The course is intended to acquaint future teachers with both the theoretical and practical aspects of plastic and musical experience, and highlight the importance of artistic learning in the early stages of childhood development. Special emphasis is placed on the child's holistic learning and the developmental phases of graphic development, as well as education in rhythmic, vocal and instrumental sense.

SKILLS

Basic Skills
Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks.

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues.

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience.

Students must have developed the learning skills needed to undertake further study with a high degree of independence.

**General Skills**

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

**Specific skills**

To be familiar with the musical, craftwork and body language foundations of the syllabus at this stage, as well as theories on the acquisition and development of relevant learning.

To be acquainted with and use songs to promote auditory, rhythmic and vocal education.

To develop educational proposals that promote musical perception and expression, motor skills, drawing and creativity.

To analyse audio-visual languages and their educational implications.

To promote awareness on craftwork expression and artistic creation.

**DISTRIBUTION OF WORK TIME**

<table>
<thead>
<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 hours</td>
<td>90 hours</td>
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