

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

Code	33671
Name	Music and movement
Cycle	Grade
ECTS Credits	4.5
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	Second term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	16 - Specialist in musical education	Optional

Coordination

Name	Department
MORANT NAVASQUILLO, REMIGI	95 - Didactics of Physical, Artistic and Music Education

SUMMARY**English version is not available**

La asignatura “Música y movimiento” pertenece al itinerario de Educación Musical y es una asignatura optativa de esta mención en el grado de Maestro de Educación Primaria. Su carga lectiva es de 4,5 créditos. A través de esta asignatura se pretende desarrollar las capacidades musicales de percepción, expresión y análisis sensible mediante la vivencia corporal del sonido y la música, el movimiento rítmico y la danza. También trata de proporcionar al alumnado las competencias básicas para la utilización de la expresión rítmico-corporal y las coreografías elementales en el aula de primaria como herramienta educativa para el aprendizaje musical de los niños de esa etapa.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

El acceso al Itinerario/Mención de Educación Musical exige una prueba de nivel de la cual quedarán exentos/as quienes tengan el grado medio de enseñanzas de música o equivalente.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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.



- Introduce students to musical language by means of rhythm and movement.
- Develop creativity, improvisation and aesthetic sense from rhythm and movement.
- Identify the elements of musical language through hearing by means of the analysis of works from the history of Western music, musical folklore and popular urban music.
- Progressively develop an auditory analysis model applicable to any type of music.
- Master the technique of playing instrumental pieces and improvisation for musical creation.
- Integrate information and communication technologies into guided and independent teaching and learning activities.
- Develop the harmonic and compositional concept through programs to support creation and improvisation.
- Design and develop educational projects, programming units, environments, activities and materials, including digital materials, to ensure the adaptation of the curriculum to the diversity of students and to promote the quality of the contexts in which the educational process takes place.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

English version is not available

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Study and independent work	67,00	0
TOTAL	112,00	

TEACHING METHODOLOGY

English version is not available

EVALUATION

English version is not available



REFERENCES

Basic

- Bachmann, M.L. (1998). La rítmica Jaques Dalcroze. Una educació per la música y para la música. Pirámide. Madrid.
- Fraise, P (1976). Psicología del ritmo. Morata. Madrid.
- Hemsy de Gainza, V. (1963). El ritmo musical y la banda de percusión en la escuela primaria. Eudeba. Buenos Aires.
- Llongueres, J. (1974). Rítmica I y II. Gramosa. Barcelona.
- Van Derspar, E. (1990). Manual Jaques Dalcroze: principios y recomendaciones de la rítmica. Llongueres. Barcelona.
- Willems, E. (1979). El ritmo musical. Eudeba. Buenos Aires.
- Willems, E. (1979). Las bases psicológicas de la educación musical. Pro Música. Friburgo.
- Díaz, M. & Giráldez, A. (Coord.) (2007). Aportaciones teóricas y metodológicas a la educación musical. Biblioteca Eufonia, 240. Graó: Barcelona.

Additional

- Chapuis, J. (2004). Aspectos rítmicos. Método Edgar Willems. Música y educación, 17, pp. 71-84. Musicalis: Madrid.
- Wuyttack, J. (1993). Cantar y descansar. Real Musical. Madrid.
- Wuyttack, J. (1994). Cantan y bailan. Nau Llibres. Valencia.
- Zamora, A. (2005). Danzas del mundo. Vol. 1/ vol. 2. CCS: Madrid.