



Universitat de Lleida

DEGREE CURRICULUM  
**MUSIC IN PRE-PRIMARY  
EDUCATION**

Coordination: FERNANDEZ BARROS, ANDREA

Academic year 2023-24

Subject's general information

<b>Subject name</b>	MUSIC IN PRE-PRIMARY EDUCATION			
<b>Code</b>	100721			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Pre-School Education	1	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	3		2
<b>Coordination</b>	FERNANDEZ BARROS, ANDREA			
<b>Department</b>	EDUCATION SCIENCES			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
AGUILAR LAVILLA, BERTA	berta.aguilar@udl.cat	6	
FERNANDEZ BARROS, ANDREA	andrea.fernandez@udl.cat	6,3	
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## Learning objectives

The subject of Music in Pre-Primary Education aims to introduce students to the world of music, emphasizing its pedagogical and emotional possibilities in the context of this educational stage. The learning objectives are:

1. Analyze the current presence of music in Pre-Primary Education and in society.
2. Develop criteria regarding music as a fundamental communicative, cognitive, and emotional aspect in education.
3. Foster artistic sensitivity and inclusive understanding of the musical phenomenon.
4. Equip students to use voice and body as didactic tools.
5. Knowledge and practice of dances, songs, and musical pieces.
6. Acquire skills to enjoy and use music in teaching.
7. Promote a cooperative and collaborative attitude through music.
8. Develop resources to promote different types of musical learning experiences.
9. Observe musical experiences in Pre-Primary Education to reflect on the contribution of music to the development of children.
10. Design, implement, and evaluate musical didactic proposals aligned with the new curriculum.

## Competences

According to the current memorandum of the degree, the competencies outlined in the BOE, Order ECI/3854/2007, of December 27, which establishes the requirements for the verification of official university degrees enabling the practice of the profession of preschool education, contributed by this subject are:

- CG1 Accuracy in oral and written communication.
- CG3 Mastery of Information and Communication Technologies.
- CE1 Understanding the objectives, curricular contents, and evaluation criteria of Pre-Primary Education.
- CE3 Designing and regulating learning spaces in diverse contexts that address the unique educational needs of students, promoting gender equality, equity, and respect for human rights.
- CE5 Reflecting as a group on the acceptance of norms and respect for others. Promoting autonomy and the uniqueness of each student as factors in the education of emotions, feelings, and values in early childhood.

## Subject contents

This subject aims to provide students with a broad repertoire of songs, musical games, dances, and other musical expressions that allow the development of their creativity, sensitivity, critical thinking, and skills for teaching and planning musical activities in Pre-Primary Education. The specific contents are divided into six blocks; however,

the three main blocks that refer separately to the main contexts of music teaching and learning are interconnected and approached in an interdisciplinary manner.

1. Music in the early childhood education stage.
2. Perception and listening.
3. Voice and song.
4. Instrumental expression.
5. Movement.
6. Didactics of music.

## Methodology

The teaching methodology in this subject focuses on three important pillars: (a) prioritizing the opportunity for students to acquire direct experience in experimentation, listening, musical expression, and creation; (b) providing students with opportunities to design, implement, and evaluate musical didactic proposals; and (c) fostering opportunities for reflection on the educational value of music. In this way, a predominantly practical methodology is chosen, finding meaning in theory through musical expression. Furthermore, by transforming the classroom into a musically active space and encouraging participation, the aim is to create a resource bank for future teachers, keeping in mind the curriculum framework and addressing different musical reference contexts and methodologies.

The typology of designed activities includes classroom practices, the creation of didactic materials, experimentation workshops, the visualization of audiovisual recordings, and collective interpretation. Participation and visits to schools, as well as conversations with preschool teachers and other education professionals, will also be encouraged. We will organize a "Music Fair" to put into practice everything worked on during the semester with children in the second cycle of Pre-Primary Education.

## Development plan

	Calendar	Topics	Tasks
<b>Large Group</b>	All content will be worked on and practiced throughout the semester.	<b>Music in Pre-Primary Education</b>	Research on the importance of Music Education.
		<b>Perception and Listening</b>	Know and carry out activities based on the qualities of sound worked on and their unconventional notations. Develop didactic proposals based on elements of listening and musical structure. Create a list of songs from different styles and eras to work on.
		<b>Voice and Song</b>	Acquire knowledge for proper voice emission and learn suitable techniques for working with children.
		<b>Instrumental Expression</b>	Read and play popular songs. Creation and improvisation.
		<b>Movement and dance</b>	Execution of dances, paying special attention to the relevance of psychomotricity in Pre-Primary Education.
		<b>Music Education</b>	Recognize different pedagogies. Approach play through the sound world, applying knowledge of musical, body, and plastic expression. Organization of the "Music Fair" in Pre-Primary Education.

## Evaluation

Considering the Regulations for the Evaluation and Qualification of Teaching in the Bachelor's Degrees at UdL

(Governance Council, February 26, 2014, modified by Agreement 111/2016 of the Governance Council on April 27, 2016, Agreement 231/2016 of the Governance Council on October 25, 2016, Agreement 221/2018 of the Governance Council on July 24, 2018, Agreement 33/2020 of the Governance Council on February 18, 2020, Agreement 235/2022 of the Governance Council on July 21, 2022, and Agreement 36/2023 of the Governance Council on February 28, 2023), continuous assessment is established. Following the same approach as the didactic system promoted in the subject, active and cooperative practice will be encouraged at all times. On more than one occasion, students will be asked to self-assess and/or evaluate the work of their peers. They will also be periodically asked to evaluate the teacher's work.

## **Instrumentation (25%)**

- Play and sing a selected song from the repertoire with the ukulele.

## **Song (15%)**

- Creation of a songbook of 10 songs to read, sing, and play.

## **Dance (15%)**

- Design and presentation of a didactic proposal based on teaching a dance.

## **Didactics (15%)**

- Design and presentation of a project for the creation of musical corners containing auditory, rhythmic, etc., activities suitable for the second cycle of the early childhood education stage. This evaluative activity will consist of two parts: design and implementation (Music Fair) of the musical corner.

## **Exam (30%).**

### **Alternative Evaluative Activities (Alternative Evaluation):**

Students opting for alternative evaluation must pass two activities: a written exam of the subject (40%), creation of a songbook (25%), and the development of a musical corner (35%).

Attendance at the "Music Fair" is required to put the musical corner into practice (week of April 15-19, exact date to be determined).

### **Important Points to Consider...**

- It is an essential requirement to pass with a 5 the evaluative activities with a value of 30% to pass the subject. These activities will have a recovery option.
- To pass the subject, it is necessary to submit all evaluative tasks.
- If a student is going for recovery for an activity, the maximum grade that can be achieved will be a 5.
- If a student does not submit an evaluative activity, they cannot go for recovery for that particular activity.
- If plagiarism is detected, the UdL regulations will be followed.
- An ABSENT in any of the evaluative activities will be scored as a 0.

## **Bibliography**

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