

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

Code	33677
Name	Vocal education
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	4	First term

Subject-matter

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

Coordination

Name	Department
ISUSI FAGOAGA, ROSA MARIA	95 - Didactics of Physical, Artistic and Music Education

SUMMARY**English version is not available**

Educación Vocal es una asignatura optativa del cuarto curso de la Mención de Educación Musical del grado de Maestro de Educación Primaria. La carga lectiva es de 6 créditos. Esta asignatura teórico-práctica busca que el estudiantado experimente de manera vital y consciente la música coral y pretende profundizar en las capacidades musicales mediante el conocimiento, la comprensión y el desarrollo de la percepción auditiva, el funcionamiento del sistema vocal y la sensibilidad del estudiantado, así como de la adquisición de la destreza en el manejo del sistema vocal y su impostación (tanto individual como grupal). También potenciar las capacidades creativas e interpretativas, fomentar el desarrollo de la espontaneidad y naturalidad en la expresión y dirección musical de agrupaciones vocales. Pretende contribuir a un currículum más completo ya que se utilizan metodologías activas para la didáctica de la música.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Prueba de Nivel. Exentos los que tengan Grado Medio de Conservatorio.

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.
- Introduce students to musical language by means of rhythm and movement.



- Develop creativity, improvisation and aesthetic sense from rhythm and movement.
- Integrate information and communication technologies into guided and independent teaching and learning activities.
- 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.
- Master the vocal technique for interpreting songs and improvising in musical creation.
- Know and know how to use the technique of choral direction to organise and conduct vocal groups.

LEARNING OUTCOMES

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WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	4,00	0
Development of group work	22,00	0
Development of individual work	14,00	0
Study and independent work	8,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	12,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	6,00	0
Resolution of case studies	11,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

English version is not available

EVALUATION



English version is not available

REFERENCES

Basic

- Aróstegui, J. L. (Ed.), La Música en Educación Primaria. Manual de formación del profesorado. Ed. Dairea.
- Brunner, M.(2002). La formación de Coros Infantiles. Eufonía. Didáctica de la Música, 45, 10-18.
- Cremades Andreu, R. (coord.). (2017). Didáctica de la Educación Musical en Primaria. Paraninfo.
- Giráldez, A. (Coord.), Didáctica de la música en Primaria. Ed. Síntesis.
- Gustems, J. y Elgstrom, E. (2008). Guía práctica para la dirección de grupos corales. Graó.
- Prieto, R. (2001). Dirección de Agrupaciones Musicales Escolares para Maestros, Creatividad e Improvisación. Club Universitaria.

Additional

- Mansion, M. (2003). El estudio del canto. Ricordi Americana. (1ª ed. 1947).
- Busch, B. R. (1995). El Director de Coro. Real Musical.
- Pascual, P. (2002). Didáctica de la Música. Prentice Hall.
- Stevens, D. (1999). Historia de la canción. Taurus Alfaguara S.A.
- Díaz, M. y Frega, A. L. (1998). La creatividad como transversalidad al proceso de Educación Musical. Amarú.
- Schafer, R. M. (1992). Hacia una educación sonora. Pedagogías musicales abiertas. Ricordi.
- Wilfart, S. (1999). Encuentra tu propia voz. La voz como instrumento para tu desarrollo personal. Urano.
- Wuytack, J. (1993). Cantando, bailando. Nau.