



### COURSE DETAILS

**Title (of the course):** DESARROLLO DE LA EXPRESIÓN MUSICAL EN INFANTIL

**Code:** 100764

**Degree/Master:** GRADO DE EDUCACIÓN INFANTIL

**Year:** 1

**Name of the module to which it belongs:** MÚSICA, EXPRESIÓN PLÁSTICA Y CORPORAL

**Field:** DESARROLLO DE LA EXPRESIÓN MUSICAL EN INFANTIL

**Character:** OBLIGATORIA

**Duration:** FIRST TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Study hours:** 90

**Online platform:** Si

### LECTURER INFORMATION

**Name:** AMORES MORALES, MARIA DOLORES (Coordinator)

**Faculty:** FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**Department:** EDUCACIÓN ARTÍSTICA Y CORPORAL

**Area:** DIDÁCTICA DE LA EXPRESIÓN MUSICAL

**Office location:** Planta Baja. Módulo B-708

**E-Mail:** lola.amores@uco.es

**Phone:** 957 21 25 53

**Name:** ORTÍZ JURADO, MARÍA AUXILIADORA (Coordinator)

**Faculty:** FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**Department:** HISTORIA DEL ARTE, ARQUEOLOGÍA Y MÚSICA

**Area:** MÚSICA

**Office location:** Planta Baja. Módulo B-709

**E-Mail:** aa1orjum@uco.es

**Phone:** 957 21 89 47

**Name:** GARCÍA SÁNCHEZ, ALBANO

**Faculty:** FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**Department:** EDUCACIÓN ARTÍSTICA Y CORPORAL

**Area:** DIDÁCTICA DE LA EXPRESIÓN MUSICAL

**Office location:** Planta Baja. Módulo B-709

**E-Mail:** agsanchez@uco.es

**Phone:** 957 21 89 47

**Name:** GONZÁLEZ FERNÁNDEZ, ADELA

**Department:** CIENCIAS DEL LENGUAJE

**Area:** LINGÜÍSTICA GENERAL

**E-Mail:** l52gofea@uco.es

**Phone:**

### Specifics of the course

### PREREQUISITES AND RECOMMENDATIONS

## Prerequisites established in the study plan

None.

## Recommendations

Given the practical character of the subject, a constant work by the students is recommended for a better assimilation of the contents.

### INTENDED LEARNING OUTCOMES

CB2	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CU2	User level knowledge and mastery of ICTs.
CE2	Promote and facilitate learning in early childhood from a global and integrative perspective of the different cognitive, emotional, psychomotor, and volitional dimensions.
CE7	Knowledge of the educational implications of information and communication technologies, particularly television in early childhood.
CM10.1	Knowledge of the foundations of music, art, body language of the curriculum at this stage as well as theories on the acquisition and development of the relevant subject areas.
CM10.2	Knowledge and use of songs to foster auditory, rhythmic and vocal education.
CM10.3	Be able to use games as a teaching resource, and design learning activities based on principles of fun and entertainment.
CM10.4	Develop educational proposals to foster musical perception and expression, motor skills, drawing and creativity.
CM10.5	Analyse audiovisual languages and their implications in education.
CM10.6	Promote awareness of artistic expression, music and artistic creation.

### OBJECTIVES

1. To know the physical features of sound, as well as the basic concepts of music language, integrating them with the contents of the different areas of Early Childhood Education.
2. To analyze the music curriculum in Early Childhood Education. Competences, objectives, contents and methodology.
3. Foster the sensitivity for music and language through movement, the voice and the instruments, using resources as musical tales or dramatization in different activities related with rhythmic and melodic education.
4. Work early childhood repertoire through the different means of musical expression.
5. Develop musical taste through musical listening adapted to early childhood period.
6. Know and use appropriate methodology and didactic resources to facilitate the teaching and learning process in Early Childhood Education, including ICT.
7. Develop interest in music, creating a positive attitude towards it and raising awareness of its importance in our intercultural society, focusing on integration and attention to diversity.
8. Encourage students to express themselves with activities that boost divergent thinking.

### CONTENT

#### 1. Theory contents

- Part 1: Music language and musical language. Music in the Early Childhood Education curriculum.
- Part 2: The sound. Perception and listening in Early Childhood Education.
- Part 3: Rhythmic education. Rhythm, movement, word, body expression and dance in Early Childhood Education.
- Part 4: Vocal education: the song in Early Childhood Education.
- Part 5: School musical instruments. The body as an instrument. Pitched and unpitched instruments.
- Part 6: Music teaching. Methodological guidelines. Didactic resources. Musical games. Innovation projects.

