



## COURSE DATA

### Data Subject

<b>Code</b>	33614
<b>Name</b>	Stimulation and early intervention: music, graphics and movement
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
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

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
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

<b>Name</b>	<b>Department</b>
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

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)**

- 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.
- Contributions of developmental neuropsychology.
- 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 rhythm 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
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

**English version is not available**

**EVALUATION**



**English version is not available**

## REFERENCES

### Basic

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### Additional

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