



## Information about the subject

**Degree:** Official Master's Degree in Teacher Training for Secondary School, Baccalaureate, Vocational Training and Language Teaching.

**Faculty:** Teaching and Educational Sciences

**Code:** PI-02-F-16 ED 01 **Name:** The Music Curriculum in Compulsory Secondary Education and High School

**Credits:** 6 ECTS **Year:** 24-25 **Semester:** 1

**Module:** Specific module of Music in Compulsory Secondary Education and High School

**Subject Matter:** Complements for disciplinary training **Type:** Basic formation

**Department:** Dept. of Teaching and Learning Physical, Plastic and Musical Education.

**Type of learning:** Classroom-based learning

**Language(s) in which it is taught:** spanish

### Lecturer/s

Dra. MIGUELINA CABRAL DOMÍNGUEZ (**Profesor responsable**)

[miguelina.cabral@ucv.es](mailto:miguelina.cabral@ucv.es)



## Module organization

### BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Complements for disciplinary training	6	The Music Curriculum in Compulsory Secondary Education and High School	6	1
Music learning and teaching	6	Didactics of Music in Compulsory Secondary Education and High School	6	1
Music learning and teaching	6	Didactic resources for teaching music in Compulsory Secondary Education and High School	6	2
Teaching innovation and research initiation	6	Innovation and research in Didactics of Music in Compulsory Secondary Education and High School.	6	2



## Recommended Knowledge

Not 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:

Code	Learning outcomes
R1	To recognize the curricular elements of Music in the stages of ESO and Bachillerato in the Valencian Community.
R2	To critically reflect on the curriculum through the analysis of curricular materials and intervention in classroom discussions
R3	To know the levels of curriculum specification and its adequacy according to the regulations and the context

## Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):



Code	General	Weighting			
		1	2	3	4
CG5	Knowledge of the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes. For professional training, knowledge of the respective professions will be included.				X
CG9	Design and develop learning spaces with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision making and the construction of a sustainable future.			X	
CG13	To know the regulations and institutional organization of the educational system and quality improvement models applicable to educational centers.				X

Code	Specific	Weighting			
		1	2	3	4
CE15	To know the contexts and situations in which the different curricular contents are used or applied.				X
CE17	Transforming curricula into programs of activities and work.				X
CE22	To know and apply innovative teaching proposals in the field of the specialization studied.				X

Academic year 2024-2025  
Subject

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	20%	Summative and final theoretical-practical test (open questions, objective test questions, solution of practical cases, single case, etc).

R1, R2, R3	40%	Process evaluation: portfolios, presentation of work, guides, oral and written evidence of all types of activities.
R1, R2, R3	20%	Oral presentation of group and individual work
R1, R2, R3	20%	Continuous evaluation: individual monitoring of attendance at classroom sessions and active participation in theoretical and practical classes, seminars, tutorials and field work.

**Mention of Distinction:** 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.

**Additional information:**

The final grade will be the weighted average of the results obtained in each of them, provided that all of them have been passed with a 5 as a minimum grade. All the assignments will have enough time for their completion, and will have a delivery date to obtain an optimized grade, as well as a deadline (beyond which, the student will lose the option to be evaluated in that call).

**Unic evaluation:**

Exceptionally, those students who, in a justified and accredited way, cannot submit to the continuous evaluation system and request it within the first month of each semester to their professor, may opt for this evaluation system. With the approval of the professor, the students will be sent to the Dean's Office for approval of this single evaluation option.

The single evaluation will consist of a set of papers and/or theoretical/practical exam(s) that will allow to evaluate the acquisition of all the competences of the subject by the students, with deadlines agreed upon by the professor and the interested students.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Supervised monographic sessions with shared participation
M2	Application of interdisciplinary knowledge
M3	Personalized and small group attention. Period of instruction and/or orientation by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, assignments, etc.
M4	A set of oral and/or written tests used in the initial, formative or additive evaluation of the student.
M5	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in lectures, 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> ).



IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
FACE-TO-FACE CLASS	R1, R2, R3	1,30
CLASSROOM PRACTICES	R1, R2, R3	1
<b>Total</b>		<b>2,4</b>

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Learning Outcomes	ECTS
SELF-EMPLOYMENT	R1, R2, R3	3,6
<b>Total</b>		<b>3,6</b>

## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1,2,3 and 4.	<ul style="list-style-type: none"><li>-Legislative framework</li><li>-Curriculum elements</li><li>-ODS and challenges of the 21st century UNESCO 2030</li><li>-DUA</li><li>-Key competencies and MUSIC</li><li>-Epistemological foundations</li><li>-Psychopedagogical foundations</li><li>-Curricular approaches and educational practice</li><li>-Music teaching in the current educational system. From the Master to the classroom</li><li>-Practical work on curricular material.</li></ul>



## Temporary organization of learning

BLOCK OF CONTENT/DIACCTIC UNIT	Number of sessions	Hours
1.- Music in Compulsory Secondary Education and High School: characteristics, curricular elements and current situation.	3	7,5
2.- The Music Curriculum in Compulsory Secondary Education and High School.	3	7,5
3.- Curricular approaches and educational practice. Teaching Music in Compulsory Secondary Education and High School	4	10
4.- The music curriculum in compulsory secondary education and high school in textbooks and other curricular materials: critical analysis.	4	10

## References

- A.A. V.V. Aportaciones teóricas y Metodológicas a la Educación Musical, Barcelona, Graó, 20
- AGUILERA LÓPEZ, Juan. "Los objetivos del currículo musical y su puesta en práctica en los Institutos de Educación Secundaria". En: Temas para la educación, 4, 2009, pp. 1-13.
- ELIZONDO, C. Neuroeducación y DUA, Octaedro editorial. 2023.
- ESCOBAR MOLINA, Raquel y PÉREZ MANCILLA, Victoriano. "El área de Educación Física y Música en educación secundaria: tratamiento interdisciplinar". En: efdeportes.com, 61, 2003. <http://www.efdeportes.com>
- GARCÍA GALLARDO, Francisco José / ARREDONDO PÉREZ, Herminia. "Patrimonio musical y cultural en el currículum de la Educación Secundaria en Andalucía". En: Música y educación: Revista trimestral de pedagogía musical, 31, 1997, pp. 63- 80.
- MARTÍN MORENO, Antonio. "Bases Musicológicas de la Educación Musical". En: Congreso Nacional de Didácticas Específicas, Granada, Universidad, 2001, 2 vols. — "Trascendencia de la educación musical: una breve panorámica histórica". En: Eufonía: Didáctica de la música, 30, 2004, pp. 10-22. "La enseñanza musical en España en el siglo XIX: El Curso completo de música en la Escuela Normal de Zaragoza (1861) y la Historia de la Música de la Academia Santa Cecilia de Cádiz (1883)". En: Publicaciones de la Facultad de Educación y Humanidades del Campus de Melilla, 35, 2005, pp. 75-108. "Pasado, Presente y Futuro de la Musicología en la Universidad española". En: Revista interuniversitaria de formación del profesorado, 52, 2005, pp. 53-76.
- MARTÍNEZ RIAZUELO, Inmaculada. "La música en la Educación Secundaria". En: Música y educación: Revista trimestral de pedagogía musical, 18, 1994, pp. 45-60. NATVIG, Mary. Teaching Music History, London, Ashgate, 2005.
- PÉREZ PRIETO, Mariano. "La enseñanza de la música en la educación secundaria en España desde 1970 según los documentos oficiales de ámbito estatal (documentos)". En: Revista interuniversitaria de formación del profesorado, 52, 2005, pp. 77-94.
- PÉREZ PUEYO, Ángel. Cuerpo de Profesores de enseñanza secundaria. Programación Didáctica: Música, Madrid, Ed. CEP, 2009.
- PHILPOTT, CH. and PLUMMERIDGE, CH. (eds.). Issues in music teaching, Londres, Toutlegde Falmer, 2001.



