

STUDY GUIDE

Musical Game: Expression and Perception

Degree in Infant Teacher Training
Bilingual programme
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic year 2025-26
2nd Year – 2nd Term

GUÍA DOCENTE

Subject:	Musical Game: expression and perception
Code:	510015
Degree:	Degree in Infant Teacher Training Bilingual Programme
Department :	Teaching Specific Didactics
Character:	Compulsory
ECTS credits:	6
Course and Term	2nd year, - 2nd term
Lecturer(s):	Carlos Cerrada Cuesta María Purificación de Echanove Pasquin
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Language :	Inglés

1. PRESENTATION

From the earliest stages of development, playing is a means of communication and expression with meaning for children. Music, as an expressive language, offers through playing a non-verbal means of communication that is meaningful, which has an enormous potential on the cognitive and emotional development of children in infant education. Teaching music in these early stages basically deals with exploration and increasing awareness. The teacher should be familiar with those musical elements that favour children's artistic expression, and through playing, provide knowledge and perception of music and culture, whilst also helping to develop social interaction between children and with adults.

For the realization of any academic work, it is important to consult the faculty about the permitted use of artificial intelligence (AI) tools. If it is not expressly stated in the guide or instructions of the specific activity or practice, it is understood that AI should not be used in any case. It is reminded that the improper use of these technologies, such as the generation of work without express authorization, may constitute academic fraud. Therefore, it is recommended to review the university regulations regarding the use of AI, always act responsibly and transparently in the learning process and consult with the faculty for any doubts in this regard.

Prerequisites and recommendations

Given the importance of music in human development in general and more specifically in infant education, we recommend students to bear in mind the importance of personal development and experience with music throughout this subject.

Subject description

The subject “The musical game: expression and perception” is a compulsory subject in the 2nd year and 2nd semester of the Infant Education Degree programme. It has a value of 6 ECTS credits and is taught in English. Students must have at least a B1 level of English to take this course. The contents are divided into four blocks: musical language, musical instruments, playing and singing; and, auditory oral education games.

2. COMPETENCES

General competences:

- Adquirir y comprender los conocimientos necesarios de las distintas áreas de estudio que conforman el título de tal forma que capaciten para la profesión de Maestro en Educación Infantil. (Competencia transversal nº4)
- Ser capaces de recoger e interpretar datos relevantes de las distintas áreas de estudio y de emitir juicios que incluyan una reflexión sobre temas relevantes de índole socioeducativa, científica y ética. (Competencia transversal nº6)
- Adquirir las habilidades de aprendizaje necesarias para ampliar sus estudios con autonomía. (Competencia transversal nº8)
- Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. (Competencia propia nº2)

Specific competences:

1. Conocer los fundamentos musicales del currículo de esta etapa, así como las teorías sobre la adquisición y desarrollo de los aprendizajes correspondientes.
2. Conocer y utilizar canciones para promover la educación auditiva, rítmica y vocal.
3. Saber utilizar el juego como recurso didáctico, así como diseñar actividades de aprendizaje basadas en principios lúdicos.
4. Elaborar propuestas didácticas que fomenten la percepción y expresión musicales, las habilidades motrices y la creatividad.

3. CONTENTS

Blocks of contents	Total of hours
<p>BLOCK I: THE LANGUAGE OF MUSIC (MUSIC THEORY)</p> <p><u>Topic 1</u> Sound parameters: loudness, tone/pitch, timbre and duration. Musical elements: pulse.</p> <p><u>Topic 2</u> Staff and clef. Musical elements: notes (crotchet and quaver). Reading and writing music: sol-mi.</p> <p><u>Topic 3</u> Time and rhythm: binary accentuation, 2/4 time and bar lines. Musical elements: crotchets, quavers, crotchet rests, quaver rests. Reading and writing music: sol-mi-la.</p> <p><u>Topic 4</u> Tempo. Musical elements: minims and minim rests. Reading and writing music: sol-mi-la-re.</p> <p><u>Topic 5</u> Melody. Musical elements: semiquavers. Reading and writing music: sol-mi-la-re-do.</p> <p><u>Topic 6</u> Melody: pentatonic scale. Musical elements: semibreve and semibreve rest. Reading and writing music: sol-mi-la-re-do (II).</p> <p><u>Topic 7</u> Melody ii: diatonic scale. Musical elements: ternary accentuation 3/4. Reading and writing music: sol-mi-la-re-do fa and si (I).</p> <p><u>Topic 8</u> Musical form (I). Musical elements: tie. Reading and writing music: sol-mi-la-re-do fa and si (II).</p> <p><u>Topic 9</u> Musical form (II). Musical elements: dot. Reading and writing music: the scale + do', re' (I).</p>	<p>1,5 credits ECTS: 4 Theoretical Hours 8 Practical Hours 1 Seminar Hour</p>
<p>BLOCK II: INSTRUMENTS</p> <p><u>Topic 10.</u>- Fixed tuning instruments. <u>Topic 11.</u>- Instruments of percussion for infant education. <u>Topic 12.</u>- Didactics of Instrumental Educations.</p>	<p>1,5 credits ECTS: 4 Theoretical Hours 8 Practical Hours 2 Seminar Hours</p>
<p>BLOCK III: PLAYING AND SINGING</p> <p><u>Topic 13</u> Characteristics of songs for children aged 3 to 6 years and their use in infant education. The song and the game. Didactics of children's songs. .</p>	<p>1,5 credits ECTS: 4 Theoretical Hours 7 Practical Hours</p>

