



Teacher's Guide

PI-02-F-16 ED.00



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## TEACHING GUIDE

# LEARNING RESOURCES FOR TEACHING OF MUSIC

University Master's Degree  
of Secondary School Teachers, Baccalaureate, Vocational Training  
and Language Teaching  
(MOPS)

Faculty of Education  
Universidad Católica de Valencia  
San Vicente Mártir

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Course 2023/2024



## COURSE GUIDE

		ECTS
<b>SUBJECT:</b> Didactic resources for the teaching of Music		6
<b>Subject:</b> LEARNING AND TEACHING MUSIC		12
<b>Module:</b> SPECIFIC MODULE FOR MUSICAL EDUCATION IN OBLIGATORY SECONDARY AND HIGH SCHOOL EDUCATION		24
<b>Type of training:</b> Mandatory	<b>ACADEMIC YEAR:</b> 2023/2024 <b>Semester:</b> 2nd	
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## MODULE LAYOUT

Specific Module of Music Education				24 ECTS
<b>Duration and temporary location within the curriculum:</b>  The specific module of this speciality, in contrast to the generic one, deals with the specific didactics of teaching music in Compulsory Secondary Education and Baccalaureate.				
Subjects and courses				
Subject	ECTS	ASSIGNMENT	ECTS	Course/ semester
Supplements for disciplinary training	6	The Music Curriculum in Obligatory Secondary Education and High School	6	1/2
Learning and Teaching Music	12	Didactics of Music in Obligatory Secondary Education and Baccalaureate	6	1/2
		Didactic resources for the teaching of Music in Obligatory Secondary Education and Baccalaureate	6	2/2
Teaching innovation and initiation to research	6	Innovation and research in Didactics of Music in Obligatory Secondary Education and Baccalaureate	6	2/2
<b>TEACHER'S GUIDE SUBJECT: INNOVATION AND RESEARCH IN MUSIC EDUCATION IN COMPULSORY SECONDARY EDUCATION AND HIGH SCHOOL</b>				
<b>Prerequisites:</b> No prerequisites, except those derived from access to the speciality and knowledge of the languages of the Spanish education system.				
<b>OVERALL GOALS</b>				
<ol style="list-style-type: none"><li>1. To know the main didactic resources of the Music area.</li><li>2. To apply in a practical way the didactic resources in the teaching-learning process.</li><li>3. Assess the resources applied and make modifications according to the training needs .</li></ol>				



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TRANSVERSAL SKILLS	Weighting of competition			
	1	2	3	4
<b>CG6.</b> To plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences inherent in the respective teaching, taking into account the level and previous training of the students, as well as their orientation.				X
<b>CG7.</b> Searching, 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 studied.				X

SPECIFIC COMPETENCIES	Weighting of competition			
	1	2	3	4
<b>CE7.</b> Promote a climate that facilitates learning and enhances student contributions.				X
<b>SG8.</b> Integrating audiovisual and multimedia communication training into the teaching-learning process				X
<b>CE9.</b> To know evaluation strategies and techniques and to understand evaluation as an instrument of regulation and stimulus to effort.				X
<b>CE10.</b> To know and apply innovative teaching proposals in the field of the specialization studied.				X



LEARNING ACHIEVEMENTS	COMPETITIONS
Upon successful completion of this course, the student will be able to	
<b>RA1.</b> To actively participate in collaborative musical performances.	SG7, SG8
<b>RA2:</b> To design global and inclusive musical activities, adapted to the diversity of the students, taking into account the contents of the secondary education and baccalaureate curriculum.	CG6, CE8, CE10
<b>RA3.</b> Justify individually the own teaching-learning process, relating the practical resources worked in the classroom with the foundations established in the secondary and high school curriculum.	CG7, CE9

TRAINING ACTIVITIES FOR FACE-TO-FACE WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship to Subject Learning Outcomes	ECTS
THEORETICAL CLASSES	Exposure of contents by the teacher, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in the classroom.	RA2, RA3	0,2
PRACTICAL CLASSES	Group work sessions supervised by the teacher. Significant construction of knowledge through student interaction and activity.	RA1, RA2	1
GROUP WORK EXHIBITION	Sharing of acquired knowledge . Teacher-student and student interaction.	RA1, RA2	0,5
TUTORIAL	Personalized attention and in small groups.	RA3	0.3



EVALUATION TESTS	Set of tests used in the initial, formative or summative evaluation of the student.	RA1, RA2, RA3	0,4
Total			2,4
<b>TRAINING ACTIVITIES FOR AUTONOMOUS WORK OF THE STUDENT</b>			
ACTIVITY	Teaching-Learning Methodology	Relationship to Subject Learning Outcomes	ECTS
TEAMWORK	Preparation of readings, essays, problem solving, 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> )	RA1, RA2	1,5
INDIVIDUAL WORK	Student's study of the proposed bibliography. Elaboration of required tasks: readings, text analysis, case studies, essays, reports, etc. Work done on the university platform or other virtual spaces. Autonomous data search work in libraries, on the Internet, etc.	RA2, RA3	2,1
Total			3,6
<b>SYSTEM OF EVALUATION OF THE ACQUISITION OF COMPETENCIES AND SYSTEM OF QUALIFICATIONS</b>			
Evaluation instrument	ASSESSED LEARNING OUTCOMES	Percentage awarded	
<b>Student's work</b> (written documents, individual and group practical exercises)	RA2, RA3	45%	
<b>Practical tests of</b> instrumental, vocal, rhythmic and gestural expression, both in groups and individually.	RA1, RA2	45%	



<b>Monitoring of attendance and participation.</b>	RA1	10%
DESCRIPTION OF CONTENTS		COMPETITIONS
<b>ORGANIZATION IN CONTENT BLOCKS OR THEMATIC GROUPINGS. DEVELOPMENT OF THE CONTENTS IN DIDACTIC GUIDES.</b>		
<b>Block 1. Rhythm and movement workshop</b>  1.1 Weather search 1.2 Body awareness 1.3 Space Awareness 1.4 Time awareness 1.5 The dance		CG6, CG7, EC7, EC8, EC9, EC10
<b>Block 2. Body percussion workshop.</b> 2.1 The body as an instrument. 2.2 Creation and composition of polyrhythms.		CG6, CG7, EC7, EC8, EC9, EC10
<b>Block 3. Orff instruments workshop.</b> 3.1 Basic technique. 3.2 Exercises harmonizing the scale. 3.3 Repertoire.		CG7, CE8, CE12
<b>Block 4. Composition and musical improvisation workshop in the classroom.</b> 4.1 Modern harmony and encryption 4.2 Rhythmic improvisation. 4.3 Melodic improvisation. 4.4 Composition of accompanying harmonic ostinatos		CG6, CG7, EC7, EC8, EC9, EC10



**Block 5. The global musical activity.**

5.1 Diversity in music and diversity in the student body

5.2 Design of didactic musical projects.

CG6, CG7, EC7, EC8, EC9,  
EC10

**BIBLIOGRAPHY**

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## Addendum to the Course Guide

### Didactic resources for teaching music (MOPS)

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 this means of working allows. 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.



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