

**Corporal and Psychomotor Education in Early
Childhood Centres I**

Code: 105048
ECTS Credits: 4

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Carolina Nieva Boza
Email: Carolina.Nieva@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

Maria del Mar Pérez Martín
Carolina Nieva Boza

Prerequisites

There are no prerequisites for this course .

Objectives and Contextualisation

This third subject is complemented with the subjects: "Corporal and Psychomotor Education in Childhood Education Centers II" (4th year) and with that of "Game and movement" (4th year)

Objectives:

- To know the main theoretical basis of physical education at the kindergarten stage.
- To gradually become aware of their own actions and decisions through the experience of experimentation, emotions and body language.

- To reflect and attitudes to build a system to house the needs of children within body education.
- To study and analyze the basic conditions for the education of the body from 0 to 6 years.
- To evaluate the body and the child's learning as a means of expression, communication and personal growth.
- To reflect on the role of body education in the general framework of the school.

Competences

- Consider classroom practical work to innovate and improve teaching.
- Develop strategies for autonomous learning.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- 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. Be able to promote the autonomy and uniqueness of each child, in terms of visual and plastic education, as factors that educate emotions, feelings and values in early childhood.
2. Learn autonomously.
3. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
4. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
5. Use play as a teaching resource, as well as designing learning activities based on principles of play.
6. Working as a team using body work sessions.

Content

contents:

1. Theoretical body education:

- Why corporal Education in Early Childhood Education.
- What body concept are we talking about?
- The body as a tool for learning and communication.
- The site of the body at school.

2. Essential elements in the development of children 0 to 6 years:

- Neurobiological and cultural dimension.
- Evolution 0-6.
- Sensations and perceptions.

- To dialogue and muscular tonic.
- Communication, expression and emotions.
- Game.

3. Basic conditions for body education from 0 to 6 years:

- What are we talking about? children and adult.
- Teacher attitudes.
- Teacher body training.
- Curriculum in Early Childhood Education.

4. Didactic of body education in Early Childhood Education:

- Characteristics of body work in Early Childhood Education.
- Methodology.

Methodology

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

Mostly, dynamic will be used that, starting with conceptual exposition and theoretical bases with the whole class group. Afterward, students are going to analyze and discuss about their application in Early Childhood Education in seminars and practical sessions with small groups (1/3 of the large group).

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

Directed activities are led mainly by professor and are carried out in different areas of the faculty. They can be either classes with whole group, or seminars and body practice sessions in small groups. Classes with whole group are based on presentations by teacher of contents and basic questions of the subject. Seminars and practical sessions are workspaces for deepening, analyzing, contrasting, debating, living, reflecting and assessing contents of the subject. Seminars are done through activities such as: case studies, videos, material analysis, group dynamics, problem solving, personal experience, discussion-debates, etc. In practical sessions it is carried out through one's body experience, training and reflection that this entails. Seminars and practical sessions are compulsory and students will be assigned to one of three scheduled groups .

Supervised activities by professor are outside the classroom include the set of individual and group tutorials, physical and online, which must serve to accompany students in their learning process guiding tasks, solving difficulties and supervising their learning evidences.

Autonomous work is carried out independently by student to develop his skills and achieve the goals of this subject.

The proposed methodology may experiment some modifications depending on the restrictions on attendance imposed by the health authorities.

Activities



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practice sessions and seminars; Laboratory small group (third part of the pack)	18	0.72	2, 1, 6, 3, 4, 5
Magistral large group	12	0.48	2, 3, 4
Type: Supervised			
Mentoring and support	20	0.8	2, 1, 6, 3
Type: Autonomous			
Autonomus work	50	2	2, 1, 6, 3, 4, 5

Assessment

The assessment to pass the course will be continued, formative and shared.

Students have to assistance the minimum assistance to 80% of the dep of seminar and practical sessions, independent of the reasons that can produce these absences (notes that present only can explain this absence, in any case will be an exempt of this presence). It is also highly recommended to attend all large group sessions because of the relationship among theory and practice. Assistance and participation in practical sessions are also mandatory.

NP (Not presented) will be considered that student who has not delivered or participated in any assessment activity.

In order to pass the course, each of the three areas of assessment activities of the subject must be approved. It is also absolutely necessary to demonstrate an attitude compatible with teaching profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, appropriate use of electronic devices (mobile, computer, etc.). It is also imperative that students demonstrate that are responsible and rigorous in their self-employment, actively participating in classes, showing critical thinking and behaviours that favour a friendly and positive, democratic environment and where are respected differences of gender, culture, etc. In addition, specifically to practical sessions, it is necessary to come dressed in sportswear that allows to execute all proposed activities and shows a willingness and active participation.

Date of assessment activities:

Block 1:

- Evolution 0-6(group work): october, 14 and 16 of 2020
- Sensations and perceptions (individual work): october, 28 and 30 of 2020
- Muscular tone (individual work): desember, 2 and 4 of 2020

Block 2:

- Expositions grupals sequence of learning: january, 8, 13, 15 and 20 of 2021

Block 3:

- Creative and reflective project: january, 4 of 2021
- Recoveries:february, 3 and 5 of 2021

Wednesday dates belong to group 62 and Friday dates belong to group 61.

Students who during the course have assisted and done a proper follow-up of the subject and still have some aspect not achieved, exceptionally, they may be given the opportunity to pass the subject, performing an additional independent work or redoing any of the activities delivered or realised. Each case must be studied according to the situation of each student.

Grades of each of assessment activities will be communicated in a period not exceeding 4 weeks following their delivery. Student who wants to revise the note, will have to do it in the 15 days subsequent to his communication in the schedule of tutorials that professor has established by this subject and that consign in the program of the same.

Activities not submitted on established delivery date will be considered "not submitted".