BLOCK IV: AUDITORY LEARNING GAMES

Topic 14

Characteristics and analysis of games for auditory education and their incorporation and use in other areas of infant education.

1,5 credits ECTS:

3 Theoretical Hours

7 Practical Hours

4. TEACHING-LEARNING METHODOLOGIES. FORMATIVE ACTIVITIES

4.1. Credit distribution

The total amount of time that the learner has to devote to this formative programme to achieve its aims is 150 hours, of which only 50 are referred to as lesson attendance, receiving input from the lecturer. The rest will be for study and self-organized work.

Total hours: 150	
Attendance hours: 50	50 hours 1. Theoretical classes: 30 hours 2. Practical classes: 15 hours 3. Seminars: 3 hours 4. Assessment tasks: 2 hours
Student's self organised work: 100	100 hours

4.2. Methodology, materials and didactic resources

The methodology will be based on the CLIL Approach, whose main aim is creating a communicative atmosphere and involving students actively in high-order thinking processes. Thus, students will be improving their competence in the English language at the same time they are learning about the specific content area. In addition, students will also be helped to reflect on the “mechanics” of this approach, enabling them to transfer their learning experience to their teaching practice.

According to the learning objectives, various methods will be used in different activities (practical classes, theory classes and tutorials): instructional methodology; group work with musical expression and instrumentation, tutoring on reading and writing music; work presentations, practicals with voice activities, movement and musical instruments.

1. **Practical class:** (32 Hours) Practical involving musical expression in the classroom, group work with instruments, vocalisation, singing and musical game activities.
2. **Theory class:** (12 Hours) Instructive and explanatory session of the course contents.
3. **Seminar:** (3 Hours) Supervised single sessions aimed at the student's personal development in the subject.
4. **Tutorial:** Personal attention for the students.

In an online teaching situation, some technological resources will be used in order to let students and teachers communicate, both in groups and individually (for instance, Teams). Besides, it could be necessary to record ourselves playing and/or singing. Therefore, some

recording machines, and sound and video software, like recording applications, DAWs, video editors, etc. could be used.

5. ASSESSMENT

Assessment will be based not only on the student's development in learning, but also his/her active participation and cooperation in class, sharing and bringing personal experiences, opinions and reflections regarding the topic.

Competencias	Criterios de evaluación
Conocer los fundamentos musicales del currículo de esta etapa, así como las teorías sobre la adquisición y desarrollo de los aprendizajes correspondientes.	<ul style="list-style-type: none"> · Read without difficulty musical scores appropriate for the level of the course block contents that we have studied. · Play children's songs with school instruments and sing them.
Conocer y utilizar canciones para promover la educación auditiva, rítmica y vocal.	<ul style="list-style-type: none"> · Develop one's musical ability using the voice, instruments and movement.
Saber utilizar el juego como recurso didáctico, así como diseñar actividades de aprendizaje basadas en principios lúdicos.	<ul style="list-style-type: none"> · Understand the different techniques of the playing with music in the classroom adapted to infant education.
Elaborar propuestas didácticas que fomenten la percepción y expresión musicales, las habilidades motrices y la creatividad.	<ul style="list-style-type: none"> · Create and design activities and games that facilitate children's creative development.

