

**Movement and Play as a Learning Activity in Early Childhood Education**

Code: 101998  
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

## Other comments on languages

UNDER INSTITUTIONAL REVIEW IN ENGLISH LANGUAGE

## Prerequisites

Students must have studied and acquired the competences of the subjects: "Body and psychomotor education in II" (4th year)

where the bases are treated of psychomotor development

## Objectives and Contextualisation

This course is complemented by the "Body and psychomotor education in early childhood education centers I" 3rd. course, and the "Body and psychomotor education in early childhood education centers II" 4th. course.

The course takes as its basic axis and the game moving at the age 0-6, focusing on ways to make the play of children in this age group as well as the needs arise them movement. It also focuses on creating and designing game scenarios taking into account the needs of each age, and the use of observation and documentation as research process.

Aims:

- Expand knowledge of the evolution of the game of the child in the first six years of life.
- Identify the needs of this age movement.
- Game design scenarios and select appropriate materials and contexts for the game.
- Learn to observe and document the actions of the child during the game in different situations.
- Using observation and documentation as well as research and reflection on the intervention of the teacher.

## Competences

- 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
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- 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.
- 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.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- 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. Analyse and make critical contributions in different examples of classroom practices.
2. Critically analyse personal work through self-evaluation processes.
3. Design and create educational scenarios for play and movement in response to aesthetic criteria.
4. Develop educational proposals in which play and movement play a central role and considering this global perspective.
5. Express, through personal observations, reflections and perceptions regarding children's play.
6. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of learning related to the subject.
7. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
8. Knowing how to use personal resources for learning as well as knowing how to create contexts that foster independent learning.
9. Preparing educational proposals of play and movement, applying the learning acquired, meaningfully and autonomously.
10. Produce educational proposals that promote the perception and expression of motor skills and creativity, using other languages such as music and plastics.
11. Understand the evolution of child development and use this knowledge to develop an educational proposal.
12. Use play as a teaching resource, as well as designing learning activities based on principles of play.
13. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.
14. Working as a team using body work sessions.

## Content

contents:

- The plau for ages between 0 and 6 years

- The motion needs at this age
- Scenarios, materials and contexts to develop playing
- Observation and documentation of the action during the game

## Methodology

-Observation and documentation of the action during the game

-The main character in the teaching-learning process is the student and under this premise the methodology of the subject has been planned.

The training activities that take place in this subject can be directed, supervised and autonomous:

-The directed activities are conducted by the teacher or by the students themselves, and they are carried out in spaces of the Faculty and in external visits to Escoleta Bellaterra, Ceif Joaquim Blume de Sabadell and the SAF of the UAB. We will also have different collaborations from professionals from the world of children who will tell us their experiences, nursery school teachers, dance professionals and dance etc.

They can be magistrales or seminars and sessions of corporal practice.

-The "keynotes" are based on exhibitions of the contents and basic questions of the syllabus but always from experience and practice. We will try to bring a practical dynamic with theoretical material available but without the usual classroom format. Each session we will work on a reading that will move you forward.

- The practical sessions are spaces of work to deepen, analyze, contrast, debate, live, reflect and evaluate the contents of the subject. They are made through activities such as: the study of cases, videos, material analysis, group dynamics, problem solving, own experience, Discussion-debates through the body's own experience and the practical sessions

-The activities supervised by the teacher outside the classroom include the group of individual and group tutorials, rather virtual, that must serve to accompany the student in their process of learning orientating tasks, solving difficulties and supervising the monitoring of your evidences of learning

-The autonomous work is carried out by the student independently to develop self-employment Competencies and achieve the objectives of the subject.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group, seminar and practical work	30	1.2	2, 1, 6, 7, 11, 10, 4, 5, 14, 13, 12
Type: Supervised			
Supervised	75	3	2, 11, 3, 10, 4, 9, 12
Type: Autonomous			
Autonomous	45	1.8	2, 1, 6, 7, 11, 3, 10, 4, 5, 9, 14, 13, 12

## Assessment

The assessment for the course will be diverse.

