

**Music Teaching in Early Childhood Education I**

Code: 104075  
ECTS Credits: 4

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	2

### 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

### Teachers

Gemma Ufartes Olle

### Prerequisites

There are no previous requirements

### Objectives and Contextualisation

Presentation:

The aim of this subject is to show the importance of music education in early childhood while giving adequate resources and models.

Although emphasising the didactic training, the musical and cultural training of the students will be taken into account as a foundation of a good teacher's training.

Goals:

- To develop abilities and knowledge to understand and enjoy music and to use it in the classrooms
- To acquire criteria on early childhood music education as a foundation of communication and as a basic learning tool
- To develop resources that ensure different music education learning situations

### Competences

- 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.
- 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 the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Acquire knowledge, skills and abilities in the perceptual and interpretative dimension of music to become a good musical model.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Critically apply work strategies in order to improve teaching skills.
4. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
5. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
6. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
7. Know the principles and theories of music education in infant schooling.
8. Learn ways to collaborate with other professionals.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
11. Recognising the value of song in educating the individual and in the school context.
12. Reflecting on musical practices based on observation in order to acquire criteria for teaching work in the stage.
13. Understand and analyse activities and teaching resources applied to music education.
14. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.

## Content

### 1. Music and Education

#### 1.1 Music: art and human expression and communication tool

#### 1.2 Music in relation to social, cultural and educational context, keeping in mind gender's perspective

### 2. Foundations and musical practice

#### 2.1. Performing songs, nursery rhymes and other sound productions

#### 2.2. Active listening of the environmental sounds and different musical pieces

#### 2.3. Musical creations: exploring, improvising and composing.

#### 2.4. Use of multimodality for music understanding and expression

#### 2.5. Analysis and development of criteria for early childhood music education

### 3. Early Childhood Music Education

#### 3.1. Music in the early years in a child as a global human being

3.2. Use of music as a communicative tool in 0 to 6 stages.

## Methodology

Masterclasses will develop the theoretical themes of the course as well as some big group singing. Seminars will have a more practical and interactive approach.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Masterclass	12	0.48	7, 13, 5, 1, 11, 12
Seminars	18	0.72	7, 13, 8, 5, 1, 11, 10, 12, 14
Type: Supervised			
Meetings and other supervised activities	20	0.8	1
Type: Autonomous			
Assignments	35	1.4	3, 7, 4, 10, 14
Musical practice and study time	15	0.6	3, 7, 5, 10

## Assessment

To pass the subject it is required to pass each of its parts with a mark of 3 or higher.

People who have vocal problems that prevent them from singing will have 0 in the song part of the oral exam.

It is compulsory to attend the classes. The student has to attend at least the 80% of them to pass the subject.

Active participation and good attitude during the teaching and learning process are necessary to pass the subject.

To pass the subject it is necessary that the student shows a good communicative competence, orally and in writing, and a correct knowledge on the lingua franca.

Any plagiarism in work submitted will suppose the failure of the course.

The results of the different assignments will be returned at the most in three weeks after handing them out. After this period will be a revision day.

The delivery of the tasks, as they appear in the following table:

- 1) Different dates subjected to the topics of the reading, always in magistral sessions.
- 2) 3rd of May

3) Story during May and Song Book 28th April

4) Last session of the subject

If you fail activities 2 and 4 with a mark under 4 you can do them again two weeks after the end of the course.

It is compulsory to attend a concert to pass the subject, but it does not have a qualification or take part of the evaluation

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Theoretical framework. Reading and public conceptual presentation (in group)	15%	0	0	3, 6, 7, 5, 11, 10
2. Listening and analysing a musical activity (individual)	40%	0	0	2, 3, 7, 13, 8, 5, 9, 11, 10, 12
3. Sound experimentation and singing in fairy tales & a song book (group activity)	30%	0	0	3, 7, 13, 8, 4, 5, 1, 11, 10, 14
4. Singing. Oral exam: songs and nursery rhymes	15%	0	0	5, 1, 11

## Bibliography

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DeNora, T. (2000). *Music in everyday life*. Cambridge: Cambridge University Press.

Edo, M., Blanch, S. & Anton, M. (Coord.) (2016). *El juego en la primera infancia*. Barcelona: Ediciones Octaedro.

Gluschkof, C. & Pérez-Moreno, J. (ed) (2017). *La música en educación infantil: investigación y práctica*. Madrid: Dairea Ediciones

Huhtinen-Hildén, L. & Pitt, J. (2018). *Taking a Lerner-Centred Approach to Music Education. Pedagogical Pathways*. London: Routledge

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Malagarriga, T.; Pérez, J.; Ballber, L. & Roca, C. (2011). *Tireu confits! Propostes per a fer música amb infants de 0 a 3 anys*. Volum I, Els més petits. Barcelona: Amalgama.

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Malagarriga, T. (2008). *Dites i cançons instrumentades per als més petits*. Barcelona: Amalgama.

Mc.Pherson, G.E. & Welch, G.F. (2018). *Music and Music Education in People's Lives. An Oxford handbook of Music Education, V.1*. Oxford: Oxford University Press

Tafari, J. (2006). *¿Se nace musical? Cómo promover las aptitudes musicales de los niños*. Barcelona: Graó.

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Young, S. (2009). *Music 3 - 5*. Oxon: Routledge.

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## **Software**

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