

**COURSE DATA****DATA SUBJECT****Code:** 46936**Name:** Musical Expression in Hearing and Language**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	TIC, Adquisició del Lenguaje y Expresión Musical en Audición y Lenguaje	ELECTIVES

COORDINATION

BERNABE VILLODRE MARIA DEL MAR

SUMMARY

This course addresses concepts, procedures, and practices related to Music Education that are applicable in both Special Education and inclusive education. Musical perception and production are functions that depend on the cortico-subcortical neural network in the cerebral hemispheres and the cerebellum. Neurology has demonstrated the activation of brain areas through Musical Expression. By experiencing specific rhythmic-melodic stimuli (movement, instrumental performance, etc.), the dimension of musical experience justifies understanding the differences in the processing of musical information as a means to encourage attention span, motor skills, communication, and social development. Thanks to brain plasticity, which adapts to stimulation processes, learning strategies (hearing, body, touch, and sight) are designed to develop specific intervention programs based on different musical processes (listening, instrumental and vocal performance, movement, improvisation, and composition). In this way, students are expected to progress with better results in less time and an improved quality of life. En la asignatura se favorecerá el conocimiento del marco normativo y los principios fundamentales de la Ley Orgánica 10/2022, de 6 de septiembre, de garantía integral de la libertad sexual. Se tratarán contenidos en materia de igualdad y con perspectiva de género, y se atenderá a las estrategias de prevención, sensibilización y detección de situaciones de violencia sexual en el ámbito educativo, al tiempo que se integrarán prácticas docentes de actuación para la prevención y detección de violencias sexuales, en coordinación con los recursos institucionales y protocolos establecidos por la UV.



This course will focus on fostering an understanding of the regulatory framework and the fundamental principles of Organic Law 10/2022, dated September 6, on the comprehensive guarantee of sexual freedom. It will cover topics related to equality and a gender perspective, and will address strategies for the prevention, awareness-raising, and detection of sexual violence in educational settings, while integrating teaching practices aimed at preventing and detecting sexual violence, in coordination with the institutional resources and protocols established by the UV.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2276 - Master's Degree in Special Education

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate inclusive education strategies.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand musical methodologies, auditory-musical training and music therapy guidelines for the care of people with functional diversity and/or specific educational support needs.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

DESCRIPTION OF CONTENTS



1. Music research from a neurological perspective. Application in hearing and language disorders

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

2. Process of re-education of the voice and auditory perception through musical experience

- Vocal technique to improve voice disorders: imposition, articulation and diction.
- Stimulation of auditory-motor perception.
- Musical interventions in early childhood care.

3. Development of strategies for musical intervention in music disorders Study and implementation of strategies for different music intervention programmes

- Stimulation of perceptual areas and evaluation.
- Auditions to work on rhythm, emotion and expression.
- Application of instrumental and corporal techniques for interventions in different voice and speech disorders.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	10,00
Preparation of lessons	5,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	45,00

TEACHING METHODOLOGY

- Participative master class.



- Small group teaching.
- Work in specific classrooms.
- Self-learning systems.
- Academic tutoring.
- Group and cooperative work.
- Presentation, debate and coordination.

EVALUATION

In the evaluation, the knowledge acquired by the students will be considered, referring to the subjects studied and developed in the methodological proposals, also about the contents and learning outcomes (both theoretical and practical), as well as the reflection and assimilation of the concepts presented in the theoretical debates.

MODALITY A. CONTINUOUS EVALUATION: to opt for this modality, students must have attended 80% of the course. The evaluation percentages will be distributed as follows:

- Classroom practical: 50% of the final grade. These must be handed in within 48 hours after the end of the corresponding session. If students do not attend class (justified and unjustified cause), they will have to make up the practical within 7 days.
- Classroom portfolio: 10% of the final grade. This will consist of a summary of the activities carried out in the classroom, relating each one to the respective contents of each thematic unit. In addition, answers must be given to the following questions: What professional usefulness has the subject worked on hand for me? What personal learning have I taken away from each subject worked on?
- Final exam: 40% of the final grade. The exam will consist of multiple-choice questions on the topics covered, deducting one correct question for every three incorrect ones.

MODALITY B. FINAL EVALUATION: students who do not follow the dynamics established for continuous assessment may take a final exam on the whole subject by means of mode B. The exam will consist of multiple-choice questions on the subjects studied, deducting one correct question for every three incorrect ones.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for



Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Ruiz, E. (2011). Música y logopedia. Intervención en dislalias y disfonías aplicando un programa de música. Editorial CCS.Villalba, S. y Espert, R. (2014). Estimulación cognitiva: una revisión neuropsicológica. *Therapeía*, 6, 73-93. Estalayo, V. y Vega, R. (2005). Inteligencia auditiva. Técnicas de estimulación prenatal, infantil y permanente. Biblioteca Nueva. Gaser, C. y Schlaug, G. (2003). Brain structures differ between musicians and nonmusicians. *Journal of Neuroscience*, 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. DIGITUM. KÜNTZEL-HANSEN, M. (2001). Educación Musical precoz y estimulación auditiva. Barcelona: Médica y técnica. Del Rocío, P., Talavera, J y 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(27), 257-284