

Educational Strategies and Resources for Music Teachers

Code: 40828
ECTS Credits: 10

Degree	Type	Year	Semester
4312637 Musicology, Musical Education and Interpretation of Early Music	OT	0	0

Contact

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Use of Languages

Principal working language: catalan (cat)

Teachers

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Prerequisites

Have an official Spanish university degree or a higher music degree or another issued by a higher institution of the European Higher Education Area (EHEA). Or from third countries that in the country issuing the title empower access to master's degrees.

Have in-depth knowledge in theory and musical interpretation.

You must be able to prove a C1 Spanish level

Objectives and Contextualisation

- Deepening on teaching practice in different fundamental areas of musical education: didactics, ICT and voice.
- Analyze each area in relation to the curriculum and teacher training.
- Understand and learn strategies, methodologies and didactic resources in the aforementioned areas.
- To know different theories and conceptions of learning as a tool for the analysis and reflection of the teaching task.
- Know and elaborate teaching materials for teaching-learning music.
- Understand the approach of the didactics of listening to the classroom through a repertoire of contemporary music and world music.
- Analyze various music education resources based on the use of ICT.
- Know and apply ICT in the development of multimedia resources and the processing and obtaining of data.
- Know and apply ICTs for musical creation in the classroom.
- Awareness and know the role of the voice as a communication tool in teaching practice.
- Analyze the characteristics of a good body attitude in an efficient and healthy phonation.
- Knowing and learning resources for a broadcast and projection of the voice will make an effort, both sung and spoken

Competences

- Analitzar situacions d'ensenyament i d'aprenentatge en la transmissió de coneixements i pràctiques musicals.
- Analyze music according to cultural areas and according to the social contexts in which they arise and develop by applying it to research and interpretive projects.
- Applying critical projects musicological research and interpretive projects.
- Demonstrate self-learning skills in the field of study of musicology, music education and interpretation.
- Use different user-level music software available in the market to apply them to musicological research and development projects interpretation.
- Working in interdisciplinary contexts related to musicology, music education and interpretation.

Learning Outcomes

1. Analyze and get high quality results in the process of transmission of knowledge and musical practices
2. Apply critical capacity in musicological research projects and interpretive projects.
3. Apply the most suitable software technology for developing a certain educational project in relation to data processing and editing scores
4. Demonstrate self-learning skills in the field of study of musicology, music education and interpretation.
5. Discern the distinguishing characteristics of various musical cultures
6. Music systems relate to their contexts of production and reception
7. Use management programs most common musical documentary sources correctly in the practice of pedagogy
8. Working in interdisciplinary contexts related to musicology, music education and interpretation.

Content

1. Teaching resources.

In this module the three great competences of the didactics of music will be worked: listening, interpreting and creating. We will talk about the didactics of music in the children's and primary stage. The analysis of the practice that will be carried out will lead us to reflect on the role of the three great competences of the music area, the material resources in the musical formation in the school and the learning of music through the 'listen. The knowledge of the repertoire will be carried out with interaction with the learning of methodology and didactic resources. In this blog, works by contemporary composers --catalans and from all over - as well as world music will be worked on.

2. ICT resources in the processes of teaching and musical learning

Work will reflect on the potential of ICT in musical education, from web resources², multimedia materials, etc ... Practical exercises will also be applied to apply specific software.

3. Vocal communication

The work combines theory with practice, with reference to the voice as a fundamental tool of the teacher. It is based on the conception that the whole body is the instrument of the voice and the qualities of vocal sound are analyzed from practice, the foundations of good bodily and vocal control and their role in educational communication.

Enviar comentarios

Methodology

The sessions will be fundamentally practical. The learning will be carried out through the own experimentation in the classroom, which will also alternate with:

Proposed, mandatory and / or optional readings.
 Debate and collective reflection or in small group on thematic of the program.
 Practical exercises on the contents of the course.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conferences and debates	35	1.4	2, 5, 6, 8
Presents with the whole group	40	1.6	2, 8
Seminars from readings	50	2	4, 5, 6, 8, 7
Type: Supervised			
Bibliographic reviews and document analysis	25	1	4, 5, 8, 7
Type: Autonomous			
Project design	40	1.6	3, 4, 5, 8

Assessment

Active participation in the activities of the face-to-face sessions will be taken into account for the evaluation.

To pass the evaluation of the module it is essential to prove attendance to a minimum of 75% of the sessions (general Master's regulations)

The tasks for the evaluation of each of the parts * of the Module are the following:

Didactic: Design of a didactic proposal around an audition according to the didactic criteria and principles treated. Reflections on different readings.

ICT: Use of ICT resources (questionnaires, scores, multimedia material ...) and know how to integrate into a blog or a communication platform.

Voice: Design of a corporal-vocal preparation routine and realization of concrete tasks derived from class work.

The competence of the students in the three blocks will be assessed jointly through an oral presentation at the end of the module.

(*) The final grade will be obtained according to the following percentage

Teaching of music: 50%

TIC: 20%

Voice: 30%

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Assessment task	Activity	Evaluation date	Data Recovery
Individual		29/05/20	

Preparation didactic proposal on hearing

Reflections on music teaching articles	Individual/group	29/05/20
Oral presentation using didactic resources, ICT and voice projection	Individual	22/05/20
Creation-elaboration didactic material	Individual/group	29/05/20
VOICE		
Assessment task	Activity	Evaluation date
Oral presentation using didactic resources, ICT and voice projection	Individual	22/05/20
Preparation of bodily-vocal training routine	Individual	29/05/20
TIC		
Assessment task	Activity	Evaluation date
Oral presentation using didactic resources, ICT and voice projection	Individual	22/05/20
Creating blog and web resources	Individual	29/05/20

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Resurces TIC	33,3	10	0.4	3, 4, 8, 7
Voice comnication	33,3	20	0.8	1, 4
teaching music	33,3	30	1.2	2, 4, 5, 6, 8, 7

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