



COURSE DATA

DATA SUBJECT

Code: 33614
Name: Stimulation and early intervention: music, graphics and movement
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	3	Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	3	Second quarter

SUBJECT-MATTER

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

COORDINATION

RAMON-LLIN MAS JESUS ADRIAN

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.

pan>

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 / LEARNING OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

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.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Be able to critically analyse the publications and materials that can be found on the market to stimulate babies.

Design, implement and evaluate teaching proposals to stimulate and develop perceptive-motor skills through music, graphic expression and physical activity.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

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.

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 and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to promote the acquisition of habits.

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 the fundamentals of early care.

Know the processes of interaction and communication in the classroom.

Know the theoretical and practical principles of music, body and movement and of expressive, bodily, graphic, auditory and rhythmic education in pre-primary education.

Optimise the development of children who are at personal and/or social risk.

Promote collaboration with families to favour joint implementation of intervention strategies.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

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.

Use information and communication technologies effectively as usual working tools.

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 .

- The development of kinesthetic thinking to imaginative thinking: the construction of symbolic language from the graphic experiences, motor and auditory.
- The musical tale.



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.- 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.

- Exploration of materials: sounds, auditions, games, rhymes, songs, stories and staged musicals, drama and children's theater.



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

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

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

EVALUATION

REFERENCES

- Antunes, C.A. (2005). Juegos para estimular las inteligencias múltiples. Narcea.
- Aranda, R.E (2008). Atención temprana en educación infantil. Wolters Kluwer. - Díaz, M., Ibarretxe, G., Malbrán, S., y Riaño, M.E.(2010). Fundamentos musicales Didácticos en Educación Infantil. Publican-Universidad de Cantabria. -Estevan, I., y García-Massó, X. (2023). Avances en la Didáctica de las Habilidades Perceptivo-Motrices Básicas: una mirada vanguardista para su enseñanza-apendizaje . - Goldstein, E. B. (2011). Sensación y percepción. Langage Learning.
- Akoschy, J., Alsina, P., Díaza, M., y Giráldez, A. (2008). La música en la escuela infantil. Graó -



Bermell, M.A. (2000). Programa de intervenció a través de la interacció de la música y el moviment. Música y Educación. Revista de Pedagogía Madrid.

- Bernal, J., Calvo, M. L, y Martin, C. (2000). Repertorio de canciones para la educación infantil. Aljibe. Archidona
- Bosch, E. y Doñate, M.C.(2002): Hacer plástica. Un proceso de diálogos y situaciones. Octaedro-Rosa Sensat. - Castañer, M. y Camerino, O. (2006). Manifestaciones básicas de la motricidad. Universitat de Lleida - Cruz, S. y Maganto, C, (2004). Desarrollo físico y psicomotor en la etapa infantil. En M.P. Bermúdez, A.M. Bermúdez (Ed.), Manual de Psicología Infantil: aspectos evolutivos e intervención psicopedagógica, (41, pp.27-64). Biblioteca Nueva
- Del Olmo, M.J. (2008). Área de música. La música como herramienta terapéutica. Pp. 183-218. En Aranda, R. E. Atención temprana en educación infantil. Wolters Kluwer. - De Puig, I. (2003). Perpensar. Octaedro.
- Estalayo, V., y Vega, M. R. (2005). Inteligencia auditiva. Técnicas de estimulación prenatal, infantil y permanente. Biblioteca nueva. - Galera Nuñez, M.D.M. (2014). Music play. Un útil recurso para la estimulación musical temprana. Revista electrónica de LEEME,34,56-73 - Gallardini, A.L., Lozelli, S., Davoli, M., y Tognetti, G. (2010). Documentar: afinar el ulls per captar moments. Associació de Mestres Rosa Sensat. - L'Ecuyer, C. (2015). La estimulación temprana fundamentada en el método Doman en la educación infantil en España: bases teóricas, legado y futuro. Ensayos, 30(2), 137-135. - Mas, M. y Montserrat, A. (2017). Psicomotricidad educativa: avanzando n paso a paso. Octaedro - Mcpherson, G. (ED)(2006). The child as musician: a handbook of musical development. Oxford
- Gómez, A., Viguer, P., Cantero, M. (2005). Intervención temprana. Desarrollo óptimo de 0 a 6 años. Psicología Pirámide.
- Pedros, N. (2006). Programa d'Estimulació Primerenca: Anàlisi interpretativa d'una realitat. Tesis doctoral dirigida por Maria Plà i Molins. Universitat de Barcelona - Ramírez, I. (2009). 99 juegos de expresión corporal y música para niños de 3 años. Wanceulen. - Ramos-Vellecillo, N. (2022). El desarrollo sensorial en la etapa de infantil a través de la Educación Artística. DEDICA. Revista de Educaçao E Humanidades (dreh), (20), 51-72. <https://do.org/10.30827/dreh.vi20.22531>
- Soler Fierrez, E (1992): La educación sensorial en la escuela infantil. Rialp, Madrid.
- Vila, B. y Cardo, C (2009): Material sensorial (0-3 años). Graó.
- Tafuri, J. (2013). Investigación y educación musical de 0 a 3 años. Eufonía, 59, pp20-32



- Tafuri, J. (2006). ¿Se nace musical?: Cómo promover las aptitudes musicales de los niños. Barcelona. Graó - VV.AA. (2010): Documentar: afinar els ulls per captar moments. Rosa Sensat, Barcelona