

Music Teaching

Code: 40825
ECTS Credits: 10

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

Other comments on languages

Language clarifications are done in Spanish and English for non-Catalan-speakers, when needed.

Teachers

Albert Casals Ibáñez

Jessica Perez Moreno

External teachers

Josep Lluís Zaragoza

Mariona Martínez

Prerequisites

No previous academic requirement is needed to join this module.

Objectives and Contextualisation

- . Appropriate different theories and conceptions of learning as a tool for the analysis and reflection of the teaching
 - Understand the communicative processes that make possible teaching
 - Know and analyze different interactivity formats in the classroom (teach
 - Know the elements of the curriculum and the programming processes in
 - Reflect on the evaluation in the music area.
 - Know trends and problems around the work of music teachers in the va
 - Know the fundamental problems of research in the field of specific didac
 - Be able to formulate and ground psychopedagogical principles in relatic

Competences

- Analitzar situacions d'ensenyament i d'aprenentatge en la transmissió de coneixements i pràctiques musicals.
- Analyze the competences of professional music teachers.
- Distinguish and apply different methodologies musicological research and research in music education-oriented projects.
- To analyze the different contexts (social, economic, historical, artistic) involved in the music profession to develop appropriate research work.
- Working in interdisciplinary contexts related to musicology, music education and interpretation.

Learning Outcomes

1. Adapt the results of contextual analysis to different social realities involved in teaching and in the transmission of each musical practice
2. Analyze and get high quality results in the process of transmission of knowledge and practices related musical musical education
3. Apply research methodologies teaching of music to every type of research project
4. Describe the fundamental methodological procedures teaching music
5. Match the appropriate skills of teaching with each practical case study raised
6. Working in interdisciplinary contexts related to musicology, music education and interpretation.

Content

1. Models and principles of teaching-learning. Analysis of interaction in educational processes

We will examining the own conceptions about learning and teaching in th
Emphasis will be placed on the aspects of representation, construction, c

2. Music Didactics

In this part, we will talk and reflect on teaching and learning music in diffe
The aspects that determine the different ways of proposing the learning c

The analysis of realities will be shared, identifying relevant research topic
3. Innovation and research in music didactics within the framework of col
Innovation: definition, necessity and challenges. The emergence of critic
Innovation-training-research: a necessary triangle. Strategies and require

Methodology

The sessions are in the form of a seminar and require the high participation of students. The sessions will combir

- master class by the teachers
- Practical activities and observation of video recordings
- Seminars on compulsory and / or optional readings proposed
- Debate and joint reflection or in a small group on the topics of the progr

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Teacher presentation, practical activities, observation of recordings and seminars	64.5	2.58	1, 2, 3, 4, 5, 6

on readings

Type: Supervised

Tutorials, realization, revision and evaluation of the proposed works	27	1.08	1, 2, 4, 5
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Type: Autonomous

readings, reflections, reporting and final module work	155	6.2	1, 2, 4, 5, 6
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Assessment

The evaluation will take into account the active participation in the sessions, and the written and oral works of various aspects that make up the content of the course.

The written reflections will be done in pairs (40%) and will be delivered 2 weeks later when the session with the specialist of each topic.

The Work on Psychopedagogical Principles (60%) will be delivered 2 times; one before Christmas, halfway through the process, in order to receive formative feedback (receiving a value of 20%). And a second delivery at the end of the module, having incorporated the amendments and improvements resulting from the first delivery, there will be a second and final delivery of the work fully developed (with a value of 40%).

At the time of carrying out each assessment activity, the module coordinator will inform the students (via Moodle) of the procedure and date of revision of the grades.

In order to pass the evaluation of the module, it is essential to accredit attendance at a minimum of 75% of the sessions, coinciding with the general regulations of the Master. And have a grade equal to or higher than 4 of each evaluation task, to be able to make a weighted average. In case of not obtaining the final minimum mark (of 5/10) to pass the module, the improved repetition of the work Psychopedagogical principles will be required, as a mechanism of recovery.

To pass this module must display a good general communication skills, both orally and in writing and a good command of Catalan or Spanish (vehicular languages of the module). In all the activities, therefore, the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

In the event that the student commits any irregularity (such as plagiarism) that may lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that can be instructed. In the event of several irregularities in the assessment acts of the same subject, the final grade for this subject will be 0.

The student will receive the grade of "Not assessable" as long as he / she has not submitted more than 30% of the assessment activities.

** In the event that the tests cannot be carried out in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and / or discussion discussions through Teams, ensuring that all students can access them.*

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery I: Approach and half development of the work "Psychopedagogical	20%	0.75	0.03	1, 2, 3, 4,

principles" (individual)				5
2 reflections in relation to the contributions of specialists (in pairs)	40%	1.25	0.05	1, 4, 5, 6
Delivery II: Readjustment incorporating the formative feedback of the work "Psychopedagogical principles" and final development (individual)	40%	1.5	0.06	1, 2, 3, 4, 5

Bibliography

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