

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

Code	33672
Name	Musical audition
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

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

Subject-matter

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

Coordination

Name	Department
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 profesional 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.
- 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.
- 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

- AGUILAR, M^a.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.
- BOTELLA, A.M., ISUSI-FAGOAGA, R., FERNÁNDEZ, R., BLASCO, S., MARTÍN-LIÉBANA, P. (2021). Recursos didácticos para docentes de música en educación primaria. Valencia: Tirant Lo Blanch.
- 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.