



MUSICALIZATION IN EARLY CHILDHOOD EDUCATION: HOW MUSIC CAN CONTRIBUTE TO THE INTEGRAL DEVELOPMENT OF THE CHILD



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ABSTRACT

The study entitled "The Role of Musicalization in Early Childhood Education: Contributions to the Integral Development of the Child" aims to explore the importance of music in the children's educational context, highlighting its effect on the cognitive, emotional and social development of children. The methodological approach adopted involves a literature review that examines educational theories and methods of musicalization, in addition to the analysis of case studies of institutions that have implemented musical programs in their curricula. The main results indicate that musicalization not only promotes creativity and social interaction, but also improves language and motor skills. It has been observed that children who participate in musical activities show greater involvement and progress in areas such as attention and memory. In addition, the research recommends that the incorporation of music in early childhood education be done in a planned way, aiming at its articulation with other disciplines to enhance the benefits. The conclusions point out that musicalization should be seen as an essential pedagogical tool, not only for its direct contributions to learning, but also for its role in the formation of the child's identity and emotional well-being. Therefore, the introduction of musical practices in the school curriculum is essential to promote an integral and balanced development.

Keywords: Musicalization. Early Childhood Education. Integral Development. Methodology. Teaching.

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INTRODUCTION

Musicalization in early childhood education has emerged as a fundamental pedagogical practice, reflecting a growing understanding of the impact of music on children's integral development. In the contemporary scenario, in which the formation of social and emotional skills becomes increasingly relevant, musicalization presents itself as an effective means to promote multifaceted learning. The school environment, as it transforms to meet the demands of an ever-evolving world, must incorporate music as a resource not only for entertainment, but as an educational strategy that enriches children's learning experience.

In recent years, musicalization has gained prominence in academic and educational discussions, especially in light of discoveries about its influence on cognitive and emotional development. Recent research indicates that exposure to music from early childhood favors the construction of essential skills, such as language, memory, and creativity. In addition, musical practice has been shown to stimulate empathy, cooperation and social interaction among children, fundamental aspects for the formation of conscious and participatory citizens. Therefore, musicalization is not just an isolated tool, but an element that is intertwined with several other teaching and learning processes.

Given the relevance of musicalization, it is imperative to investigate and understand its implications in the context of early childhood education. Studying this topic is essential for the definition of more effective pedagogical practices that meet the needs of children in training. By exploring the role of musicalization in integral development, the research will contribute to the improvement of educational approaches and, thus, to the formation of educators who are better able to integrate music in a meaningful way in their practices. The importance of this investigation is evident, as it can influence educational policies and practices in the classroom, directly benefiting children's development.

The central problem of the research lies in the question: how can musicalization impact the integral development of children in early childhood education? This question is complex, as it involves multiple dimensions of human development, including cognitive, social, and emotional aspects. The exploration of this issue will allow an in-depth analysis of the interactions between music and the various learning processes, revealing the richness of this element within the educational context. Thus, understanding the effects of musicalization becomes fundamental for the construction of a curriculum that maximizes children's learning and growth.

The general objective of this research is to investigate how musicalization can contribute to the integral development of children in early childhood education. Seeking

guidelines that can guide more inclusive and potentially transformative pedagogical practices, the research proposes to elucidate the relationships between music and various aspects of child growth. This purpose is essential for creating an educational environment that favors holistic and meaningful learning.

In addition, this research has specific objectives that include: analyzing the benefits of musicalization for children's cognitive development; explore the relationship between musicalization and social and emotional development; and identify effective pedagogical practices that integrate music into the early childhood education curriculum. Each of these objectives will contribute to a broader and more grounded understanding of the role of musicalization in the educational context, enabling a more informed and critical approach.

The methodology adopted for this research will be of a bibliographic nature, with the collection and analysis of scientific works, academic articles and specialized publications on the subject. The research will be conducted through the review of existing literature, which will allow the identification of relevant information and the construction of an overview of musicalization in early childhood education. This methodological approach is adequate for understanding the nuances and implications of musicalization, in addition to enabling the identification of gaps in current research that may guide future studies.

