



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1412041 **Name:** Getting to know ourselves through rhythm and dance

**Credits:** 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 1

**Module:** Mention in Artistic Expression: Music and Plastic Education.

**Subject Matter:** Artistic Expression: Musical and Plastic Education **Type:** Elective

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Mention in Artistic Expression: Music and Plastic Education.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Artistic Expression: Musical and Plastic Education	30,00	Active music listening in the school context	6,00	This elective is not offered in the academic year 23/24
		-Art techniques in the school setting	6,00	This elective is not offered in the academic year 23/24
		-Creativity techniques	6,00	This elective is not offered in the academic year 23/24
		Elaboration of teaching materials for the classroom	6,00	This elective is not offered in the academic year 23/24
		Getting to know ourselves through rhythm and dance	6,00	This elective is not offered in the academic year 23/24

## Recommended knowledge

Not required



## 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 The student knows and knows how to structure the musical, plastic and corporal expression fundamentals of the curriculum of the early childhood education stage, as well as the theories on the acquisition and development of the corresponding learning.
- R2 The student knows songs to promote auditory, rhythmic and vocal education and knows how to develop didactic proposals.
- R3 The student knows how to use games as a didactic resource, as well as how to design learning activities based on ludic principles.
- R4 The student knows how to analyze audiovisual languages and their educational implications.



## 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
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.			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	
E60	To promote sensitivity to artistic expression and creation.			X	
EEAR5	To know and develop plastic games.			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	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.
	30,00%	Oral presentation of group and individual work.
	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
	20,00%	Non-final written exams: individual or group directed work.

### Observations

The assessment includes several clearly differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, provided that the exercise or written test has been passed with a minimum of 5 out of 10.

All assignments will have a specific date for completion and delivery.

### 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
- M3 CASE STUDIES
- M4 APPRENTICESHIP CONTRACTS
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



## 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, M2, M5, M7, M8, M9, M10	R1, R2, R3, R4	20,00	0,80
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. M1, M2, M5, M7, M8, M9, M10	R1, R2, R3, R4	35,00	1,40
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. M1, M2, M5, M7, M8, M9, M10	R1, R2, R3, R4	2,00	0,08
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2, M5, M7, M8, M9, M10	R1, R2, R3, R4	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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. M1, M2, M5, M7, M8, M9, M10	R1, R2, R3, R4	60,00	2,40
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. M1, M2, M5, M7, M8, M9, M10	R1, R2, R3, R4	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Awareness of body schema.	Knowledge of one's own body Discovery and use of the body-space dimension. Types of space The body in space. An approach to kinaesthesia.
Development of the temporal elements through the body and space.	Motor rhythm Pedagogical stages of rhythmic education in Infant Education.
Musical resources for auditory discrimination and acquisition of rhythmic-corporal and artistic sense.	Motor stories: characteristics and design. Creation of audio-collages The body and gesture in the design of rhythmic-corporal activities in space.
Dance in education as a globalising resource.	Dramatisation, Motor Song and Choreography Conceptual structure of dance and its differences with dramatisation. Composition, choreography and audiovisual media.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Awareness of body schema.	10,00	20,00
Development of the temporal elements through the body and space.	10,00	20,00
Musical resources for auditory discrimination and acquisition of rhythmic-corporal and artistic sense.	5,00	10,00
Dance in education as a globalising resource.	5,00	10,00



## References

### Bibliografía básica

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- LEHMANN, E. (1992) Canta, toca, brinca, danza; sugerencias para la educación musical de los pequeños Madrid: Narcea
- BARBACI, R. (1983) Educación de la memoria musical Buenos Aires: Americana.
- BERGE, Y. (1977) Vivir tu cuerpo Madrid: Narcea.
- BERMELL, M.A. (1993,) Interacción música y movimiento en la formación del profesorado Madrid: Mandala.
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- CASTIO, C. y otros (1982) Educación psicomotriz y musical. Zaragoza: Luis Vives.
- COHAN, R. (1989) El taller de la danza Esplugues de Llobregat: Plaza & Janes.
- CRATTY, B.J. (1982) Desarrollo perceptual y motor en los niños Buenos Aires: Paidós.
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- (1979) El ritmo musical Buenos Aires: Eudeba.
- (1983) Petites danses, sauts et marches (Carnet n1 10) Fribourg: Editions pro Musique. o
- (1983) Petites marches faciles pour piano (Carnet n1 9) Fribourg: Editions pr Musique.
- (1986) Les exercices de rythme et de metrique (Carnet n1 4) Fribourg: Editions pro Musique.
- (1987) Le rythme musical et le mouvement naturel dans les cours d'education musicale (Carnet n1 4 C) Fribourg: Editions pro Musique.

#### DIRECCIONES WEB RELACIONADAS

<http://www.filomusica.com/> (Filomúsica. Revista de música clásica)

<http://www.teoria.com/indice.htm> (Teoría musical) <http://www.bivem.net> (Biblioteca virtual de educación musical) <http://www.xtec.es/rtee/esp/> (Informática y educación musical)

[http://www.juntadeandalucia.es/averroes/recursos/area\\_musica.php3](http://www.juntadeandalucia.es/averroes/recursos/area_musica.php3) (Recursos educativos musicales. Averroes-Junta de Andalucía)

<http://www.xtec.es/recursos/musica/audicio/index.htm> (Audición musical en educación infantil y primaria)

<http://rsta.pucmm.edu.do/biblioteca/Fonoteca/index5.html> (Fonoteca virtual)

[http://www.philharmonia.co.uk/thesoundexchange/the\\_orchestra/](http://www.philharmonia.co.uk/thesoundexchange/the_orchestra/) (Instrumentos musicales)

<http://www.presencias.net> (Educación musical) <http://www.isme.org> (International Society for Music Education)

<http://www.hagaselamusica.com> (Música clásica, ópera, organología y teoría musical)



## 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:



## 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: