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# The eurythmic as a tool to enhance memory. Activities against Alzheimers

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**Abstract:** Older adults tend to passivity, boredom, loneliness and isolation. To combat these threats is necessary that day centers, universities, residences or associations do activities that could cope with (Petrus, 1997). In this sense, raise a playful way activity that increases both brain activity as the motor means improving the quality of life. In fact, is considered immature to adult playing, but playing involves sanity, mental balance, have not personality disorders as a depression or other pathologies that involve the non-enjoyment of the game. Leisure activity should be included in the work of the classroom, in the early stages and in the later stages. (Bernabeu and Goldstein, 2009). In this sense, according Dalcroze the musical rhythm could order the inner rhythm. Our objectives are aimed at improving the quality of life of older adults significantly boost memory. Improve movement and motor skills, knowing the benefits of the work of laterality. To promote and increase social and interpersonal relationships, assess the importance of staying active at a stage of life in which leisure time increases and passivity, enrich knowledge in general, encourage learning throughout life, continuing education in the arts for adults and elders and provide training programs that are in connection with the principle of quality of life. To Practice group activity as a form of social and personal fulfillment. We use an active methodology following parameters of Dalcroze Pedagogy, combining with daily monitoring of students to see the progress and improvements in learning or recoil, if it occurs, and thus able to adapt activities to each individual case and the group of students in general. Students are satisfied with their work and learning process, although some are uncomfortable with body expression activities in front of peers (a very small percentage). Moreover, it was necessary to adapt the activities proposed to students' work rate. Also, it is necessary to have skilled personnel (doctor / psychologist) to deepen some specific aspects.

**Keywords:** Eurythmic Adults Alzheimer Music Education Dalcroze

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## 1. Introduction

Talk of rhythm in music leaves a wide range of possibilities, first figurations, second or joint dynamics or frequency it appears a certain chord, for example. The rhythm is an essential part when it comes to music and stands as the basis of this development and learning, one of the most difficult in learning the language of music. Moreover, experiential learning is so much more meaningful than through passive disposition, because the learning is retained for more channels if done actively, Music and movement have always walking together, in many non-Western cultures music is tied to the movement becoming a multisensory experience including ear also another sense also implying movement.

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centers, universities, residences or associations do activities that could cope with (Petrus, 1997). In this sense, raise a playful way activity that increases both brain activity as the motor means improving the quality of life. In fact, is considered immature to adult playing, but playing involves sanity, mental balance, have not personality disorders as a depression or other pathologies that involve the non-enjoyment of the game. Leisure activity should be included in the work of the classroom, in the early stages and in the later stages. (Bernabeu and Goldstein, 2009).

Be recalled that Music and Movement have always walking together. According to Phillips-Silver and Trainor (2007) cited in Sanabria (2008), the way to hear music passively is new, while other non-Western cultures music is tied to the movement becoming a multisensory experience also including another sense involving hearing also the movement (propiocepció) and balance (vestibular system).

## 2. Theoretical Foundation

Sassano (2003) understands the pace and physical and intellectual essence, whole body being who allows the representation and experience of rhythm. Citing the words of Dalcroze, the music is the only art based directly on the rhythm and dynamics, and allows to acquire stylized movements body.

This author believes that while the sound is a form of secondary movement, rhythm stands as one primary form of movement, sometimes being responsible for the rhythmic movement of a particular taste for music and not hearing. Add this author that rhythm is one of the main elements of the expression of feelings, becoming the rhythmic movement as a visible sign of rhythmic awareness, becoming a proper functioning of the nervous system, explaining further that the pace allows time integration by facilitating student structures the perception of the notion of life as reality itself.

In this sense, Bachmann (in Trallero, 2004) explains that the rhythmic activity allows the integration of body awareness. The pace, says this author, is the primary element of music, formed by pulse (internal pulsation, comprising and regular and set the speed of which is designed the beat), accent (beats that stand above the others, usually acquired at intervals determined by setting a compass) and pace (set by the combination of long and short sounds). This author believes that the pace helps in the development of all aspects related to movement, coordination and psychomotor scheme allowing increased body awareness.

On the other hand and according to the Alzheimer's related programs, activities usually go from reading to writing some crafts, not to mention that these activities can be a demotivation in its preparation according to the state or status of the person. Instead, sing, dance, body express themselves using all parts of the body, communicating using only the body or simply participate in these proposals is also assumed to re-learn, fun to do so without the need or feeling that if not done well this activity is a step backwards.

Practice on laterality are organized by musical content without directly mentioning them, building on the rhythm and body language, trying to exercise control over the different parts of the body that participate in a particular activity. The Laterality can be defined as the preferential use of a body part (half right or left of the body), understanding the lateralization as the process by establishing the difference (Rigal, 2006). It was Louis Pasteur who noticed the handedness of biological molecules and Ernst Mach showed that only could distinguish right from left asymmetric systems.

