



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410201 **Name:** Music Education and its Teaching

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Music and plastic expression

Subject Matter: Music education and its didactics **Type:** Compulsory

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

142A	<u>Carlos Enrique Lopez Galarza</u> (Responsible Lecturer)	carlos.lopez@ucv.es
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Module organization

Music and plastic expression

Subject Matter	ECTS	Subject	ECTS	Year/semester
Music education and its didactics	6,00	Music Education and its Teaching	6,00	2/2
Plastic education and its didactics	6,00	Art Education and its Teaching	6,00	1/1

Recommended knowledge

General knowledge acquired in general academic training at primary and secondary level.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Relate rhythms, melodies and movements with their graphic or symbolic representation.
- R2 Develop basic rhythmic, vocal, instrumental, technological and movement musical skills, choreographing and performing exercises that can be used in teaching.
- R3 Participate in multidisciplinary creative activities developing them in a coordinated and cooperative way in small, large groups or individually.
- R4 Elaborate activities, resources and didactic materials, programming units and evaluation tools related to the psycho-pedagogical principles of musical development in Early Childhood Education.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.			X	
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G7	To know the educational implications of information and communication technologies and, in particular, of television in early childhood.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				X

SPECIFIC		Weighting			
		1	2	3	4
E55	To know the fundamentals of corporal expression of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learning.			X	
E56	To know and use songs to promote aural and rhythmic education.				X
E57	To know how to use games as a didactic resource, as well as to design learning activities based on ludic principles.				X
E58	To elaborate didactic proposals that promote perception and expression, motor skills, and creativity.				X
E59	To analyze audiovisual languages and their educational implications.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R4	20,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4	50,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3, R4	10,00%	Attendance and participation in activities: attendance and active participation will be monitored by the subject teacher through synchronous and asynchronous tutorials.

Observations

The aforementioned assessment systems will be materialised through the following evidence:

- Exhibitions of individual and group work.
- Theoretical-reflective written work, individual and/or group.
- Attendance and active participation in the sessions.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M5 WORK AT SEMINARS
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3, R4	10,00	0,40
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M7, M8	R1, R2, R3, R4	15,00	0,60
Presentation in plenary. Application of interdisciplinary knowledge M2	R1, R2, R3, R4	10,00	0,40
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8, M9	R1, R2, R3, R4	15,00	0,60
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2	R1, R2, R3, R4	10,00	0,40
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M5, M7, M8, M9	R1, R2, R3, R4	40,00	1,60
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M5, M7, M8, M9	R1, R2, R3, R4	50,00	2,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit I: Development of rhythmic and auditory perception.	<ol style="list-style-type: none">1.- Auditory discrimination of sound parameters<ol style="list-style-type: none">a. Qualities of soundb. Stimulation and discrimination activities2.- Rhythmic, body and gestural education<ol style="list-style-type: none">a. Body percussionb. Instrumental percussion
Unit II: Musical expression	<ol style="list-style-type: none">3.- Interpretation and communication through the sound phenomenon<ol style="list-style-type: none">a. Dramatisationsb. Instrumentationsc. Songs4.- Improvisation and creation through musical play<ol style="list-style-type: none">a. Adaptation of texts for melodiesb. Motor songs
Unit III: Graphic representation of sound	<ol style="list-style-type: none">5. Musical language: rhythmic and melodic combinations<ol style="list-style-type: none">a. Rhythmic figuresb. Musical syntaxc. Elements of musical writingd. Basic chordse. Musicogramsf. Music software6. Non-conventional musical graphics: the stroke, colour, figure, etc.
Unit IV: Didactics of music education in Infant Education	<ol style="list-style-type: none">7. Psycho-pedagogical principles of musical development up to 6 years of age<ol style="list-style-type: none">a. Musical developmentb. Methodologies of musical didactics8. Practical application of multicultural aspects in the classroom<ol style="list-style-type: none">a. Sound storytellingb. Dances of the world



Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit I: Development of rhythmic and auditory perception.	7,50	15,00
Unit II: Musical expression	7,50	15,00
Unit III: Graphic representation of sound	7,50	15,00
Unit IV: Didactics of music education in Infant Education	7,50	15,00



References

- Akoschky, J., Alsina, P., Díaz, M., y Giráldez, A. (2009). *La música en la escuela infantil 0-6*. Graó.
- Alsina, P. (1997). *El área de educación musical*. Graó.
- Aróstegui, J.L., Espinosa, S., García, C., Giráldez, A., y Gordillo, J. (2007). *La creatividad en la clase de música: componer y tocar*. Graó.
- Bernal, J., y Calvo, M. L. (2000). *Didáctica de la Música. La expresión musical en la educación infantil*. Aljibe.
- Blanco, A. (2013). *La canción infantil en la educación infantil y primaria*. Ediciones Universidad de Salamanca.
- Calvo, E. (2009). *La expresión musical en la Educación Infantil*. Bubok.
- Fraser, A., Froseth, J.O., y Weikart, P. (2001). *Música y movimiento. Actividades rítmicas en el aula*. Graó.
- Hargreaves, D. (1998). *Música y desarrollo psicológico*. Graó.
- Ivanova, A. (2014). *La competencia musical del docente de educación infantil: el desarrollo de la expresión musical en el aula*. CCS.
- Pérez, S. (2012). *Didáctica de la expresión musical en Educación Infantil*. Psylicom.
- Piñeiro, B. (2016). *Educar las emociones en la primera infancia*. Createspace Independent.
- Ruiz, E. (2011). *Expresión musical en Educación Infantil: Orientaciones didácticas*. CCS.
- Storms, G. (2008) *101 juegos musicales: Divertirse y aprender con ritmos y canciones*. Graó.
- Viciano, V., y Arteaga, M. (1997). *Las actividades coreográficas en la escuela*. Inde.

Complementary bibliography

- Aguirre, P., Akoschky, J., Alsina, P., Ballesté, R., Barrios, M. P., Brasó, M., Centeno, M., Díaz, M., Domeque Buisán, M., García Morte, E., Ginestà, A., Gutiérrez Serrano, F., Martí, C., Muñoz Muñoz, J.R., oriol, J., Suárez, J., y Vega, S. (2003). *La música en la escuela: La audición*. Graó.
- Azorín, J.M. (2013). *Audiciones y musicogramas. Concepto, selección y análisis*. Bubok.
- Peter, M., y Peter, W. (1996/2000). *Música para todos. Desarrollo de la música en el currículo de alumnos con necesidades educativas especiales*. Akal.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

The on-line group sessions will have the same duration as the face-to-face sessions, within the scheduled class timetable, to explain the theoretical basis, explain the tasks to be carried out, clarify doubts, and carry out the practices that allow this means of work. As a complement, the working groups of the tasks that require it will be called, also within the class timetable, to supervise the development of the practices to be carried out. Individual tutorials will be held at any other time to be agreed between the student and the teacher.



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

The same percentages given in the teaching guide will be followed for practical tests, written assignments, student work and monitoring. Only some assignments and tests, with the same contents, will be adapted to the new online scenario or graded by means of audiovisual recordings.