

Musical Projects in Early Childhood Education

Code: 102008
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0

Contact

Name: Laia Viladot Vallverdu
Email: Laia.Viladot@uab.cat

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

Teachers

Laia Viladot Vallverdu

Prerequisites

It is essential to have previously passed the subject "Didàctica de l'Expressió Musical I".

Objectives and Contextualisation

Contextualization

The subject will show the music area as a generating nucleus that promotes interdisciplinary projects and activities in the childhood stage.

Formative objectives

- Know and develop in first person the Project based methodology in relation to the music area
- Discover relationships that can be established between music (or sound art) and other areas of knowledge.
- Acquire tools for project design taking into account the naturalness of the musical fact and the relationships with other areas in the context of stage 0-6.

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 foundation.

- 1.1. Project Based Methodology.
- 1.2. Musical language and multimodality.
- 1.3. Sound art

2. Development, analysis and evaluation of musical projects.

- 2.1. Analysis of the key elements that intervene in interdisciplinary projects where music (or sound) is the common thread.
- 2.2. Deepening knowledge and fundamentals of music as a tool for individual and collective expression and creation.
- 2.3. Appropriation of musical / cultural elements of our context and time, as well as other contexts.
- 2.4. Acquisition of criteria for the design, development and evaluation of projects promoted from the music area.
- 2.5. Reflection around different external projects and also those developed in the classroom.

Methodology

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

Through the development of classroom projects and activities, the students build and appropriate the knowledge of the music area, as well as other competences for the teaching activity.

There is also a space for analysis and reflection, both individually and collectively.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
colective work (all class)	30	1.2	1, 4, 3, 10, 15, 14, 6, 12, 7, 13, 11, 16
cooperative learning	15	0.6	4, 2, 11
theory and practice	40	1.6	4, 11
Type: Supervised			
supervised tutorials	10	0.4	1, 4, 14, 5, 6, 13, 16
Type: Autonomous			
individual work	30	1.2	10, 2, 9, 7
performance and playing music	25	1	1, 4, 3, 10, 6, 12, 7, 13

Evaluation

The evaluation consists of three parts that must be overcome independently with a grade equal to or greater than 3'5 in order to calculate the final grade.

These parts are of a different nature: individual work, cooperative group work and collective project with the whole class group, which will be delivered in the calendar:

- a) Cooperative work: 27/3
- b) Individual work: 1 task during weeks 3-5, and another on day 19/6
- b) Collective project: day 12/6

The cooperative work could be repeated in case the mark is under 3, but the other parts do not have this chance. The date for repiting this task will be on 8/5.

Attitude and active participation during the teaching and learning process are fundamental and essential.

Attendance at the sessions is mandatory: the student must attend a minimum of 85% of the sessions to be able to pass.

Non-participation or low involvement in the proposed activities will be interpreted as a lack of interest in learning and, therefore, as an inability to develop the required competencies. Consequently, the subject will be suspended.

The student who leaves the sessions unjustifiably (more than 3) will have a grade of 0.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Colective project (all class)	40%	0	0	1, 4, 3, 10, 15, 2, 8, 14, 5, 6, 12, 7, 13, 11, 16
cooperative learning	25%	0	0	1, 4, 3, 10, 15, 9, 14, 11
individual work	35%	0	0	10, 2, 9, 8, 14, 6, 11

Bibliography

- Delalande, F. (1995). *La música es un juego de niños*. Buenos Aires: Ricordi Americana. [obra original de 1984].
- Fuertes, C. i Echebarría, I. [ed.] (2008). *Projectes de treball i música*. Barcelona. ICE-UB.
- Giráldez, A. (1997). Educación musical desde una perspectiva multicultural: diversas aproximaciones. *Trans-Iberia, 1*. Consultable a: <http://www.sibetrans.com/trans/p12/trans-iberia-1997>
- Godall, P.; Malagarriga, T.; Oriols, J. i Valls, A. (2003). *Bernat, el gat* (3, 4, i 5 anys). Llibre del nen, llibre del mestre i CD. Barcelona: Teide.
- González, C.; Minguillán, P. i Olivares, V. (2012). *Música, dansa i cultura mexicana a l'Arenal*. Actes de les VIII Jorandes de Música, ICE-UB
- González, C. i Valls, A (2012). *Conociendo música y cultura a través de la metodología de Proyectos de Trabajo. Nuevas experiencias didácticas de Música del Mundo*. Dins: Actas del Congreso Educa2011
- González, C. i Valls, A. (2010). Músiques del món i treball per projectes. Dins: *Actes del CiDd: II Congrés Internacional de Didàctiques*. <http://hdl.handle.net/10256/2856>
- Hernández, F. i Ventura, M. (2008). *La organizacion del curriculum por proyectos de trabajo. El conocimiento es un calidoscopio*. Barcelona: Octaedro.
- Pérez, J. i Malagarriga, T. (2010). Materiales para hacer música en las primeras edades: ejes del triángulo formación, innovación e investigación. *Revista Complutense de Educación, 21* (2), 389 - 403.
- Martín, X. (2006). *Investigar y aprender cómo organizar un proyecto*. Barcelona: Horsori.
- Pozuelos, F. (2007). *Trabajopor proyectos en el aula: Descripción, investigación y experiencias*. MCEP.
- Nadal, N. (2007). *Músicas del mundo. Una propuesta intercultural de educación musical*. Barcelona: ICE
- Malagarriga, T. i Martínez, M. [eds.] (2010). *Tot ho podem expressar amb música. Els nens i nenes de 4 a 7 anys pensen la música, parlen de música, fan música*. Barcelona: Dinsic Publicacions Musicals.
- Malagarriga, T. i Martínez, M. (2006). *Els músics més petits* (4 anys). Llibre del mestre, llibre del nen i CD. Barcelona: Dinsic Publicacions Musicals.
- Malagarriga, T. i Martínez, M. (2006). *Els músics més petits* (5 anys). Llibre del mestre, llibre del nen i CD. Barcelona: Dinsic Publicacions Musicals.
- Schafer, M. (1996). *El nuevo paisaje sonoro*. Buenos Aires: Ricordi Americana. [obra original de 1969].
- Schaeffer, P. (1988). *Tratado de los objetos musicales*. Madrid: Alianza editorial. [obra original de 1966].
- Valls, A. i Calmell, C. (2010). *La música contemporània catalana a l'escola*. Barcelona: Dinsic Publicacions Musicals.

web: <http://www.projectapproach.org/theory.php>