

### **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

Course 2023/2024

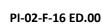


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# **COURSE GUIDE**

		ECTS
SUBJECT: Didactic resources for the teachin	g of Music	6
Subject: LEARNING AND TEACHING MUSIC		12
<b>Module</b> : SPECIFIC MODULE FOR MUSICAL EDSECONDARY AND HIGH SCHOOL EDUCATION		24
Type of training: Mandatory	ACADEMIC YEAR: 202 Semester: 2nd	3/2024
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#### **MODULE LAYOUT**

#### **Specific Module of Music Education**

**24 ECTS** 

#### Duration and temporary location within the curriculum:

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

# TEACHER'S GUIDE SUBJECT: INNOVATION AND RESEARCH IN MUSIC EDUCATION IN COMPULSORY SECONDARY EDUCATION AND HIGH SCHOOL

**Prerequisites:** No prerequisites, except those derived from access to the speciality and knowledge of the languages of the Spanish education system.

#### **OVERALL GOALS**

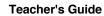
- 1. To know the main didactic resources of the Music area.
- 2. To apply in a practical way the didactic resources in the teaching-learning process.
- 3. Assess the resources applied and make modifications according to the training needs .



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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.				х
<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.				х

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





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LEARNING ACHIEVEMENTS  Upon successful completion of this course, the student will be able to	COMPETITIONS
RA1. To actively participate in collaborative musical performances.	SG7, SG8
<b>RA2: To</b> 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
RA3. 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			



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EVALUATION TESTS		of tests used in the initial, formative or mative evaluation of the student.	0.4			
Tot						
TRAININ	G ACT	TIVITIES FOR AUTONOMOUS WORK	OF THE STUDEN	IT		
ACTIVITY		Teaching-Learning Methodology	ECTS			
TEAMWORK	solvi pres prac tutor	paration of readings, essays, problem ng, papers, memoirs, etc. to be ented or delivered in theory classes, tical classes and/or small group ials. Work done on the university orm (www.plataforma.ucv.es	RA1, RA2	1,5		
INDIVIDUAL WORK	biblio tasks stud on th space	lent's study of the proposed ography. Elaboration of required streadings, text analysis, case ies, essays, reports, etc. Work done ne university platform or other virtual tes. Autonomous data search work in ries, on the Internet, etc.	2,1			
Tot			al 3,6			
SYSTEM OF EVALUATION OF THE ACQUISITION OF COMPETENCIES AND SYSTEM OF QUALIFICATIONS						
Evaluation instrument ASSESSED LEARNING OUTCOMES		Percentage awarded				
Student's work (written documents, individual and group practical exercises)			45%			
Practical tests of instrumental, vocal, rhythmic and gestural expression, both in groups and individually.			45%			



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



### 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:



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:

v	No changes will be made to the evaluation instruments. In the case of not
X	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

	o the teaching uide	Adaptation		
Evaluation	% awarded	Description of proposed	Platform to be	
instrument	% awaiueu	changes	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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