested in the objects around him, through which he will discover his own entity.

The next period is about intuitive thinking, which affects children from 4 to 7 years old, an "active" child and participating in social life, pushing for inclusion in the infancy school, where he is forced to review the acquired knowledge in the previous phases, due to the absence of parents (Petter, 1990, Di Tore et al, 2016). Piaget emphasizes that the transition period from the motor direction to the pre-operative occurs primarily through imitation individually assumed by the child, creating a mental image, of primary importance function. Wallon, a psychologist and pedagogist, states that as early as 3 years, the child takes consciousness of his body, which differs from that of others. Thanks to this lays the foundation for its future independence.

The studies conducted at the ethological school have shown that animals possess "shaking" attitudes from hereditary transmission: these mechanisms allow to adapt the behavior of animals to the living environment (European Center, 2011). In humans, this does not happen, as the adaptation of the body depends on the environment by learning. "The body schema is therefore the global psychomotor organization" (Coste, 1978) and corresponds to the position it had from the body in the space-time dimension; its malformation causes deficiency in the subject on the space-time perception, causing inability of orientation in reading; motor skills, and poor coordination; and the relation resulting insecurity "(Coste, 1978).

It should be emphasized that "the coordination of movements brings into play the articulation between rhythm and space [...]" (Boulch, 1999), so it is necessary to have the regularity of movements, also using sound instruments such as music and the human voice, with the aim of arriving at a sensorimotor synchronization.

Equal importance is covered by the body-space relationship, which can be considered as "the place occupied by the body and in which body movements develop" (Boulch, 1999), which by the virtue of locomotion can be extended by understanding what is the child's desire, research and exploration. The psychomotor act is a process that seeks to evolve in the individual a continuous exchange between impulse and desire for movement: when a motion is started, it begins from the need to exert an action on the reality or on the external object, then a physiological movement (L. Formenti, 2009). The body as a means of expression, of analogue language, to express emotions, feelings, moods by using movements, gestures, postures, proximity and mimicry. The lateralization process indicates the progressive development and affirmation of laterality, which is his or her right and left around 6 years old, as Piaget supports (Fava, 2012).

The preference of a hand relative to the other is the result of orientation of one's body developed between 3 and 5 years that determines the brain dominance, which mean a progressive specialization in the functions of the two cerebral hemispheres: the left cerebral hemisphere dominance determines righthandedness and the dominance of the right brain hemisphere determines the lefthandedness.

Up to two and a half years old, the child uses both hands, since laterality is not yet defined, so it is necessary to wait about 4 or 5 years for the definition, the initial ambidexterity will tend to disappear. It presents itself as the ability to "use both hands indifferently to carry out daily activities" (J. Coste, 1978). The result of an "upsetting" left-handedness, which has received an external forcing to use the right hand, it will be negative both on the motor plan, relational, with delays and / or language disorders. Through simple exercises, games made with Animativa methodology workshop with integrating background, you will be able to assess dominant and complementary limb of the upper limbs, lower, half-body having fun and motivating, always ensuring the natural development of the individual.

The subject during his or her life path exceeds several stages including that of the "living body", where the child recognizes and identifies its own body and only later the stage of the "perceived body", which subsequently to recognize each other, it corresponds to organization of their own body pattern in order to be able to carry out didactic activities that stimulate the correct postural habits. (Crotti, 2015).

The posture is one of the most delicate elements on which to pay attention from early childhood, for which it is essential to check and correct it. It promotes smoothness and fluidity of the gestures, but often the cause is due to objects such as the desk and the chair which are not always appropriate to the height of the child making difficult the space management (Pellegrini, Dongilli, 2016). "To write the child must lean slightly forward and keep their head at a distance of about 30 cm from the work surface. The forearm rests in a relaxed manner on the worktop in such a way as to facilitate the movements of the arm, wrist and fingers. The chair should have the backrest proportional to the height of the shoulder blades and the seating must allow them to rest their feet on the ground." (Pellegrini, Donzilli, 2016).

