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**COURSE GUIDE**  
**Master of Secondary Education Training,**  
**Professional Training and Teaching of Languages**  
**Specific Module**  
**to Music**

**THE MUSIC CURRICULUM IN COMPULSORY SECUNDARY AND HIGH SCHOOL  
EDUCATION**

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**Universidad Católica de Valencia**

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**2023-24**



## COURSE GUIDE

	<b>ECTS</b>
<b>SUBJECT:</b> The music curriculum in compulsory secondary and high school education	6
<b>Field:</b> Complements disciplinary training	6
<b>Module:</b> Specific Module Music	24
<b>Type of learning:</b> Compulsory	<b>Course:</b> MOPS
<b>Teachers:</b> <b>Dra. D.ª Miguelina Cabral</b> D. Daniel Labrada Dr. D. Carlos López Galarza Dr. D. Alejandro March D. Santiago Vivó	<b>Departament:</b> <b>Teaching and learning of Physical, Plastic and Musical Education.</b> <b>Music Area</b>  <b>E-mail:</b> <b>miguelina.cabral@ucv.es</b> daniel.labrada@ucv.es carlos.lopez@ucv.es alejandro.march@ucv.es santiago.vivo@ucv.es



## MODULE ORGANIZATION

Specific Module of Music	24 ECTS
<p>This subject (matter) within the specific module of Music, aims to inform the curricula of the subject Music through reflection attentive to the varying degrees of specificity of the curriculum. Critical reflection on current educational legislation is the overview of the course: to this end, will provide an overview on the evolution of Music curriculum through successive legislative changes to properly position the LOE. Along the diachronic analysis will develop the study of epistemological and educational psychology from the current curriculum in Music.. From these general approaches, is on analysis of matter in subsequent Middleand High School courses. Not forgetting the practical view of the reality of teaching, highlighting the various factors that influence the development of the curriculum: center, activities, educational, material, etc.</p> <p>For each of the specialties of MOPS is designed a specific module. In the case of Music, the subject of the Music Curriculum, Geography and History seeks to address the following contents:</p> <ol style="list-style-type: none"><li>1. - Study of the official curriculum of the subjects given from the specialty of Music in all Middle and High School levels.</li><li>2. - Analysis of the evolution of matter through successive changes in the education law. 3- Critical reflection on epistemological sources of matter and psychoeducational.</li><li>4. - Knowledge of the objectives, content, methodology and evaluation criteria related to specific curriculum.</li><li>5. - Knowledge of the contribution of matter to the acquisition of basic skills.</li><li>6. - Mechanisms of specificity of the curriculum in terms of the educational context.</li><li>7.- Analysis of the treatment of the curriculum in the textbooks.</li></ol>	

Field and Subjects				
Field	ECTS	subject	ECTS	Course / semester
Complements disciplinary training	6	The music curriculum in compulsory secondary and high school education	6	1/2
Learning and teaching of Music	12	Didactic of Music in Secondary School Education	6	1/2
		Resources for the teaching of Music	6	2/2
Teaching innovation and introduction to research	6	Innovation and Research in Musical Science Education.	6	2/2

## COURSE GUIDE

Prerequisites: No prerequisites, except from access to the expertise and knowledge of the languages of the Spanish educational system.

### GENERAL OBJECTIVES

- a. The student will be able to develop a critical reflection of the specific curriculum.
- b. The student will demonstrate knowledge of the objectives, content and methodology appropriate matter in the respective secondary and high school courses, as well as other materials that may provide (eg Education for Citizenship and the human rights).
- c. The student will know the contribution of matter to the acquisition of basic skills.
- d. The student will learn the various levels of realization of the curriculum and the various factors that influence this specificity.

**General competencies, in relation to the Spanish Qualifications Framework for Higher Education:**

GC5 To Know the curriculum related to the specialization and the didactics of teaching and learning. A knowledge of the different professions will be included for vocational training.

GC13. To know the rules and institutional organization of the education system and models of quality in schools.

GC14. To know and analyze the historical characteristics of the teaching profession, its current status, perspectives and interaction with the social reality of the time.

**Specific competences developed in the Specific module:**

SC1. To know the cultural and educational value of the specific subjects and the content that is taught.

SC2. To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.

