

**COURSE DATA****Data Subject**

Code	33646
Name	Music teaching at primary school
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	7 - Teaching music in primary education	Obligatory

Coordination

Name	Department
FERNANDEZ MAXIMIANO, RAFAEL	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

The subject Music Didactics in Primary Education is a core subject of the degree in Primary Education. His teaching load is 6 credits. This one theoretical-practical subject pursues that the student becomes familiar with the world of education through musical activities, working on the concepts in a way that uses their mediators elements, active hearing, movement, voice and musical instruments through the application of the most innovative methodologies as well as didactic procedures of education musical.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Appreciate the educational value of music.
- Recognise the constituent elements of music.



- Introduce students to individual and group singing.
- Achieve autonomy in reading simple tunes.
- Develop the sense of rhythm and coordination.
- Develop vocal and movement expression.
- Strengthen interpretative, improvisational and creative skills.
- Synchronise voice, movement and instruments.
- Know and play the school instruments.
- Discover the elements of musical language from active music listening.

LEARNING OUTCOMES

With the completion of this subject, the aim is for students to be able to:

- Use the concepts developed in the analysis and discussion of real cases..
- Use basic techniques for processing the information collected.
- Reflect and analyze around the contents achieved in the theoretical classes and relate them to those others contemplated throughout the practical sessions.
- Elaborate works and evaluation tests of diverse nature and objective.
- Be able to defend and present in the classroom the results of the activities developed.
- Develop skills to work individually and in groups.
- Strengthen communication skills with other students, with the teacher and with experts and professionals to whom they can address.

DESCRIPTION OF CONTENTS

1. Rhythm

THEORY

Rhythm: Free and metric Rhythm.

Time.

Rhythmic modes.

Binary , ternary and quaternary rhythm.

Elemental rhythmic structures.

Rhythmic accompaniments.

PRACTICE

- Rhythmic and melodic activities using the compass of 2, 3 and 4 times.
- Improvising destructures elemental rhythms



2. Melody

THEORY:

- Major and minor scale. Tone and Semitone.
- Melodic line, phrase, semi-phrase, motif.
- Question-Answer, conclusive character.
- Tonality and modality. Accidentals. Intervals

PRACTICE:

- Melodic activities using 2, 3 or 4 beat bars.
- Hearing discrimination of the distances of Tone and Semitone.
- Improvisation of elementary melodic structures.
- Exercises of melodic hearing discrimination.

3. Harmony

THEORY:

- Concept of chord: I - IV and V degrees.
- Concept of final cadence.

PRACTICE:

- Hearing discrimination of grades I-IV and V

4. Agogics [agogisch] and Dynamics

THEORY

- Variations on the 'tempo'.
- Variations on intensity.
- Articulation nuances.

5. Musical Shape

THEORY

- 'Eco ', 'ostinato ', question/answer and phrase.
- Elementary configurations: 'canon', 'lied' and 'rondó'

PRACTICE:

- Activities on various elements of the configuration: 'echo', 'ostinato', question-answer and musical phrase.
- Analysis and interpretation of elementary musical shapes: 'canon', 'lied' and 'rondo'.



6. Musical instruments

THEORY:

- School instruments.
- Other instruments: popular, homemade, digital.

PRACTICE:

- Manufacture of daily instruments

7. Mediator elements of music: The Voice

THEORY:

- The voice in the classroom:
- Introduction to vocal skill.
- didactics of the song. Repertoire selection.
- Sing to one and two voices

PRACTICE:

- Activities for the appropriate use of the voice when singing. Practical application of intensity and nuances.

8. Mediator elements of music: The Movement

THEORY:

- The movement in the classroom:
- Introduction to the technique of movement.
- Didactics of movement.
- musical shape in movement. Choreography

PRACTICE:

- Development rhythmic structures through movement.

9. Mediator elements of music: Musical Instruments

THEORY:

- The instruments in the classroom:
- Introduction to the instrumental technique.
- Instrumental didactics.
- Instrumental families.

PRACTICE:

- Practice songs with simple instrumental accompaniments.
- Interpretation of melodies with recorder and with sheet instruments [Keyboard percussion instrument] and small percussion.

**10. Mediator elements of music: Musical Hearing****THEORY:**

- Active musical hearing:
- Introduction to the didactics of hearing.
- Typology of active musical hearing.
- Hearing and musical language.

PRACTICE:

- Active musical hearing.

11.-

11. Symbolic systems of musical representation**THEORY:**

- Unconventional notation of music. Conventional notation.

PRACTICE:

- -Musical practices in 2 groups dividing the class (25 students).

