

**Voice, Direction, Song and their Teaching**

Code: 102029  
ECTS Credits: 6

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**

Joaquim Maria Vallvé Cordoní

**Prerequisites**

Certificate of elementary music or passing a proficiency test

**Objectives and Contextualisation**

TRANSLATION PENDING REVIEW

- Get resources to acquire a good body attitude required in singing and musical direction .
- Learn the fundamentals to sing with a natural voice that is both a good model for students .
- Understand and interpret musical approach a wide repertoire of songs , traditional copyright.
- To analyze and classify the songs from the musical point of view and structure.
- Achieving technical bases choral conducting .

**Competences**

- Early Childhood Education
- Consider classroom practical work to innovate and improve teaching.
  - Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
  - Develop strategies for autonomous learning.
  - Know and use songs to promote hearing, rhythmic and vocal education.
  - Work in teams and with teams (in the same field or interdisciplinary).

### Primary Education

- Acquiring resources to encourage lifelong participation in musical and plastic arts activities inside and outside of the school.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop autonomous learning strategies.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Acquire knowledge and skills and abilities in the expressive and perceptive dimension of voice, song, choral singing and conducting.
2. Be able to sing and get groups to sing, listening to others and respecting each other.
3. Be able to work in a team.
4. Being able to sing and sing in groups, listening to others and respecting each other.
5. Being able to work together.
6. Gaining a deeper understanding of the different types of musical content required for teaching in the primary stage.
7. Knowing how to listen to and analyse a musical work on a rhythmic, melodic, harmonic and formal level.
8. Organising the autonomous part of learning in relation to voice, song and musical direction effectively and productively.
9. Recognising the value of musical activities related to singing, song and conducting in educating the individual, and the fundamental role that it plays in school activities.
10. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.

## Content

### TRANSLATION PENDING REVIEW

#### 1. Sing

- 1.1. The natural voice
- 1.2. Body attitude. Gesture and sound
- 1.3. respiratory control
- 1.4. Vocal control: production, amplification and projection
- 1.5. Timbre, expressiveness and musical sensibility

#### 2. The song

- 2.1. Repertoire of traditional Catalan songs, copyright and other countries
- 2.2. Songs for one voice, canons and songs two and three voices
- 2.3. Formal elements and structure of the song
- 2.4. Composition and accompaniment of songs
- 2.5. Criteria for the selection of repertoire and interpretation

#### 3. The musical direction

- 3.1. body attitude
- 3.2. Gesture direction
- 3.3. Interpretation criteria

## Methodology

## TRANSLATION PENDING REVIEW

This is essentially a practical subject, with the support of the necessary theory, and the protagonist in the process of teaching and learning is the student. Under this premise planned methodology course, supplementing individual and collective practice around the voice, song and gesture. The scheme is reflected in the following table.

### Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Musical activities (singing and direction), in small groups and individuals. Simulation classes for the students to bring practical aspects of voice, song and address	45	1.8	2, 3, 4, 5, 10, 8, 9, 7
Type: Supervised			
Supervised tracking to guide the development of vocal learning songs and the art direction.	30	1.2	4, 1, 8, 9
Type: Autonomous			
Analyzing songs, develop a songbook, direct songs and do a personal job on the voice and the body itself	75	3	6, 2, 1, 10, 7

### Assessment

#### TRANSLATION PENDING REVIEW

It is a mandatory minimum attendance of 80%

According to the regulations UAB, plagiarism or copying of any work will be penalized with a 0 to note that the possibility of losing work to retrieve it, whether an individual or in a group (in this case, all members of the group 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 AND DATES OF EVALUATION AND EVALUATION OF THE SUBJECT

Training of work groups - Choosing song theme. October 15th, maximum late.

Presentation of the vocal warm-up routine. November 5th

Presentation of the fees as of October 17 and until November 3.

Presentation of the song books, December 3.

Final tests. January 28

Writing - completing a file (individual)

Oral - sing and direct (individual)

Re-evaluation February 4

It will also take into account the transversal attitudes such as: participation, active listening, respect, cooperation and punctuality.

Although different assessment parts have elements of voice, song and direction, each of these areas has a weight in the note 33,3% finaldel. In order to pass the subject, the three areas have been approved

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam practice	30	0	0	6, 2, 4, 5, 1, 8, 9
Final test (writing)	15	0	0	1, 9, 7
Practical group	25	0	0	6, 2, 3, 10, 8, 7
Practical individual	30	0	0	1, 10, 8, 9

## Bibliography

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  - Soler, J., Oltra, M. (1975). *Cançons per al poble. No 1 i 2, D'infants*. Barcelona:Claret.
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the bibliography takes into account the gender perspective