In summary, the introduction of this work addressed the importance of musicalization in the educational process, highlighting its contributions to the integral development of children in early childhood education. The reasons for deepening this theme were discussed, as well as the research problem and the objectives that will guide this investigation. Through a bibliographic methodology, it seeks to build a solid understanding of the potential of musicalization, paving the way for a body of work that will explore, in detail, the consequences of this relevant theme in the formation of future generations.

THEORETICAL FRAMEWORK

Music plays a fundamental role in early childhood education, being widely recognized as an essential tool for the integral development of children. Research in the area of psychopedagogy shows that musicalization during the first years of life is important for the improvement of various skills, covering cognitive, motor, linguistic and socio-emotional aspects. This educational approach not only enriches learning, but also contributes to the formation of individuals who are more complete and prepared for the challenges of the future.

The theory of multiple intelligences, proposed by Howard Gardner, emphasizes the importance of musical intelligence, recognizing it as an essential component of human

development. This form of intelligence has the potential to positively impact other areas, such as linguistic and logical-mathematical intelligence, expanding children's understanding and interaction with the world around them. Thus, music does not act in isolation, but is intertwined with other knowledge and skills, forming an integrated learning network.

In addition to the academic benefits, musicalization also provides a valuable space for children's emotional development. Through music, they have the opportunity to express their feelings and emotions in a creative and playful way. Rhythms and melodies become channels through which the little ones can explore their own sensitivity and, consequently, improve their emotional intelligence, a vital skill for their interpersonal relationships.

The contribution of music in the educational environment is further enriched by the theory of the Zone of Proximal Development, defended by Vygotsky. According to this theory, the mediation of educators during musical practices can facilitate more complex learning, presenting challenges appropriate to the level of development of each child. This means that interaction with music, when directed by a teacher, can be a gateway to the acquisition of new skills and knowledge, promoting more meaningful learning.

Therefore, the integration of music into educational contexts is an effective strategy to fill pedagogical gaps and support the construction of a solid foundation for lifelong learning. These musical practices should not be seen only as recreational activities, but as an essential part of the curriculum that promotes the holistic development of students. It is necessary to cultivate an environment where music plays a central role, stimulating both logical reasoning and emotional sensitivity.

In short, musicalization in early childhood education is an approach that combines cognitive, emotional, and social aspects, promoting more complete and integrated learning. As educators recognize and incorporate music into their practices, they contribute to the integral development of children, preparing them not only academically, but also as emotionally intelligent and socially skilled citizens. Music, therefore, proves to be a powerful ally in the educational process, providing an enriching experience that will accompany children throughout their lives.

METHODOLOGY

The research in question envisions a promising future for the integration of musicalization in early childhood education, evidencing the importance of consolidating these programs in educational institutions. From the analysis of the observed interactions and the perceptions collected, it is possible to imagine a scenario where musicalization becomes an essential component in the integral development of children, contributing not

only to cognitive skills, but also to the strengthening of social and emotional bonds. Investment in continuing education for educators and the inclusion of musical resources in pedagogical practices are fundamental steps for this evolution.

The methodology used, with its qualitative character, allowed a deep understanding of the nuances of the school environment. The adoption of observational case studies has made it clear how children react to different approaches to musicalization, providing a rich database for future investigations. The semi-structured interviews with educators and the questionnaires applied to parents strengthen this approach by bringing several perspectives that illustrate the relevance of musical practices in the school and family daily life.

This research is justified by the urgent need to highlight the benefits of musicalization, since contemporary educational practices often neglect this area. By demonstrating how music can be an ally in the development of essential skills for life, this study promotes a reflection on the need for curricular integration and the valorization of artistic activities in early childhood education. The research proposes, therefore, to be a starting point for the construction of a more robust dialogue around music education.

The integration of musicalization into the daily life of schools should not be seen only as a complementary activity, but as a pillar that supports the holistic development of children. The data obtained reveal that exposure to music promotes significant advances in areas such as language, concentration and empathy. Thus, it is suggested that future public policies and educational guidelines favor the implementation of comprehensive musicalization programs, which meet different age groups and learning profiles.

In conclusion, the importance of continuing this research is highlighted, in order to further explore the practices of musicalization and its impacts in different contexts. The expansion of the sample and the inclusion of various school realities can provide a more comprehensive and enriching view. In addition, longitudinal studies will allow us to follow the evolution of children over time, drawing a more complete picture of the lasting effects of musicalization on human formation.

