

Degree	Type	Year
2500797 Early Childhood Education	OB	4

Contact

Name: Laia Viladot Vallverdu

Email: laia.viladot@uab.cat

Teachers

Ana Quilez Ibañez

Anna Farres Llobet

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The subject "Didàctica de la Música en l'Etapa d'Educació Infantil I" (3rd course) has to be passed.

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

- To observe and analyse musical experiences of 0 to 6 year-old-children in order to understand the role of music in their development
- To design, implement and evaluate musical activities

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.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Know and use songs to promote hearing, rhythmic and vocal education.
- Manage information related to the professional environment for decision-making and reporting.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- 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. Acquire appropriate curricular, methodological, evaluative and skills-related knowledge to promote musical perception and expression in a creative way.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Collecting and analysing data from the direct observation of the classroom.
4. Design activities in which professionals from other areas collaborate.
5. Design proposals for educational intervention in contexts of diversity that address the particular educational needs of children, gender equality, equity and respect for human rights.
6. Know and understand the objectives, curriculum content and evaluation criteria of music education in infant education.
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 song as a tool for human and musical development in Infant School.
9. Learn ways to collaborate with other professionals.
10. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
11. Propose ways to evaluate projects and actions for improving sustainability.
12. Reflecting on musical practices in order to acquire criteria for teaching work in the stage.
13. Understand the value and effectiveness of play activities in the process of learning music.
14. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.
15. Using different languages properly in the design of learning sequences.
16. Using the results of the analysis to acquire criteria on how to act.

Content

1. Foundations and musical practice

- 1.1. Musical practice and analysis of music making, listening and performing activities to develop the own ones autonomously
- 1.2. Repertoire of musical pieces, songs and nursery rhymes and analysis of their musical elements
- 1.3. Use of multimodality for music understanding and expression
- 1.4. Develop criteria for early childhood music education

2. Early Childhood Music Education

- 2.1. Knowledge of the music area in the early childhood Curriculum
- 2.2. Design, application and evaluation of music activities.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Masterclass	12	0.48	1, 6, 12, 13
Seminars	18	0.72	1, 3, 4, 5, 6, 8, 10, 12, 13, 15, 16
Type: Supervised			
Supervised activities and meetings	20	0.8	
Type: Autonomous			
Assignments	35	1.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Musical practice and study time	15	0.6	1, 8, 13

Based on practical proposals and classroom activities, didactic criteria will be constructed and conceptual reflection will be promoted. For these reasons, the involvement and active participation of all students on an ongoing basis is essential.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Didactic resources through music: practice and reflexion (individual)	15%	0	0	3, 11, 12, 13, 14
Interdisciplinary project Music with other areas (individual)	15%	0	0	1, 2, 3, 12, 13, 16

reflexion)

Interdisciplinary project Music with other areas (script and oral presentation in group)	25%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Music didactic resources: planning and praxis (in group)	15%	0	0	2, 5, 10, 12, 13, 16
Oral test: songs and nursery rhymes (individual)	20%	0	0	8, 14

To pass the subject it is required to pass each of its parts with a mark of 4 or higher.

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 essential.

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.

The planned delivery schedule is as follows:

Grupo 61:

- Mid October: Interdisciplinary project - script
- Start November: Didactic resources
- End November: Resources for the project
- 16/12: Interdisciplinary project - oral presentation and performance
- January: Singing/oral exam

Grupo 62:

- Mid October: Interdisciplinary project - script
- Start November: Didactic resources
- End November: Resources for the project
- 17/12: Interdisciplinary project - oral presentation and performance
- January: Singing/oral exam

Two of the activities, the assignment about the Didactic Resources and the *Oral exam* can be done again in case the qualification is from 3 to 4,4.

The results of the different assignments will be returned at the most in 20 days after handing them out. After this period will be a revision day in latest January (28th).

The student will receive the grade of "Not evaluable" as long as they have not submitted more than 30% of the evaluation activities.