As an added criterion and following the Common European Framework of Reference for Languages: Learning, Teaching, Assessment nomenclature, the EUCC has set the entrance level to the Bilingual Programme at B1. It is necessary to remind learners in the Bilingual Programme that they are supposed to show their progress in their command of the English language throughout the course. This implies that both written and oral assignments are expected to show an adequate progression in the command of the English language. This includes correct use of oral and written English (spelling, syntax, pronunciation, register, etc.), as this language will be the communicative tool in the classroom and learners will be expected to have a high linguistic and communicative competence in English in their future professional careers as Primary teachers.

The learning outcomes included in the degree verification report for the Bachelor's Degree in Early Childhood Education corresponding to this subject are:

Learning Outcomes: Musical Play	Code
Propose motor tasks that develop basic skills and abilities.	RAMPC7
Create motor proposals that strengthen laterality and body control.	RAMPC8
Establish a database with exercises, games, and motor activities that work on attitude, breathing, and relaxation.	RAMPC9
Relate musical education activities and content to the early childhood level and propose coherent curricular proposals.	RAMPC16
Propose and compose useful songs for rhythmic, vocal, auditory, and aesthetic education in the early childhood teaching stage.	RAMPC17
Critically reflect on the different types of existing musical aesthetics, thereby obtaining a critical apparatus in this regard.	RAMPC18
Be aware of the value that music has for the development of the child's mind and spirit and the importance of this for increasing sensitivity to the aesthetic values of art in general and human relationships in particular.	RAMPC19
Be able to propose topics with their own entity in such a way that they make research possible and desirable.	RAMPC20

Assessment system

The assessment system is based on the "Normativa reguladora de los procesos de evaluación de los aprendizajes" of the University of Alcalá. These regulations establish the following:

1. This subject has one ordinary examination in May and another extraordinary examination in June.
2. The ordinary subject assessment will take the form of continual assessment. To do this, it is compulsory a minimum of 75% of attendance to the classes, as well as day-certain submission of the tasks and an appropriate attitude along the teaching and learning process. Those students who do not cover this minimum must retake the subject in the extraordinary assessment.
3. If any student cannot follow the continuous assessment proposed for the ordinary examination in May, he/she should ask for a final assessment exam to the course coordinator. This proposal has to be asked in the first two weeks of the term and will be approved or rejected by the University College headmaster.
4. The extraordinary examination is set for the students who were unable to pass the ordinary examination.
5. The description of both the continuous and the final assessment are detailed in this study guide.
6. For further explanations about assessment regulations in the University of Alcalá, please visit the following website: <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

Assessment tools

In the following grids it is listed the number of assessment tools that will be used to measure the student's final mark. The first grid refers to the continuous evaluation modality and the second one refers to the final evaluation modality. Any learner taking this subject has to achieve the assessment criteria described in any of the two systems mentioned above. Exceptions should be carefully considered by the lecturer on a reasoned basis, established with documentary evidence, after a personal interview with the interested person.

In case of not having achieved one or more learning outcomes, the learner will contact the lecturer in order to know how to achieve them in the extraordinary examination.

CONTINUOUS ASSESSMENT. Ordinary and extraordinary examination

Assessment instrument	Group Work	Individual work	Examination	%
Assessment criterion				
Read without difficulty musical scores appropriate for the level of the course block contents that we have studied		X	X	30
Play children's songs with school instruments and sing them	X	X	X	30
Develop one's musical ability using the voice, instruments and movement	X	X	X	15
Understand the different techniques of the playing with music in the classroom adapted to infant education	X			15
Create and design activities and games that facilitate children's creative development	X			10
TOTAL	35%	25%	40%	100

FINAL ASSESSMENT, Ordinary and extraordinary examination

Assessment instrument	Individual work	Examination	%
Assessment criterion			
Read without difficulty musical scores appropriate for the level of the course block contents that we have studied		X	30
Play children's songs with school instruments and sing them		X	30
Develop one's musical ability using the voice, instruments and movement	X	X	15
Understand the different techniques of the playing with music in the classroom adapted to infant education	X		15
Create and design activities and games that facilitate children's creative development	X		10

TOTAL	35%	65%	100
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During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá.

The teaching-learning methodology and the evaluation process will be adjusted, when necessary, with the guidance of the CUCC Guidance Service and/or the Unit of Attention to Diversity of the UAH to apply curricular adaptations to students with specific needs, upon delivery of documentation certifying such need.

6. BIBLIOGRAPHY

Basic Bibliography

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