



Information about the subject

Degree: Master's Degree in Teacher Training for Secondary Education, Baccalaureate, Vocational Training and Language Teaching

Faculty: Facultad de Magisterio y CC. Educación
UCV "San Vicente Mártir". Campus Edetania.

Code: PI-02-F-16 ED 01

Name: Didactic Resources for Music Teaching

Credits: 6 **ECTS** **Year:** 2024/2025 **Semester:** 2ª

Module: SPECIFIC MODULE OF MUSIC EDUCATION IN COMPULSORY SECONDARY EDUCATION AND BACCALAUREATE.

Subject Matter: LEARNING AND TEACHING MUSIC

Type: Basic formation

Department: Dpto. Enseñanza y Aprendizaje Ed. Física, Plástica y Musical
Área de Expresión musical

Type of learning: Classroom-based learning

Language(s) in which it is taught: spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	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 Bacallaureate	6	1/2
		Didactic resources for the teaching of Music in Obligatory Secondary Education and Bacallaureate	6	2/2
Teaching innovation and initiation to research	6	Innovation and research in Didactics of Music in Obligatory Secondary Education and Bacallaureate	6	2/2



Recommended Knowledge

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

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	Actively participate in collaborative musical performances.
R2	To design globalising and inclusive musical activities, adapted to the diversity of the pupils, taking into account the contents of the secondary education and baccalaureate curricula.
R3	Justify individually the teaching-learning process itself, relating the practical resources worked on in the classroom with the fundamentals established in the secondary and baccalaureate curriculum.



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
CG6	Planning, developing and evaluating the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences of the respective courses, taking into account the level and previous training of the students, as well as their orientation.				X
CG7	Search for, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialisation studied.				X

Code	Specific	Weighting			
		1	2	3	4
CE7	Foster a climate that facilitates learning and values student contributions.				X
CE8	Integrating audiovisual communication and multimedia training in the teaching-learning process.				X
CE9	Know assessment strategies and techniques and understand assessment as an instrument for regulating and stimulating effort.				X
CE10	Know and apply innovative teaching proposals in the field of the specialisation studied.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1. Actively participate in collaborative musical performances.	20%	Continuous assessment: individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and field work.
R2. To design globalising and inclusive musical activities, adapted to the diversity of the pupils, taking into account the contents of the secondary education and baccalaureate curricula.	40%	Individual and group practical presentations in the classroom. Presentation of these designs on the university platform.
R3. Justify individually the teaching-learning process itself, relating the practical resources worked on in the classroom with the fundamentals established in the secondary and baccalaureate curriculum.	40%	Process evaluation: portfolios, presentation of work, guides, oral and written evidence of all types of activities.

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.

Single assessment: Exceptionally, students may opt for this assessment system if, for a justified and accredited reason, they are unable to undergo the continuous assessment system and request it to the Coordination of the speciality within the first month of teaching.

In this case, the assessment shall be carried out in the following manner:

The single assessment will consist of a set of assignments and/or theoretical/practical exam(s) that will allow students to assess the acquisition of all the competences of the subject by the students, with deadlines agreed between the teacher and the students concerned.



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	Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc.
M4	A set of oral and/or written tests used in the initial, formative or aural assessment of the learner.
M5	Student study: Individual preparation of readings, essays, problem solving, seminars, assignments, reports, etc. To present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
M6	Presentation of content by the teacher, analysis of competence, explanation and demonstration of skills, abilities and knowledge in the classroom.
M7	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity.



IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
IN-PERSON CLASS	R1, R2, R3	1,2
GROUP WORK EXHIBITION	R1, R2	0,5
TUTORY	R3	0,3
EVALUATION	R1, R2, R3	0,4
Total		2,4

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Learning Outcomes	ECTS
TEAMWORK	R1, R2	1,5
INDIVIDUAL WORK	R2, R3	2,1
Total		3,6



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Block 1. Epistemological foundations	1.1. Epistemological foundations of music and education. 1.2. Search for a climate. 1.3. Attention and motivation.
Block 2. Rhythm and movement workshop.	2.1. Body awareness. 2.2. Awareness of space. 2.3. Awareness of time. 2.4. Dance.
Block 3. Body percussion workshop.	3.1. The body as an instrument. 3.2. Creation and composition of polyrhythms.
Block 4. Orff instrument workshop.	4.1. Basic technique. 4.2. Exercises harmonising the scale. 4.3. Repertoire.
Block 5. Global musical activity.	5.1. Diversity in music and diversity in the student body. 5.2. Design of didactic music projects.

Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Block 1. Epistemological foundations	2	5
Block 2. Rhythm and movement workshop.	4	10
Block 3. Body percussion workshop.	4	10
Block 4. Orff instrument workshop.	2	5
Block 5. Global musical activity.	2	5



References

- Aebersold, J. (2000). *Cómo improvisar y tocar jazz*. ED Aebersold. New York.
- Alcazar, A.J. (1999). *88 Temas para voz e instrumental Orff. Materiales didácticos para la Educación Musical en Primaria y Secundaria*. Ed. Ideamúsica.
- Alsina, P. & Giráldez, A. (2012). *7 ideas clave: La competencia cultural y artística*. Graó. Barcelona.
- Aróstegui, J.L. (comp.) (2007). *La creatividad en la clase de música: componer y tocar*. Barcelona: Ed. Graó.
- Chacón, M., Molina, E. (2004). *Musicalización de textos*. Madrid: Enclave Creativa.
- Dalcroze, J., (1909). *El ritmo*. París: Sandzo.
- David, K. (comp.) (2005). *La educación musical para el nuevo milenio*. Madrid: Ed. Morata
- Hemsey de Gainza, V. (2000). *La improvisación musical*. Buenos Aires. Ed. Melos.
- Giráldez, A. (2011). *Música: Didáctica de la música. Formación del profesorado. Educación secundaria*. Barcelona: Ed. Graó.
- Lorenzo de Reizábal, A; Olabarrieta, J. (2010) *Improvisación: De la teoría a la práctica*. Barcelona: Ed. Boileau.
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- Storms, G. (2008). *101 juegos musicales: Divertirse y aprender con ritmos y canciones*. Barcelona: Graó.
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