In the event that the student makes any irregularity that may lead to a significant variation in the grade of an evaluation act (such as plagiarism), this evaluation act will be rated 0, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the acts of evaluation of the same subject, the final grade for this subject will be 0. In other words, the use of artificial intelligence (as well as plagiarism) in the writing exercises will have severe consequences for the subject. It will mean a direct fail of the whole.

SINGLE EVALUATION:

For the single evaluation, all the evaluation evidence provided for in the continuous evaluation, but done individually, must be submitted. A date for the beginning of December will be agreed with the teacher to make the deliveries. For the oral defense of the works, on the day of the interdisciplinary project presentation, they must be presented in the classroom, like the rest of the classmates. The oral song test will also take place on the same day scheduled for the whole group, in January 20th and 21st respectively.

The same recovery system will be applied as for the continuous evaluation (handing in all assignments and taking the oral test), and the review of the final grade follows the same procedure as for the continuous evaluation.

Bibliography

Most of the following authors are women:

- Alsina, P.; Díaz, M. & Giráldez, A. (2008). *La música en la escuela infantil (0-6)*. Barcelona: Graó.
- Campbell, P. S. (1998). *Songs in their heads. Music and its meaning in children's lives*. New York: Oxford University Press.
- 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.
- Gluschankof, C. & Pérez-Moreno, J. (ed) (2017). *La música en educación infantil: investigación y práctica*. Madrid: Dairea Ediciones
- Huntinen-Hildén, L. & Pitt, J. (2018). *Taking a Lerner-Centred Approach to Music Education. Pedagogical Pathways*. London: Routledge.
- Malagarriga, T. (2008). *Dites i cançons instrumentades per als més petits*. Barcelona: Amalgama.
- Malagarriga, T. & Martínez, M. (2006). *Els músics més petits (4 anys i 5 anys; 2 vol.)*. Barcelona: Dinsic Publicacions Musicals.
- Malagarriga, T. & 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.; 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.
- Malagarriga, T. & Valls, A. (2003). *La audición musical en la Educación Infantil. Propuestas didácticas*. Barcelona: Ediciones CEAC.
- Tafari, J. (2006). *¿Se nace musical? Cómo promover las aptitudes musicales de los niños*. Barcelona: Graó.
- Viladot, L. 2017. El rol del adulto en el proceso de enseñanza-aprendizaje de la música: consideraciones teóricas desde la perspectiva socio-constructivista. A C. Gluschankof i J. Pérez-Moreno(eds), *La música en Educación Infantil. Investigación y práctica* (p. 157-166). Madrid: Dairea.
- Viladot, L. i Pérez-Moreno, J. 2017. Sandra y Sónia: el rol de las maestras en el aula de música: consideraciones prácticas. A C. Gluschankof i J. Pérez-Moreno (eds), *La música en Educación Infantil. Investigación y práctica* (p. 167-173). Madrid: Dairea.
- Viladot, L. i Pérez-Moreno, J. 2016. ...pon-hi un cucu per l'Anton!: una passejada pel joc musical a l'etapa infantil. A M. Edo, S. Blanch i M. Anton (coord), *El Joc a la primera infància*(p. 153-162). Barcelona: Octaedro.
- Valls, A. & Calmell, C. (2010). *La música contemporània catalana a l'escola*. Barcelona: Dinsic.
- Young, S. (2009). *Music 3 - 5*. Oxon: Routledge.
- Young, S. (2003). *Music with the under-fours*. London: Routledge.

<https://sites.google.com/a/blanquerna.url.edu/calaix-de-music/>

<http://www.telermusica.com/ca>

Software

Spotify

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	first semester	morning-mixed
(SEM) Seminars	612	Catalan	first semester	morning-mixed
(SEM) Seminars	613	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	afternoon
(SEM) Seminars	622	Catalan	first semester	afternoon
(SEM) Seminars	623	Catalan	first semester	afternoon
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon