

## Music Teaching in Early Childhood Education II

Code: 104076  
ECTS Credits: 4

**2025/2026**

| Degree                    | Type | Year |
|---------------------------|------|------|
| Early Childhood Education | OB   | 4    |

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### Teachers

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### 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, 13, 6, 12  |
| Seminars                           | 18    | 0.72 | 1, 13, 6, 4, 5, 3, 12, 8, 15, 10, 16                  |
| Type: Supervised                   |       |      |   |
| Supervised activities and meetings | 20    | 0.8  |   |
| Type: Autonomous                   |       |      |   |
| Assignments                        | 35    | 1.4  | 1, 2, 13, 7, 6, 9, 4, 5, 11, 3, 12, 8, 15, 10, 14, 16 |
| Musical practice and study time    | 15    | 0.6  | 1, 13, 8  |

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 concert (individual)   | 10%       | 0     | 0    | 2, 13, 11, 12     |
| Didactic resources through music: practice and reflexion (individual) | 15%       | 0     | 0    | 13, 11, 3, 12, 14 |

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

The assessment consists of different sections, each of which must be passed independently with a score of 3 or 1.

Attendance at the sessions is highly recommended, as they are entirely practical and applied, and they develop the student's skills.

Attitude and active participation during the teaching and learning process are also essential and are part of the evaluation.

Finally, the student must demonstrate, in the activities proposed to him, good general communicative competence, both orally and in writing, and a good command of the Catalan language. In all activities, linguistic correctness, 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 suspended if the teacher considers that it does not meet this requirement. As detailed in the instructions for the tasks (in Moodle), spelling mistakes are penalized.

The planned schedule of deliveries and evaluation actions is as follows:

Group 61:

- October 13: Teaching resources based on music (group)
- October 20: Teaching resources based on music (individual)
- October 27: Interdisciplinary Project Script
- November 17 and December 1: Interdisciplinary Project Practice
- November 24: Auditorium Exit and didactic concert evaluation
- December 15: Interdisciplinary Project Final Work
- January 19: Oral Song Test

Group 62:

- October 14: Teaching resources based on music (group)
- October 21: Teaching resources based on music (individual)
- November 4: Interdisciplinary Project Script
- November 25: Auditorium Exit and evaluation Didactic Concert
- December 2 and 9: Interdisciplinary Project Practice
- December 16: Interdisciplinary Project Final Work
- January 20: Oral Song Test

The results of each of the evaluation evidence will be returned to the students within a maximum period of 20 days after their delivery, and a review date will be offered the following days.

There are 2 activities that can be recovered in case of being failed. These are the following: *Teaching resources* (both individual and group tasks) and the *Oral Test*, which will be held on February 2 and 3 respectively.

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 serious consequences for the subject. It will mean a direct fail of the whole.

#### SINGLE EVALUATION:

For the single assessment, all the assessment evidence provided for in the continuous assessment must be submitted individually on December 15 (group 61) and December 16 (group 62). For the oral defense of the work, on the day of the interdisciplinary project presentations, they must be presented in the classroom, like the rest of the classmates. The oral song test will also be held on the same day scheduled for the entire group, in December (15 or 16).

The same recovery system will be applied as for the continuous assessment (submitting all the tasks and taking the oral test on February 2 and 3, 2026), and the review of the final grade follows the same procedure as for the continuous assessment.

## Bibliography

Most of the following authors are women:

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Campbell, P. S. (1998). *Songs in their heads. Music and its meaning in children's lives*. New York: Oxford University Press.

Casals, A., Fernández-Barros, A., Casals-Balaguer, M. i Buj, M. [coord.] (2024). Claus de l'educació musical a Catalunya: mirades des de la recerca. Col·lecció Anàlisis i Estudis, núm. 7. Graó.

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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 Learner-Centred Approach to Music Education. Pedagogical Pathways*. London: Routledge.

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

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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.

Malagarriga, T. & Valls, A. (2003). *La audición musical en la Educación Infantil. Propuestas didácticas*. Barcelona: Ediciones CEAC.

Pérez-Moreno, J. (2024). Música compartida y desarrollo harmónico en las primeras edades. Eufonía. Didáctica de la música, 100, 19.

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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.

Song books

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

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

## Software

Spotify

## 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          |
|----------------|-------|----------|----------------|---------------|
| (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 |