Psychologists are interested handedness by its relationship to Broca's findings and Dax (McManus, 2007). Practically in all daily activities use both hands (dressing, eating, etc.), and specifically musical activity requires bimanual coordination, whether a hand acts as support of the other or both hands, they act in coordination, to whose control will be necessary to initially practice movement

dissociation (Vernia, 2011). The "double dissociation" refers to when acting both hands but with different movements (throwing a tennis ball to be hit by the racket, manipulated by the other hand), this activity requires joint action by the two cerebral hemispheres (Rigal, 2006).

Laterality control is given due to the process between the two hemispheres. According to Ornstein and Sobel (1987) in Jensen (2004), the left hemisphere quickly perceived positive emotions, while negative emotions are recognized quickly by the right hemisphere. It was found that, when positive emotions, the left hemisphere is more active.

Although the two hemispheres come together, it is accepted that there is a cerebral dominance for certain functions or aspects of the same action (Rotta et al., 2007). In this sense, for Bolaños (2002) the movement of the muscles of the body and the position-related joint flexion are produced by synesthetic perceptions. The body schema knowledge, laterality and spatial relationships give guarantee of a better perceptual development, as these elements form perceptual-motor.

Regarding laterality, there are, according to this author, two-dimensional body laterality and laterality conceptual. The first relates to the domain of each organ and sense, and each of the limbs, and the second is related to the identification and application of directional conception of the body.

## 3. Objectives

1. Prevent Alzheimer's from musical practice
2. Improve the quality of life of older adults.
3. Promote meaningful memory.
4. Improve on the move. Psychomotor.
5. Knowing the benefits of the work of laterality.
6. Promote and increase social and interpersonal relationships.
7. Staying active in a stage of life in which leisure time increases and passivity.
8. Enrich knowledge in general.
9. Encourage learning throughout life and continuing education in the arts for adults and Elders.
10. Provide training programs that are in connection with the principle of quality of life.
11. Group practice the musical activity as a form of social and personal fulfillment.

## 4. Methodology

Regarding the methodology, through Eurythmic, the Dalcroze pedagogy that has developed a team of doctors has been shown that this methodology improves balance and reduces the risk of falls. This study was conducted in a group of 134 older adults. The results were published in the Archives of Internal Medicine.

Should be remembered that Dalcroze, composer and teacher of creative teaching method based on the rhythmic or eurythmic, whose foundation is in the relationship

between music and body movement, made some important contributions to the field of music education (Fuentes Serrano, 2005).

The aim of the method Dalcroze is (Markessinis, 1995:

1. The development of musical feeling in the whole body
2. The awakening of instincts engines that give knowledge to the notion of order and balance.
3. Expanding the development of imaginative faculties, to the fact of a free exchange of thought and body movement.

In the figure below (figure I) we can see some students doing activities. Always stand and actively, collaborating with other students.



Figure 1. Activities reaction (I)

#### 4.1. Activities

The activities planned for the workshop are made considering that students have no knowledge about music, therefore not affecting music content and musical notes sung by imitation without specifying a particular tuning.

On the other hand the activities involve decision making and immediate reactions that make the student have to stay alert and focused continually activating relevantly different brain areas involved, so to do little exercises interspersed needed relaxation and recovery of initial state.

In the figure below (figure II) it can see two groups of students doing activities interacting with each other and help each other



Figure 1. Activities reaction (II)

## 5. Results and Conclusions

After the experience made and data collection and personalized monitoring of each student, we could say that although Alzheimer's, unfortunately has no cure, for the moment, either through medication or by performing certain activities, but if these activities are of an active, playful,

participatory, which enhances memory and laterality especially aimed at influencing the two hemispheres work together, this is also a positive motivation that increases the desire to want to do, want to remember, wanting to participate, wanting to relate to others (this attitude that is usually decrease with age and disease).

Thus our findings are:

1. Improve the quality of life of older people.
2. Affects enhance memory and desire to participate.
3. Enhance motivation and positive emotions.
4. Generates welfare states for relationships with others.
5. Help postural reeducation.
6. Allows fluidly communicating with the class group.
7. Increase self-esteem and positively affects the self-concept.
8. Know yourself and your possibilities.
9. It causes the need to remain engaged in activities similar characteristics (being active physically and mentally).
10. Increased interest in music education training and possibilities for personal wellbeing.

Participants recognize to be motivated and excited about the activities through eurythmic. Although it is still too early to reach conclusions blunt, we consider that these activities improve the quality of life of older adults.

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