

TEACHING GUIDE MUSICAL EDUCATION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 24-06-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The objective of this subject is to present a general but updated vision of music in Children's Education.

The subject is focussed on the specific aspects of music pedagogy for the future teachers of Children's Education.

The Student will be capable of: To observe, analyze and appreciate the different musical realities into the ambit of musical expression.

To reach a minimum of skills in the auditive, rhythmic, melodic, vocal, instrumental and corporal practice.

To select, design and applied activities for the musical learning and teaching.

To foster positive attitudes in the face of musical expression, as well as active group participation for the starting of creative experiences.

To introduce the student in the world of corporal expression through music and sounds.

To value the corporal and musical education as a motivational means for the integral developing of people.

The main topics will be: Basic education in rhythemics and musical language. Melodic education. Auditive education. Vocal expression education. Instrumental education.

III.-Learning outcomes

CGI1. Ability to analyse and synthesise.
 CGI2. Organisation and planning skills
 CGI6. Information management skills
 CGP1. Teamwork
 CGP3. Interpersonal Relations Skills
 CGP5. Critical reasoning.
 CGS7. Creativity.
 CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE4 Ability to analyse and to questioning the conceptions of education derived from Research, as well as curricular proposals of educational administration.
 CE9 Ability to collaborate with different sectors of the educational community and with the environment.
 CEGEI1 Know the curricular areas of Pre Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge around the respective teaching and learning procedures.
 CEGEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)
 CEGEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).
 CEGEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology)
 CEGEI6 Detect possible difficulties that pupils may present and to elaborate didactic strategies and curricular adaptations that take into account the diversity of students, promoting their educational and social inclusion. (Attention to diversity perspective)
 CEGEI7 Design didactic actions related to understand the space and time in schoolchildren. (space-time perspective)
 CEGEI8 Design and develop educational communication and expression approaches using gestural and verbal-iconic strategies. (Basic or instrumental learning).
 CEGEI9 Apply and use appropriately the new Technologies as a vehicle of information, communication and introduction in the world of mass media.
 CEGEI10 Use of the different languages to promote and develop creativity. (regarding creativity)
 CEGEI12 Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (Health and hygiene)
 CEGEI5 Acquire strategies, based on coordinated work between different professionals to guide families in matters related to the development and education of pupils from 0 to 6 years old (perspective of coordination with other professionals and attention to families).

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

1. Rhythmic Formation	1.1 The Musical Rhythm: Pulse, Accent and Bar 1.2. Rhythm elements: figures and silences 1.3. Bar types 1.4. Signs that modify the duration 1.5. The triplet 1.6. Syncopated notes and off-beats 1.7. Polyrythm, Polymetry 1.8. The Metronome. Signs of Movement
2. Melodic Formation	2.1. The staff 2.2. Las Notas Musicales 2.3. Accidentals 2.4. The musical scales 2.5. Tonality. Key Signatures 2.6. Dynamic signs 2.7. Articulation signs 2.8. Repetition signs 2.9. Sound and sound qualities
3. The Voice	3.1. Vocal system: physiognomy and functioning 3.2. Voice pathologies 3.3. The change of voice 3.4. Types of voices in music 3.5. The voices in the choir
4. Ear education	4.1. Ear system: physiognomy and functioning 4.2. Types of musical ears 4.3. Auditive discrimination 4.4. Audition of music pieces 4.5. Didactic resources for auditive development
5. Pedagogic currents for music didactic	5.1. Methodologies for teaching music 5.2. Orff-Schulwerk 5.3. Kodály 5.4. Dalcroze 5.5. Willems 5.6 New music pedagogic currents
6. The song, the musical story and the musical creation in the classroom	6.1. Children's songs as a pedagogical element 6.2. Musical story and drama 6.3. The soundscape 6.4. Resources for composition 6.5. The improvisation as a pedagogic resource
7. Organology	7.1. Classification of musical instruments 7.2. Idiophones 7.3. Membranophones 7.4. Cordophones 7.5. Aerophones 7.6. Electrophones 7.7. Musical instruments in the Pre-Primary Classroom



IV.B.-Training activities	
Type	Title
Resolution of exercises, problems, case studies	Resolution of theoretical and practical exercises during classes.
Individual work	Carrying out individual work
Group work	Carrying out igroup work
Academic tutorials	Carrying out evaluation tests.
Lectures	Reading and understanding of the syllabus provided by the teacher through the Virtual Classroom.
Theoretical sessions	Theoretical classes
Practical sessions	Practical classes

V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	30
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	0
Academic tutorials	8
Related activities: conferences, seminars, etc.	10
Preparation of theoretical sessions and self-study	10
Preparation of practical tasks, exercises, case studies, projects, etc.	40
Preparation for tests and/or exams	52
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Tests and/or exams	Week 1 to Week 15	Completion of both practical and theoretical assessment tests where the acquisition of content and required skills will be verified. In case of a more restrictive health situation, the evaluation tests will be carried out remotely through the Virtual Classroom
Theoretical sessions	Week 1 to Week 15	[Theoretical classes taught remotely and synchronously where the main concepts of the subject will be explained.
Group work	Week 1 to Week 15	Completion of a written work to present at the end of the semester through the Virtual Classroom
Practical sessions	Week 1 to Week 15	On-site practical classes where the main procedural skills required to pass the course will be acquired. In case of a more restrictive health situation, the practical classes will be taught remotely through videoconference through the Virtual Classroom.
Academic tutorials	Week 1 to Week 15	Ccademic tutoring



