

## Musical Projects in early childhood education

Code: 102008  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Early Childhood Education	OT	4

### Contact

Name: Laia Viladot Vallverdu

Email: laia.viladot@uab.cat

### Teachers

Mireia Besora Tondo

### Teaching groups languages

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

### Prerequisites

It is very recommendable to have passed the subjects "Didàctica de l'Expressió Musical a EI I & II" before taking this subject.

### Objectives and Contextualisation

#### Contextualization

The subject will show the music area as a generating nucleus that promotes interdisciplinary projects and activities in the childhood stage.

#### Formative objectives

- Know and develop in first person the Project based methodology in relation to the music area
- Discover relationships that can be established between music (or sound art) and other areas of knowledge.
- Acquire tools for project design taking into account the naturalness of the musical fact and the relationships with other areas.
- Be part of and carry out a collective project where the musical expression has a central role and that implies the development of professional competences

### 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
- 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.
- 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.
- 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 habits and skills for cooperative and autonomous learning and promote in children.
2. Be familiar with the visual and plastic arts curriculum in different stages of infant education.
3. Critically apply work strategies in order to improve teaching skills.
4. Design and analyze educational projects that create learning environments considering the totality and uniqueness of each child.
5. Develop projects that promote the perception and musical expression in a creative way.
6. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
7. Knowing how to use the song as a central hub for project design.
8. Knowing musical projects as a factor of quality in teaching.
9. Knowing the own curriculum of visual and plastic of different stages of childhood arts education.
10. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
11. Produce, in groups, innovative proposals that are proposed by interdisciplinary teams.
12. Properly use different languages in relation to music in project design
13. Show sensibility towards artistic creation and cultural dimension.
14. Understanding the value and effectiveness of play activities in the teaching activities - learning in the context of projects.
15. Use the existing curriculum to develop musical projects promoting global learning and experience.

## Content

1. Theoretical foundation.
  - 1.1. Project Based Methodology.
  - 1.2. Musical language and multimodality.
  - 1.3. Sound art
2. Development, analysis and evaluation of musical projects.

- 2.1. Analysis of the key elements that intervene in interdisciplinary projects where music (or sound) is the common thread.
- 2.2. Deepening knowledge and fundamentals of music as a tool for individual and collective expression and creation.
- 2.3. Appropriation of musical / cultural elements of our context and time, as well as other contexts.
- 2.4. Acquisition of criteria for the design, development and evaluation of projects promoted from the music area.
- 2.5. Reflection around different external projects and also those developed in the classroom.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
colective work (all class)	30	1.2	1, 3, 14, 13, 11, 5, 7, 12, 10, 15
cooperative learning	15	0.6	3, 2, 10
theory and practice	40	1.6	3, 10
Type: Supervised			
supervised tutorials	10	0.4	1, 3, 13, 4, 5, 12, 15
Type: Autonomous			
individual work	30	1.2	2, 9, 7
performance and playing music	25	1	1, 3, 11, 5, 7, 12

The approach of this subject is eminently practical, and therefore it requires an active participation in the teaching and learning process.

Through the development of classroom projects and activities, the students build and appropriate the knowledge of the music area, as well as other competences for the teaching activity.

There are activities for analysis and reflection as well, both individually and collectively.

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

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Colective project with all classmaids	15%	0	0	1, 3, 14, 2, 8, 13, 4, 11, 5, 6, 7, 12, 10, 15
cooperative learning	25%	0	0	1, 3, 14, 9, 13, 10
individual work	50%	0	0	2, 9, 8, 13, 5, 10
Prosocial attitude and actions	10%	0	0	1, 3, 14, 13, 11, 6, 7

This subject does not offer the option of single or unique assessment.

The evaluation consists of three parts that must be overcome independently + attendance at 80% of the sessions.

These parts involve different methodologies of work in the classroom that will be developed throughout the semester, such as individual work, cooperative group work and collective project with the whole class group.

- The *individual works* consist of: preparation and brief presentation in class of a topic on the avant-garde art of the twentieth or twenty-first century, and 2 written reflections on both the professional skills developed throughout the process of collective creation (Final Project), and about the content learned in the landscape project.
- *Cooperative group work* consists of: doing an internship with fieldwork on the soundscape and drawing common debate and conclusions with the work team.
- The *final collective project* consists of: designing and carrying out, based on the interests of the class group, a project where musical expression is the driving force, but giving rise to interdisciplinary work with other areas and artistic expressions that we might need.

The planned schedule for the evaluation moments is:

- Individual work: 1 task during weeks 3-5, and another at the end of the collective project.
- Cooperative work: before Easter
- Collective Project: It depends on the schedule and the nature of the project. Typically, a staging, performance, or recording takes place in June.
- Prosocial attitude and actions: in each session, throughout the course, an 80% of assistance is required.

It will only be possible to recover the part of individual works.

The return of the tasks will be done within a maximum period of 20 days.

Only the part of individual work can be recovered. The recovery date will be 30th June 2026.

Attitude and active participation during the teaching and learning process are fundamental and essential.

Attendance at the sessions is essential to be evaluated for the group activities. If the student does not come, it won't be possible to evaluate and the subject will be left with a "non-evaluable". It will also be "non-assessable" if the submissions do not exceed one-third of the required tasks.

Non-participation or low involvement in the proposed activities will be interpreted as a lack of interest in learning and, therefore, as an inability to develop the required competencies. Consequently, the subject will be suspended or non-evaluated.

Moreover, in order to pass this subject, the student must demonstrate, in the activities proposed, good general communication skills, both orally and in writing, and a good command of the Catalan language. In all activities, linguistic correction, writing and formal aspects of presentation will therefore be taken into account. Students

must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or failed if the teacher considers that it does not meet this requirement.

The student who leaves the sessions unjustifiably (more than 3) will have a grade of 0.

The copy or plagiarism of the written works will be penalized with a 0 in that delivery, and there will be no opportunity to recover it.

The misuse of artificial intelligence (GPT chat) for written submissions will be penalized by failing the course. The

## Bibliography

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Fuertes, C. i Echebarría, I. [ed.] (2008). *Projectes de treball i música*. Barcelona: ICE-UB.

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Schafer, M. (1996). *El nuevo paisaje sonoro*. Buenos Aires: Ricordi Americana. [obra original de 1969].

Schaeffer, P. (1988). *Tratado de los objetos musicales*. Madrid: Alianza editorial. [obra original de 1966].

Valls, A. i Calmell, C. (2010). *La música contemporània catalana a l'escola*. Barcelona: Dinsic Publicacions Musicals.

Viñas, M. F., Casals, A. i Viladot, L. (2022). Emerging critical events in creative processes involving music, dance and mathematics in the school. *International Journal of Music Education*, 40(2), 228-243.  
<https://doi.org/10.1177/02557614211050996>

webs: <http://www.projectapproach.org/theory.php>

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

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

<https://www.museunacional.cat/ca/so-i-color>

## Software

Spotify

www.symbaloo.com

Musicscore

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan	second semester	morning-mixed