Every movement has an end, but to be more precise we talk about it, referring to the definition of "gesture": The gesture can be "defined as a movement determined by intent, a kind of intentionality, gesture is a movement having a conscious purpose o an unconscious one", to be produced on a graphical level, requires the use of instruments such as pen, pencil, brush, in the sense that "every graphological sign has an intrinsic rhythmic component" (Pellegrini, Dongilli, 2016) so we can talk about writing motricity as it is a sense-motive experience: "The handwrap exerted by the arm and the hand is capable of representing the psychomotor and psycho-intellectual functions of the brain; for this reason, I believe that the handwriting with the pen is to represent the most subtle functions of the brain" (Moretti, 1924). "Holding a pencil seems a simple and desirable act, but it is actually the end result of a neurophysiological evolution that affects fine and pratic motricity " (Gaetano, 2012, Caldirolli, 2012).

The fundamental element is exercised by the apprehension, which progresses throughout the first years of life. This article was created with the purpose of considering multiple approaches, teaching methods of writing, channeled through body movement and the use of music, alternative to the usual lectures and arrangement of desks, projected entirely on the body, enhancing the movements of everyone, promoting self-esteem, corporeality and internalization of graphemes. To this end, the work was carried out "face to face" with the children, in terms of helping to create a certain congruence free from stereotypes, full of emotions. Through the use of the play-action atelier, characterized by "expressive-creative activity" (Valentini, 2007), which take shape in educational angles, propose useful contents to guide children in a path of continuous experimentation of new knowledge .

Body and music, together, a perfect combination for a full sensorial education that easily lands in fantasy, imagination, in a word: creativity, stimulating it naturally, without effort, because the child will be guided and motivated living intensely, deeply, emotionally, joyfully the proposed experiences. So even the learning of writing will be more in harmony and sharing: pleasure to write, to make, to create, promoting educational courses focusing on listening activities, discrimination and classification of sounds and noises and reproducing them in motion. Suggestions for teaching expressive, interdisciplinary: movement and music to learn.

Methods

The didactic, educational and experimental part here summarizes the purpose of promoting the movement through the design of playful content adapted to the age and the prerequisites of the children: design is based on the clear identification of engine targets that meet the guidelines for the National Curriculum in relation to the Kindergarten and Primary School and in reference to the field "Body and Movement". The proposed activities have been structured following the identification of the Proximity Development Zone (ZPD), namely the identification of an activity with a degree of difficulty that the pupil can overcome by the intervention of an adult, the physical environment and socio-cultural conditions (Mason, 2013). This content focuses on the development of basic motor schemes, enhancement of general and special motor skills, balance, hand-eye coordination, space/time organization, trajectory/distance determination, articulation mobility, in order to encourage writing in children of 6 years, now students of the first classes of Primary School.

The project was born in collaboration with the "Monteleone-Pascoli Comprehensive Institute" of Taurianova (RC), Italy: two classes of the Kindergarten, with a control group consisting of 21 pupils, 10 males and 11 females and an experimental group of 26 pupils, 12 males and 14 females; two primary school classes, a control group consisting of 22 pupils, 9 males and 13 females and an experimental group of 17 pupils, 7 males and 10 females. All class groups will be submitted in the beginning and in the end, at validated tests and after a verbal, standardized and equal self-education training for all children. Control groups will not be treated. This approach will be implemented in order to evaluate whether the work will result in some significant improvement in the experimental group compared to the control group.

Tests used: TGM TEST, at individual dosing, is measured by twelve high-motor skills divided into two sub-tests each of which evaluates a different aspect of the big-motor development: locomotion and object control; TEST PRCR-2, for better knowledge of the child by allowing targeted treatment through a test-criterion battery to evaluate the level of possession of specific prerequisites and execution of pregraphism processes. The test uses a first part of individual dosing tests and a second section for collective administration; EVALUATION OF WRITING ABILITY, useful for discovering writing difficulties in the age of development; EVALUATION OF WRITING ABILITY, useful for discovering writing difficulties in the age of development, especially in the first cycle of the Primary School: a study published in Italy with regard to the subject in question and constitutes a quantitative and qualitative analysis tool for the levels of learning. Knowing how to write is an important milestone for every child, it becomes more appreciated when the subject does not encounter any obstacles. This would require a good general motor preparation that aims to hone fine motor skills, hand-eye coordination, developing an adequate lateralization, body schema. The selected contents tend to these objectives, selected with the aim of facilitating the learning object. They were subdivided into 3 Learning Units (UdA) for each degree of education. For the Kindergarten UdA 1: THE ELASTIC BODY, where the protagonist is body movement, in full, segmental and intersegmental level in play. UdA 2: TREAD WITH FANTASY, the purpose of the activities is the articulation of movements, not their speed, alternating tension-relaxation, experimenting with new postural and motor schemes, controlling gestures, living their body and perceiving their communicative and expressive potential. UdA 3: MOVE LIKE YOU'RE EATING! Activities aimed at sensory education, especially the touch: the child to trace letters needs to control and train the hand in order to prepare it to handle the writing tool. Proposed exercises of a rough-coordination and then fine-motor game to raise the wrist, hand, fingers, thumb-index opposition. In parallel, they were presented in 3 UdA in Primary School, also giving value to the music, through the UdA 1: BODY IN MUSIC. The activity presented is to produce sounds with their own body, taking the name "body percussion". For this purpose, it was ideal to give space to circle time learning, in order to promote learning and socialization, the supporting columns of the activity in question. The song by C. Paduano, a teacher in Italian courses for the Orff Schulwerk methodology, "My babe just care for me" was used; the children were invited to reproduce the rhythm of the song with their body, initially drumming the rhythm on their lower limbs through their feet and then upper limbs with their hands.

Such activity requires careful listening to music, a good rhythmic-motor synchronization and a perception of time division in equal parts; DURATION 2: PASTA POLES: Exemplifying the proposed contents, students in the classroom and on their benches are positioned with the colored plasticine inside which a stick is inserted. We give them some of the colored paste, and they will have to push it into the stick, with the aim of improving the hand-eye coordination, fine motor skills and exercise the rotation of the wrist. UdA 3: SUGARY HANDS: promote sense-motor movement, visual discrimination and space organization.

When you prepare a stimulating environment for children's learning, they are encouraged to be curious, to ask questions, to think and find solutions, thus expressing their ideas through communication codes are always different.

Results

In order to evaluate strictly and scientifically whether the methods applied were effective, a statistical analysis was conducted. The statistical issue is to verify whether the median values are the same among the different treatments, if this condition is present, the treatment did not have any effect on the response. This verification was conducted both within the class (to verify the values between pre and post intervention) - therefore between internal variables to each unit - and between classes, as well as between the groups, from which the results were initially compared of the pre-test in order to evaluate the starting levels and confront the results obtained by comparing the control class which only received the tests and the experimental class which, in addition to the test administration, received a treatment.

In the case at hand, a homoscedasticity test was initially carried out to determine the equality of variances in the samples submitted, with a number of components smaller than 30. The variances from this test were the same between the two groups.

Because of this analysis, we proceed with the T test:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

The rejection region of the hypothesis is nothing, so it will be: $|T| > t_{\alpha/2}$, con g.d.l. (n_1-1, n_2-1)

This is verified using the following statistic test:

Sample averages for the two groups

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S_p^2(1/n_1 + 1/n_2)}} \sim t\text{-Student}(n_1 + n_2 - 2)$$

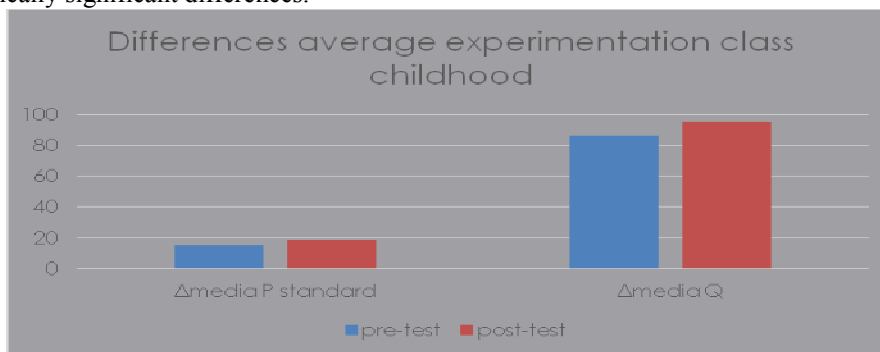
Standard deviation weighed between the standard deviation, resulting from the results of the first and second experiments

Numerosity of groups considered

Depending on the degrees of freedom and the level of significance, namely the probability of error of the type I, therefore the probability of rejecting the null hypothesis when this is true, in a printout are observable the quantiles of the test statistics that allow to decide between acceptance and refusal, if t is greater than the printout the null hypothesis will be rejected otherwise we are not able to reject the null hypothesis and in our specific case there would be equality between the p.standard averages and the quotient between pre and post-test.

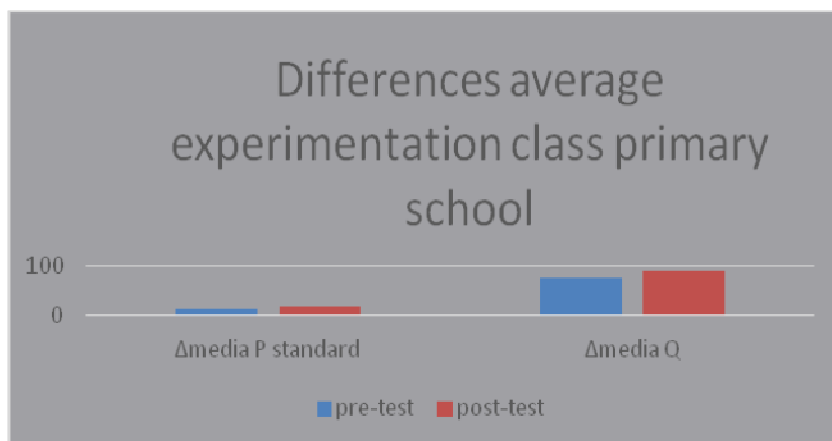
TEST TGM

Considering the Kindergarten precisely the control group: the value of the test t is 1.80, confirming that there was no statistically significant difference between the pre and the post test, so the means of the quotient statistically have not changed, the test value is less than the critical value of 50 gdl and a level of significance of 0.208, the critical value is in fact 2.009. From the experimental group, however, we have a test value of 1.80, with a p-value of >0.05, so we are induced not to reject the null hypothesis, so in this case we can state that there were no statistically significant differences.



Graph 1 p-value P.standard<0.0005
p-value Q<0.005

From the Primary School control group, an equality between the pre-test and post-test averages appears, the test t value is 0.97, lower than the critical reference value of 2.021, so there is no significant variation. From the experimental group, however, there is a statistically significant difference between the mean, since the value of the t test was -2.83, higher than the critical value of the student t with 32 g.d.l. and a level of significance of 5% of 2.037. The averages between first and second administration are statistically significant.

