

Music Teaching in Early Childhood Education II

Code: 104076
ECTS Credits: 4

| Degree | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500797 Early Childhood Education | OB | 4 | 1 |

Contact

Name: Jessica Perez Moreno
Email: Jessica.Perez@uab.cat

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

Jessica Perez Moreno

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.
- 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.
- Manage information related to the professional environment for decision-making and reporting.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- 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. Collecting and analysing data from the direct observation of the classroom.
3. Design activities in which professionals from other areas collaborate.
4. 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.
5. Know and understand the objectives, curriculum content and evaluation criteria of music education in infant education.
6. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
7. Knowing how to use song as a tool for human and musical development in Infant School.
8. Learn autonomously.
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. Reflecting on musical practices in order to acquire criteria for teaching work in the stage.
12. Understand the value and effectiveness of play activities in the process of learning music.
13. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.
14. Using different languages properly in the design of learning sequences.
15. 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.

Methodology

As part of the content of the subject it is compulsory to attend a didactic concert.

The student assumes its cost, about 10 euros.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|------------------------------------|-------|------|---|
| Type: Directed | | | |
| Masterclass | 12 | 0.48 | 1, 12, 5, 11 |
| Seminars | 18 | 0.72 | 1, 12, 5, 3, 4, 2, 11, 7, 14, 10, 15 |
| Type: Supervised | | | |
| Supervised activities and meetings | 20 | 0.8 | |
| Type: Autonomous | | | |
| Assignments | 35 | 1.4 | 1, 8, 12, 5, 3, 4, 2, 11, 7, 14, 10, 15 |
| Musical practice and study time | 15 | 0.6 | 1, 8, 12, 7 |

Assessment

To pass the subject it is required to pass each of its parts with a mark of 4 or higher.

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 essential.

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.

Assignments (G: group; I: individual)

GROUP 61: 11/10: singing book (G) // 9/11: concert (I) // 6 al 20 /11: final project (G) // 27/11 i 4 i 11/12: vídeos (I) //18/12: oral test (I)

GROUP 62: 11/10: singing book (G) // 7/11: concert (I) // 4 al 18/11: final projecte (G) // 25/11 i 2 i 9/12: vídeos (I) //16/12 oral test (I)

Two of the activities, the assignment about the didactic concert and the oral exam can be done again in case the qualification is from 3 to 4,4.

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

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|----------------------------|
| Listening: individual preparation and analysis of a | 20% | 0 | 0 | 1, 8, 12, 3, 2, 11, 10, 15 |

concert

| | | | | |
|--|-----|---|---|---|
| Music making: Final project and videos | 40% | 0 | 0 | 1, 8, 12, 6, 5, 9, 3, 4, 2, 11, 7, 14, 13, 15 |
|--|-----|---|---|---|

| | | | | |
|---|-----|---|---|------|
| Oral test: songs and rhymes and creation of a song book | 40% | 0 | 0 | 8, 7 |
|---|-----|---|---|------|

Bibliography

Most of the following authors are women:

- Alsina, P.; Díaz, M. i Giráldez, A. (2008). *La música en la escuela infantil (0-6)*. Barcelona: Graó.
- Barenboim, D. (2008). *El so de la vida*. Barcelona: Edicions 62.
- Busqué, M. (2008). *Violet St. Pere*. Barcelona: Publicacions de l'Abadia de Montserrat. Inclou CD.
- Campbell, P. S. (1998). *Songs in their heads. Music and its meaning in children's lives*. New York: Oxford University Press.
- DeNora, T. (2000). *Music in everyday life*. Cambridge: Cambridge University Press.
- Edo, M., Blanch, S. i Anton, M. (Coord.) (2016). *El juego en la primera infancia*. Barcelona: Ediciones Octaedro.
- Gluschankof, C. i Pérez-Moreno, J. (ed) (2017). *La música en educación infantil: investigación y práctica*. Madrid: Dairea Ediciones
- Hemsey de Gainza, V. (1964). *La iniciación musical del niño*. Buenos Aires: Ricordi.
- Howard, W. (1961). *La música y el niño*. Buenos Aires: Editorial Universitaria.
- Malagarriga, T. (2008). *Dites i cançons instrumentades per als més petits*. Barcelona: Amalgama.
- Malagarriga, T. i Martínez, M. (2006). *Els músics més petits (4 anys i 5 anys; 2 vol.)*. Barcelona: Dinsic Publicacions Musicals.
- Malagarriga, T. i Martínez, M. [eds] (2010). *Tot ho podem expressar amb música. Els nens i nenes de 4 a 7 anys pensen la música, parlen de música, fan música*. Barcelona: Dinsic Publicacions musicals.
- Malagarriga, T.; Pérez, J.; Ballber, L. i 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. i Valls, A. (2003). *La audición musical en la Educación Infantil. Propuestas didácticas*. Barcelona: Ediciones CEAC.
- Òdena, P. i Figueres, P. (1988). *L'educació musical a la llar d'infants*. Barcelona: Onda.
- Tafari, J. (2006). *¿Se nace musical? Cómo promover las aptitudes musicales de los niños*. Barcelona: Graó.
- Valls, A. i Calmell, C. (2010). *La música contemporània catalana a l'escola*. Barcelona: Dinsic.
- Willems, E. (2001). *El oído musical. La preparació auditiva del niño*. Barcelona: Paidós.
- Young, S. (2009). *Music 3 - 5*. Oxon: Routledge.
- Young, S. (2003). *Music with the under-fours*. London: Routledge.