

Quality of education in ECEC (0-6 years): The contribution of art music



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The importance of art education for the cognitive, social, and emotional development of children and youth

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Abstract

The quality concept is the core of the democratic pedagogical model (2030 Agenda goal 4). Since the 2000s, EU guidelines on ECEC have promoted a holistic approach to early childhood, emphasizing each child's right to equal educational opportunities, quality education, creativity development, and a consistent, unified curriculum that aligns with subsequent education and training. This paper will demonstrate how early childhood art music education can significantly benefit a child's cognitive, socio-emotional, creative, and innovative development. The beauty and cultural significance of music offer invaluable contributions to a child's growth. Unfortunately, music, therefore the art music, is poorly present or completely missing in the 0-6 curriculum.

Based on the analysis of standard documents on early childhood education, in the EU and beyond, the speech will suggest three intervention areas in order to construct a quality vertical curriculum centered on artistic music education: the staff musical training; the historically and culturally oriented organization of the curriculum; the setting up of the learning environment. The three areas are not always supported in a balanced way by the guidance frameworks of each country for a quality early childhood education.

The purpose is to stimulate the debate between pedagogy and didactics of music connoisseurs, as well as between educators and teachers in the ECEC system, with a view to develop pilot projects of vertical curricula experimentation of artistic music education.

Key words

Democratic Pedagogical Model; pedagogy and didactics of music; art music education; ECEC curriculum; ECEC European regulatory analysis

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