

Teaching Music II

Code: 106079
ECTS Credits: 3

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

(Traducció pendent de revisió lingüística)

Students who want to enroll in this subject, must demonstrate to have a Elementary Degree on Music in order to

Students who have previously taken it are exempt from this test.
We recommend to have studied Music Teaching I, previously.

Objectives and Contextualisation

(Traducció pendent de revisió lingüística)

- Design and apply didactic activities starting from diverse sound sources in the different stages and cycles.
 - Deepen in the sequencing of a musical activity.
 - Be able to make class designs according to different educational realities.
 - To reflect and learn through different modalities of practice, the "know-how".
 - Be aware of the importance of music as a means of inclusion.

Competences

Early Childhood Education

- 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.
- Consider classroom practical work to innovate and improve teaching.
- Develop strategies for autonomous learning.
- Properly express oneself orally and in writing and master the use of different expression techniques.

Primary Education

- 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.
- 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. Learn to develop different work strategies that balance the development of group projects and individual projects.
11. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
12. Learn to understand, analyze and compare texts from different domains of thought, culture and the arts with their possible links with the musical event.
13. Organising the autonomous part of learning in relation to voice, song and musical direction effectively and productively.
14. 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.
15. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.
16. Understand and apply decision-making criteria in relation to class design, programming and evaluation in the area.
17. Understand and apply the fundamentals of the LOE psycho-pedagogic curriculum in the field of music and show an ability to design programme proposals.

18. Understand the learning processes and methodological bases underlying the teaching and learning of music.

Content

(Traducció pendent de revisió lingüística)

1. The music class.

Design and dynamics of the sessions.

Interrelationship between the contents and the activities in each class.

Specific stage and area objectives and contents.

2. Processes, strategies, techniques and resources for teaching and learning.

3. Reflections on diverse music blocks:

3.1- Playful listening versus reflective listening: repertoire, strategies, resources.

3.2- Dance and movement as facilitators of learning and non-verbal communication.

3.3- The song as an approach to the musical language.

4. Music as a means of inclusion and intercultural connection.

5. Attention to diversity in music classroom.

Methodology

(Traducció pendent de revisió lingüística)

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

In directed activities, the principles underpinning the methodology are:

- Classes will be carried out on an eminently practical level.

From practice and reflective process, we will extract the theory of music education.

- The basic procedures on which the activities in classroom will be developed will be: listening, expression, interpretation.

- Teachers will show how to apply the contents of the program.

All examples will be contextualized to the school reality.

- Carry out group and small group music analysis activities

- Small individual didactic proposals.

The classes are face-to-face and require the active participation of the students in debates, in the elaboration of

-learning music.

The teacher interventions will consist, to a large extent, in leading the students' reflections of the analysis of prac

Some group work will be started or developed during class sessions, under the supervision of the teacher.

The autonomous work will start from the work done in class and support materials to analyze, and will mainly cor

- Design of activities for learning music of specific elements

- Search for materials and resources to develop didactic proposals.

Supervised activities are individual tutoring and tutored group activities.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face with the whole group	23	0.92	
Type: Supervised			
Tutored activities	15	0.6	

Type: Autonomous

Self-employment activities

37

1.48

Assessment

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be consid

Other aspects related to responsibility and involvement (punctuality, degree of formality, participation) will also b
In order to pass the subject, each of the sections must have been passe

Delivery dates and re-evaluation of the main tasks and exams:

1. Design and presentation of a learning sequence. Delivery: between th
2. Presentation of a good practice. Delivery: the week after the internship
3. Elaboration and presentation of a temporary didactic frame in group. C
4. Final exam (oral). Date: The Wednesday following the end of classes.

Only those tasks that the students fail can be re-evaluated and can only aspire to be passed with a 5.
The degree of participation and the level of reflection of the contributions

Attitude and active participation during the teaching and learning process are fundamental.

To pass this course, the student must show, in the activities proposed, a

For general aspects, the evaluation will be governed in accordance with the documents contained in:
<https://www.uab.cat/web/estudiar/guia-del-pdi-1345732500524.html>

According to UAB regulations, plagiarism or a copy of a work will be pen

If the performance of an individual work in class, makes the teacher consider that a student is trying to copy or f

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	30	0	0	1, 11, 6, 17, 16, 7, 3, 15, 13, 9, 5
Involvement and participation in classroom activities.	20	0	0	11, 18, 3, 2, 8

Preparation and practical presentation of class designs	20	0	0	1, 10, 11, 6, 18, 17, 16, 7, 4, 2, 15, 12, 9, 8, 5
Teamwork	30	0	0	1, 11, 6, 18, 17, 16, 7, 4, 2, 15, 14, 12, 9, 5

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