

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: catalan (cat)
 Some groups entirely in English: No
 Some groups entirely in Catalan: Yes
 Some groups entirely in Spanish: No

Teachers

Ricardo Gimeno Abad
 Javier Torns Cuende

Prerequisites

Students must demonstrate to be in -or to have- an advanced music grade in order to sign up for this course. If he/she didn't study in a music school (formal education), he/she must pass an examination. (They are exempt from the examination students who have already made it during the course 2015-2016)

Objectives and Contextualisation

- Listen to music very diverse and analyze and reflect on the most important elements.
- Understand and familiarize yourself in the culture of the most important styles and genres of Western music from listening and analysis.
- Deepen the discovery of the relationship that has continued throughout music history with other forms of artistic expression.

Skills

Early Childhood Education

- Analyse audiovisual languages and their educational implications.
- Be familiar with the music, plastics and body language curriculum at this stage as well as theories on the acquisition and development of the corresponding learning.
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Develop strategies for autonomous learning.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.

- Properly express oneself orally and in writing and master the use of different expression techniques.
- Work in teams and with teams (in the same field or interdisciplinary).

Primary Education

- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop autonomous learning strategies.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Know the schools arts curriculum, in its plastic, audiovisual and musical aspects.
- Promote cooperative work and individual work and effort.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Understand the principles that contribute to cultural, personal and social education in terms of the arts.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Apply the practice of writing, composition analysis and recognition through information and communications technology.
2. Be able to reflect on and adapt didactic interventions in different educational contexts and situations.
3. Be able to sing and get groups to sing, listening to others and respecting each other.
4. Be able to work in a team.
5. Being able to sing and sing in groups, listening to others and respecting each other.
6. Being able to work together.
7. Gaining a deeper understanding of the different types of musical content required for teaching in the primary stage.
8. Know and master the elements of musical language on an expression, understanding and creation level.
9. Knowing how to explain the main consequences of the effect of teaching the arts on peoples cultural, personal and social education.
10. Knowing how to listen to and analyse a musical work on a rhythmic, melodic, harmonic and formal level.
11. Knowing how to understand, analyse and compare texts belonging to different spheres of thought, culture and the arts with their possible linkages with music.
12. Learn to develop different work strategies that balance the development of group projects and individual projects.
13. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
14. Learn to understand, analyze and compare texts from different domains of thought, culture and the arts with their possible links with the musical event.
15. Understand and apply decision-making criteria in relation to class design, programming and evaluation in the area.
16. Understand and apply the fundamentals of the LOE psycho-pedagogic curriculum in the field of music and show an ability to design programme proposals.

Content

- 1 - Listening to music and collecting information that leads to a deeper understanding.
- 2 - The analysis of the elements that constitute the music heard.
- 3 - The study of musical works in their historical and cultural context as a reference for proper acquisition of personal opinion.
- 4 - The evolution of musical elements over time in sync with other forms of artistic expression and social.
5. The elements of musical language
 - 5.1. reading
 - 5.2. writing
 - 5.3. improvisation

6. Process and estratègiestècniques and resources for teaching and learning:

- 6.1. Imitation and interpretation
- 6.2. The musical memory
- 6.3. The recognition and interior audition

Methodology

- SUPERVISED. Tutored tutoring and other activities
- AUTONOMOUS. Tasks of music in relation to its historical context, cultural and other forms of artistic expression. Practice structural analysis, formal and harmonic scores of works by different composers and periods
- DIRECTED. Exhibitions by teachers of content and basic issues on the program. All the exhibitions will be linked to listening to musical works. Activities and collective musical analysis in small groups.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Presencial whole group	45	1.8	13, 14, 11, 9
Type: Supervised			
Supervised activities	30	1.2	12, 13, 14, 11, 9
Type: Autonomous			
Autonomous activities	75	3	12, 13, 14, 11, 9

Evaluation

- Attendance is compulsory: Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "absent".
- In the debates will assess the level of participation and level of reflection contributions.
- According to the regulations UAB, plagiarism or copying of any work will be penalized with a 0 to note that work losing the possibility to recover it, the ability to recover, whether as an individual group (in this case, all group members will have a 0). If during the performance of an individual class, the teacher believes a student is trying to copy or you discover any kind of document or device by unauthorized staff, will qualify the same at 0, no recovery option.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Discussions	15	0	0	13, 7, 2, 14, 11, 9
Group work	15	0	0	12, 13, 16, 15, 3, 4, 5, 11, 9
Individual tasks	30	0	0	1, 12, 13, 8, 6, 11, 10
Test	40	0	0	13, 7, 8, 11, 10, 9

Bibliography

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