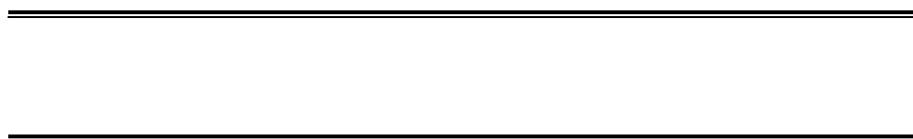




PI-02-F-16 ED.00



## **TEACHING GUIDE OF THE SUBJECT**

### **"DIDACTICS OF MUSIC EDUCATION"**

#### **Social Education Teacher Degree**

**Faculty of Teaching and Educational Sciences**  
**Catholic University of Valencia "San Vicente Mártir".**

Curso 2023/24





## COURSE GUIDE TO Musical education and hisdidactics

		ECTS
<b>MODULE:</b> Techniques, Means and Resources in Intervention Socioeducativa		6
<b>Subject:</b> Musical education and his didactics		6
<b>MODULE:</b> Techniques, Means and Resources in Intervention Socioeducativa		12
<b>Type of learning:</b> Obligatory	<b>YEAR:</b> 2023-24 <b>Semester:</b> 1	
<b>Teachers:</b> Dra. Miguelina Cabral Domínguez Dr. D. Óscar Creus Ortolá <b>D. Daniel LabradaPérez</b> Dr. Carlos López Galarza Dr. V. Alejandro March Luján D. Santiago Vivó González	<b>Departament:</b> Enseñanza y aprendizaje de la Educación Física, Plástica y Musical. Área de Música	
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**SUBJECT ORGANIZATION**

PI-02-F-16 ED. 00

Musical <b>education</b> and his didactics	Nº ECTS
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Subjects and Courses				
subject	ECTS	courses	ECTS	Cours/ semestre
Musical education and his didactics	6	Musical education and his didactics	6	1º/1º

COURSE GUIDE TO THE SUBJECT:	
Musical education and his didactics	
Prerequisites:	
GENERAL GOALS	
<ul style="list-style-type: none"> <li>a. Unrolling the basic elements of the musical language through didactic resources.</li> <li>b. Initiating the pupil in the process of auditediscrimination.</li> <li>c. Utilizing the vocal expression and instruments like means of personal and collective communication.</li> <li>d. Applying emotionally music delving deeply into the metric precisionand the rhythmical sense through the movement.</li> <li>e. Utilizing the improvisation, like creative resource.</li> <li>f. Fomenting the self-confidence through the collectiveactivities.</li> <li>g. Appraising the music like means of expression, respecting the individual and collective public demonstrations.</li> <li>h. Applying the Musical Education like technique and resource in intervention</li> </ul>	
DEGREE GENERIC COMPETENCE	Competence



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<input type="checkbox"/>	measuring scale			
	1	2	3	4
<b>CT1.</b> Ability to analyze and synthesize.				X
<b>CT2.</b> Ability to organize and plan.				X
<b>CT6.</b> Information management skills.				X
<b>CT8.</b> Ability for general assessment and self assessment.				X
<b>CT10.</b> Ability to accept and respect the different cultures as well as the different customs.				X
<b>CT13.</b> Independence in learning.				X
<b>CT15.</b> Creativity.				X

CROSS-SECTIONAL COMPETENCES				
	1	2	3	4
<b>E6.</b> Understanding the beginnings that contribute to the cultural formation, staff and social from arts.				X
<b>E9.</b> Knowing the school curriculum of the artistic education in his plastic, musical aspects and audiovisual presentation, as well as the pedagogic, psychological and sociological suppositions of intervention.				X
<b>E12.</b> Acquiring resources to foment the participation during one's lifetime life in musical activities and plastic artses				X



inside and out of the school.				
<b>E15.</b> Developing and evaluating contentses of the intervening curriculum didactic appropriate resources, making suitable their projects of social intervention.				<b>X</b>

LEARNING OUTCOMES	COMPETENCES
<b>R-1.</b> The pupil relates graphic or symbolic aspects to construct rhythms, melodies and movements.	E12 E15
<b>R-2.</b> The pupil expresses himself correctly showing his linguistic competition of oral and written way utilizing the verbal language and the musical.	GT6 E12
<b>R-3.</b> The pupil elaborates written works the musical education, history of music and musical methodologies of the century XX.	CT1 E12
<b>R-4.</b> The pupil elaborates creative activities and multidisciplinaries developing them of coordinated form and or cooperative in child and great group.	CT2 CT6 E9
<b>R-5.</b> The pupil selects of individual way information related with the musical phenomenon, within different contexts so much reliable do not form them to construct didactic material of classroom and projects of intervention like.	CT2 CT6 CT13 E6
<b>R-6.</b> The pupil makes an effort to get the musical necessary skillful actions that will make it possible to his work like teacher, maintaining a sincere and receptive attitude take effect.	CT13 E9



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<b>R-7.</b> The pupil expresses himself correctly showing his linguistic competition of oral and written way utilizing the verbal language and the musical.	CT8 CT15 E9
<b>R-8.</b> The pupil appraises and understands his companions' contributions at the surroundings of different contexts: Classroom, working party, seminary, tutorship, oral and any- forum expositions you participate in.	CT10 E6 E9
<b>R-9.</b> The pupil appraises the musical expression like means of communication sociocultural.	CT15 E6
<b>R-10.</b> The pupil relates graphic or symbolic aspects to construct rhythms, melodies and movements.	CT1 CT2 CT15 E12
<b>R-11.</b> The pupil elaborates creative activities and multidisciplinares developing them of coordinated form and or cooperative in child and great group.	CT6 E6 E12
<b>R-12.</b> The pupil appraises the musical expression like means of communication sociocultural	CT15 E9
<b>R-13.</b> The pupil expresses himself correctly showing his linguistic competition of oral and written way utilizing the verbal language and the musical.	CT2 E9

