



## 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:** Teaching and Learning of Physical Education, Plastic Arts, and Music

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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Year 2025/2026

1160202 - Music Education and its Teaching

1413PD

Santiago Vivo Gonzalez (Responsible Lecturer)

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## 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



Year 2025/2026

1160202 - Music Education and its Teaching

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 assessment systems will be integrated into the following assessment blocks:

- Practical work, worth 55% of the final mark. Learning outcomes assessed: R1-R2-R3
- Written and/or reflective work, worth 35% of the final mark. Learning outcomes assessed: R4-R5
- Monitoring, worth 10% of the final mark. Learning outcomes assessed: R1-R2-R3-R4-R5

### Additional information:

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

### Single assessment:

Students who are unable to undergo continuous assessment because they have not attended at least 80% of the classes will be eligible for this assessment system. In this case, communication



with the teacher for monitoring purposes will be essential. In this monitoring, the teacher will set partial and final deadlines, if necessary. In the case of this assessment method:

· The RA and the percentage value of the tasks to achieve them will be the same as in the face-to-face format.

· The students involved must attend the official exam date set by the Dean's Office.

#### Use of Artificial Intelligence:

The use of AI is permitted:

· as a study aid (to generate alternative explanations, concept maps or self-assessment exercises)

· to improve the clarity and coherence of texts created by the student, or to receive feedback on them.

The use of AI is not permitted for:

· The completion of assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be cited in the references, also indicating in a footnote in which part of the activity it has been used, which AI tool has been used and for what purpose.

Under no circumstances will Artificial Intelligence be allowed to replace the work and personal effort of students in completing tasks and assignments that demonstrate the Learning Outcomes (LO) required for the acquisition of knowledge.

#### 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 assessment systems will be integrated into the following assessment blocks:

- Practical work, worth 55% of the final mark. Learning outcomes assessed: R1-R2-R3
- Written and/or reflective work, worth 35% of the final mark. Learning outcomes assessed: R4-R5
- Monitoring, worth 10% of the final mark. Learning outcomes assessed: R1-R2-R3-R4-R5

### Additional information:

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

### Use of Artificial Intelligence:

The use of AI is permitted:

- as a study aid (to generate alternative explanations, concept maps or self-assessment exercises)
- to improve the clarity and coherence of texts created by the student, or to receive feedback on them.

The use of AI is not permitted for:

- The completion of assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be cited in the references, also indicating in a footnote in which part of the activity it has been used, which AI tool has been used and for what purpose.

Under no circumstances will Artificial Intelligence be allowed to replace the work and personal effort of students in completing tasks and assignments that demonstrate the Learning Outcomes (LO) required for the acquisition of knowledge.

### CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



## 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
<b>TOTAL</b>		<b>95,00</b>	<b>3,80</b>

### 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
<b>TOTAL</b>		<b>55,00</b>	<b>2,20</b>



## 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
<b>TOTAL</b>		<b>55,00</b>	<b>2,20</b>

### 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
<b>TOTAL</b>		<b>95,00</b>	<b>3,80</b>



## 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.	<ul style="list-style-type: none"><li>· Perception</li><li>· Auditory discrimination</li></ul>
Block 2: Musical expression	<ul style="list-style-type: none"><li>· Vocal and instrumental performance</li><li>· Creation and interpretation</li></ul>
Block 3: Sound symbolisation	<ul style="list-style-type: none"><li>· Musical metrics</li><li>· System of sound organisations</li></ul>
Block 4: Didactics of music education	<ul style="list-style-type: none"><li>· Psycho-pedagogical principles of the musical development of children from 6 to 12 years of age.</li><li>· Didactic application of multicultural aspects in the classroom.</li></ul>

### 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](http://www.presencias.net)  
[www.aprendomusica.com](http://www.aprendomusica.com)  
<http://www.teoria.com/es/aprendizaje/>