

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

Code	33679
Name	Musical teaching
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
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

El acceso al itinerario en Educación Musical exige una prueba de nivel de la que estará exento el alumnado en posesión del título del grado profesional de enseñanzas musicales 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.
- 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.
- 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.
- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

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)
- España. Ley Orgánica 2/2006, de 3 de mayo, de Educación. (LOE)(BOE 4/5/2006)
- España. Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria. (BOE n. 293, del 8 de diciembre de 2008).
- Giráldez, A. (2005). Internet y educación musical. Barcelona: Editorial Graó
- López de Arenosa, E. (2004). Apuntes sobre didáctica musical. Madrid: Enclave Creativa Ediciones, S.L.
- A.M.Botella, R. Isusi, R. Fernández, J.S. Blasco, P. Marín-Liébana. Recursos didácticos para docentes de música en educación primaria. Tirant lo Blanch. Valencia (2021)

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
- Elliot, D. J. (2009). La comprensión musical, las obras musicales y la expresión de los sentimientos: Implicaciones para la educación. En: Lines, D. K. (2009). La educación musical para el nuevo milenio. Morata. Madrid
- 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