

Planning, Criteria and Praxis in Music in Today's School

Code: 106080
ECTS Credits: 6

Degree	Type	Year	Semester
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

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

- Know and understand the approach to programme music within the current curriculum: from the competences to the classroom planning.
- Plan music at school according to different educational realities.
- Deepening in school music practice based on digital competence and gender perspective.

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. Acquire knowledge and skills and abilities in the expressive and perceptive dimension of voice, song, choral singing and conducting.
2. Apply the practice of writing, composition analysis and recognition through information and communications technology.
3. Be able to reflect on and adapt didactic interventions in different educational contexts and situations.
4. Be able to sing and get groups to sing, listening to others and respecting each other.
5. Be able to work in a team.
6. Being able to design activities from the different content blocks of the material, in accordance with basic methodological principles.
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. Organising the autonomous part of learning in relation to voice, song and musical direction effectively and productively.
15. 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.
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

1. The teaching program

1.4 Foundations

1.5 Curricular framework and programming components

1.6 Programming models

2. Planning music at school

2.4 Music and the diversity of educational projects

2.5 Didactic bases and integration strategies: from interdisciplinary to music as the school axis

2.6 Referents and fundamental resources

3. Innovative music practices

3.4 School music in a digital environment

3.5 Teaching music for an inclusive school

3.6 Music education from a gender perspective

Methodology

The classes are face-to-face and 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.

Throughout the course, the relationship between what is spoken within the Faculty classroom and what happens to the school classrooms will be fostered, through the voice of the music specialists or through some visits and / or interventions in schools.

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			
Face-to-face classes (whole group)	45	1.8	2, 13, 7, 18, 17, 16, 8, 4, 5, 3, 1, 15, 10, 9, 11, 6
Type: Supervised			
Supervised activities	30	1.2	12, 7, 17, 16, 8, 5, 3, 14, 10, 11, 6
Type: Autonomous			
Autonomous activities	75	3	2, 12, 13, 7, 18, 17, 16, 5, 3, 14, 15, 10, 9, 11, 6

Assessment

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

Other aspects related to responsibility and involvement (punctuality, degree of formality, participation) will also be taken into account

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:

- Work on texts or conferences. 3rd week of the course. Re-evaluation: the week after intensive internship (Practicum V).
- Design and presentation of a didactic proposal for a real context. The week before intensive internship (Practicum V). Re-evaluation: it is not allowed.
- Portfolio. The Wednesday following the end of classes. Re-evaluation: first week of July.

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

To pass this subject, the student must show high communicative competence, both orally and in writing, and a correct use of the language or the vehicular languages that are included in the docent guide.

For the 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>

The copy or plagiarism, both in the case of works and in the case of examinations, constitute an offense and will be punished with a 0 as a mark of the subject losing the possibility of recovering it, whether it is individual work or in group (in this case, all the members of the group will have a 0).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of texts or talks	10	0	0	12, 13, 7, 18, 15, 9, 11
Designing and presenting music classes	30	0	0	2, 12, 13, 7, 18, 17, 16, 8, 4, 5, 3, 1, 15, 10, 6
Participation and class activities (individual)	20	0	0	2, 13, 7, 18, 17, 16, 8, 4, 5, 3, 1, 15, 10, 6
Portfoli (individual)	40	0	0	12, 13, 7, 18, 17, 16, 14, 15, 9, 11

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