

Music Teaching

Code: 40825
ECTS Credits: 10

Degree	Type	Year	Semester
4312637 Musicology, Musical Education and Interpretation of Early Music	OT	0	1

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

Andrea Fernandez Barros

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Laia Viladot Vallverdu

Jèssica Perez Moreno

Prerequisites

No previous academic requirement is needed to join this module.

Objectives and Contextualisation

The subject will show the outstanding role that music should develop throughout the life cycle (especially in relation to formal education) as well as the contributions of models and resources for the different educational stages and formal learning contexts.

The following aims are set:

- Appropriate different theories and conceptions of learning as a tool for the analysis and reflection of the teaching task itself.
- Understand the communicative processes that make possible teaching and learning.
- know the elements of the curriculum and the programming processes in music didactics.
- Know trends and problems around the work of music teachers in the various stages of education and related to the special issues as voice, innovation and integration.
- Know the fundamental problems of research in the field of specific didactics, and music in particular.
- Be able to formulate and ground psychopedagogical principles in relation to own's teaching practice.

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

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

We will exam the own conceptions about learning and teaching in the light of current theories and perspectives, with the aim of grounding the teaching practice and the personal educational and research projects.

Emphasis will be placed on the aspects of representation, construction, communication and social interaction of the teaching and learning process.

Music Didactics.

We will talk and reflect on teaching and learning music in different educational stages of general education and specialized teaching. The aspects that determine the different ways of proposing the learning of music will be valued.

we will analyse the role of music teacher in the different educational stages. The analysis of realities will be shared, identifying relevant research topics. Likewise, the specificity of research in the field of specific didactics will be discussed.

The three main competencies of the music area will be presented: listening to, performing and creating.

Innovation and research in music didactics within the framework of collaboration between teachers, trainers and researchers.

Innovation: definition, necessity and challenges. The emergence of critical experiences. The importance of doing applied research in didactics.

Innovation - training-research: a necessary triangle. Strategies and requirements for the collaboration between theory and practice, between research and teaching practice.

Other teaching resources: integration and voice.

The keys to the inclusion of students with difficulties in the classroom will be worked on.

Through theory and practice, the voice will be referred to as a fundamental tool for the teacher.

Methodology

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

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

- 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 program

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			
Teacher presentation, practical activities, observation of recordings and seminars on readings	64.5	2.58	1, 2, 3, 4, 5, 6
Type: Supervised			
Tutorials, realization, revision and evaluation of the proposed works	27	1.08	1, 2, 4, 5
Type: Autonomous			
readings, reflections, reporting and final module work	155	6.2	1, 2, 4, 5, 6

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 (45%) and will be delivered 2 weeks later when the session with the specialist of each topic.

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
3 reflections in relation to the contributions of specialists (in pairs)	45%	1.25	0.05	1, 4, 5, 6
Approach and script about the key aspects for the teaching profession (individual)	20%	0.75	0.03	1, 2, 3, 4, 5
Own "Psychopedagogical principles" (individual)	35%	1.5	0.06	1, 2, 3, 4, 5

Bibliography

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Software

In this subject there is not specific software used.