

**COURSE DATA****DATA SUBJECT****Code:** 46942**Name:** Musical Expression in Therapeutic Pedagogy**Cycle:** Master's Degree**ECTS Credits:** 2.25**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, Psicomotricidad y Expresión Musical y Plástica en Pedagogía Terapéutica	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. Also, will address content related to equality and a gender perspective, and will promote knowledge of *Organic Law 10/2022*, which aims to guarantee comprehensive sexual freedom and protection against sexual and gender-based violence. It will also integrate teaching practices for the sensitization, prevention and detection of sexual violence, in coordination with institutional resources and protocols established by the University of Valencia (UV).

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 to encourage attention span, motor skills, communication, and social skills. Intervention programs or training can be designed to foster changes in both brain function and structure.

The development of expressive and interpretive skills contributes to both cognitive development and the formation of personality and subjectivity. In this sense, musical expression as part of arts education offers broad, inclusive, and comprehensive possibilities. Experiential learning situations foster self-efficacy and self-awareness through the development of psychomotor, cognitive, and socio-affective domains. Starting from the premise of individuality and educational needs, this approach offers a way to design learning



experiences that prevent academic failure among diverse student populations. Furthermore, musical art play an important role in addressing communication and socialization needs. Nonverbal forms of communication, as well as symbolization and imagination, are positive factors for well-being. The fact that many artistic creations can offer therapeutic benefits is a focus of great interest in the professional field of Special Education.

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 contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

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

**DESCRIPTION OF CONTENTS****1. Study of the neurological processes of music and movement**

1. Contributions of musical experience to neurology.
2. Therapeutic applications of music and movement.
3. Musical methodological guidelines to attend to functional diversity.
4. Stimulation of brain areas through musical auditory training.

2. Music therapy intervention programmes

1. Definitions and characteristics of music therapy.
2. Main methodologies.
3. Contributions and applications of Music Therapy to the educational field.

WORKLOAD**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	22,50
Total hours	22,50

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	22,25
Independent study and work	13,00
Preparation of lessons	13,00
Preparation for assessment activities	5,00
Resolution of case studies	10,00
Total hours	63,25

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: 65% 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; however, no more than a 5 may be obtained in these recoverable practices.
- Classroom portfolio: 35% 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? The ability to synthesise, reflect and relate the contents worked on will be assessed, as well as the elaboration of the discourse.

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

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- Supplementary references

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Hernández, B. (2022). La educación musical de Edgar Willems y su concepto de musicoterapia activa en el desarrollo integral del ser humano. Revista Internacional de Educación Musical, 10, 33-41. <https://dialnet.unirioja.es/servlet/articulo?codigo=9067903>

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Sánchez, L., Aguilera, J. L., Escolástica, M. y Muñoz, P. (2024). La enseñanza de la música en el alumnado con dificultades motrices. Tendencias Pedagógicas, 42, 47-59. <https://dialnet.unirioja.es/servlet/articulo?codigo=10290075>

Ley Orgánica 10/2022, de 6 de septiembre, de garantía integral de la libertad sexual. Boletín Oficial del Estado, 215, de 07/07/2022 <https://www.boe.es/buscar/act.php?id=BOE-A-2022-14630>