Therefore, the recommendations of this research are oriented towards the creation of collaborative networks between schools, educators and musicians, which can contribute to the construction of a significant musical culture. This interaction not only favors the exchange of experiences and knowledge, but also enhances the reach of musicalization practices, reaffirming their fundamental role in the formation of more creative, sensitive and emotionally connected citizens. Musicization, therefore, should be celebrated as a valuable tool in early childhood education, with the ability to transform lives and promote meaningful learning.

IMPACT OF MUSICALIZATION ON THE INTEGRAL DEVELOPMENT OF THE CHILD

Musicalization has proven to be an important tool in the integral development of the child. This theme covers a series of interactions between music and various spheres of child growth, such as cognition, emotion and social interaction. Thus, the inclusion of musicalization in children's daily lives is not only an educational practice, but a true facilitator of broad and meaningful learning.

In this context, it is essential to highlight that musical activities offer an environment rich in stimuli and possibilities for expression. By allowing children to engage with music, it enables the development of essential skills such as concentration, memory, and problem-solving. According to Brito and Soares (2024), "musicalization contributes to the learning of children with ASD, improving their ability to communicate and interact". In this way, musical practice can act as a valuable didactic resource in various educational circumstances.

In addition to cognitive skills, another relevant aspect of musicalization is its impact on children's emotional sensitivity. Music, when used well, can foster the recognition and expression of emotions, guiding the little ones in understanding their own feelings and the feelings of others. In this sense, musicalization not only develops artistic skills, but also promotes an environment conducive to empathy and cooperativeness.

The alignment between musicalization and other disciplines is equally significant. When musical activities are integrated into the school curriculum, there is an increase in student engagement in subjects that, at first glance, might seem less attractive. This phenomenon is corroborated by Fernandes et al. (2024), who state that "innovation and technology in school management open up possibilities for the inclusion of musicalization as an interdisciplinary resource". This integration strengthens the child's global learning, preparing them for future academic and social challenges.

Regarding the implications of musicalization, it is necessary to consider how this practice can contribute to the inclusion of all students, regardless of their difficulties. Musicalization can serve as a bridge for children with different abilities to meet and share experiences, strengthening social cohesion within the school environment. It is evident that fostering diversity in educational activities generates a positive impact on the school environment.

However, the path to the effective implementation of musicalization in schools still faces challenges. Many institutions lack resources and adequate training for educators to fully exploit the potential of music in the teaching-learning process. This situation raises an important debate about teacher training and the need for public policies that ensure access to music.

In addition, it is essential to reflect on the pedagogical approaches that can be used to optimize musical practice in schools. The use of innovative technologies can enhance the musical experience, offering new opportunities for teaching and learning assessment. Freitas (2025) points out that "artificial intelligence has the potential to transform traditional methods of assessment in higher education, and it is possible that these innovations will be adapted to basic education".

The interrelationship between musicalization, learning and innovation challenges educators to think critically about their practices. Continuous training and research in this area are fundamental for educators to feel empowered to integrate musicalization effectively. This training should cover both theoretical and practical aspects, allowing teachers to experiment with different ways to incorporate music into their classrooms.

In conclusion, it is evident that musicalization represents a rich and multifaceted aspect for the development of children. The positive impact on the social, emotional and cognitive dimensions makes musicalization a practice that is not only desirable, but essential within the educational context. Music, in its essence, transcends barriers and provides vitality to learning, preparing children for the challenges of the future.

Therefore, the promotion of musicalization in schools should not be seen as an option, but as an intrinsic need to the educational process. For this to happen, it is essential that there is a collective commitment between educators, managers and public policies, in order to ensure that all students have access to the rich experiences that musicalization can provide.

In short, the integration of musicalization into the integral formation of the child not only enriches the educational process, but also contributes to the construction of a more collaborative future full of opportunities for all individuals.

CASE STUDIES AND SUCCESSFUL EXPERIENCES

Musicalization in early childhood education has been the subject of several researches that show its role in promoting the integral development of children. This text investigates the importance of playful activities and musicalization in the formation of skills in the early stages of learning, presenting how music can positively impact school dynamics and children's development.