SC3. To know contexts and situations in which the various course content is used or applied.

<b>LEARNING OUTCOMES.</b>  Upon successful completion of the course, the student will be able to	<b>SKILLS</b>
LO1. To recognize the curricular framework (the general objectives, contents and evaluation criteria of the curricular design) of Music in the stages of ESO and Bachillerato in the Valencian Community.	GC5, GC13, GC14, SC1, SC2, SC3.
LO2. Critically reflect on the curriculum by analyzing curriculum materials and intervening in classroom discussions.	GC5, GC13, GC14, SC1, SC2.
LO3. To know the levels of concreteness of the curriculum and its adaptation to the regulations and the context.	GC5, GC13, GC14, SC3.



Guía Docente. MUPS

### CLASSROOM WORK TRAINING ACTIVITIES

ACTIVITY	Teaching-Learning	Relationship with Learning Outcomes	2,4 ECTS
CLASS ATTENDANCE	Showroom by the teacher, competency analysis, explanation and demonstration of skills, abilities and knowledge in the classroom.	LO1, LO2, LO3	1,30
WORKSHOPS	Breakout sessions in groups supervised by the teacher. Case studies, diagnostic tests, problems, field study, computer room, visits, data search, libraries, networking, Internet, etc.. Meaningful construction of knowledge through interaction and student activity.	LO1, LO2, LO3	1
WORK GROUP EXHIBITION	Application of interdisciplinary knowledge.	LO1, LO2, LO3	0,10
Total			(2,4*)

### TRAINING ACTIVITIES INDEPENDENT STUDENT WORK

ACTIVITY	Teaching-learning	Relationship with Learning Outcomes	3,6 ECTS
GROUP/INDEPENDENT WORK	Preparedness group readings, essays, problem solving, seminars, papers, reports, etc.. Work done in lectures, practical classes and / or small group tutoring. Work done on the platform of the university <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a>	LO1, LO2, LO3	3,6
Total			(3,6*)



ASSESSMENT SYSTEM ACQUISITION OF SKILLS AND QUALIFICATIONS SYSTEM		
Evaluation Instrument	ASSESSED LEARNING OUTCOMES	Percentage awarded
INDEPENDENT WORK	LO1, LO2, LO3	40%
GROUP WORK	LO1, LO2, LO3	60%

DESCRIPTION OF CONTENTS  Organization blocks of content or thematic groupings. Content development in teaching guides.	SKILLS
<b>1. Music in Compulsory Secondary Education and Baccalaureate: characteristics, curricular sources and current situation.</b> CG5, CG13, CG14,	CG5, CG13, CG14, CE1, CE2, CE3.
<b>2. The Music Curriculum in Compulsory Secondary Education and Baccalaureate:</b> - Introduction: What is the curriculum? - The legal framework. - Epistemological foundations. - Fundamentals psycho.	CG5, CG13, CG14, CE1, CE2, CE3.
<b>3. Curricular approaches and educational practice. The Teaching of Music in Compulsory Secondary Education and Baccalaureate.</b>	CG5, CG13, CG14, CE1, CE2, CE3.
<b>4. The Music in Compulsory Secondary Education and Baccalaureate curriculum in textbooks and other curricular materials: critical analysis</b>	CG5, CG13, CG14, CE1, CE2, CE3.

COURSE ORGANISATION:	
	BLOCK CONTENT / TEACHING UNIT
1	Introduction to the social sciences and Music
2	The Music in education

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**Curriculum. Concept, structure, levels of specificity.**

4	<b>Basic Skills and Music</b>
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5	<b>The curriculum and the Music. Legal, electives, trunks, etc..</b>
6	<b>Epistemological foundations: Music and curriculum</b>
7	<b>Fundamentals of curriculum</b>
8	<b>Attention to diversity. PDC</b>
9	<b>Curricular and educational practice approaches</b>
10	<b>Teaching of the Music in education</b>
11	<b>Practical work</b>

## **REFERENCES**

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## Addendum to the Course Guide of the Subject

### (THE MUSIC CURRICULUM IN COMPULSORY SECUNDARY)

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



Blackboard Collaborate Ultra



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 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



Blackboard Collaborate Ultra



Kaltura

*Explanation about the practical sessions:*



## 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:

### 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.