#### 2. Practical contents

Practical contents

- Part 1: Musical reading and writing. Teaching guidelines. Music in the Early Childhood Education curriculum.
- Part 2: The sound. Perception and listening in Early Childhood Education. Creation of sound environments. Listening games.
- Part 3: Rhythmic education. Rhythm, movement, word, body expression and dance in Early Childhood Education.

Rhythmic and motor activities.

Part 4: Vocal education: the song in Early Childhood Education. Vocal practice. School repertoire.

Part 5: School musical instruments. The body as an instrument. Pitched and unpitched instruments. Methods, repertoire and teaching applications.

Part 6: Music teaching. Methodological guidelines. Didactic resources. Musical games. Planning activities for the innovation projects

## METHODOLOGY

### General clarifications on the methodology. (optional)

- Given the character of the subject, we will work in a global way.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students must notify this situation within the first month of classes, in order to establish the monitoring process.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Group presentation</i>	4	-	4
<i>Group work (cooperative )</i>	6	5	11
<i>Lectures</i>	12	-	12
<i>Text analysis</i>	6	-	6
<i>Workshop</i>	15	10	25
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Actividad	Total
<i>Exercises</i>	30
<i>Group work</i>	14
<i>Information search</i>	12
<i>Reference search</i>	6
<i>Self-study</i>	28
<b>Total hours:</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Placement booklet  
Dossier

## EVALUATION

Intended learning outcomes	Tools				
	Assignments and projects	Attendance sheets	Group work	Objective tests	Oral tests
CB2	X	X	X	X	X
CE2	X	X	X		
CE7	X	X	X		
CM10.1	X	X	X	X	
CM10.2	X	X	X	X	X
CM10.3		X	X		
CM10.4		X	X	X	
CM10.5		X			
CM10.6	X	X	X		
CU2	X	X	X		
<b>Total (100%)</b>	10%	10%	35%	20%	25%
<b>Minimum grade.(*)</b>	5	0	5	5	5

(\*) Minimum grade necessary to pass the course

### General clarifications on instruments for evaluation:

In order to estimate the final results, it is compulsory to pass every partial part of the subject.

### Remarks regarding the final mark of students negatively assessed:

The final numerical grade of a student with at least one part below the minimum mark will be that grade or the weighted average of the parts failed.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students must notify this situation within the first month of classes, in order to establish the monitoring process. He or she will have to perform the different activities proposed by the Professor. As he or she is not attending classes, it is needed to do a project.

**Qualifying criteria for obtaining honors:** *Showing excellency in the competences development.*

¿Hay exámenes/pruebas parciales?: *No*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

- ABAD, F. (2007): ¿Do re qué?. Guía práctica de iniciación al lenguaje musical. Córdoba, Berenice.
- AGUIRRE, O.; DE MENA, G.A. (1992): Educación musical. Manual para el profesorado. Málaga, Aljibe.
- AKOSCHKY, J.; ALSINA, P.; DÍAZ, M.; GIRÁLDEZ, A. (2008): La música en la escuela infantil (0-6) Barcelona, Graó.
- BERNAL, J.; CALVO, M.L. (2000): Didáctica de la música. La expresión musical en la educación infantil. Málaga, Aljibe.
- CATEURA M.; SABATÉ M.; SOLER M. (1991): Danza y Audición. Guía del profesor/a, libro del alumno/a y cinta. Hospitalet, Ibis.
- CONDE, J.L.; MARTÍN, C.; VICIANA, V (1997-98): Las canciones motrices I y II. Barcelona, Inde.
- KÁROLLYI, O. (1984): Introducción a la música. Madrid, Alianza Editorial.
- McCALLION, M. (1999): El libro de la voz. Barcelona, Ediciones Urano&#8232;.
- MORENO, L. y MÜLLER, A. (2000): La canción y los instrumentos. Sevilla, Mad.
- PASCUAL MEJÍA, P. (2006): Didáctica de la música. Educación Infantil. Madrid, Pearson Educación.
- PAHLEN, K. (1991): El maravilloso mundo de la música. Madrid, Alianza Editorial.
- WILLEMS, E. (1976): La preparación musical de los más pequeños. Buenos Aires, Ed. Universitaria.
- WUYTACK, J. (1982): Cantar y descansar. Canciones con gestos. Madrid, Real Musical.

## 2. Further reading:

ARGUEDAS, C. (2006): "Cuentos musicales para los mas pequeños" en actualidades investigativas en educación 6-1. Costa Rica. Inie.

CONDE J.L. (1994): cuentos motores vol 1 y 2. Barcelona. Paidotribo.

RAMÍREZ, I. (2009): 99 juegos de expresión corporal y música (3, 4 y 5 años). Sevilla, Wanceulen editorial deportiva.

### COORDINATION CRITERIA

- Common evaluation criteria