



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162042 **Name:** Teaching of music education

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 1

Module: Qualifying Mention in Music Education

Subject Matter: Didactics of Musical Education **Type:** Elective

Field of knowledge: Social and legal sciences

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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Module organization

Qualifying Mention in Music Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Didactics of Musical Education	6,00	Teaching of music education	6,00	3, 4/1
Sound spaces of diversity and interculturality	6,00	Sound spaces for diversity and interculturality	6,00	3, 4/2
ICTs in Music Education	6,00	Information and communication technologies applied to music education	6,00	4/2
Rhythm and movement	6,00	Rhythm and movement	6,00	4/2
Development of musical creation and improvisation	6,00	Development of musical creation and improvisation	6,00	4/2

Recommended knowledge

No previous knowledge is required.



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 Understand the curricular elements of the Music Area in Primary Education
- R2 Identify and study the various pedagogical-musical trends and their historical evolution, as well as the most relevant methodological proposals in music pedagogy
- R3 Develop didactic activities and proposals based on acquired knowledge, using music didactic resources in their classroom practices



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
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				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
EM1	Develop and evaluate the principles that contribute to musical training, both personal and group, related to the school curriculum, becoming aware of the fundamental knowledge, practices and uses, as well as establishing objective evaluation criteria.				X
EM2	Learning to transmit musical richness through didactic units as a basic tool, thus building one's own personal teaching style and demonstrating sufficient didactic ability to teach.				X



EM3 Acquire resources to encourage participation in activities, valuing musical experiences in a positive way within the framework of an active and participative didactic, inside and outside the school.

X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	5,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3	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	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	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	25,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3	25,00%	Projects. Development and/or design works.

Observations

EVALUATION SYSTEM AND PERCENTAGES:

-Attendance and active participation in class: 10 %.

-Class tasks (didactic resources, study of methodologies, instrumental practices): 40 %.

-Elaboration of a Didactic Unit (curricular framing, planning of the educational action with creative resources) and exposition in class (didactics and methodology to be used): 50 %.

In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency. Therefore, each spelling mistake will be penalized with 0.50 points in papers and exams. Three missing accents will be equivalent to one spelling mistake.



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
- M5 Seminar Work
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring
- M10 Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7	R1, R2, R3	15,00	0,60
Theoretical Class M1	R1, R2, R3	5,00	0,20
Practical Class M1, M3, M5, M7	R1, R2, R3	20,00	0,80
Tutoring M9, M10	R1, R2, R3	10,00	0,40
Evaluation M3, M5, M7, M9	R1, R2, R3	10,00	0,40
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M5, M7	R1, R2, R3	40,00	1,60
Individual work M3, M5, M7, M10	R1, R2, R3	50,00	2,00
TOTAL		90,00	3,60

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual tutoring (e-learning mode)	R1, R2, R3	60,00	2,40
TOTAL		60,00	2,40



ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work	R1, R2, R3	90,00	3,60
TOTAL		90,00	3,60

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
CONTENT BLOCK I: Music education in Primary Education (LOMLOE).	1.- Music in the educational system. Legislative framework. 1.1. The new curricular vocabulary. 1.2. Exit profile. 1.3 Curricular elements. 1.4 The Artistic Education in Primary School.
CONTENT BLOCK II: Psychopedagogical Bases of Music Education	2. Development of the musical capacities in the child 2.1. Infant (0-6 years) 2.2. Primary (6-12 years) 2.2.1. First cycle 2.2.2.
CONTENT BLOCK III: Pedagogical-musical methodology.	3.- Active and instrumental methodologies. 3.1 Dalcroze 3.2 Willems 3.3 Martenot 3.4 Kodaly 3.5 Orff
CONTENT BLOCK IV: Musical didactic resources.	4.- Creative didactic resources.



Temporary organization of learning:

Block of content	Number of sessions	Hours
CONTENT BLOCK I: Music education in Primary Education (LOMLOE).	5,00	10,00
CONTENT BLOCK II: Psychopedagogical Bases of Music Education	6,00	12,00
CONTENT BLOCK III: Pedagogical-musical methodology.	5,00	10,00
CONTENT BLOCK IV: Musical didactic resources.	14,00	28,00



References

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