

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 an Elementary Degree on Music in order to sign up. If he/she didn't study in a music school (formal education), he/she must pass a test. 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" of a teacher.
- 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.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
7. Knowing how to explain the main consequences of the effect of teaching the arts on peoples cultural, personal and social education.
8. Learn to develop different work strategies that balance the development of group projects and individual projects.
9. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
10. Learn to understand, analyze and compare texts from different domains of thought, culture and the arts with their possible links with the musical event.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. 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.
13. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.
14. 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 music parting from diverse sound sources.

3. Reflections on diverse music blocks:
 - 3.1- Playful listening versus reflective listening: repertoire, strategies, resources and teaching materials.
 - 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, comprehension and musical creation. Group work and individual work will alternate.
- 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 reflections around various topics, and in the realization of practical activities and simulations of teaching situations.

-learning music.

The teacher interventions will consist, to a large extent, in leading the students' reflections of the analysis of practical questions to create criteria and fundamental pedagogical bases in musical education.

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 consist of:

- 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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	

Assessment

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered not presented.

Other aspects related to responsibility and involvement (punctuality, degree of formality, participation) will also be taken into account. In order to pass the subject, each of the sections must have been passed.

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

1. Design and presentation of a learning sequence. Delivery: between the 3rd and 4th week of the course.

Re-evaluation: The week after the practicum V intensive.

2. Elaboration and presentation of a temporary didactic frame in group. Delivery: the third week of march.

Re-evaluation: 2 weeks after submission.

3. Presentation of a good practice. Delivery: the week after the internship intensive. Re-evaluation: 2 weeks after submission.

4. Global evaluation test of the mention. Date: A week after the end of classes. Re-assessment: 2 weeks after the exam.

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 will be valued in the debates.

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 good general communicative competence, both orally and writing, and a good command of the language or languages that appear in the teaching guide.

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 penalized with a 0 as a grade for this work, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).

If the performance of an individual work in class, makes the teacher consider that a student is trying to copy or has some document or device not authorized by the teacher, that activity will be scored with a 0, without recovery option.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Global evaluation test of the mention.	30	0	0	1, 9, 3, 2, 13, 6, 5
Involvement and participation in classroom activities.	20	0	0	9, 14, 3, 2, 6, 11, 7
Preparation and practical presentation of class designs	20	0	0	1, 8, 9, 14, 4, 2, 13, 11, 12, 10, 7, 5
Teamwork	30	0	0	1, 9, 14, 4, 2, 13, 11, 12, 10, 7, 5

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<http://www.unirioja.es/dptos/dea/leeme/sumariogen.html>

ON-LINE RESOURCES

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/>

<http://www.prodiemus.com/>

Software

No specific software is required. However, it will be useful to have a score editor (eg: Sibelius, Finale, ...) and an audio editor (eg: audacity, garage band, wave pad, logic pro, cubase ...).