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<b>ON-CAMPUS EDUCATIONAL ACTIVITIES</b>
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ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1-R6-R7-R9	1
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11-R12-R13	1,5
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R1-R2-R3-R4-R5-R7-R8-R9-R11-R12-R13	0,6
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in	R6-R7-R8- R9-R11-R13	0,2
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11-R12-R13	0,2



**PI-02-F-16-ED-00**

		<b>TOTAL</b>	<b>3,5</b>
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**ACTIVIDADES FORMATIVAS EN CRÉDITOS ECTS, SU METODOLOGÍA DE ENSEÑANZA-APRENDIZAJE Y SU RELACIÓN CON LAS COMPETENCIAS QUE DEBE ADQUIRIR EL ESTUDIANTE****INDEPENDENT WORK ACTIVITIES**

ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11-R12-R13	<b>1,1</b>
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11-R12-R13	<b>1,4</b>



TOTAL 2,5

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Multiple-choice test	R 1 - R2 – R3 – R4- R 7 - R 10 - R11 - R 13	10%
Activities	R 1 – R2 - R 3 - R 4 - R5 - R6 - R7 - R9 R10 - R11 - R12 - R13	40%
Practice music playing	R1 - R2 – R 4 - R5 - R6 - R7 - R8 - R9- R12	40%
Class participation	R2 – R4 - R5 - R7 - R8 - R9 - R10 – R12	10%
<p>In order to pass the course, it is necessary to demonstrate an advanced level of linguistic proficiency in all oral and written productions. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.</p> <p>the assessment will include a long essay question in the final exams and a reading book related to the subject (not from the bibliography).</p> <p><b>MENTION OF DISTINCTION:</b></p> <p>The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).</p> <p><b>DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:</b></p> <p>There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.</p> <p>The professor in charge of this group will conduct 6 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions In each session the subject will be developed so</p>		

as to reinforce the work on the skills that each student needs to pass the course.  
Assessment of content and skills will be made during the examination set in the



official calendar for this course.

DESCRIPTION OF CONTENTS	COMPETENCES
1. DIDACTIC UNIT 1: Development of the auditive perception.	CT15-E6-E9
2. DIDACTIC UNIT 2: Musical expression.	CT6-CT8-CT13-CT15-E15
3. DIDACTIC UNIT 3: Sonorous symbolization	CT8-CT13-CT15-E9
4. DIDACTIC UNIT 4: Didactics of the musical education.	CT1-CT2-CT6-CT10-E12-E15



## REFERENCES

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- BACHMANN, M. L. (1984/1998): *La rítmica Jaques Dalcroze*. Madrid: Pi
- BETÉS DE TORO, M. (2000). *Fundamentos de Musicoterapia*. Madrid: Morata.
- FREGA, A. L. (1996) :*Música para maestros*. Barcelona: Graó.
- GARCÍA RUSO, H. M. (1997): *La danza en la escuela*. Barcelona: Inde.
- HARGREAVES, D. (1998): *Música y desarrollo psicológico*. Barcelona: Graó.
- HERNÁNDEZ MORENO, A. (1992/1993): *Música para niños. Aplicación del método intuitivo de audición musical a la educación infantil y primaria*. Madrid: Siglo XXI de España Editores.
- PETER, M. y PETER, W. (1996/2000): *Música para todos. Desarrollo de la música en el currículo de alumnos con necesidades educativas especiales*. Madrid: Akal.
- PASCUAL MEJÍA, P. (2002): *Didáctica de la música (Primaria)*.Madrid: Pearson.
- PASCUAL MEJÍA, P. (2006): *Didáctica de la música para Educación Infantil*. Madrid: Pearson.
- PUJOL y SUBIRÀ, M. A. (1997): *La evaluación del área de música*. Barcelona: Eumo.
- VICIANA GARÓFANO, V. y ARTEAGA CHECA, M. (1997): *Las actividades coreográficas en la escuela*. Barcelona: Inde.

**Direcciones de internet/webgrafía****www**

[www.doslourdes.net/Lenguaje\\_musical\\_1.htm](http://www.doslourdes.net/Lenguaje_musical_1.htm)

<http://portal.escolalliurex.es/web/musicatradicional>

[www.presencias.net](http://www.presencias.net)

[www.aprendomusica.com](http://www.aprendomusica.com)

<http://www.teoria.com/es/aprendizaje/>



## Addendum to the Course Guide of the Subject

### Music education and didactics-SOCIAL EDUCATION

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

#### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide**, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams

*Explanation about the practical sessions:*

The on-line group sessions will have the same duration as the face-to-face sessions, within the scheduled class time, to explain the theoretical basis, explain the tasks to be carried out, clarify doubts, and carry out the practices that allow this means of work. As





a complement, within the class schedule, the work groups will be cited for the tasks that require it to supervise the development of the practices to be carried out. Individualized tutorials will be placed at any other time to be agreed upon between the student and the teacher.

## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

The same percentages given in the teaching guide will be followed for practical tests, written work, student work and follow-up. Only some works and tests, with the same contents, will be adapted to the new on-line scenario or qualified by means of audiovisual recordings.



## ONLINE WORK

### Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated	Description of the suggested changes	Platform to be used
	Percentage		

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.