



**Music Education Guide**

PCA-27-F-01 Ed.00

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## **TEACHING GUIDE**

**Official Master's Degree in Secondary Education,  
Baccalaureate, Vocational Training and Language Teaching  
(MOPS)**

## **Music Didactics**

**Catholic University of Valencia**

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**Course 2023-24**



## SUBJECT GUIDE

		ECTS
<b>SUBJECT:</b> Music Didactics		6
<b>Subject:</b> Learning and teaching music		12
<b>Module:</b> Specific Module of Music		24
<b>Type of Training<sup>1</sup>:</b> Compulsory	<b>COURSE:</b> MOPS	
<b>Faculty:</b> Ms. Cristina Aguilera Gómez, Mr. Daniel Labrada Pérez, Dr. Carlos López Galarza	<b>Department:</b> Specific Didactics: Music	
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## MODULE LAYOUT

Specific module: Music	24 ECTS
<p>Duration and temporary location within the curriculum:</p> <p>This course (subject), within the specific module of Music, aims to make future teachers aware of the basic concepts and knowledge construction processes that condition the learning process of students at this stage, as well as to familiarize them with the specific learning models and strategies of Music.</p> <p>Similarly, it is intended that students are able to design appropriate teaching procedures and strategies to facilitate significant learning of the contents of music.</p> <p>The integration of Information and Communication Technologies (ICT) as another tool within the natural dynamics of the classroom will also be sought.</p> <p>A specific module has been designed for each of the MOPS specialities. In the case of music, the Didactics of Music course aims to deal with the following contents related to Music:</p>	

<sup>1</sup>Basic training (common subject), Compulsory, Optional, External practices, End of Master's work.



- 1.- Methodological strategies in the teaching of music
- 2.- Learning and teaching strategies.
- 3.- Means and resources in education. The concept and typologies of resources in Music.
- 4.- Elements of a didactic program. Basic competences: pedagogical principles. Programming in competences.
- 5.- Classroom management.
- 6.- Didactics of Music.



Subjects and courses				
Subject	ECTS	ASSIGNMENT	ECTS	Course/ semester
Supplements for disciplinary training	6	The Music Curriculum in Compulsory Secondary Education and Bachillerato	6	1/1
Learning and teaching geography and history	12	Music Didactics	6	1/1
		Didactic resources for the teaching of Music	6	1/2
Teaching innovation and initiation to research	6	Innovation and research in music education	6	1/2

### TEACHING GUIDE: Music Didactics

**Prerequisites:** No prerequisites.

### OVERALL GOALS

- a) To identify the specific characteristics of music teaching in the field of secondary education.
- b) To recognize and analyze the psycho-pedagogical and social elements that condition the teaching-learning process of Music.
- c) To design a didactic program about a subject or subject of Music.
- d) To know, use and value the most characteristic techniques and procedures of Music and its possible didactic applications.
- e) Use the environment as a didactic resource.
- f) Establish common work nuclei with subjects and subjects from other areas of knowledge.
- g) To enrich learning through the use of new technologies.
- h) To encourage the autonomous learning of the student and his participation in it.



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TRANSVERSAL COMPETENCES <sup>2</sup>		deration d ompetition		la
	1	2	3	4
G1 Knowing how to apply the knowledge acquired and their problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.			X	
G2 To be able to integrate knowledge and face the complexity of making judgements based on information which, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.				
G3. Knowing how to communicate your findings (and the ultimate knowledge and reasons behind them) to specialist and non-specialist audiences in a clear and unambiguous manner.			X	
G4. Possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.				
G5 To know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge around the respective teaching and learning processes. For professional training, knowledge of the respective professions will be included.				X
G6 To plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the skills required for the respective courses, taking into account the level and training of the students and their orientation, both individually and in collaboration with other teachers and professionals from the centre.				X
G7 Searching for, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimedia), transforming it into knowledge and applying it in the teaching and learning processes in the subjects of the specialisation being studied.				X
G10. Acquire strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative.			X	
G11. To know the processes of interaction and communication in the classroom, to master the skills and social abilities needed to promote learning and coexistence in the classroom, and to address problems of discipline and conflict resolution.		X		
G15. To inform and advise families about the teaching and learning process and about the personal, academic and professional orientation of their children.				
G9. Design and develop learning spaces with special attention to equity, emotional and values education, equal rights and				X

<sup>2</sup> List all the competencies in correlation. Each one of them must be weighted from 1 to 4 using as a criterion the degree of contribution of the subject/matter to the acquisition and development of the competence.



opportunities between men and women, citizen training and respect for human rights that will facilitate life in society, decision-making and the construction of a sustainable future.			
G8 To specify the curriculum to be implemented in a teaching centre by participating in its collective planning; to develop and apply both group and personalised teaching methodologies adapted to the diversity of students.	X		
G12. To design and carry out formal and non-formal activities that contribute to making the centre a place of participation and culture in the environment where it is located; to develop the functions of tutoring and guidance of students in a collaborative and coordinated manner; to participate in the evaluation, research and innovation of teaching and learning processes.	X		
G13. To know the regulations and institutional organization of the educational system and quality improvement models applicable to teaching centres.			
G14. To know and analyze the historical characteristics of the teaching profession, its current situation, perspectives and interrelationship with the			

