

**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

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

Maria del Mar Pérez Martín
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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.
- 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.
- 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 the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
2. 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.
3. Propose ways to evaluate projects and actions for improving sustainability.
4. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
5. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
6. Use play as a teaching resource, as well as designing learning activities based on principles of play.
7. 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.

NOTE: 15 minutes of a class will be reserved, according to the calendar established by the center/degree, for the complementation by the student of the assessment surveys of the professor's performance and the assessment of the subject /module

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			
Practice sessions and seminars; Laboratory small group (third part of the pack)	18	0.72	2, 7, 4, 5, 6
Magistral large group	12	0.48	4, 5
Type: Supervised			
Mentoring and support	20	0.8	2, 7, 4
Type: Autonomous			
Autonomus work	50	2	2, 7, 4, 5, 6

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.

The compulsory weekly readings will be evaluated within the reflective and creative project

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. Specifically in the practical sessions it is necessary to come dressed in sportswear that allows to execute all the proposed activities and to show a predisposition and active participation. All gym and classroom equipment must be treated with care and respect and the hygienic measures established by the Faculty must be respected, leaving it clean, in perfect condition and tidy after use. If any waste is generated, each group is responsible for taking it directly to the containers outsidejust after class. If some of these attitudinal requirements are not met, the grade for the subject will be a 3.

Date of assessment activities:

Block 1:

-Evolution 0-6(group work): october, 5 (group 62) and 7 (group 61) of 2022

-Sensations and perceptions (individual work): november, 9 (group 62) and 20 (group 61) of 2022

- Muscular tone (individual work): november, 23 (group 62) and 18 (group 61) of 2022

Block 2:

-Expositions grupals sequence of learning: decembre, 14, 21 (group 62) and 02, 09 (group 61) of 2022

Block 3:

- Creative and reflective project: january, 4 of 2023

-Recoveries: january, 18 and 25 of 2023

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.

At the same time, the student must show a good general communication competence, both orally and in writing, a good command of the language or vehicular languages that appear in the educational guide, and can be expressed fluently and proofed.

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

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, 7, 4, 5, 6
Block 1: Activities to support the theoretical framework and practical group: muscular tone	20 %	0	0	2, 4, 5, 6
Block 1: Activities to support the theoretical framework and practical individual: sensations and perceptions	15 %	0	0	2, 4, 5, 6
Block 2: Communication in a group activity or learning sequence (group work)	20%	0	0	1, 2, 3, 7, 4, 6
Block 3: Creative reflective project (individual work)	40%	0	0	2, 4, 5, 6

Bibliography

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

- Bibliography:

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

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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.

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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). *Educación para ser. Vivencias de una escuela activa*. Barcelona: Herder.

- Extension bibliography:

Bonastre, M. i Fuste, S. (2007). *Psicomotricidad y vida cotidiana (0-3 años)*. Barcelona: Graó.

Martínez, L., Rota, J. i Anton. (2017). *Psicomotricitat, Escola i currículum*. Barcelona: Octaedro.

Ruiz de Velasco, M. i Abad, J. (2011). *El juego simbólico*. Barcelona: Graó.

Bru, E. & Sarri, E. (2019). El cos i el moviment, presents a l'escola, *Guix d'Infantil*, 98, 17-19.

Font, C. (2000): *El trabajo corporal en el ciclo de 3 a 6 años*. A Anton, M. i Moll, B. (Coord): *Educación Infantil. Orientaciones y recursos (0-6 años)*. Barcelona: Ciss Praxis.

Martínez-Mínguez, L. (2019). Bellugar-se per transformar i aprendre, *Guix d'Infantil*, 98, 9-12.

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Piaget, J. (1978). *El desarrollo de la noción de tiempo en el niño*. México: Fondo Cultura Económica.

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Vila, B. & Cardo, C. (2005). *Material sensorial (0-3)*. Barcelona: Graó.

Wild, R. (2000). *Calidad de vida y educación*. Barcelona: Herder.

Xarxa Territorial d'Educació Infantil de Catalunya (2009). *Documentar. Una mirada nova*. Barcelona: Associació de Mestres Rosa Sensat.

Bonastre, M. i Fuste, S. (2007). *Psicomotricidad y vida cotidiana (0-3 años)*. Barcelona: Graó.

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Web links and social networks

Fòrum Europeu de Psicomotricitat:

<http://psychomot.org/>

FAPee (Federació d'Associacions de Psicomotricistes de l'Estat Espanyol):

<http://www.fapee.net/>

Revista Psicomotricitat.com

<http://www.lapsicomotricidad.com/>

Grup de Recerca en Educació Psicomotriu (2014-SGR-1662):

Twitter: @GREP_UAB

Facebook: Grup de Recerca Educació Psicomotriu UAB

Web: <http://grupsderecerca.uab.cat/grepuab/ca>

Canal de Youtube: <https://www.youtube.com/channel/UCFZoyYPOZBTalaLxxH5OqsA>

Software

this subject does not need any specific software