

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

<b>Code</b>	33672
<b>Name</b>	Musical audition
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1305 - Degree in Primary School Education	16 - Specialist in musical education	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
BOTELLA NICOLAS, ANA MARIA	95 - Didactics of Physical, Artistic and Music Education

**SUMMARY****English version is not available**

La asignatura “Audición Musical” pertenece al Itinerario de Especialista en Educación Musical, dentro del grado de Maestro en Educación Primaria, que se imparte en el segundo cuatrimestre. Su carga lectiva es de 4,5 créditos. Esta asignatura teórico-práctica persigue en su conjunto que el alumnado desarrolle la capacidad de escucha musical y de identificación de los elementos percibidos, así como que adquiera técnicas de análisis musical junto con un repertorio básico de audiciones.

La asignatura se concibe como uno de los ejes fundamentales del Itinerario, ya que contribuye a desarrollar capacidades básicas de los futuros maestros especialistas en música tales como la percepción (educación auditiva), la expresión y el análisis musical, así como su didáctica, proyectándose en la consecución de competencias reales al enlazar directamente con el currículo de Educación Primaria.



## 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 de Especialista en Educación Musical exige una prueba de nivel de la cual quedarán exentos/as quienes tengan el grado medio de enseñanzas de música o equivalente.

## 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.
- Know the theoretical and practical principles of human movement and physical activities.
- Understand human movement and physical-sports activities as a socio-cultural phenomenon.
- Design, develop and evaluate the curriculum.
- Know the official curriculum of physical education in primary education.
- Design and develop learning and teaching situations in contexts of diversity typical of physical education, with special attention to gender differences.
- Acquire resources to encourage participation in physical-sports activities throughout life.
- Value cooperative work and be able to implement it as a condition for improving professional activity.
- Learn strategies to promote professional development and lifelong learning as a teacher.
- Adopt a self-critical attitude towards the teaching and learning processes, valuing the experiences lived in a reflexive way.
- Assume the deontological dimension specific to an expert in physical education and incorporate the ethical principles to guide the teaching intervention.
- Know and use strategies and techniques for finding information as a tool for professional development and be able to use ICTs for physical education and for promoting physical activity.

## LEARNING OUTCOMES

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
<b>TOTAL</b>	<b>112,00</b>	

## TEACHING METHODOLOGY

English version is not available



## EVALUATION

English version is not available

## REFERENCES

### Basic

- AGUILAR, M<sup>a</sup>.C. (2002). Aprender a escuchar música. Madrid: A. Machado Libros.
- BOTELLA, A. M (2021). Nuevas maneras de entender la audición musical en Primaria. Valencia: Tirant lo Blanc apunts
- CASINI, C. (2006). El arte de escuchar la música. Barcelona: Paidós
- COPLAND, A. (1994). Cómo escuchar la música. Fondo de Cultura Económica. Breviarios.
- SZENDY, P. (2003). Escucha. Barcelona: Paidós.

### Additional

- BERNSTEIN, L. (2003). El maestro invita a un concierto. Conciertos para jóvenes. Madrid: Siruela.
- BURKHOLDER, J. P., GROUT, D. J., PALISCA, C. V. (2008). Historia de la música occidental. Madrid: Alianza Editorial.
- MALBRÁN, S. (2007). El oído de la mente. Madrid: Akal.
- SCHAFER, R. M. (1981). El nuevo paisaje sonoro. Buenos Aires: Ricordi.
- SCHAFER, R. M. (1992). Hacia una educación sonora. Pedagogías musicales abiertas. Buenos Aires: Ricordi.