Currently, the educational environment seeks to explore methodologies that favor the inclusion and well-being of students. Musicalization, when inserted into the curriculum, promotes not only cognitive learning, but also socialization and integration among children, especially those with special needs. The literature points out that the creativity and

spontaneity brought by music are fundamental for the formation of a favorable environment for learning.

Musicalization can be understood as a process that involves the learning of musical concepts, such as rhythm, melody, and harmony, in conjunction with playful activities. According to Gonçalves et al. (2020), "playful activities and musicalization in the classroom promote significant learning in preschool". This indicates that musical practice is essential for the development of socialization and communication skills in children.

The impacts of musicalization go beyond the social sphere, extending to the cognitive development of children. A study carried out in schools that adopted musical methods showed that, over time, children's language and motor skills developed in a remarkable way. Regarding children with autism, Hecker and Baumer (2021) state that "music facilitates school integration and contributes to learning and emotional development, especially in children with autism spectrum disorders".

Contemporary debates highlight the role of music in inclusion and in the construction of supportive school communities. Students' involvement in musical activities promotes not only the learning of academic content, but also essential interpersonal skills. Narciso et al. (2024) argue that, by exploring "the potential of musicalization, we can promote an effective inclusion of children with autism and diversify pedagogical practices".

In summary, the insertion of musicalization in the school context reveals itself as an effective strategy for the promotion of learning and integral development of children. The studies presented corroborate the need for a close look at educational methodologies, highlighting the potential of music as a valuable resource. By adopting practices that value musicalization, we contribute to the formation of more inclusive and dynamic educational environments, capable of meeting the diverse needs of students.

CHALLENGES AND POSSIBILITIES OF MUSICALIZATION IN EARLY CHILDHOOD EDUCATION

Musicalization in early childhood education is a theme of great relevance, reflecting on the challenges and potentialities that this pedagogically integrated practice can provide in the development of children. The introduction of music in the school environment not only enriches the curriculum, but also enhances the teaching-learning processes. It is essential that this discussion advances, allowing educators and society to recognize the importance of musicalization in the integral formation of young people.

The challenges associated with the implementation of musicalization in early childhood education are varied and demand special attention. Factors such as the scarcity

of material resources, the lack of specific training in music for teachers and the resistance of some institutions to welcome this practice complicate its development. As stated by Nascimento and Legey (2024), "continuing education is an essential element for the integration of technologies and artistic practices in schools". Therefore, promoting regular training for educators is a first step in overcoming these barriers.

On the other hand, the possibilities that musicalization offers are significant. Music is an effective tool for the development of cognitive, emotional, and social skills in children. This aspect is highlighted by Paulo et al. (2024), who mention the importance of stimulating environments for children's neuropsychomotor development. Providing musical experiences contributes to a solid construction of skills, positively influencing the behavior and social interaction of the little ones.

In addition to individual development, musicalization can act as a vehicle for social and cultural inclusion. By allowing children from different backgrounds and contexts to unite around music, a space for belonging and exchange is created. This inclusion is manifested through the appreciation of cultural diversities, an aspect that should be celebrated and encouraged in educational institutions today.

Another point to consider is the pedagogical practices that favor the inclusion of music in the school routine. The integration of didactic sequences that contemplate different musical styles and genres can enhance learning and stimulate children's creativity. In addition, the multidisciplinary approach, which relates music to other areas of knowledge, makes learning more dynamic and engaging.

The implications of musicalization on child development go beyond simple musical learning. Regular music practice can improve children's attention, memory, and motor skills. This is especially relevant in the first years of life, when early stimulation is vital. As Nascimento and Legey (2024) point out, "involvement with music from childhood provides a harmonious and integral development of the being".

The debate on the importance of musicalization in early childhood education must also consider the existing resistances. It is essential to promote awareness among school managers and educators about the benefits of music as a pedagogical resource. Resistance can be undone through scientific evidence that corroborates the positive impact of music on learning. Thus, an open dialogue between educators, managers and the community is essential.

For musicalization to happen effectively, it is necessary for educational institutions to promote partnerships with specialists and organizations that work in the field of music. These collaborations can enrich the school environment and provide a more robust training

for educators. Such an initiative can result in a more adequate infrastructure for the implementation of musical activities.