SPECIFIC SKILLS <sup>3</sup>				
	1	2	3	4
1. To know the formative and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective teachings.				
2. To know the history and recent developments of the subjects and their perspectives in order to be able to transmit a dynamic vision of them.				
3. To know contexts and situations in which different curricular contents are used or applied.				X
4. To know the theoretical and practical developments in the teaching and learning of the corresponding subjects.				X
5. Transforming curricula into activity and work programs.				X
6. Acquire criteria for selection and development of educational materials.				X
7. Foster a climate that facilitates learning and values student contributions.			X	
8. Integrate training in audiovisual and multimedia communication into the teaching and learning process.			X	
9. To know evaluation strategies and techniques and to understand evaluation as an instrument of regulation and stimulus to effort.			X	

<sup>3</sup> Continue with the previous numbering. The specific competences are weighted from 1 to 4 following the same criteria as with the transversal ones.



E10. To know and apply innovative teaching proposals in the field of the specialization studied.			X	
E11. Analyze critically the performance of teaching, good practices and guidance using quality indicators		X		
E12. Identify problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.				X
E13. Know and apply basic educational research and evaluation methodologies and techniques and be able to design and develop research, innovation and evaluation projects.				
LEARNING OUTCOMES <sup>4</sup>	COMPETITIONS			
RA. The student knows how to identify the characteristics of the specific didactics of Music.	G1, G2, G5, G7, G8, G12, G14, E1, E2, E3, E4,			
RB. The student knows and applies different specific techniques of the Music valuing the conditions of its correct use in the teaching practice.	G1, G2, G3, G4, G7, G10, E2, E3, E4, E8, E9, E10, E12, E13			
RC. The student adequately prepares a didactic program of a subject or subject of Music according to the official curriculum in the Valencian Community.	G1, G2, G3, G5, G6, G7, G8, G9, G12, G13, G15, E1, E2, E3, E4, E5, E7, E8, E9, E10, E11, E12, E13			
DR. The student knows and develops different teaching strategies of Music.	G1, G2, G4, G8, G9, G10, G11, E1, E3, E4, E5, E7, E9, E11, E13			
RE. The student knows how to analyze and elaborate didactic materials referred to the teaching-learning process of Music.	G1, G2, G3, G4, G5, G7, G9, G12, G13, E4, E5, E6, E8, E9, E10, E11			
RF. The student designs and carries out complementary activities in the teaching-learning process having as reference the environment, the interdisciplinary and the social problems.	G1, G3, G4, G5, G6, G7, G8, G9, G10, G12, E1, E3, E4, E5, E6, E7, E8, E9, E10, E11, E13			
RG. The student learns to propose theoretical-practical strategies by integrating the ICT into the dynamics of the class in the area of Music.	G1, G4, G7, E4, E5, E8, E9, E10, E13			

<sup>4</sup>List learning outcomes correlatively according to the proposed nomenclature.

**Important note:** The competencies are expressed in a generic sense so it is necessary to include the learning outcomes in the teacher's guide. These constitute a specification of one or more competencies, making explicit the degree of mastery or performance that the student should acquire, and contain in their formulation the criteria by which they are to be evaluated. The learning results show what the student will be able to demonstrate at the end of the subject or subject and also reflect the degree of acquisition of the competence or set of competences.



TRAINING ACTIVITIES FOR FACE-TO-FACE WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship to Subject Learning Outcomes	2.4 ECTS (40%)
FACE-TO-FACE TUTORIAL	Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in the classroom.	RA, RB, RC, RD, RE, RF, RG, RH	1,15 (48%)
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.	RA, RB, RC, RD, RE, RF, RG, RH	0,97 (40%)
SEMINAR	Supervised monographic sessions with shared participation	RA, RB, RC, RD, RE, RF, RG, RH	0,06 (2,5%)
GROUP WORK EXHIBITION	Application of interdisciplinary knowledge.	RA, RB, RC, RD, RE, RF, RG, RH	0,06 (2,5%)
TUTORIAL	Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.	RA, RB, RC, RD, RE, RF, RG, RH	0,04 (1,6%)
EVALUATION	Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.	RA, RB, RC, RD, RE, RF, RG, RH	0,12 (5%)
Total			(2,4*)





TRAINING ACTIVITIES FOR AUTONOMOUS WORK OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship to Learning Outcomes	3.6 ECTS (60%)
TEAMWORK	Group preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the university platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	RA, RB, RC, RD, RE, RG, RH, RI, RJ RL, RM	1,44 (40%)
SELF-EMPLOYMENT	Student's study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the university platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	RB, RC, RD, RE, RF, RG, RH, RI, RJ RL	2,16 (60%)
Total			(3,6*)

SYSTEM OF EVALUATION OF THE ACQUISITION OF COMPETENCIES AND SYSTEM OF QUALIFICATIONS		
Evaluation tools <sup>5</sup>	ASSESSED LEARNING OUTCOMES	Percentage awarded
Carrying out the individual and cooperative tasks and activities required in the course.	RA, RB, RC, RD	60%
Exhibition and presentation of group works	RA, RC, RE, RG, RH, RI, RJ RL	20%
Attendance to at least 80% of the class sessions and active participation in the development of the different activities of the course <sup>6</sup> .	RC, RE, RH, RI, RJ RL, RM	20%

<sup>5</sup> Evaluation techniques and instruments: oral examination, written tests (objective tests, developmental tests, concept maps, etc.), directed work, projects, case studies, observation notebooks, portfolios, etc.

