

Teaching Music

Code: 44322
ECTS Credits: 15

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

Contact

Name: Laia Viladot Vallverdu

Email: laia.viladot@uab.cat

Use of Languages

Principal working language: catalan (cat)

Other comments on languages

If the use of the Catalan language (oral and written) is not considered correct enough, the subject can be failed

Teachers

Carmen Carrillo Aguilera

Mauricio Rey Garegnani

Joan Escoda Domenech

External teachers

Caterina Canyelles

Prerequisites

Not contemplated

Objectives and Contextualisation

This blog will show the important role that music should play in the stage of secondary education, as well as the contribution of models and resources for teaching in this context. Therefore, emphasis will be placed on didactic training and reflection on action, although some musical and cultural training will also be considered as a necessary basis for quality teaching practice.

The following objectives are set:

- Develop skills and knowledge that allow you to discover, know and enjoy music, and make use of it in teaching.
- Recognize the value of music practice and education as a bearer of social and cultural meanings.
- Develop skills and knowledge that allow for inclusive pedagogical action.

- Develop resources and methodological strategies related to musical practice, specifically in the dimensions of listening, performing and music making.
- Discover relationships that can be established between music (or sound art) and other areas of knowledge, in order to promote interdisciplinary didactic projects and proposals.
- Know the elements of the curriculum and the programming processes in music teaching.
- Be part of and carry out a collective project where musical expression plays a central role and involves the development of professional skills
- Design tools and strategies for formative and formative evaluation.
- To be able to formulate and substantiate psycho-pedagogical principles in relation to one's own teaching work.
- Get acquainted with fundamental issues of music teaching research.

Competences

- "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"
- "Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students."
- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Generate innovative and competitive professional activities and research.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of music in the classroom.

3. Demonstrate knowledge and knows how to apply innovative teaching proposals in the field of music.
4. Demonstrate knowledge of contexts and situations in which it is possible to apply the various contents that integrate the curriculum of Secondary and Baccalaureate, emphasizing the practical, creative and educational sensitivity that carries the musical culture group.
5. Demonstrate knowledge of cultural and educational value of music and content of the discipline taught in Secondary Education and Baccalaureate, and integrate these into the framework of science, culture and art.
6. Demonstrate knowledge of the Music curricula in the Secondary Education and Baccalaureate.
7. Demonstrate knowledge of the history and recent developments of the music to convey a dynamic view of it and make sense of the music school, highlighting the genesis of musical knowledge.
8. Demonstrate knowledge of the theoretical-practice developments teaching and learning music.
9. Design and plan learning spaces in the practice vocal music, instrumental, through electronic media is often intellectual and emotionally stimulating for students.
10. Design and plan learning spaces where the reception and listening instrumental music are the means for training critical and aesthetic of musical ear.
11. Generate innovative and competitive proposals for research and professional activities.
12. Identify problems related to teaching and learning music and consider possible alternatives and solutions.
13. Interpret the different educational needs of students in order to propose the most appropriate educational activities.
14. Know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, addressing issues of discipline and conflict resolution.
15. Possess learning skills necessary to carry out continuous training in both content and didactics of music, as well as general aspects of teaching.
16. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
17. Select, use and develop materials for teaching Music.
18. Transform Music curricula in sequences of learning activities and programmes of work.
19. Understand evaluation as an instrument of regulation and to encourage the effort, and meet and develop strategies and techniques for the assessment of learning music.
20. Use information and communications technology and integrate them into the teaching and learning of music.

Content

Subject 1: Music didactics in the high school classroom (9ECT)

1.1. Teaching organization, curriculum design and planning

The music curriculum of ESO and baccalaureate

Area competencies and transversal competencies

The transition between educational stages

Approaches / views for programming and teaching profile

Didactic sequence design (top-down and bottom-up)

1.2. Classroom strategies and resources

Learning contexts: Listening, Performing, Music Making

Classroom processes and methodologies

Organization of space and time

Assessment and regulation of learning

1.3. Transversal aspects

NESE inclusion

Interculturality and gender perspective

Interdisciplinarity

Music and community

Subject 2: Teaching innovation and initiation to educational research in music teaching (6ECT)

Reflective practice: reflection on practice and its relationship with educational innovation.

The research teacher: Introduction to action-research

Sample of innovative experiences

Continuous education throughout life

Basic ideas in social science research

Methodology

Based on practical proposals and classroom activities, didactic criteria will be constructed, and conceptual reflection will be promoted. For these reasons, the involvement and active participation of all students on an ongoing basis is essential.

The hours specified for each of the training activities are indicative and may be slightly modified depending on the calendar or teaching needs.