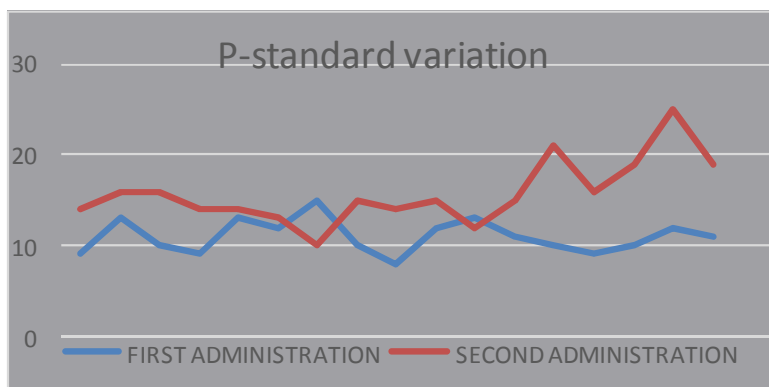


Graph 2

We can therefore state that in the light of the tests, the most significant result is that TGM acts more on the P. standard variation, particularly in the Primary School experiment class. Below is a chart that shows the course of the P. standard values in the Primary School experiment class, where it is clear that after treatment the score is increased.

Generally, we can state that TGM has been effective in positively changing the P. standard and Q values, with better effects in Primary and Kindergarten. Furthermore, for the sake of completeness, we summarize in a table the variations of mean and sampling variance, where the variance is a dispersion index that measures the distance of values from the mean as compared to standard P. and Q in the experiment group, a group which, thanks to the treatment, has been found to be significant in the aforementioned cases.

Consider the classroom of the Kindergarten where the average age is around 5 years and the primary school class in which the average age is 6 years. From the TGM test we can state that with regard to the difference in the means of p. standard, in the experimental group were statistically significant, this means that treatment has had the desired effect, in the Kindergarten there was an increase of 3.66 in average and in the primary school of 14.28 points in the control group precisely because of the absence of treatment at the Kindergarten there was a difference in average score but was not statistically significant at 1.69 and in the Primary School the differences in mean are statistically significant but the situation worsens, sample averages in fact, go from an average value of p. standard of 8.80 to 6.95.



Graph 3

Regarding, however, the Q related mean differences, we can state that there were no significant differences in average variations in the control group and in the experimental group for the Kindergarten that varied for the first group by 10.4 and for the second by 9, in the Primary School the treatment had a good effect by varying the mean of the experimental group by 4.76, but for the control group there was no statistically significant variation.

TEST PRCR-2:

From the statistical analysis in the Primary School classes, it emerged that in the semicircle test there were no significant differences regarding the variation in the mean of exact answers: this could be attributed to the presence of abnormal values in our cases, in fact in two, in particular, the exact answers were quite distant from the general average of the class with a value of zero. It is important to say that in the control class the number of exact answers between first and second administrations has decreased: it is concluded that children have experienced difficulties in this trial. Surely the difference between the averages of responses is, however, less if they are subjected to treatment.

In the trials we will discuss now, we will only deal with the experimental class because, in the control class, no difference in the mean for these trials was statistically significant, which is probably attributable to the absence of treatment.

In the second test, the search for two letters shows a surprising result: the error averages, even from the table above, varied by -13.15, which means the average error rate went from 17.55 to 4.40, the treatment has therefore succeeded.

In the third test, the recognition of letters, we find a variation in the mean error of -1.21. The difference resulting from the analysis is significant but with a level of significance, that is the probability of rejecting the assumption that the averages are the same when this statement is true of 20%, so it is a weak evidence, probably due to the absence of some data.

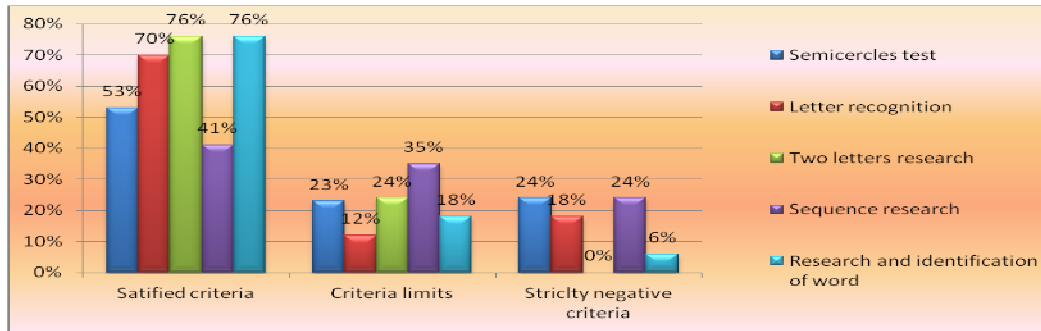
The fourth test, the search for sequential letters, together the second test, resulted the most responsive to the treatment regime, as the mean of the errors has varied in a positive sense, having diminished and the difference between the mean of the errors was statistically significant.

The fifth test on word research and discrimination has given very positive results, as the average error rate for children attending the Primary School experiment class decreased from 5.70 to 2.64.

To sum up what we have learned from the analysis, we can state, in the light of the previously highlighted evidence, that the trials in which the treatment was most effective were those relating to the search

for two letters and the search for letters in sequence, which was ineffective, in the test of semicircles however there was no difference in the average of exact statistical responses.

Regarding the control group, however, no case has been particularly significant, and there have been no significant changes in the scores, this is further evidence of how the treatments have been effective.

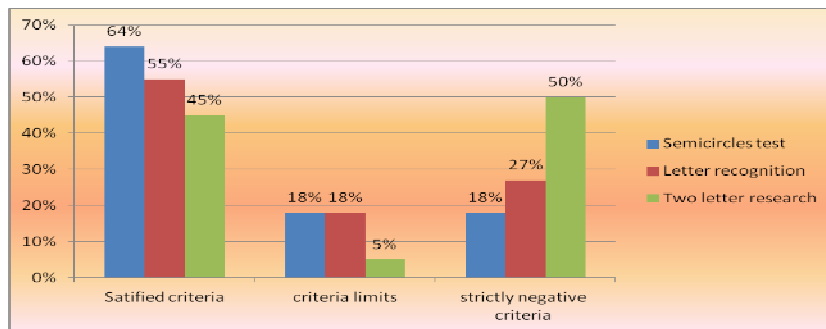


Graph 4

Symmetrically with what happened in the Primary School, the statistical analysis in the semicircle test did not reveal any significant difference in the average of the exact answers so we are led to believe that the treatment has a subtle action, not strong, in this specific test; in the contrary, we can safely say that the treatment worked very well in the letter recognition test, as the average error rate decreased by 1.7 points and this decrease is significant, in the control group there has been no significant difference in the error average because it is not subject to treatment.

As for the analysis of the search for two letters, in this case, we also get a not significant difference in the mean of the errors, but in the experimental group, the mean varies from 3.78, which means that on average they make 3.78 less mistakes. Here the treatment has had a greater effect in the case of the letter recognition test.

Below is illustrated the improvement obtained from the experimental class.



Graph 5

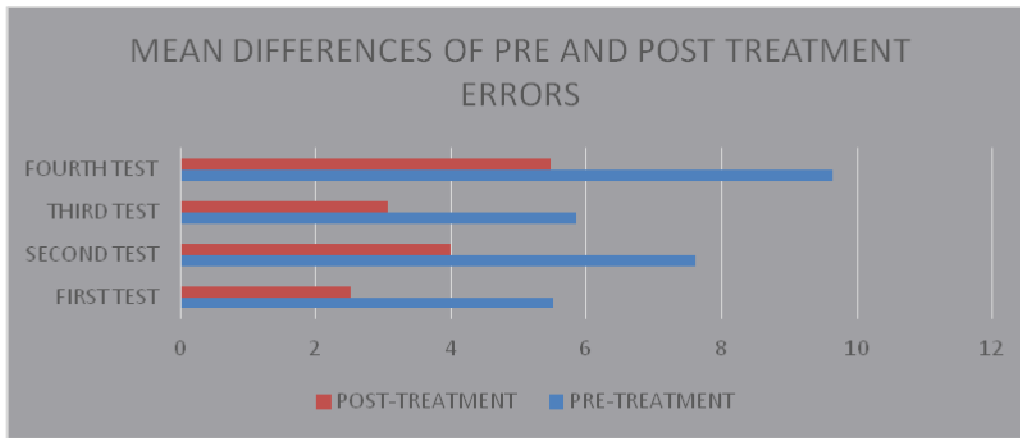
TEST "VALIDATION OF WRITING SKILLS":

To conduct the statistical analysis of the last test, we use a Student's t test again, to have linearity in the above-mentioned analysis. In relation to the analysis, it is shown that the experimental group, that is the treated one, has undergone major improvements to the received treatment, all the mean error differences have been statistically significant.