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	15,00	0
Readings supplementary material	15,00	0
Preparation of evaluation activities	35,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology to be used throughout the various class sessions is based on a combination of 'active methods'. The concepts of each thematic block are introduced by the teacher, albeit in a different way participatory, combined with the presentation of examples and case studies that become relevant. The previous timing is not chronological, in the sense that the 'content blocks' are mixed, considering 'the song' the backbone of the activity, from



which the activities and the development of the contents of the different blocks are extracted at the same time. . The sessions will be theoretical and practical. The participation of the student in the discussions that are generated in the classroom will be of the most indispensable for the achievement and application of the concepts with the help of the teacher, who will guide the student throughout the process.

The practical sessions, the focus of which will be mostly cooperative, are based on the performing exercises with the mediating elements, hearing, vocal and/or instrumental interpretation, dances, discussion of readings, viewing of audiovisuals, etc., under the direction of the teacher. The practical activities will be carried out preferably in groups and will require the student to work in and out of the classroom. To be a subject that works a large number of practical skills will use an 'active and participatory methodology' in the development of vocal and instrumental performance skills mainly, as well as auditory where the ability to analysis becomes more apparent. Due to their educational nature, attitudinal skills are also worked on, such as respect for the moment interpretive or auditory, cooperative work, attitudes and values implicit in the development of practical exercises, etc. The theoretical contents emerge after a reflection on the pre-established practice, answering questions such as: WHAT HAVE WE DONE?, FOR WHAT?, HOW? ...

EVALUATION

Criteria for the final assessment of the course

Prerequisite: Attendance at least 70% of the face-to-face sessions will be mandatory. It will take one

practice test for those who do not exceed this percentage.

The evaluation will be continuous and final, bear in mind the practices carried out in all the sessions of the course and assignments.

The grading process will take into account the following factors::



- Theoretical and practical works of the course.
- Presentations of work.
- Participation in class.
- Final tests on the contents worked in the various sessions.
- -Correct oral and written expression of the student and respect for Human Rights, trenches, beliefs, equality of gender, etc..

Weighting of the grade:

- 40% of the practical part,
- 30% of the theoretical part,
- 20% of the works submitted,
- 5% for attendance and active participation in classes.
- 5% for participation in various activities within the 'complementary weeks'.

REFERENCES

Basic

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- Bort, A. y otros (1986). Siringa. Método de flauta. Edt.: Tándem. Valencia.
- Cateura, M. (1982). Música para los ciclos básicos. Niveles Y, II, III, IV. Edt.: Daimon. Barcelona
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Additional

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- Storms, G. (2003). 101 juegos musicales. Divertirse y aprender ritmos y canciones. Ed Graó. Barcelona
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- Willems E. (2004). El oído musical. Barcelona: Paidós

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

Se mantienen los contenidos inicialmente recogidos en la guía docente. En caso de migrar a un escenario no presencial se reducirían los contenidos inicialmente recogidos en la guía docente seleccionando los conceptos indispensables para adquirir las competencias

Volumen de trabajo: Se mantiene la planificación temporal. Las sesiones se realizarán en los días y horas programadas hasta el final de la asignatura. Las sesiones que no permitan la asistencia presencial en clase contarán, además de con los materiales y lecturas habituales, con materiales curriculares alternativos tales como videoconferencias grabadas, lecturas complementarias o actividades a realizar mediante el aula virtual. En caso necesario, se podrá flexibilizar la relación y la duración entre actividades prácticas y teóricas, en función de las circunstancias.

Se refuerza el principio de trabajo autónomo por parte del estudiantado tanto para las actividades teóricas y de reflexión como para la realización de trabajos de programación.

Metodología: En la modalidad de docencia híbrida, las sesiones presenciales mantendrán la dinámica de trabajo habitual (clases teóricas, prácticas de aula y/o prácticas) con las medidas de higiene adecuadas. En el caso de que parte del alumnado asista a la sesión a distancia, se tratará de incluir en la dinámica de la clase presencial (asistiendo a la clase teórica, interactuando con los compañeros/as en la práctica de aula, o visionando la práctica de aula). En los casos en los que no se cuente con el material adecuado o la dinámica imposibilite la atención a distancia, se propondrá una actividad complementaria para el alumnado que esté a distancia.

En caso de tener que migrar a la docencia a distancia, se sustituirán las clases presenciales por sesiones en videoconferencia síncrona o asíncrona mediante la plataforma Blackboard Collaborate y se añadirán actividades alternativas a las prácticas.



El profesorado estará disponible en su horario de tutorías tanto presenciales como virtuales, para la resolución de dudas.

Evaluación:

En la modalidad híbrida, para la evaluación continua, se mantiene la evaluación de el trabajo de aula atendiendo a las cuestiones de seguridad impuestas por la Universidad para la situación del COVID-19. Además, se mantiene la realización de exámenes teóricos y prácticos presenciales.

En el caso de un escenario de docencia no presencial, se sustituirán los trabajos de aula por trabajos individuales o grupales tutorizados a distancia. El formato de dichos trabajos será definido por el profesorado del grupo. Y se mantiene la realización de exámenes prácticos y teóricos presenciales si fuera necesario.

La bibliografía recomendada se mantiene pues es accesible