

**COURSE DATA****Data Subject**

Code	44511
Name	Musical expression in hearing and language
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2215 - M.U. en Educación Especial 16-V.2	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2215 - M.U. en Educación Especial 16-V.2	4 - ICT, language acquisition and musical expression in speech and hearing	Optional

Coordination

Name	Department
BERNABE VILLODRE, MARIA DEL MAR	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

Experimental neurology has been demonstrating the impact of musical experience on brain areas. The analysis of the differences in the processing of musical information between children with normal development and with developmental disorders shows that by means of melodic rhythmic stimuli, attention and memory, motor, communicative and social skills are increased. Thanks to the cerebral plasticity that adapts to stimulation processes, learning strategies (ear, body, touch and sight) are designed to design specific intervention programs. Evolution is expected with better results and less time and an improvement in quality of life.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

2215 - M.U. en Educación Especial 16-V.2

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social
- Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad
- Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social
- Buscar, gestionar y analizar información científico-profesional
- Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo
- Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo
- Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones
- Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos
- Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo
- Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo



- Diseñar, aplicar y evaluar estrategias educativas inclusivas
- Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social
- Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

LEARNING OUTCOMES

Expected that the student at the end of this subject will be able to:

- Use musical methods and techniques to improve hearing and the linguistic process
- Know how to innovate and apply strategies of teaching-musical learning
- Apply musical intervention programs for the different disorders
- To carry out specific and playful projects, for social needs

DESCRIPTION OF CONTENTS

1. Musical research from neurology. Application in hearing and language disorders

- Impact of the musical process on the brain
- Musical linguistic experiences.

2. Process of reeducation of the voice and the auditory perception through the musical experience

1. Vocal technique to improve voice disorders: imposition, articulation and diction.
2. Stimulation of auditory-motor perception.
3. Musical interventions in early attention.

3. Study and application of strategies for different musical intervention programs

- Stimulation of the perceptive and expressive areas. Evaluation.
- Auditions to work the rhythm, the emotion and the expression of the movement.
- Application of instrumental and body techniques for interventions in different voice and speech disorders.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	21,00	100
Development of group work	10,00	0
Development of individual work	13,00	0
Study and independent work	10,00	0
Preparation of evaluation activities	11,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

Non available

EVALUATION

In the evaluation, the knowledge acquired by the students will be taken into account, referring to the topics studied and developed in the methodological proposals, also regarding the contents and learning results (both theoretical and practical), as well as the reflection and assimilation of the concepts presented in the theoretical debates.

MODALITY A. CONTINUOUS ASSESSMENT:

- Attendance and participation in class: 10% of the final grade.
- Practices in the classroom: 60% of the final grade.
- Final dossier: 30% of the final grade.

MODALITY B. FINAL EVALUATION: Students who do not conform to the dynamics established for continuous assessment may take a final exam for the entire subject using modality B. The exam will consist of development questions about the topics covered.

REFERENCES



Basic

- ESTALAYO, V. & VEGA, R. (2005). Inteligencia auditiva. Técnicas de estimulación prenatal, infantil y permanente. Biblioteca Nueva. Madrid.
- GASER, C. & SCHLAUG, G. (2003). Brain structures differ between musicians and nonmusicians. J Neurosci., 23, 924Q-5.
- SOTO, P. (2015). Educación para la inclusión social a través de proyectos artísticos: procesos y experiencias favorecer el desarrollo holístico a nivel emocional, sensorial, intelectual y creativo. Murcia. DIGITUM. Recuperado de <https://digitum.um.es/xmlui/bitstream/10201/44818/1/Congreso%20V%20Educacin%20Art/c3%adstica%20Huelv>
- VILLALBA, S. & ESPERT, R. (2014). Estimulación cognitiva: una revisión neuropsicológica. Terapia, 6, 73-93
- KÚNTZEL-HANSEN, M. (2001). Educación Musical precoz y estimulación auditiva. Barcelona: Médica y técnica.
- Ruiz, E. (2011). Música y logopedia. Intervención en dislalias y disfonías aplicando un programa de música. Madrid: Editorial CCS.

Additional

- CALDERON, M. (2012). La educación inclusiva en nuestra tarea. Educación, 9 (40), 43-58.
- BARCONS, J. GARCIA, N. (2008). Muévete, Canta y sé Feliz. Cepe. Madrid.
- BATLLORI, J. y ESCANDELL, V. (2009). 150 Juegos de Estimulación: actividades para acompañar el desarrollo del niño desde su nacimiento hasta los 3 años. Verticales de bolsillo: Barcelona
- BERMELL, M^a Á. (2003) La experiencia de la música y la danza con la calidad de vida: programa de intervención. Música y Educación. Nº 56. Madrid
- DEL ROCIO, P.; TALAVERA J.; GÉRTRUDIX, F.; (2016) El uso de la musicoterapia para la mejora de la comunicación de niños con Trastorno del Espectro Autista en Aulas Abiertas Especializadas. Revista Complutense de Educación 257 ISSN: 1130-2496. 27, 257-284
- Bermell, M.A. (2001). Atención a la diversidad a través del ritmo y la danza. Música y Educación, 48, 49-64.
- Bermell, M.A. (2001). Programa de intervención educativa. Valencia: Rivera Editores.
- Estalayo, V. y Vega, R. (2005). Inteligencia auditiva. Técnicas de estimulación prenatal, infantil y permanente. Madrid: Biblioteca Nueva.