



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160202 **Name:** Music Education and its Teaching

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Teaching and learning of Music, Art and Visual Education

Subject Matter: Music Education and its Didactics **Type:** Compulsory

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1162A	<u>Miguelina Cabral Dominguez</u> (Responsible Lecturer)	miguelina.cabral@ucv.es
1162B	<u>Santiago Vivo Gonzalez</u> (Responsible Lecturer)	santiago.vivo@ucv.es
1162G	<u>Vicente Alejandro March Lujan</u> (Responsible Lecturer)	alejandro.march@ucv.es
1162Z	<u>Carlos Enrique Lopez Galarza</u> (Responsible Lecturer)	carlos.lopez@ucv.es
116DPM5	<u>Vicente Alejandro March Lujan</u> (Responsible Lecturer)	alejandro.march@ucv.es
116DPZ5	<u>Santiago Vivo Gonzalez</u> (Responsible Lecturer)	santiago.vivo@ucv.es
116OL2	<u>Vicente Alejandro March Lujan</u> (Responsible Lecturer)	alejandro.march@ucv.es



Universidad
**Católica de
Valencia**
San Vicente Mártir

Course guide

Year 2023/2024
1160202 - Music Education and its Teaching

143DA Daniel Labrada Perez (**Responsible Lecturer**)

daniel.labrada@ucv.es

PR1AFD Vicente Alejandro March Lujan (**Responsible Lecturer**)

alejandro.march@ucv.es



Module organization

Teaching and learning of Music, Art and Visual Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Music Education and its Didactics	6,00	Music Education and its Teaching	6,00	2/1
Art education and its didactics	6,00	Art Education and its Teaching	6,00	3/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Perform vocal and instrumental pieces of music formulated with both conventional and unconventional notation
- R2 Choreograph physical movements to different sound resources
- R3 Actively participate in collaborative musical performances
- R4 Design global and inclusive musical activities based on the primary education curriculum
- R5 Individually justify one's own teaching and learning process, in relation to the established foundations of the primary education curriculum



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.				X
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
SPECIFIC		Weighting			
		1	2	3	4
CE51	Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.				X
CE52	Understand the principles contributing to cultural, personal, and social formation through arts.				X



CE53 Know the school curriculum of artistic education in its plastic, musical, and audiovisual aspects.

x

CE54 Acquire resources to encourage lifelong participation in musical and artistic activities inside and outside of school.

x



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	5,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4, R5	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5	10,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5	30,00%	Projects. Development and/or design works.
R1, R2, R3, R4, R5	10,00%	Reports/Practice reports.

Observations

The above evaluation systems will be integrated within the following evaluation blocks:

- Written tests of knowledge, with a value of 30% of the grade.
- Written works, individual or group, with a value of 30% of the grade.

·Practical test of instrumental, vocal, rhythmic and gestural expression, individual or group, with a value of 30% of the grade.

- Monitoring of attendance and participation, with a value of 10% of the grade.

Additional information:

The final grade will be the weighted average of the results obtained in each of the previous blocks, provided that all of them have been passed with a minimum mark of 5.



Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	25,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5	5,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4, R5	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4, R5	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	15,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5	30,00%	Projects. Development and/or design works.

Observations

The above evaluation systems will be integrated within the following evaluation blocks:

- Written tests of knowledge, with a value of 30% of the grade.
- Written works, individual or group, with a value of 30% of the grade.
- Practical test of instrumental, vocal, rhythmic and gestural expression, individual or group, with a value of 30% of the grade.
- Monitoring of attendance and participation, with a value of 10% of the grade.

Additional information:

The final grade will be the weighted average of the results obtained in each of the previous blocks, provided that all of them have been passed with a minimum mark of 5.