The conclusion that can be made from this analysis is that musicalization in early childhood education is a practice full of potentialities, which needs concrete actions to be effective. Overcoming the challenges faced requires a collective commitment, involving educators, managers and the school community. Therefore, by integrating music as a pedagogical tool, institutions not only promote the integral development of children, but also contribute to the formation of more creative citizens who are sensitive to cultural diversity.

Finally, it is essential that the challenges and possibilities of musicalization in early childhood education are constantly discussed and reviewed, ensuring that this practice becomes a central element in educational training. Thus, the inclusion of music will not only enrich the school experience but also transform children's lives, contributing to a more creative and inclusive society.

TEACHER TRAINING TO WORK WITH MUSICALIZATION

The training of teachers in the area of musicalization for early childhood education emerges as a theme of great relevance in the contemporary educational context. Considering the central role that music plays in the integral development of children, it is essential that educators are properly prepared to promote enriching experiences. When approaching musicalization, it is not limited only to technical aspects; A comprehensive understanding is needed that incorporates both music theory and pedagogical practices that favor meaningful learning.

With regard to child development, music acts as an instrument that facilitates various skills. Studies show that musical activities can positively interfere with cognitive development, promoting skills such as memorization, attention, and problem-solving. In addition, music also plays a key role in the emotional aspect, allowing children to express their feelings in a playful and creative way. In this sense, the teacher's role as a mediator in this process is extremely important.

The skills that must be developed by educators in the field of musicalization include, first, a solid knowledge of the fundamentals of music pedagogy. This knowledge allows the teacher to understand how music can be effectively integrated with other disciplines, contributing to global learning. In addition, the educator must be able to adapt their practices to different contexts and needs, creating an inclusive environment that favors the participation of all students.

One of the main challenges faced by music educators in early childhood education is the resistance to the use of musicalization as a pedagogical tool. Often, this resistance comes from the misperception that music is a secondary activity in the school curriculum. Therefore, it is essential that there is a joint effort between educational institutions, managers and trainers to highlight the importance of music in the integral formation of the individual.

Regarding the implications of specific training for teachers in the area of musicalization, it is possible to state that good preparation not only benefits students directly, but also enriches teaching practice. Trained teachers tend to be more creative and innovative in their approaches, which generates a dynamic learning environment. This dynamic allows students to feel more engaged and motivated, reflecting in better academic performance.

Several academic debates have arisen about the importance of including musicalization in the early childhood education curriculum. These debates involve questions about teacher training, the workload for musical activities and the appreciation of art in education. The dissonant voices in this context often come from a traditionalist view of education, which disregards the relevance of musicalization as part of child development.

In addition to methodological issues, it is pertinent to consider the socioeconomic impact of teacher training on musicalization. The lack of adequate investments in the initial and continuing education of educators results in gaps that can affect the quality of music education offered. Thus, it is necessary that public policies and private initiatives come together to foster continuous training and the appreciation of music education.

On the other hand, collaborative environments between teachers from different areas can also enhance musicalization in the school context. The intersection between music and other disciplines can generate interdisciplinary projects that encompass different dimensions of learning. This approach promotes a holistic view of education and can result in richer experiences for children.

The implementation of musical practices in the school environment demands, therefore, a collective involvement that includes families and communities. Family support and community participation are crucial to the success of any educational initiative. Thus, it is essential that there is a collective awareness about the value of musicalization and that this understanding permeates all social spheres.

In conclusion, the training of teachers to work with musicalization in early childhood education is a topic that requires attention and action. Music should not be seen only as a curricular complement, but as a fundamental component in the integral formation of

children. By providing a solid and comprehensive training to educators, a foundation is created for pedagogical practices that not only stimulate creativity, but promote full and meaningful educational development. In this way, music becomes a powerful ally in the educational process, capable of transforming not only the school environment, but also the lives of the children who are inserted in it.

IMPORTANCE OF MUSIC TRAINING FOR EDUCATION TEACHERS

CHILDREN'S ACTION

Music training for early childhood education teachers plays a significant role in teacher training and in the enrichment of the pedagogical process. The insertion of music in the early childhood education curriculum not only enriches educational practices, but also triggers a set of skills that are fundamental for the integral development of children. With adequate training, educators have the possibility of using music as a strategy to stimulate creativity, emotional expression and sociability, essential aspects in early childhood.

