

Musical Expression

Code: 104077
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

AQUESTA GUIA QUEDA PENDENT DE REVISIÓ LINGÜÍSTICA

It is essential to have previously completed the course "Didàctica de la Música en l'etapa d'Educació Infantil I"

Objectives and Contextualisation

- The course will show the musical act as a core generator of knowledge in the areas of the Early Childhood curriculum: Communication and languages, Knowledge about oneself and others, and The discovery of the surroundings.

The course will also develop specific proposals and projects in the field of music education, which often allow to build bridges towards interdisciplinarity.

- Extend musical knowledge through the skills of listening, playing and creating
- Develop actions to transfer musical knowledge in Early Childhood
- Knowing firsthand and develop the Project Based Methodology starting from the area of music.
- Acquire tools to design proposals (spaces, activities, projects...) taking into account the nature of music in the context of -6 years.
- Discover relationships that can be established between music (or sound) and other areas.

Skills

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Be familiar with the music, plastics and body language curriculum at this stage as well as theories on the acquisition and development of the corresponding learning.
- Consider classroom practical work to innovate and improve teaching.
- Critically analyse personal work and use resources for professional development.

- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Develop strategies for autonomous learning.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Know and use songs to promote hearing, rhythmic and vocal education.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote awareness of artistic expression and artistic creation.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Understand how to use play as a didactic resource and design learning activities based on the principles of play.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Acquire habits and skills for cooperative and autonomous learning and promote in children.
2. Be familiar with the visual and plastic arts curriculum in different stages of infant education.
3. Contribute ideas and know how to integrate them in whole work of the team.
4. Critically apply work strategies in order to improve teaching skills.
5. Design and analyze educational projects that create learning environments considering the totality and uniqueness of each child.
6. Develop projects that promote the perception and musical expression in a creative way.
7. Knowing how to use the song as a central hub for project design.
8. Knowing musical projects as a factor of quality in teaching.
9. Knowing the own curriculum of visual and plastic of different stages of childhood arts education.
10. Learn autonomously.
11. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
12. Produce, in groups, innovative proposals that are proposed by interdisciplinary teams.
13. Properly use different languages ??in relation to music in project design
14. Show sensibility towards artistic creation and cultural dimension.
15. Understanding the value and effectiveness of play activities in the teaching activities - learning in the context of projects.
16. Use the existing curriculum to develop musical projects promoting global learning and experience.

Content

1. Theoretical foundations:

1.1. Sound world and musical event

1.2. Musical language and multimodality

1.3. Project Based Methodology

2. Development, analysis and evaluation of musical proposals:

2.1. Awareness and discovery of the environment and soundscapes

2.2. Deepening knowledge of music as a tool for expression and individual and collective creation.

2.3. Appropriation of musical/cultural elements from our own cultural context and time, as well as other contexts.

2.4. Criteria acquisition for the design, development and evaluation of proposals driven from the area of music.

2.5. Analysis of the key elements involved in interdisciplinary projects where music (or sound) is the common thread.

2.6. Development and evaluation of proposals made collectively.

2.7. Reflection on various external proposals as well as the ones developed in the classroom.

Methodology

The approach of this course is eminently practical and therefore requires an active participation in the process of teaching and learning.

By developing projects and classroom activities, student builds knowledge and appropriates music knowledge, as well as other skills for teaching.

It also provides space for analysis and reflection, both individually and collectively.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Cooperative work	15	0.6	4, 3, 2, 8, 14, 5, 12, 6, 13, 11
Theory and practice in class	50	2	4, 15, 9, 8, 14, 5, 13, 11
Whole class collective work	25	1	1, 4, 3, 10, 15, 2, 8, 14, 5, 12, 6, 7, 13, 11, 16
Type: Supervised			
Tutoring and supervised activities	10	0.4	10, 9, 14, 11
Type: Autonomous			
individual musical practice	20	0.8	4, 10
Individual work	30	1.2	10, 2

Evaluation

The evaluation consists of two parts independently to overcome a mark equal or higher than 3.5 in order to be able to calculate the final mark. These are:

60%: 2 collective works (one with the whole class group, the other with a small group): proposals than "develop ourselves"

35%: 2 Individual deliveries: reflections on readings, lectures and projects that "someone come and explain us"

Since the Agreement on Academic Commission (28 May 2015), plagiarism or copying of works that constitute an offence may represent suspend the subject. This and other general aspects can be found in the regulations of the Faculty Evaluation:

<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>

The attitude and active participation in the process of teaching and learning are fundamental and, together with assistance, will have a value of up to 5%.

Attendance at sessions is mandatory: the student must attend at least 85% of the sessions to be able to overcome.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual work	35%	0	0	10, 2, 8, 14, 5, 11
Individual work	5%	0	0	4, 10, 14, 7, 11
Work in group	60%	0	0	1, 4, 3, 10, 15, 9, 2, 14, 5, 12, 6, 13, 11, 16

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