COURSE DATA

Data Subject	
Code	33614
Name	Stimulation and early intervention: music, graphics and movement
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	3	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	3	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	11 - Early stimulation and intervention: music, graphics and motion	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	11 - EARLY STIMULATION AND INTERVENTION: MUSIC, GRAPHICS AND MOTION	Basic Training

Coordination

Name	Department
RAMON-LLIN MAS, JESUS ADRIAN	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

Early stimulation appeared to properly care for those children suffering from a deficiency or because of labor required a meticulous care. The considerable achievements that led to these

experiences involucrasen healthy children, because research has shown that in the first years of life, brain development is the basis of capacity building and if not, there is no proper maturation stages. From these assumptions, the course aims to develop the contents on the stimulation and early intervention from the field of music, visual arts and body movement in early childhood education, not forgetting the contributions of neuropsychology of development from before birth, until the age of 6 years.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

NO PREREQUISITES

OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Intervene appropriately in the development of children in the periods 0-3 and 3-6 years.
- Know the fundamentals of early care.
- Favour the cognitive, psychomotor, communicative, social and affective development of children paying special attention to music, graphic expression and movement as means of playful intervention.
- Know how to promote the acquisition of habits.
- Optimise the development of children who are at personal and/or social risk.
- Know the theoretical and practical principles of music, body and movement and of expressive, bodily, graphic, auditory and rhythmic education in pre-primary education.
- Design, implement and evaluate teaching proposals to stimulate and develop perceptive-motor skills through music, graphic expression and physical activity.
- Be able to critically analyse the publications and materials that can be found on the market to stimulate babies.

LEARNING OUTCOMES

- Use the basics of early stimulation to empower artistic - creative and design

programs of activities for students.

- Use the tools to stimulate attention and memory through the education of the five

senses.

- Knowing how to select content and musical, visual and movement to stimulate

perceptual abilities in children aged 0 to 6 years.

- Learn to use school resources (regular and ICT) for application in the field of

stimulation and early intervention.

- Plan the musical, visual and expressive body-following cognitive development in

children from 0 to 6 years.

- To promote the cognitive, psychomotor, communicative, social and emotional development of children with special attention to the music, visual arts and movement as a means of entertaining and creative intervention.

- Be able to critically analyze the literature and materials that can be found on the market, related to the stimulation and early intervention, particularly of the three areas involved.

- To acquire habits and skills for independent learning and cooperative.

DESCRIPTION OF CONTENTS

1. Fundamentals of stimulation and early intervention.

- Origins of the stimulation / early intervention and approaches that currently exist.
- Importance of early stimulation for future learning and development of intelligence in Childhood.
- Prenatal auditory stimulation .

2. The interpretation of the world of children through graphic gesture, body movement and sounds.

- The development of kinesthetic thinking to imaginative thinking: the construction of symbolic language from the graphic experiences, motor and auditory.
- The musical tale.
- Theories about the different levels of graphics for children.
- Studies on the evolution of the squiggle to the symbolic language.
- Legend of the movement through the sound.
- Interpreting the world.

3. The development of children from 0 to 6 years through sensory function, expression and movement.

- Comprehensive development in children: perceive, feel and experience.
- Intervention and sensory stimulation with techniques of musical expression, art and movement.
- Visual perception and visual arts.

Specific experience of the sensations and visual expression.

- General characteristics of stimulation programs in the areas visual-auditory, perceptual-motor and manipulative.

4. Child stimulation and intervention programs(0 to 3 and 3 to 6 years).

- Development of an intervention program applied music for changing behavior.
- Stimulation of proprioception receptors and exteroceptive sensitivity by body movement.
- Graphic stimulation, motor and auditory as promoting self-expression through these means.

5. Teaching progression for the stimulation of sensory-perceptual aspects related to music, the graphic expression and motor activity.

The music program in the corners of the nursery (0 to 6 years).
- Proposals for auditions, stories and activities with rthythm and language to improve the musical ear and talking.
- The importance of planning and development sequencing-plastic figure.
- The use of school resources and technological standard for the development of stimulation and early intervention in artistic expression.
- Phases in the design of a program of intervention in physical education.

6. Analysis of materials and programs marketed for stimulation/early intervention.

- Exploration of materials: sounds, auditions, games, rhymes, songs, stories and staged musicals, drama and children's theater.
- Critical review of materials and programs on the market for child-plastic graphical development and sensorimotor intervention programs.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

English version is not available

EVALUATION

English version is not available

REFERENCES

Basic

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Additional

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- Castañer, M. y Camerino, O. (2006). Manifestaciones básicas de la motricidad. Universitat de Lleida

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Contenidos

Se mantienen los contenidos inicialmente programados en la guía docente.

2. Volumen de trabajo y planificación temporal de la docencia

Se mantiene la planificación temporal. Las sesiones se realizarán en los días y horas programadas hasta el final de la asignatura. Las sesiones que no permitan la asistencia presencial en clase contarán, además de con los materiales y lecturas habituales, con materiales curriculares alternativos tales como videoconferencias grabadas, lecturas complementarias o actividades a realizar mediante el aula virtual. En caso necesario, se podrá flexibilizar la relación y la duración entre actividades prácticas y teóricas, en función de las circunstancias.

Se refuerza el principio de trabajo autónomo por parte del estudiantado tanto para las actividades teóricos y de reflexión, como para la realización del trabajo interdisciplinar.

3. Metodología docente

En la modalidad de docencia híbrida, la sesión presencial mantendrá la dinámica de trabajo habitual (clases teóricas, prácticas de aula/o prácticas de gimnasio). En el caso de que parte del alumnado asista a la sesión a distancia, se tratará de incluir en la dinámica de la clase presencial (asistiendo a la clase

teórica, interactuando con los compañeros/as en la práctica de aula, o visionando la práctica de gimnasio o aula). En los casos en los que no se cuente con el material adecuado o la dinámica imposibilite la atención a distancia, se propondrá una actividad complementaria para el alumnado que esté a distancia.

En caso de tener que migrar a la docencia a distancia, se sustituirán las clases presenciales por sesiones en videoconferencia síncrona o asíncrona mediante la plataforma Blackboard Collaborate. Las prácticas de aula se mantendrán y se añadirán actividades alternativas a las prácticas de gimnasio.

El profesorado estará disponible en su horario de tutorías tanto presenciales como virtuales, para la resolución de dudas.

4. Evaluación

Se mantienen los indicadores y criterios de calificación publicados en la guía docente tanto para evaluación continua como para evaluación final:

La ponderación de la evaluación se mantiene en un 25 % de la nota de cada una de las 3 áreas (75 % en total), y un 25 % del trabajo interdisciplinar que se realizara por grupos. tanto para evaluación continua como final.

Para recibir un proceso de evaluación continua se exige una asistencia de un 80 % de las clases presenciales dentro de cada área. En la modalidad híbrida, para la evaluación continua, se mantiene el trabajo de video-presentación final atendiendo a las cuestiones de seguridad impuestas por la Universidad para la situación del COVID-19. Las video-presentaciones se realizarán de manera presencial con medio grupo (azul o blanco), coevaluando de manera grupal.

En el caso de un escenario de docencia no presencial, se suprimirá la video-presentación final en vivo y se sustituirá por un trabajo descriptivo del proyecto de representación. El formato de este trabajo será definido por el profesorado de cada grupo, pero será evaluado como una tarea dentro de cada área.

5. Bibliografía

Se mantiene la bibliografía recomendada.