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M3	Project-based Learning
M4	Learning Contracts
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M15	Project-based Learning
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7, M9	R1, R2, R3	40,00	1,60
Theoretical Class M1, M3, M4, M7, M9, M10	R1, R2, R3, R4	5,00	0,20
Practical Class M1, M3, M4, M7, M9, M10	R1, R2, R3, R4	25,00	1,00
Tutoring M4, M9, M10	R1, R2, R3, R4, R5	15,00	0,60
Evaluation M3, M4, M7, M9, M10	R1, R2, R3, R4, R5	10,00	0,40
TOTAL		95,00	3,80

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M4, M7, M9	R1, R2, R3	5,00	0,20
Individual work M3, M4, M7, M10	R1, R4, R5	50,00	2,00
TOTAL		55,00	2,20



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M15, M16, M18, M19, M20	R1, R2	5,00	0,20
Practical class (e-learning mode) M11, M15, M16, M18, M19, M20	R1, R2, R3, R4	25,00	1,00
Individual tutoring (e-learning mode) M16, M19	R1, R2, R3, R4, R5	15,00	0,60
Evaluation (e-learning mode) M15, M16, M18, M19, M20	R1, R2, R3, R4, R5	10,00	0,40
TOTAL		55,00	2,20

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15, M16, M18, M19	R1, R2	50,00	2,00
Group Work (e-learning mode) M15, M16, M18, M20	R1, R4, R5	40,00	1,60
Discussion Forums (e-learning mode) M15, M18, M20	R1, R2, R3	5,00	0,20
TOTAL		95,00	3,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block 1: Development of auditory perception.	· Perception · Auditory discrimination
Block 2: Musical expression	· Vocal and instrumental performance · Creation and interpretation
Block 3: Sound symbolisation	· Musical metrics · System of sound organisations
Block 4: Didactics of music education	· Psycho-pedagogical principles of the musical development of children from 6 to 12 years of age. · Didactic application of multicultural aspects in the classroom.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1: Development of auditory perception.	12,00	24,00
Block 2: Musical expression	20,00	40,00
Block 3: Sound symbolisation	10,00	20,00
Block 4: Didactics of music education	5,50	11,00



References

Basic bibliography

- Aguirre, P., Akoschky, J., Alsina, P., Ballesté, R., Barrios, M. P., Brasó, M., Centeno, J., Díaz, M., Domeque, M., García, E., Ginestà, A., Gutiérrez, F., Martín, C, Muñoz, J., Oriols, J., Suàrez, J., y Vega, S. (2003). *La música en la escuela: La audición*. Graó.
- Aróstegui, J.L. (coord.) (2007). *La creatividad en la clase de música: componer y tocar*. Graó.
- Azorín, J.M. (2013). *Audiciones y musicogramas. Concepto, selección y análisis*. Bubok.
- Blanco, A. (2013). *La canción infantil en la educación infantil y primaria*. Ediciones Universidad de Salamanca.
- Cremades, R. (coord.) (2017). *Didáctica de la Educación Musical en Primaria*. Paraninfo Universidad.
- Díaz, M., y Riaño, M. E. (2007). *Creatividad en educación musical*. Editorial Universidad de Cantabria.
- Fraser, A., Froseth, J.O., y Weikert, P. (2001). *Música y movimiento. Actividades rítmicas en el aula*. Graó.
- Giráldez, A. (2014). *Didáctica de la música en primaria. Síntesis*
- Gómez, J. (2015). *Didáctica de la música: manual para maestros de infantil y primaria*. Universidad Internacional de La Rioja.
- Hargreaves, D. (1998). *Música y desarrollo psicológico*. Graó.
- Martín, D. (2014). *La didáctica de la música en educación primaria: propuesta de actividades y tareas utilizando las bandas sonoras*. Bubok.
- Muñoz, J.R. (coord.) (2014). *Actividades y juegos de música en la escuela*. Graó
- Pascual, P. (2010). *Didáctica de la música*. Pearson Educación.
- Peter, M., y Peter, W. (2000). *Música para todos. Desarrollo de la música en el currículo de alumnos con necesidades educativas especiales*. Akal.
- Poza, A. (2013). *¡Vuela con Verdi! Taller de teatro musical*. Verbum.
- Poza, A. (2013). *Los colores de Wagner*. Verbum.
- Romero, G. (2011). *Formar el oído*. DINSIC.
- Ruhle, U. (2004). *Locos por la música. La juventud de los grandes compositores*. Alianza Editorial.
- Storms, G. (2008). *101 juegos musicales: Divertirse y aprender con ritmos y canciones*. Graó.

Websites of interest

- [www.doslourdes.net/Lenguaje musical 1.htm](http://www.doslourdes.net/Lenguaje_musical_1.htm)
- www.presencias.net
- www.aprendomusica.com
- <http://www.teoria.com/es/aprendizaje/>



Addendum to the Course Guide of the Subject

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

☐ Kaltura



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 activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

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 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:

Not applicable