

Educational Strategies and Resources for Music Teachers

Code: 40828

ECTS Credits: 10

Degree	Type	Year	Semester
4312637 Musicology, Musical Education and Interpretation of Early Music	OT	0	2

Contact

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Use of Languages

Principal working language: catalan (cat)

Teachers

Cecilia Gassull Bustamante

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Prerequisites

Have an official Spanish university degree or a higher music degree or another issued by a higher institution of the European Higher Education Area (EHEA). Or from third countries that in the country issuing the title empower access to master's degrees.

Have in-depth knowledge in theory and musical interpretation.

It is recommended to accredit a C1 Spanish level

Objectives and Contextualisation

- Deepening on teaching practice in different fundamental areas of musical education: didactics, ICT and voice.
- Analyze each area in relation to the curriculum and teacher training.
- Understand and learn strategies, methodologies and didactic resources in the aforementioned areas.
- To know different theories and conceptions of learning as a tool for the analysis and reflection of the teaching task.
- Know and elaborate teaching materials for teaching-learning music.
- Understand the approach of the didactics of listening to the classroom through a repertoire of contemporary music and world music.
- Analyze various music education resources based on the use of ICT.
- Know and apply ICT in the development of multimedia resources and the processing and obtaining of data.
- Know and apply ICTs for musical creation in the classroom.
- Awareness and know the role of the voice as a communication tool in teaching practice.
- Analyze the characteristics of a good body attitude in an efficient and healthy phonation.

- Knowing and learning resources for a broadcast and projection of the voice will make an effort, both sung and spoken

Competences

- Analitzar situacions d'ensenyament i d'aprenentatge en la transmissió de coneixements i pràctiques musicals.
- Analyze music according to cultural areas and according to the social contexts in which they arise and develop by applying it to research and interpretive projects.
- Applying critical projects musicological research and interpretive projects.
- Demonstrate self-learning skills in the field of study of musicology, music education and interpretation.
- Develop the capacity to assess sex and gender inequalities in order to design solutions to them.
- Use different user-level music software available in the market to apply them to musicological research and development projects interpretation.
- Working in interdisciplinary contexts related to musicology, music education and interpretation.

Learning Outcomes

1. Analyze and get high quality results in the process of transmission of knowledge and musical practices
2. Apply a gender perspective to the analysis and planning of musical teaching and learning activities.
3. Apply critical capacity in musicological research projects and interpretive projects.
4. Apply the most suitable software technology for developing a certain educational project in relation to data processing and editing scores
5. Demonstrate self-learning skills in the field of study of musicology, music education and interpretation.
6. Develop the capacity to assess sex and gender inequalities in order to design solutions to them.
7. Discern the distinguishing characteristics of various musical cultures
8. Music systems relate to their contexts of production and reception
9. Use management programs most common musical documentary sources correctly in the practice of pedagogy
10. Working in interdisciplinary contexts related to musicology, music education and interpretation.

Content

This module is based on how research in knowledge transfer has enriched and generated new and better ways of working with music and voice in the classroom. The contents of this module are structured in three blocks.

1-Teaching resources

The three main competencies of music teaching will be worked on: listening, performing and creating. There will be a talk on music teaching in kindergarten and primary school. The analysis of the practice that will be carried out will lead us to reflect on the role of the three great competences of the area of music, of the material resources in the musical formation in the school and of the learning of the music through the 'listen. The knowledge of the repertoire will be carried out in interaction with the learning of methodology and didactic resources. This block will also cover works by contemporary composers -Catalan and from around the world- and world music.

In this section there will be a space to work on the relationship between emotional and musical skills. Resources will be offered and proposals will be implemented to work on music and excitement in the high school classroom.

2. Listening and new technologies in music learning

The work will reflect on the potential of ICT in music education, from web2 resources and multimedia materials. There will also be a section on good practice in online teaching, including a review of tools that can contribute to effective online teaching.

3. Vocal communication

The work combines theory with practice with reference to the voice as a fundamental tool of the teacher. It is based on the conception that the whole body is the instrument of the voice and analyzes from practice the qualities of vocal sound, the foundations of good body and vocal control and its role in educational communication.

Methodology

The sessions will be fundamentally practical. The learning will be carried out through the own experimentation in the classroom, which will also alternate with:

Proposed, mandatory and / or optional readings.

Debate and collective reflection or in small group on thematic of the program.

Practical exercises on the contents of the course.

If attendance is limited, the practical activities will be adapted to be done online

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			
Conferences and debates	6.5	0.26	3, 7, 8, 10
Presents with the whole group	57.5	2.3	3, 6, 10
Seminars from readings	17	0.68	5, 7, 8, 10, 9
Type: Supervised			
Bibliographic reviews and document analysis	22	0.88	5, 7, 10, 9
Type: Autonomous			
Project design	141	5.64	4, 2, 5, 7, 10

Assessment

When evaluating, the following will be taken into account:

- active participation in the activities of the face-to-face sessions (or by video conferencing).
- in order to pass the module, the three areas must have been passed: Didactics, ICT and Voice.
- in the event that the student has not submitted at least 70% of the assessment activities, the student will receive the grade of "Not assessable".
- the competence of the students in the three blocks together will be assessed through an oral presentation at the end of the module.

The tasks for the evaluation of each of the parts * of the Module are the following:

- Didactics: Design of a didactic proposal around an audition in accordance with the didactic criteria and principles treated. Reflections on different readings.
- ICT: Use of ICT resources (questionnaires, scores, multimedia material ...) and know how to integrate in a block or in a communication platform.
- Voice: Design of a routine body-vocal preparation and performance of specific tasks derived from class work.

(*) The final grade will be obtained according to the following percentage

Teaching of music: 50%

TIC: 20%

Voice: 30%

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Assessmenttask	Activity	Evaluation date	Data Recovery
Preparation didactic proposal on hearing	Individual	28/05/21	
Reflections on music teaching articles	Individual/group	28/05/21	
Oral presentation using didactic resources, ICT and voice projection	Individual	21/05/21	
Creation-elaboration didactic material	Individual/group	28/05/21	
VOICE			
Assessment task	Activity	Evaluation date	
Oral presentation using didactic resources, ICT and voice projection	Individual	26/05/23	

Preparation of bodily-vocal training routine	Individual	26/05/23
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TIC

Assessment task	Activity	Evaluation date
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Oral presentation using didactic resources, ICT and voice projection	Individual	26/05/23
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C	Assessment tasks that are suspended may be retrieved on
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11/06/21

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Resurces TIC	20	1	0.04	4, 5, 6, 10, 9
Voice comnication	30	2	0.08	1, 5
teaching music	50	3	0.12	3, 2, 5, 7, 8, 10, 9

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VOICE

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TIC

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The bibliography includes the gender perspective.

Software

- moodle
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sheet music editing software, musical creation,...