

**Music Teaching in Early Childhood Education I**

Code: 104075  
ECTS Credits: 4

| Degree                            | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500797 Early Childhood Education | OB   | 3    | 2        |

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Teachers

Blanca Pujol Corominas  
Laia Viladot Vallverdu

### Prerequisites

There are no previous requirements

### 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 understand and enjoy music and to use it in the classrooms
- To acquire criteria on early childhood music education as a foundation of communication and as a basic learning tool
- To develop resources that ensure different music education learning situations

### 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.
- Critically analyse personal work and use resources for professional development.

- Develop strategies for autonomous learning.
- 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 the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Acquire knowledge, skills and abilities in the perceptual and interpretative dimension of music to become a good musical model.
2. Critically apply work strategies in order to improve teaching skills.
3. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
4. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
5. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
6. Know the principles and theories of music education in infant schooling.
7. Learn ways to collaborate with other professionals.
8. Organise the autonomous part of learning effectively and productively.
9. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
10. Recognising the value of song in educating the individual and in the school context.
11. Reflecting on musical practices based on observation in order to acquire criteria for teaching work in the stage.
12. Understand and analyse activities and teaching resources applied to music education.
13. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.

## Content

### 1. Music and Education

#### 1.1 Music: art and human expression and communication tool

#### 1.2 Music in relation to social, cultural and educational context, keeping in mind gender's perspective

### 2. Foundations and musical practice

#### 2.1. Performing songs, nursery rhymes and other sound productions

#### 2.2. Active listening of the environmental sounds and different musical pieces

#### 2.3. Musical creations: exploring, improvising and composing.

#### 2.4. Use of multimodality for music understanding and expression

#### 2.5. Analysis and development of criteria for early childhood music education

### 3. Early Childhood Music Education

#### 3.1. Music in the early years in a child as a global human being

#### 3.2. Use of music as a communicative tool in 0 to 6 stages.

## Methodology

Masterclasses will develop the theoretical themes of the course as well as some big group singing. Seminars will have a more practical and interactive approach.

## Activities

| Title                                    | Hours | ECTS | Learning Outcomes             |
|--|-------|------|-------------------------------|
| Type: Directed                           |       |      |                               |
| Masterclass                              | 10    | 0.4  | 6, 12, 4, 1, 10, 11           |
| Seminars                                 | 20    | 0.8  | 6, 12, 7, 4, 1, 10, 9, 11, 13 |
| Type: Supervised                         |       |      |                               |
| Meetings and other supervised activities | 20    | 0.8  | 1                             |
| Type: Autonomous                         |       |      |                               |
| Assignments                              | 35    | 1.4  | 2, 6, 3, 8, 9, 13             |
| Musical practice and study time          | 15    | 0.6  | 2, 6, 4, 8, 9                 |

## Assessment

To pass the subject it is required to pass each of its parts with a mark of 3 or higher.

People who have vocal problems that prevent them from singing will have 0 in the song part of the oral exam.

It is compulsory to attend the classes. The student has to attend at least the 80% of them to pass the subject.

Active participation and good attitude during the teaching and learning process are necessary to pass the subject.

To pass the subject it is necessary that the student shows a good communicative competence, orally and in writing, and a correct knowledge on the lingua franca.

The results of the different assignments will be returned at the most in three weeks after handing them out. After this period will be a revision day.

The delivery of the tasks, as they appear in the following table:

- 1) Depending on the age that will be presented, it will take place one week or another, but in any case these pres
  - 2) Two weeks after the concert in the Sala Teatre of the UAB, to be held
  - 4) Late May or early June
  - 3 and 5) Last session of the subject
- Activities 3 (musical elements' exam) and 5 (oral exam) can be recovered

## Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|-------|-----------|-------|------|-------------------|
|-------|-----------|-------|------|-------------------|

|   |     |   |   |                                     |
|---|-----|---|---|-------------------------------------|
| 1. Listening and Singing. Musical activity presentation (in group)                | 20% | 0 | 0 | 5, 12, 7, 3, 4, 1, 8, 10, 9, 11, 13 |
| 2. Listening. Assignment about attending a concert (individual)                   | 10% | 0 | 0 | 1, 8, 11                            |
| 3. Listening: musical elements' exam  | 30% | 0 | 0 | 1, 8                                |
| 4. Creating and singing. Group assignment and presentation: sounding a fairy tail | 25% | 0 | 0 | 2, 6, 12, 4, 1, 8, 10, 9, 13        |
| 5. Singing. Oral exam: songs and nursery rhymes                                   | 15% | 0 | 0 | 4, 1, 10                            |

## Bibliography

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