

Musical Language

Code: 102032
ECTS Credits: 6

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

Contact

Name: Ricard Gimeno Abad

Email: ricard.gimeno@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

People who want to enroll in this subject must prove that they are studying - or have passed - the level of music studies corresponding to the first cycle of Intermediate Degree. In case of not having followed regulated musical studies, a level test will be done.

Objectives and Contextualisation

- Develop musical sense and internal understanding of music.
 - To know and master fluently the musical language at a rhythmic, melod
 - Acquire autonomy in harmonic accompaniment and in the creation and

- Acquire essential knowledge of teaching musical language

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.
- Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know the school's 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. 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 listen to and analyse a musical work on a rhythmic, melodic, harmonic and formal level.

13. Knowing how to understand, analyse and compare texts belonging to different spheres of thought, culture and the arts with their possible linkages with music.
14. Learn to develop different strategies in how to work that balance the development of group projects and individual projects.
15. Learn to develop different work strategies that balance the development of group projects and individual projects.
16. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
17. Learn to understand, analyze and compare texts from different domains of thought, culture and the arts with their possible links with the musical event.
18. Propose viable projects and actions to boost social, economic and environmental benefits.
19. 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.
20. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.
21. Understand the learning processes and methodological bases underlying the teaching and learning of music.

Content

1. The own elements of the musical language:

1.1. The lecture

1.2. Writing

1.3. Improvisation

1.4. The composition

1.5. The audition

2. Technical processes and strategies and resources for teaching and le:

2.1. Imitation and interpretation

2.2. Musical memory

2.3. Recognition and inner hearing

2.4. The accompaniment

2.5. The creation

2.6. The analysis

3. Didactics of musical language in Primary Education

3.1 Essential bases

3.2 Sequencing of the different rhythmic and melodic elements

Methodology

The methodology that will be carried out throughout the course will be based on these principles:

Classes will be held on an eminently practical level. The work of theoretical knowledge will be a consequence of it.

The basic procedures on which the activities in the classroom will be developed will be:

DIRECTED ACTIVITIES

Listening, expression, interpretation, comprehension and musical creation. Group work and individual work will also be used.

AUTONOMOUS ACTIVITIES

The student will have dossiers for reading musical repertoire, materials to support hearing education and analysis.

UPERVISED ACTIVITIES

Tutorials and other tutored activities.

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

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 activities with the whole group	45	1.8	16, 21, 10, 20, 19, 12, 11
Type: Supervised			
Supervised activities	30	1.2	2, 15, 16, 21, 4, 5, 7, 8, 1, 19, 13, 6
Type: Autonomous			
Autonomous activities	75	3	15, 14, 16, 3, 1, 17, 11, 13, 6

Assessment

*GENERAL CONSIDERATIONS ON THE EVALUATION

The evaluation will be based on the following aspects:

- 1 The continuous evaluation of the practice in the classroom and of the proposed activities.
- 2 Written tests of recognition, hearing, analysis, musical creation and teaching of musical language
- 3 Oral tests of reading, tuning, song and musical improvisation.

In these 3 aspects, the analysis of musical works, musical understanding (form and formal structure), musical creation and improvisation, auditory discrimination (dictations of different types) and musical reading (prepared or by sight) will be evaluated. All these evaluation activities will be worked on taking into account the 3 aspects.

These tests will be performed:

*ORDINARY ASSESSMENT (for continuous assessment students)

1st SEMESTER

- on 12/18/23 and 12/20/23 the tests for the 1st semester will be held. These tests (divided into two sessions) will include the following assessment activities: Musical understanding, auditory discrimination (dictations), musical improvisation, musical reading and song.
- the overall weight of these tests is 40%
- they will be individual tests and will confirm whether the learnings worked on during the semester have been achieved or not
- the rating of each of the tests will be proportional to the weight of each assessment activity

2ND SEMESTER

- when returning from the intensive period of Practicum IV (beginning of February) the syllabus for Didactics of Musical Language will be worked on and the corresponding test for this section of the program will be taken (the overall weight of this test is 15%)
- on 12/6/24 the tests for the 2nd semester will be held. The following assessment activities will be included in these tests: Analysis of musical works, musical understanding, musical creation, auditory discrimination (dictations), musical improvisation, musical reading and song (the overall weight of this test is 45%)
- they will be individual tests and will confirm whether the learnings worked on during the semester have been achieved or not
- the rating of each of the tests will be proportional to the weight of each assessment activity

(Students who have obtained a result higher than 7 in the listening and reading activities of the 1st semester, may choose to take these tests or not in the 2nd semester. In the event that they choose not to take them, they will be graded with the result of the 1st semester)

To pass the subject it is essential to have satisfactorily passed the oral song test.

RECOVERY ASSESSMENT

- on 6/19/24 there will be a recovery test that will include the items not achieved in the previous tests

*UNIQUE EVALUATION

- on 12/6/24 the single assessment tests will be held. The following assessment activities will be included in these tests: Analysis of musical works, musical understanding, musical creation, auditory discrimination (dictations), musical improvisation, musical reading, song and teaching of musical language in primary school.
- they will be individual tests and they will confirm whether the learnings worked on during the course have been achieved or not
- the rating of each of the tests will be proportional to the weight of each assessment activity

To pass the subject it is essential to have satisfactorily passed the oral song test.

RECOVERY ASSESSMENT

- on 6/19/24 there will be a recovery test that will include the items not achieved in the previous tests

*OTHER GENERAL ASPECTS

Attendance is mandatory at least 80%.

According to the UAB regulations, plagiarism or copying of any work will be penalized with a 0 as a grade for this work losing the possibility of recovering it, possibility of recovering it, whether it is an individual work or in group (in this case all members of the group will have a 0). If, during the completion of individual work in class, the teacher considers that a student is trying to copy or discovers some type of document or device not authorized by the teaching staff, the same will be graded with a 0, with no recovery option.

It will be specifically valued that the student is a good musical model (singing, playing instruments, dancing, directing, listening to music), with good expressiveness and musicality, and conveying taste and care for the musical result.

The didactic-musical profile must be supported by certain characteristics when carrying out classroom activities that are basic to being a teacher: 1.responsibility in planning and prior preparation of what is needed 2.communicative capacity, based on a domain of verbal language, but also of non-verbal language (body posture, facial expression, etc.) and supports, if applicable 3. ability to manage the group, being attentive to existing diversity and conducting activities with assertiveness and empathy 4 .attention to what happens during the activities and flexibility to adapt to them, while controlling the time available 5.reflection and critical look at the educational practice carried out.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of musical works	10 %	0	0	3
Hearing discrimination	25 %	0	0	10
Individual and group tasks	5 %	0	0	2, 15, 14, 16, 21, 10, 4, 5, 7, 8, 19, 17, 12, 11, 13, 6
Musical reading	30 %	0	0	20
Musical understanding	10 %	0	0	
Proposal and identification of social projects	5%	0	0	9, 18
Musical creation	5 %	0	0	2
Musical improvisation	10 %	0	0	1, 20

Bibliography

Maideu, J. (1988). *Assaig. Vic: Eumo*

Mestes, J., Aramon, N. (1983). *Vocabulari català de música*. Barcelona: Millà

Michels, U. (1985). *Atlas de Música*. Madrid: Alianza

Software

Recommended web software:

<https://www.noteflight.com/>

<https://musescore.org/ca>

