COURSE DATA

Data Subject	
Code	33679
Name	Musical teaching
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	4	First term

Subject-matter

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

Coordination

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

SUMMARY

Teaching music is a subject that connects the conceptual and procedural learning of the content blocks of music education courses in other subjects that make mention of music education. It is intended that students understand the mainstreaming of the music in the primary curriculum and its importance for the development of language skills, motor, math and art as well as social and cultural rights through the process of music composition of school children.

This will deepen the epistemology and legislation bringing music education to students for research and innovation in music education. Programming will also be developed and globalized learning units

as well as its implementation in the classroom.

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.

- 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

By passing this course students are expected to know and to reflect on music education from an anthropological perspective, pedagogical, psychological, neurological and sociological. Also have enough information to handle the practical and theoretical knowledge of the teacher/ a music education, knowing and assuming the functions and tasks to be performed at a primary school.

This learning has to be translated through an understanding of teaching and learning of music education by demonstrating the ability to design, develop and implement projects, schedules, lesson plans, etc. using different methodologies to different contexts assumptions. For this we have to know the state of research in this field being able to design in innovation and educational research, likely to be developed from the knowledge of the literature work, and the debate about different teaching styles and other related aspects.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The development of the course combine different teaching resources such as:

1. Sessions exhibition combining educational theory with musical examples by audiovisual and multimedia support.
2. Educational workshops.
3. Theoretical and practical sessions developed by teachers for music education in active.
4. Conducting educational research and educational-musical proposals by students and exposing them.

In addition to these modality, the students held a mandatory educational program for primary level or cycle of work and some optional.

EVALUATION

The rating, the ultimate representation of the evaluation process must be a reflection of individual learning, understood not only as the acquisition of knowledge, but as a process that has to do primarily with intellectual and personal changes of students to meet new situations that require develop understanding and reasoning capabilities of new turn.

The evaluation will be an initial guidance and training will be continuous and comprehensive contemplating the acquisition of both the objectives and general and specific skills.

Information to demonstrate the learning will be collected mainly through:

1. Colaborative work(30%)
2. Final project (30%)
3. Exam (30%).
4. Inter-pares assesment. (10%)

To pass the course will be essential to attend 80% of the classes and get a score above 4 on the exam.

REFERENCES

Basic

- Bowman, W. (2009). La educación musical en tiempos nihilistas. En: Lines, D. K. (2009). La educación musical para el nuevo milenio. Morata. Madrid.
- Díaz Gómez, M. y Giráldez, A. (2007). Aportaciones teóricas y metodológicas a la educación musical. Barcelona: Editorial Graó
- España. Ley 1/1990 de 3 de octubre, Orgánica de Ordenación General del Sistema Educativo. Ministerio de Educación. (LOGSE) (BOE 4/10/1990)
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- Hurtado, J. y E. Llopis (2004). REPERTORI 1,2,3 i 4. Valencia: Edt. Voramar-Santillana.
- López de Arenosa, E. (2004). Apuntes sobre didáctica musical. Madrid: Enclave Creativa Ediciones, S.L.

Additional

- Abreu, J. A. (2005). En: Arvelo, A. Tocar y luchar. (película-documental), Venezuela.
- Adorno, T.W. (1998). Educación para la emancipación. Madrid. Morata
- Bernstein, L. (2002). El maestro invita a un concierto. Siruela. Madrid.
- Blacking, J. (2006) ¿Hay música en el hombre? Madrid: Alianza editorial.
- Campbell, P.S. (2004). Teaching music globally. Oxford y Nueva York: Oxford University Press.
- Díaz Gómez, M., Tafuri, J. (2006). ¿Se nace musical?. Cómo promover las aptitudes musicales de los niños. Barcelona: Editorial Graó
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- Glover, J. (2004). Niños compositores. Barcelona: Editorial Graó
- Hemsy de Gainza, V. (2002).Pedagogía musical: dos décadas de pensamiento y acción educativa. Buenos Aires: Lumen

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

1.Contenidos

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

2. Volumen de trabajo y planificación temporal de la docencia

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.

3. Metodología docente

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.

4. 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.

5. Bibliografía

La bibliografía recomendada se mantiene pues es accesible