<sup>6</sup> Attendance at theoretical classes is compulsory. In any case, the student must attend a minimum of 80% of them, always justifying his absences with documentation. In case the student exceeds 20% of the absences without justification, he/she will have to take a written test to demonstrate that they have achieved the objectives and skills of the subject.



### CRITERIA FOR THE AWARD OF HONORARY REGISTRATION:

*Explain the specific criteria indicated for the subject and faculty to which the degree is assigned and in accordance with the general regulations that indicate that only one honorary registration can be given for every 20 students, not for a fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one registration can be given.*

<b>DESCRIPTION OF CONTENTS</b> Organization in content blocks or thematic groupings. Development of the contents in Didactic Guides.	<b>COMPETITIONS</b>
<b>1.- Pedagogical-musical methodology.</b> Genesis of active models. Active methods. Instrumental methods. Creative methods.	<b>G1, G2, G3, G4, G5, G7, G8, G9, G10, G11, G12, G14</b> <b>E1, E2, E3, E4, E5, E7, E8, E10, E11, E12, E13</b>
<b>2.- Elements of a didactic program.</b> Capacities and objectives. Cognitive skills. How to elaborate a program and the Didactic Unit. Shared work: the Department. The collaborative teacher. The teacher as task programmer. Objectives and contents. Organization of the contents around key problems or concepts. The evaluation. Reflective practice. Basic skills: pedagogical principles. Programming in competences.	<b>G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15</b> <b>E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13</b>
<b>3.- The music room: spaces, organization and resources</b>	<b>G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15</b> <b>E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13</b>



4.- Didactics of vocal and instrumental interpretation.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13
5.- Didactics of creation.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13

TEMPORARY LEARNING ORGANIZATION (First time students):		
	CONTENT BLOCK/TEACHING UNIT	NO. OF SESSIONS
1	Musical-Pedagogical Methodology I	1
2	Musical-Pedagogical Methodology II	1
3	The music room: spaces, organization and resources.	1
4	Didactics of vocal and instrumental performance	1
5	Didactics of vocal and instrumental performance	2
6	The Didactic Program	3
7	The Didactic Unit in Music	1



### Basic bibliography:

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#### **Complementary bibliography:**

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#### **Internet/website addresses**



<http://eufonia.grao.com/>  
<http://www.eduteka.org/ExpresionMusical.php>



## Addendum to the Course Guide

### Music Didactics

Given the exceptional situation caused by the health crisis caused by COVID-19 and taking into account the security measures relating to the development of educational activity in the university teaching field currently in force, the appropriate modifications are presented in the teaching guide to ensure that students achieve the learning outcomes of the subject.

Mark the situation as appropriate:

**Situation 1: Teaching without capacity limitation** (when the number of students enrolled is less than the permitted classroom capacity, according to the established safety measures).

In this case, no change is made to the teaching guide.

**Situation 2: Teaching with limited capacity** (when the number of students enrolled is greater than the permitted classroom capacity, according to the established safety measures).

In this case, the following modifications are established:

#### 1. Training activities for face-to-face work:

All the activities planned to be carried out in a classroom in this section of the teaching guide will be carried out through simultaneous classroom and synchronous virtual teaching. Students will be able to attend classes personally or through the telematic tools provided by the university (videoconference). In any case, students who receive the teaching in person and those who receive it by videoconference must rotate periodically.



In the specific case of this subject, these video conferences will be held through



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

### **Situation 3: Confinement due to a new alarm state.**

In this case, the following modifications are established:

#### **1. Training activities for face-to-face work:**

**All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as personalised and group tutorials, will be carried out through the telematic tools provided by the university (videoconference). In the specific case of this subject, through:**



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

*Clarifications on the practical sessions:*

The on-line group sessions will have the same duration as the face-to-face sessions, within the scheduled class time, in order 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. Skills assessment system and qualification system

### As for the evaluation instruments:



No changes will be made to the evaluation instruments. In the case of not being able to take the evaluation tests in person, they will be done telematically through the UCVnet campus.



The following modifications will be made to adapt the evaluation of the course to non-attendance teaching

According to the teaching guide		Adaptation	
Evaluation instrument	% awarded	Description of proposed changes	Platform to be used

All other assessment instruments will remain unchanged from what is in the teacher's guide.

### Comments on the evaluation 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.