

**Teaching Music**

Code: 44322  
ECTS Credits: 15

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

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**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.

**Teachers**

Joan Escoda Domenech

**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.
  - Reflect on and solve hypothetical case studies
- 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 Baccaureate, 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 Baccaureate, and integrate these into the framework of science, culture and art.
6. Demonstrate knowledge of the Music curricula in the Secondary Education and Baccaureate.
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 baccaureate

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)

Development of an own, collective and genuine project

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

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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
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## Assessment

The evaluation of this module is divided into 2 large blocks: that of DIDACTICS itself (BLOCK 1, 60%) and that of

### BLOCK 1: DIDACTICS

- Analysis of practical cases 20% (10% in group and in class + 10% individually at home)
- Design, development and presentation of a classroom activity 40% (in groups of 3). There will be two deliveries
- Creation of the digital portfolio 40% (individual). It must include those reflections and relevant conclusions and le

### BLOCK 2: INNOVATION AND RESEARCH

- Innovation project 70% (40% individual reflection + 15% collective + 15% individual co-evaluation)
- Analysis of a research article 25% (small groups)
- Case study 5% (small groups)

To be evaluated, you must attend the sessions and participate proactively. Other aspects necessary to be evaluated are: collaborating in group work. