



## Information about the subject

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

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

**Code:** 1412031 **Name:** Development and assessment of capabilities and motor abilities

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 2

**Module:** Psychomotor Development, Play and Dramatization Mention

**Subject Matter:** Psychomotor Development, Play and Dramatization **Type:** Elective

**Department:** Teaching and Learning of Physical Education, Plastic Arts, and Music

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

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

ODP1A41 Pau García Grau (**Responsible Lecturer**)

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## Module organization

### Psychomotor Development, Play and Dramatization Mention

| Subject Matter                                  | ECTS  | Subject  | ECTS | Year/semester |
|---|-------|--|------|---------------|
| Psychomotor Development, Play and Dramatization | 30,00 | Development and assessment of capabilities and motor abilities | 6,00 | 3/2           |
|   |       | Development of expression through play                         | 6,00 | 4/2           |
|   |       | -Motor stimulation techniques                                  | 6,00 | 3/2           |
|   |       | Musical and motor games  | 6,00 | 4/2           |
|   |       | The short story as a dramatisation tool in the infant stage    | 6,00 | 4/2           |

## 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 body 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.



## 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 |
| G4       | To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them. |           |   | 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 |   |

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EDP1 To know the psychomotor development and design interventions to promote it.

**X**

EDP2 To be able to create, select and evaluate curricular materials aimed at promoting learning through meaningful activities for students of these ages.

**X**

EDP3 To be able to develop habits of personal autonomy and respect for the rules of coexistence in their students.

**X**

EDP4 To be able to design, apply and evaluate activities and materials that promote children's creativity.

**X**



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

| Assessed learning outcomes | Granted percentage | Assessment method  |
|----------------------------|--------------------|--|
| R1, R2, R3                 | 50,00%             | 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                 | 20,00%             | Oral presentation of group and individual work.  |
| R1, R2, R3                 | 15,00%             | Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.  |
| R1, R2, R3                 | 15,00%             | Non-final written exams: individual or group directed work.  |

### Observations

#### EVALUATION TOOLS:

- Preparation of a session portfolio (20%)
- Preparation and presentation of a learning experience (20%)
- Active participation and submission of classroom work (10%)
- Application of a child development assessment tool, practical case (10%)
- Final theoretical exam (40%)

The evaluation includes several well-differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, as long as all have passed with a grade of at least 5. All works will have execution and due dates. All oral and written production of students will be evaluated at the formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teaching Degrees in Early Childhood and Primary Education". Criteria for granting a grade of A with honors: The grade can be granted to those students who have attained a grade of 9,5 (1 per 20 students). In case of two identical marks, it will be taken into consideration the results in the other assessment tools in order of percentage.

**Single evaluation:** Exceptionally, students who are unable to undergo the continuous evaluation system because they do not attend at least 70% of the classes may opt for this evaluation system. In this case, they will be evaluated as follows:  
60%. Solution of practical cases: Execution activities of real and/or simulated tasks and oral



presentation of group and individual work (oral, written, individual, group). Presentations (individual, group, presentation of topics-works). Associated learning results R1, R2, and R3.40%. Theoretical exam: short-answer multiple options, written exam. Associated learning results R1, R2, and R3. Use of Artificial Intelligence:

The use of AI is allowed for:

Study support (generate alternative explanations, concept maps or self-assessment exercises) Receive feedback on the clarity or coherence of one's own text. The use of AI is not allowed for:

The completion of evaluable assignments, unless it is required in a particular activity and the professor so indicates. In case of using AI in any of the activities under the allowed conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been used and for what purpose. In case of doubts about the authorship of the submitted documents and their use of AI, the professor may ask questions or issues to verify the authorship.

## CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## 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.<br>M1, M2, M3, M6, M8, M9, M10   | R1, R2, R3        | 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.<br>M1, M2, M3, M4, M5, M6, M7, M9, M10 | R1, R2, R3        | 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.<br>M2, M7, M8, M9, M10  | R1, R2, R3        | 2,00         | 0,08        |
| Set of oral and/or written tests used in the initial, formative or summative assessment of the student.<br>M2, M5, M6, M8  | R2, R3            | 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.<br>M2, M3, M4, M5, M6, M7, M8, M9, M10        | R2, R3            | 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.<br>M2, M3, M4, M5, M6, M8 | R2, R3            | 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   |
|--|--|
| 1 st UNIT: PERCEPTIVE-MOTOR CAPACITIES AND BASIC MOTOR ABILITIES | <ul style="list-style-type: none"><li>1.1. Differences between abilities, skills, capacities and tasks.</li><li>1.2. Interaction between motor capacities and abilities.</li><li>1.3. Evolution of capacities, abilities and skills.</li><li>1.4. Motor tasks analysis</li></ul> |
| 2 nd ITEM. Resources for action                                  | <ul style="list-style-type: none"><li>2.1. Conceptualization, material, spatial and didactic resources</li><li>2.2. Playgrounds</li></ul>  |
| 3 rd ITEM. Body awareness  | <ul style="list-style-type: none"><li>3.1. Body schema</li><li>3.2. Body awareness</li><li>3.3. Laterality</li><li>3.4. Attitude</li><li>3.5. Breathing</li><li>3.6. Relaxing</li></ul>  |
| 4 th ITEM. Spatiotemporal perception                             | <ul style="list-style-type: none"><li>4.1. Spaciality</li><li>4.2. Temporality</li></ul>   |
| 5 th ITEM. Basic motor abilities                                 | <ul style="list-style-type: none"><li>5.1. Locomotive abilities</li><li>5.2. Manipulative abilities</li><li>5.3. Stability abilities</li></ul>   |
| 6 th ITEM. Coordination  | <ul style="list-style-type: none"><li>6.1. Types of coordination</li><li>6.2. Resources for the development of coordination</li></ul>  |
| 7 Currículum   | <ul style="list-style-type: none"><li>7.1. Curriculum</li></ul>  |



## Temporary organization of learning:

| Block of content   | Number of sessions | Hours |
|--|--------------------|-------|
| 1 st UNIT: PERCEPTIVE-MOTOR CAPACITIES AND BASIC MOTOR ABILITIES | 6,00               | 12,00 |
| 2 nd ITEM. Resources for action                                  | 6,00               | 12,00 |
| 3 rd ITEM. Body awareness  | 3,00               | 6,00  |
| 4 th ITEM. Spatiotemporal perception                             | 4,00               | 8,00  |
| 5 th ITEM. Basic motor abilities                                 | 5,00               | 10,00 |
| 6 th ITEM. Coordination  | 4,00               | 8,00  |
| 7 Currículum   | 2,00               | 4,00  |



## References

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