

**Teaching Music I**

Code: 102039  
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	1
2500798 Primary Education	OT	4	1

**Contact**

Name: Blanca Pujol Corominas  
Email: blanca.pujol@uab.cat

**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 have a Elementary Degree on Music 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**

1. To know and understand the key principles that support music education in Early Childhood and Primary
2. To know and practise the music teaching-learning processes in the different educational stages and levels.

**Competences**

Early Childhood Education

- Analyse audiovisual languages and their educational implications.
- 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.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know and use songs to promote hearing, rhythmic and vocal education.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

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.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Know the school's arts curriculum, in its plastic, audiovisual and musical aspects.
- 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. 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. Being able to sing and sing in groups, listening to others and respecting each other.
8. Being able to work together.
9. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
10. Know and master the elements of musical language on an expression, understanding and creation level.
11. Knowing how to explain the main consequences of the effect of teaching the arts on people's cultural, personal and social education.
12. Knowing how to understand, analyse and compare texts belonging to different spheres of thought, culture and the arts with their possible linkages with music.
13. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
14. Learn to understand, analyze and compare texts from different domains of thought, culture and the arts with their possible links with the musical event.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. 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.
17. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.
18. Understand the learning processes and methodological bases underlying the teaching and learning of music.

## Content

1. Characteristics of music teaching and learning:
  - From individual experience to collective practise
  - Socioconstructivist approach to the teaching-learning process
  - Meaningful learning ("learning music by doing music")
  - Talking about music as a way to learn
1. Music competences through three dimensions: listening to, performing and creating.

2. Music contexts (singing, listening to music, creating, playing instruments, dancing and moving) and musical language and theory. Teaching strategies and resources.
3. Methodological processes of teaching and learning music in an inclusive school and taking into account a gender perspective

## Methodology

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

### SUPERVISED ACTIVITIES

Tutorship and other supervised activities.

### AUTONOMOUS ACTIVITIES

Searching for materials and developing teaching proposals.

Writing thoughtful essays from reads about music didactics.

### CONDUCTED ACTIVITIES

Teacher presentations about the four main contents (see the programme). From examples of music sessions, the teacher will conduct the reflective process in order to discover and understand the core elements of the music education.

Designing and presenting autonomous exercises and activities.

Conducting music activities for the whole group or working in small groups. It includes document analysis, problem solving and case studies, among other learning strategies.

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			
Conducted	45	1.8	2, 13, 18, 10, 4, 5, 3, 7, 8, 1, 17, 6
Type: Supervised			
Supervised	30	1.2	18, 10, 3, 1, 6
Type: Autonomous			
Autonomous	75	3	2, 18, 10, 5, 3, 8, 16, 14, 11, 12, 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.

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.

The participation and the level of deepening of the contributions will be considered in the block of discussing.

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

The student must show, in the activities proposed, good general communicative competences, both orally and in writing.

The assessment will be according to these documents:

<https://www.uab.cat/web/estudiar/guia-del-pdi-1345732500524.html>

Deadlines for the main tasks:

1. Individual analysis of musical situations. Two deliveries: last week of October and second of november.

Re-evaluation: 2nd week of January (GEI students) and 1st February (GEP students).

2. Works about reads. Delivery: 2nd week of october. Re-evaluation: 2nd week of January (GEI students) and 1st February (GEP students).

3.Design of a didactic proposal. Delivery: 2nd week of December. Re-evaluation: 2nd week of January (GEI students) and 1st February (GEP students).

4. Oral presentation of the didactic proposal. Date: the last Thursday of December. Revaluation: It is not possible.

Only those tasks that have been suspended can be reassessed and they can only aspire to be approved with a 5 (if the teacher does not specify the opposite).

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 a musical situations (individual task)	20%	0	0	2, 13, 18, 10, 4, 5, 3, 7, 8, 1, 17, 16, 6
Didactic proposal (individual task)	40%	0	0	18, 10, 3, 1, 17, 6
Short activities (discussions, reflections, proposals for activities, etc.)	30%	0	0	13, 18, 9, 15, 16, 14, 11, 6
Works about reads	10%	0	0	13, 18, 5, 8, 16, 14, 11, 12

## Bibliography

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## Software

Softwares (music):

- Spotify
- MuseScore
- Audacity