It will be a prerequisite to pass the course the minimum attendance to 80% of seminar sessions and laboratory practice, regardless of the reasons that may cause absences. Also must attend all sessions in large group for the relationship between theory and practice,

To pass the course, the student must pass each block of evaluation activities comprising the subject.

#### DATES OF EVALUATIONS:

-Plays situations: may 26, june 2, june 9, june 16

-Observations: may 26, june 2, june 9, june 16

-Arts games: june 16

-Recoveries: june 26

Students who wish to review the note, you must do so within 15 days of communication between the hours of tutoring that teachers have set for this subject and are stated in the same program.

It is also necessary for the student to show, in the activities proposed, good general communicative competence, both orally and in writing, a good command of the language or the vehicular languages that appear in the teaching guide, express yourself fluently and correctly. At the same time, it is essential that the student demonstrate an attitude that is compatible with the teaching profession: respect, participation, cooperation, responsibility, empathy, active listening, punctuality and use of the appropriate mobile and laptop. Specifically, in the practical sessions, it is necessary to come dressed in clothes that allow to execute all the activities proposed and to show a predisposition and active participation and in the different outings that will be carried out outside the UAB (educational centers of 0-3 and 3-6 years old) and that have relation with the contents worked on the subject.

Copying and plagiarism and intellectual theft are, therefore, constitute a crime will be punished with a zero throughout the course. In the case of copy between two students, if you can not find out who copied who apply the sanction both. We remember what is considered "copy" a work that reproduces all or much of the work of an / a Other / companion / a. "Plagiarism" is the presenting part or all of an author of a text as its own, ie, without citing sources, whether published in paper or digital form aInternet. (See documentation about UAB plagiarism:

[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Before you give evidence of learning, make sure it is written correctly sources, notes, quotations and references following the rules of the UAB:

[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_03.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html)

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Art games (individual work)	30%	0	0	10, 5, 8, 13, 12
Observation of game scenery, guidelines for observing spaces and materials (individual work)	45%	0	0	2, 1, 6, 7, 5
Preparation and group application of a game scenery (group work)	25%	0	0	2, 1, 6, 7, 11, 3, 10, 4, 9, 14, 12

### Bibliography

The bibliography used in this subject takes into account the gender perspective.

- Abad, J. i Ruiz de Velasco, Angela. (2011). *El juego simbólico*. Barcelona: Graó.
- Freire, Heicher (2010). *Educar en verd*. Barcelona: Graó.
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- Henstenberg, E. (1994). *Desplegándose*. Barcelona: Liebre de Marzo.
- Hoyuelos, A. (2005). *Territorios de la Infancia*. Barcelona: Graó.
- Rischer, Peny (2003). *El jardí dels secrets*. Barcelona: Temes d'infància-Rosa Sensat.
- Tardos, Ana (1995). *L'adult i el joc de l'infant*. Barcelona: Temes d'infància-Rosa Sensat.
- Wild, Rebeca (2012). *Etapas del desarrollo*. Barcelona: Herder.
- Núñez, G. (2014). Però el cent existeix: els ambients d'aprenentatge a l'escola. *Infància: Educar de 0 a 6 anys*, 198, 32-33.
- Sugrañes, Encarna, Nedina, N., Andrés. M.N., Yuste, M., Alés, M., Casals, S., i Castillo, C. (2012). *Observar para interpretar. Actividades de la vida cotidiana en educación infantil*. Barcelona: Graó.
- Ferrer, Rosa (2013). La presentació dels materials. *Infància: Educar de 0 a 6 anys*, 194, 12-13.
- Revista Tàndem. Didàctica de la Educació Física. núme. 53. Pàg 54-59. Julio 2016.
- Pérez, Mar, Morales, Lidia (2019). Guix d'Infantil. *Psicomotricitat i vida quotidiana*. núm. 98. pág. 13-16. Març 2019.
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