

**Teaching Music II**

Code: 102038  
ECTS Credits: 6

Degree	Type	Year	Semester
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

**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.

**Objectives and Contextualisation**

- To know and understand the approach to programme music within the current curriculum: from the competences to the classroom planning (objectives, contents, evaluation criteria, etc.)
- To know and develop appropriate class designs with respect to different educational realities
- To reflect and learn the "know how to act" as a teacher through different ways of practice

**Competences**

- Acquiring resources to encourage lifelong participation in musical and plastic arts activities inside and outside of the school.
- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- 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 design activities from the different content blocks of the material, in accordance with basic methodological principles.
6. Gaining a deeper understanding of the different types of musical content required for teaching in the primary stage.
7. Know and master the elements of musical language on an expression, understanding and creation level.
8. Knowing how to explain the main consequences of the effect of teaching the arts on peoples cultural, personal and social education.
9. Knowing how to listen to and analyse a musical work on a rhythmic, melodic, harmonic and formal level.
10. Knowing how to understand, analyse and compare texts belonging to different spheres of thought, culture and the arts with their possible linkages with music.
11. Learn to develop different work strategies that balance the development of group projects and individual projects.
12. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
13. 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.
14. Understand and apply decision-making criteria in relation to class design, programming and evaluation in the area.
15. Understand and apply the fundamentals of the LOE psycho-pedagogic curriculum in the field of music and show an ability to design programme proposals.
16. Understand the learning processes and methodological bases underlying the teaching and learning of music.

## Content

1. The teaching unit (TU) as a concret level of the educational program.
  - Components of the TU (competences, aims, contents, activities, evaluation criteria)
  - Planning
2. The music class
  - Core activities
  - Design of the sessions and group dynamics
  - The interrelationship between content and activities in each class
3. Primary curriculum
  - Music competences and dimensions
  - Aims and contents
4. Assessment as a tool to regulate teaching and learning processes
  - Modalities and practice
  - Specific issues regarding the assessment in the field of music education

## Methodology

The classes require the active participation of students in discussions, in the processes of reflection on different topics, and in the activities of teaching-learning music used as simulation.

The teacher mainly leads students reflections from the analysis of practical issues to establish key principles in music education.

Some group works will begin or will take place during the face-to-face sessions and under the supervision of the teacher.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conducted	45	1.8	6, 16, 15, 2, 10
Type: Supervised			
Supervised	30	1.2	11, 6, 16, 15, 14, 4, 2, 5
Type: Autonomous			
Autonomous	75	3	15, 14, 4, 2, 5

## Assessment

Attendance is compulsory. Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "absent".

All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module programme.

To obtain a pass in the final mark for this module it is mandatory to pass (minimum mark of 5 out of 10) each of the assessment blocks.

Deadlines for submission and reevaluation of the main tasks and exams:

1. Design and presentation of a sequence. 3rd-4th week of the course. Reevaluation: the week after intensive internship (Practicum V).
2. Presentation of a good practice. The week after intensive internship (Practicum V). Reevaluation: two weeks after the presentation.
3. Design and presentation of a didactic framework. One month before the final exams. Reevaluation: two weeks after the presentation.
4. Final exams (oral and written). The following Wednesday to finish the classes. Reevaluation: two weeks after the exams (oral only)

Only those tasks that have been suspended can be reevaluated. If they approve, the mark will be 5.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Designing and presenting music classes	30	0	0	1, 12, 6, 15, 14, 7, 3, 2, 13, 9, 5
Exams	30	0	0	1, 12, 15, 14, 7, 3, 2, 9, 5
Group works	20	0	0	1, 11, 12, 16, 7, 4, 13, 9, 8, 10, 5
Participation and involvement in class	20	0	0	12, 16, 7, 3, 4, 2, 9, 10

## Bibliography

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BONAL, E.; HERNÁNDEZ, M. & QUEROL, E. (2006). Cómo enseñamos el lenguaje musical en la escuela de música municipal de Can Ponsic de Barcelona. *Quodlibet: Revista de especialización musical*, 35, 82-99.

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#### JOURNALS OF MUSIC EDUCATION

- *Eufonia*. Barcelona: Ed. Grao.
- *Musica y educacion*. Madrid: Musicalis.
- *LEEME*. Revista de la Lista Electronica Europea de Musica en la Educacion. Univ. de La Rioja. <http://www.unirioja.es/dptos/dea/leeme/sumariogen.html>

#### RESOURCES (online)

- Xtec. <http://www.xtec.cat/web/curriculum/primaria>
- Xtec. Escola Oberta. Musica <http://www.xtec.es/recursos/musica/index.htm>
- Biblioteca Virtual de Educacion Musical (Bivem) <http://80.34.38.142:8080/bivem/> Mestres i musica.
- La web dels mestres de musica <http://www.mestresimusica.net/> Associacio d'Ensenyants de Musica de Catalunya (Aemcat) <http://www.aemcat.org/>
- <https://sites.google.com/a/blanquerna.url.edu/calaix-de-music/>
- <http://www.lapaginamusical.com/>
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