In the first test, which is the copy of the text in lowercase printed, the average error rate had a negative variation of 2.98, so the mistakes made were considerably reduced, in the second test, the lowercase text in italics to be reproduced, the result of the statistical analysis makes us reasonably conclude that pre and post-treatment error averages are significantly different from 7.61 to 4, the same positive result and which leads us to certify that the treatment is successful, and that is related to the third test, or dictation of words, where the average error has improved in other words it has decreased by 2.78.

The best result however came from the last test, dictating non-words; on this test, the treatment had the best effect, with a significant change of 4.17 points.

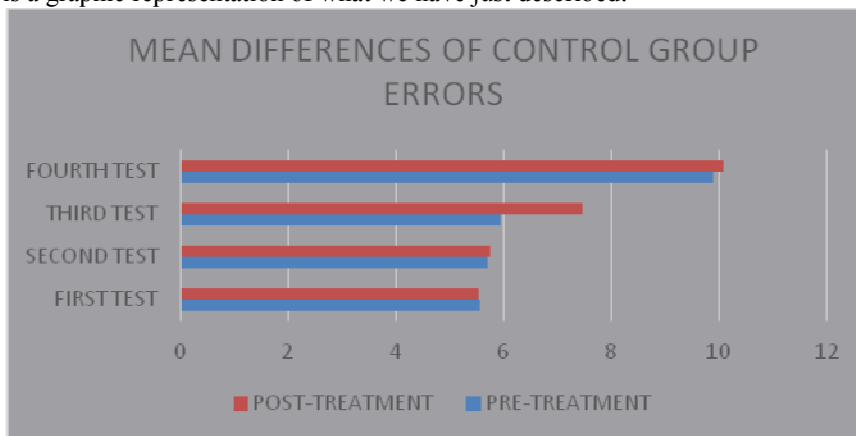
Below is the chart showing these differences:



Graph 6

However, in the analysis of the control group there was no statistically significant difference between error averages, in the first two tests there was a slight improvement in the mean of the errors, as in the first test the mean was decreased by 0.03, and in the second by 0.05; in the last two tests there was a deterioration in the mean of errors, which increased by 1.52 and 0.19, respectively.

Below is a graphic representation of what we have just described:



Graph 7

Discussion and conclusions

From the statistical analysis carried out and the representation of the evaluations established by the validated tests, one can deduce a large difference also visible by "non-experts" in the field. Since there have been no significant changes, we like to emphasize the commitment of the Kindergarten's control class, given the difficulties in it. The situation found in the experimental class is different: a quieter situation, there are two special children, important in our opinion for the evolvement of the class.

Both of them have achieved, in small ways, improvements, slight but appreciable given their delicate and important situation, thanks also to the treatment that went through of the year. The use of tests has played a key role, particularly in the planning of an educational program in the development of high-motor skills, in assessing the individual's progress in the development of such abilities.

This work has expanded the awareness that fine motor skills are critical to the health and development, particularly in preschool age, where brain plasticity is conducive to learning in all sectors.

Research shows that even today, in school and beyond, the physical activity in childhood is seen as a component of "apart" in child development, even losing sight of the healthy aspect. Scientific research also emphasizes, through recent data, how motor learning has a positive value if it is motivated by pursuing a purpose that must be something that the child feels as important, followed by a relevant and guided motivation. Movement and music are important to learn, entertain and grow harmoniously.

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