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			
attendance and participation in class, realization and evaluation of the proposed activities, and visits or excursions (if applicable)	97	3.88	
Type: Supervised			
realization, revision and evaluation of the proposed works	90	3.6	
Type: Autonomous			
analysis of readings and proposals for didactic innovation, production of reports, design of activities, analysis and resolution of cases, elaboration of the portfolio	188	7.52	

Assessment

The evaluation of this blog has different tasks and activities:

- Anàlisi de supòsits pràctics (en grup i a classe)
- Disseny i desenvolupament d'una activitat d'aula (part en grup, part individual)

Es farà una entrega inicial del disseny del treball (tipus guió), es realitzarà l'exposició oral a classe i, finalment, s'entregarà la versió definitiva (re-disseny, si és el cas) que incorporarà els aprenentatges a partir del feedback dels companys i professor/a i de la presa de consciència del procés d'aula. Per tant, d'aquesta part s'avalua:

- disseny inicial/guíó del treball (grup al = 10%) +
- exposició a l'aula (individual = 10 %) +
- disseny reajustat/definitiu (grup al = 20%)

- Portafolis digital (individual)

Ha d'incloure aquelles reflexions i conclusions rellevants i aprenentatges de l'assignatura 1 (Didàctica) + un banc de recursos pedagògics + Reflexions sobre els temes tractats a l'assignatura 2 (Innovació i recerca).

S'anima a complementar el portafoli amb els aprenentatges derivats del Mòdul de Música - Complements de Formació.

- Defensa oral del portafoli, presentada digitalment (individual)

To be evaluated it is necessary to attend a minimum of 80% of the sessions and participate in class, collaborate in group work and submit the required individual papers within the set deadlines.

To pass this blog, it is necessary to show a good general communicative competence, both orally and in writing, and a good command of the language or vehicular languages that appear in the teaching guide. 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 can be returned (not evaluated) or suspended if the teacher considers that he / she does not meet these requirements.

Deliveries of works will be made primarily via virtual. Other delivery channels may be enabled, with the prior agreement of the teachers, informed in person in class and via virtual. Works submitted by means not agreed with the teaching staff will not be accepted, nor will works submitted with incorrect formats, which do not include the name of the authors or which will be submitted out of time.

Written assignments must be submitted in Catalan (reasoned exceptions will be assessed by the teaching staff).

The notes of the evaluation activities will be announced no later than one month after their delivery.

In order to be able to calculate the weighted average and pass the module, it is necessary to obtain a grade of 4 or higher in the following tasks: design and development of a classroom activity and the portfolio. Failure to obtain the final minimum grade to pass the module will require a new delivery of the portfolio and / or classroom work, as the case may be, as a recovery mechanism.

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

Questions or doubts regarding the evaluation that are not included in the previous indications will be governed by the following documents:

- General evaluation criteria and guidelines of the Faculty of Education Sciences (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>)

- Regulations for the Evaluation of the Autonomous University of Barcelona. TitleIV: Evaluation. Version according to the modifications approved by agreement of the Governing Council of July 12, 2017 (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>)

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of practical assumptions (in group)	10%	0	0	1, 14, 4, 5, 6, 8, 19, 12, 13, 20
Design and development of a classroom activity (30% in groups of 3 + 10% indiv)	40%	0	0	16, 1, 14, 2, 4, 5, 6, 8, 3, 7, 9, 10, 19, 11, 12, 13, 15, 17, 18, 20
Digital potfolio (individual)	40%	0	0	16, 1, 4, 5, 6, 8, 7, 19, 12, 13, 15, 20
Oral presentation of the portfolio (in digital format, individual)	10%	0	0	16, 1, 4, 5, 6, 8, 3, 7, 19, 11, 17, 20

Bibliography

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Duran, D., Flores, M. i Miquel, E. (2019). Potenciar la cooperació en l'aprenentatge basat en projectes. *Àmbits de psicopedagogia i orientació*, 51, p.113-124. <https://doi.org/10.32093/ambits.vi51.1425>

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On-line resources

Calaix de música: <https://sites.google.com/a/blanquerna.url.edu/calaix-de-music/>

Teler de música: <http://www.telermusica.com/ca/>

Pedagogia musical activa: <http://pedagogiamusicalactiva.blogspot.com/>

Harmonies: <https://blocs.xtec.cat/harmonies/>

Camins sonors: <https://caminssonors.wordpress.com/>

EduGlosa - Improversem: <http://www.eduglosa.cat/glosateca/programacions/improversem-reflexio-i-debat-mitjancant-la-glosa-i-el-rap/>

Teoría: Música theory web: <https://www.teoria.com/>

Classe de música 2.0 (MaríaJesús Música): <https://www.mariajesusmusica.com/>

8notas: <https://www.8notes.com/>

Canal de Youtube de Jaime Altozano: <https://www.youtube.com/c/JaimeAltozano/videos>

Canal de Youtube de Shauntrack: <https://www.youtube.com/channel/UCo5HJNjfdSoPWsdAHLsvSxQ>

IMSLP / Biblioteca Musical Petrucci: https://imslp.org/wiki/P%C3%A0gina_principal

Software

Finale

GarageBand