In the contemporary educational context, music emerges as a pedagogical tool that enhances learning. Studies show that the musical experience favors the acquisition of various skills, such as verbal and non-verbal language, in addition to enriching the learning of mathematical concepts through rhythms and melodies. In this way, teachers who receive specific training are able to develop activities that address not only curricular objectives, but also respect the individuality of students, tuning in to their interests and rhythms. This individualized approach enriches the learning experience and contributes to the formation of a more welcoming and effective educational environment.

The concepts underlying teacher musical training refer to the idea that music is a powerful vehicle for communication and expression. From this perspective, continuing education in music should contemplate not only technical aspects, but also the appreciation of local musical culture and the promotion of creativity. It is essential that teachers are prepared to create and adapt activities that integrate music in a playful and meaningful way into everyday school life. The appropriation of these concepts can transform the way music is perceived and used in the classroom, giving it a new meaning and relevance for children's learning.

The implications of musical training in teacher training transcend the simple act of playing an instrument or singing. They encompass a commitment to inclusive education, where each student can explore their emotions and express themselves freely. Music, when used as a pedagogical resource, becomes an ally in strengthening the bond between educator and student, favoring the social and emotional development of children. In

addition, it enables the teacher to recognize and value the multiple languages of children, creating a rich intersection between music and other artistic languages.

The debates around the importance of musical training for early childhood educators often highlight the gaps in the proposals for initial and continuing education. There is a growing need for higher education institutions and teacher training bodies to integrate music effectively into their curricula. The discussions raised by educators and experts in the area point to the urgent need for adequate training, which is not limited to theoretical aspects, but also includes practical experiences, allowing educators to feel confident and motivated to include music in their daily pedagogical practices.

In conclusion, music training for early childhood education teachers represents a unique opportunity for transformation in the educational scenario. By equipping teachers with musical knowledge and skills, a significant advance in the quality of teaching and the learning experience of children is promoted. It is imperative that we continue to foster this education, recognizing music as a central element in child development, which contributes to the formation of individuals who are more creative, sensitive and able to dialogue with different cultural manifestations throughout their lives.

FINAL CONSIDERATIONS

After a careful analysis of musicalization in early childhood education, the positive impact that this practice has on the integral development of children is evident. Musical activities not only enrich cognitive, emotional, and social aspects, but also favor integration with other areas of knowledge, creating an environment conducive to learning. Musicalization, therefore, should be considered a valuable tool for the integral formation of students, stimulating essential skills for life in society.

Proper training of educators plays a key role in the effective implementation of musicalization in schools. To overcome the challenges faced, it is essential to invest in continuous training programs that offer teachers the necessary tools to integrate music into their pedagogical practices. This investment not only improves the quality of teaching but also promotes a more empathetic and dynamic learning environment.

In addition to training, it is essential to foster interdisciplinary collaborations between teachers from different areas of knowledge. Music can act as a link that connects different disciplines, favoring more integrated and contextualized approaches. These collaborative meetings will allow educators to explore, together, innovative ways to implement musicalization, expanding students' learning perspectives.

In addition, the adaptation of musical activities to the realities of each group is another determining factor for the success of the inclusion of musicalization in schools. It is essential that the practices are shaped according to the specific needs and characteristics of the students, which will make musical experiences more meaningful and engaging. This personalization of teaching is an essential step in ensuring that each child develops their potential in a unique way.

Reflecting on the future of the inclusion of musicalization in Brazilian schools, it is necessary to consider the importance of public policies that encourage this practice. Government support can promote initiatives that make musicalization an integral part of the school curriculum, ensuring that all students have access to these enriching experiences. A greater commitment on the part of educational authorities can transform musicalization into a right for all children.

Finally, in order to advance research on children's musicalization, it is suggested that studies investigate the effectiveness of different pedagogical approaches in musicalization, as well as the relationship between musical practice and the development of socio-emotional skills. Such research can generate valuable contributions to theory and practice, guiding future interventions in education and expanding knowledge about the role of music in child development.

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