

## **Exploring Musical Dynamics in Early Childhood Education (0–3 Years): A Study of Classroom Interactions**

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### **ABSTRACT**

Early childhood education (0-3 years) plays a crucial role in fostering cognitive and communicative skills through children's daily interactions (Gardinal-Pizato et al., 2012; Iverson, 2021; Pianta, 2016), both with adults and objects (Alessandroni, 2023; Degotardi, 2021; Moreno-Núñez et al., 2021). Musical elements such as rhythm, sonority, and melody enhance the structure of these interactions (Sarget, 2003; Velecela-Espinoza, 2020), serving as effective tools to design meaningful learning environments, organize routines, and promote active participation (De Moya and Madrid, 2015; Díaz et al., 2014).

This project combines a systematic review of the use of musical resources as pedagogical strategies in early childhood education with an empirical study analyzing classroom interaction dynamics to understand how they promote children's participation. A mixed-methods approach was employed, including longitudinal observations during circle-time interactions at the beginning, middle and the end of the school year in 18 classrooms of early childhood education (133 children and 15 educators).

Our analysis focuses on (1) characterizing teacher behaviors during group interactions (e.g., use of objects, gestures, and linguistic components), (2) identifying recurring musical patterns (rhythmic, melodic, or combined), (3) examining children's communicative initiatives and educators' responsiveness, and (4) exploring structural factors (e.g., adult-child ratio) influencing interaction dynamics. Currently, microgenetic analyses of circle-time interactions using ELAN software are underway. Preliminary findings aim to provide a comprehensive understanding of the dynamics that foster child participation and communicative development, addressing significant gaps in the literature on early childhood education for children aged 0-3 years.

**Keywords:** early childhood education; musical dynamics; classroom interactions; child participation.