Although there are activities to be done in groups, the grades will be individual, so not necessarily all members of the group need to be assessed with the same grade.

To pass this subject, student must show, in activities proposed, a good general communicative skill, both orally and writing, and a good command of the language or languages that appear in the teaching guide.

Copying and plagiarism are intellectual thefts and therefore constitute a crime that will be punished with a zero throughout the subject. In the case of copying between two students, if it is not possible to know who copied from whom, the sanction will be applied to both. We want to remember that a work of another is considered a "copy". "Plagiarism" is the fact of presenting an entire part of a text by an author as one's own, that is, without citing its sources, whether published on paper or digitally on the Internet. (see UAB documentation on plagiarism in:

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Before submitting evidences of learning, it is necessary to check that sources, notes, textual citations and bibliographical references have been written correctly following UAB regulations:

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html

It is recommended to consult the document: "General assessment criteria and guidelines of the Faculty of Education Sciences" approved by the COA on May 28, 2015.

[#www.uab.cat/web/informacio-academica/*avaluacio/Normative-1292571269103.html](http://www.uab.cat/web/informacio-academica/*avaluacio/Normative-1292571269103.html)

The proposed assessment may experiment some modifications depending on the restrictions on attendance imposed by the health authorities.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Block 1: Activities to support the theoretical framework and practical group: evolució 0-6	5%	0	0	2, 1, 6, 3, 4, 5
Block 1: Activities to support the theoretical framework and practical group: muscular tone	20 %	0	0	2, 1, 3, 4, 5
Block 1: Activities to support the theoretical framework and practical individual: sensations and perceptions	15 %	0	0	2, 1, 3, 4, 5
Block 2: Communication in a group activity or learning sequence (group	20%	0	0	2, 1, 6, 3,

work)				5
Block 3: Creative reflective project (individual work)	40%	0	0	2, 1, 3, 4, 5

Bibliography

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

La bibliografia utilitzada en aquesta assignatura té en compte la perspectiva de gènere.

Bonàs. M. , Vives, I. (2003). El cuerpo tiene sus razones. Propuestas de la escuela para atender a estas razones. *Aula*, 122, 85-96.

Bonastre, M. , Fuste, S., (2007). *Psicomotricidad y vida cotidiana (03 años)*. Barcelona: Graó.

Conde, J.L., Viciano, V. (1997). *Fundamentos para el desarrollo de la motricidad en edades tempranas*. Málaga: Aljibe.

Franch, N. (2002). Tono y emoción en la intervención psicomotriz. *Entre Líneas*, 12, 15-21.

Franch, N. (2018). *Poética corporal. Psicomotricidad. Cuerpo en movimiento, cuerpo en relación*. Barcelona: Octaedro.

Garaigordobil, M. (2010). *Juego y Desarrollo Infantil: Revisión Teórica y Propuestas de Intervención*. Resum conferencia a les V Jornades de Reflexió: Psicomotricitat i escola. Bellaterra: Universitat Autònoma de Barcelona.

Gassier J. (2005). *Manual del desarrollo psicomotor del niño*. Barcelona: Masson.

Martínez-Mínguez, L., Forcadell, X., Moya, L., Heras, G., Bru, E. / Llecha, Manel / Sánchez, C., Pérez, M. & Antón, M. (2017). Ocho ideas claves de la educación por el movimiento. *Aula de Infantil*, 91, 31-35

Mas, M. (2016). L'escola que volem a partir del projecte psicomotor que desenvolupem. *Guix d'infantil*, 84, 33-35.

Palou, S. (2004). *Sentir y crecer. El crecimiento emocional en la infancia*. Barcelona: Graó.

Santos Guerra, M.A. (1991). Prólogo. A F.J. Corpas, F. Toro, J.A Zarco. *Educación Física. Manual para el profesor* (pp.7-13). Málaga: Aljibe.

Sugrañes, E. , Angel, M.A. (2007). *La educación psicomotriz (38 años)*. Barcelona: Graó.

Tardos, A. (1991). La mà de l'educadora. *Infància*, 58(1), 16-21.

Thió, C. (1999). Importància del joc en la vida dels infants. A Diferents Autors: *El Joc a 06 anys. IV jornades d'Innovació a l'etapa d'Educació Infantil* (pp. 139-145). Bellaterra: ICE-UAB

Vaca, M., Varela, M. S. (2006). ¡Estoy dentro de mi cuerpo! *Cuadernos de Pedagogía*, 353, 26-28.

Vila, B., Cardo, C. (2005). *Material sensorial (03). Manipulación y experimentación*. Barcelona: Graó.

Wild, R. (2002). *Educar para ser. Vivencias de una escuela activa*. Barcelona: Herder.

Extension bibliography:

Anton, M. (1994). El cuerpo va a la escuela. *Aula*, 23, 6-8.

Appell, G. (2003). Emmi Pikler i Lóczy. *Infància*, 135, 29-33.

Arnáiz, V. (1994). Concepción y bases metodológicas de la Educación Corporal (0-3), *Aula*, 23, 9-13.

Calmels, D. (2013). *Fugas. El fin del cuerpo en los comienzos del milenio*. Buenos Aires: Ediciones Biblos.

Chokler, M. (2017). *La aventura dialógica de la infancia*. Buenos Aires. Ediciones Cinco.

Diferents autors (1999). *El Joc a 06 anys. IV Jornades d'Innovació en l'Etapa d'Educació Infantil*. Bellaterra: ICE- UAB.

Garaigordobil, M. (2007). *Programa Juego 46 años. Juegos cooperativos y creativos para grupos de niños de 46 años*. Madrid: Pirámide.

Morgado, I. (2012). *Cómo percibimos el mundo. Una exploración de la mente y los sentidos*. Barcelona: Ariel.