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation Activity	Content / Description	Weight	Minimum Grade	Retake in Extraordinary Call	Date
SE1: Written Exam	Written test combining multiple-choice questions, short questions, and essay questions	50%	5	Yes	On the date set for the official exam session.
SE2: Group Work	Group work related to the theoretical and practical contents of the subject	50%	5	Yes	Weeks 1 to 14 (exact date will be confirmed in class and on the virtual classroom at the start of the course)

Calculation of the overall grade:

- The final grade or overall assessment is calculated as the weighted average of the evaluation activity grades, following the indicated percentages, once the minimum grade for retakable activities with a minimum grade has been passed.
- To pass the subject, the overall grade must be 5 or higher (once the minimum grade for retakable tests with a minimum grade has been passed).
- If one or several evaluation activities have not passed the minimum grade, the final grade for the subject will be the average grade obtained across all evaluation activities carried out, considering that it cannot exceed a 4.
- In the early call, the evaluation method will be the same as shown for the regular call, following the same evaluation items and their percentages, except for the "Evaluation System" item of "Group Work", which could become "Individual Work" if the "Group Work" option is not feasible. In this exceptional case, the content/description, weighting, and minimum grade shown will be maintained, and the item will remain retakable.

Extraordinary call:

- If the subject has not been passed during the Regular Call, the grades for those evaluation items that have been passed will be kept, so the student would only have to sit for the failed items.
- To pass the subject, the overall grade must be 5 or higher (once the minimum grade for retakable tests with a minimum grade has been passed).

VII.B.- Evaluation of students with academic exemption from class attendance The granting of Academic Exemption from Class Attendance (DAAC) does not imply that the student is automatically exempt from participating in continuous assessment activities or in mandatory in-person formative activities established in the teaching guide. Once the exemption is granted, the student must contact the instructor, who may propose the adaptations they consider appropriate, provided they guarantee the acquisition and proper evaluation of the intended learning outcomes. The student must maintain fluid communication with the instructor throughout the year so that the instructor can provide information on the dates for these formative and evaluation activities, in case their schedule was not already fixed and available to students at the time the exemption was granted. Subject with possibility of exemption: Yes

VII.C.- Review of evaluation tests This will be carried out in accordance with the Regulation on the evaluation of learning outcomes of Rey Juan Carlos University.

VII.D.- Students with disabilities or special educational needs To guarantee equal opportunities, non-discrimination, universal accessibility, and the greatest guarantee of academic success, students with disabilities or special educational needs may request curricular adaptations for following their studies. These adaptations will be prescribed by the Unit for Attention to Persons with Disabilities of Rey Juan Carlos University, in accordance with the regulations governing the Service for Attention to Students with Disabilities of the University. This Unit will issue a report on curricular adaptations; therefore, students with disabilities or special educational needs must contact the Unit (discapacidad.programa@urjc.es) to jointly analyze the different alternatives.

VII.E.- Academic conduct, integrity, and academic honesty Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty; therefore, studying at the URJC implies assuming and subscribing to the values of integrity and academic honesty set out in the University's Code of Ethics (<https://www.urjc.es/codigoetico>). To support this process, the University has the Regulations on Academic Conduct of Rey Juan Carlos University (https://www.urjc.es/images/Universidad/Presentacion/normativa/Normativa_conducta_academica_URJC.pdf) and various tools (plagiarism detection, supervision?) that offer a collective guarantee for the full development of these essential values.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Calvi, Juan C. (2018). De Gustibus Sí Disputandum. Una filosofía práctica del gusto y la improvisación musical. Ed. Dykinson. Madrid.

Díaz, M. y Giráldez A (coords.) (2007) Aportaciones Teóricas y Metodológicas a la Educación Musical. Madrid: Graó.

Frega, A.L. (1996) Música para Maestros. Madrid: Graó.

Fubini, E. (2005). La Estética Musical desde la Antigüedad hasta el Siglo Xx. Madrid: Alianza.

Hemsey de Gainza, V. (2007) La Iniciación Musical del Niño. Buenos Aires: Ricordi.

Hemsey de Gainza, V. (1983). La improvisación musical. Buenos Aires: Ricordi.

Lacárcel Moreno, J. (1995) Psicología de la Música y Educación Musical. Madrid: Antonio Machado Libros.

López de Arenosa, E. (2004) Apuntes sobre Didáctica Musical. Madrid: Enclave Creativa Ediciones.

Meyer, L. B. (2001). La Emoción y el Significado en la Música. Madrid: Alianza.

Nachmanovich, S. (2010). Free Play. La Improvisación en la Vida y en el Arte. Buenos Aires: Paidós.

Pedro, D. (1992) Teoría Completa de la Música, En Dos Volúmenes. Madrid: Real Musical.

Pozo, J.I. (1996) Aprendices y Maestros. Madrid: Alianza/Psicología Minor (3ª Ed., 1999).

Small, C. (1989). Música y Sociedad. Madrid: Alianza.

Small, C. (1998). Musicking. Hanover: Univ. Press of New England.

Tagg, P. (2009). Everyday Tonality. New York & Montreal: The Mass Media Scholars Press.

Willems, E. (1964) El Ritmo Musical. Buenos Aires:

Consultation bibliography

IX.-Professors

Name and surname	RAÚL MAURICIO PLATZ MARROQUÍN
E-mail address	raul.platz@urjc.es
Department	Ciencias de la Educación
Campus	Madrid - Vicálvaro
Category	Profesor/a Asociado/a
Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	0
No. of positive evaluations by Docencia	0

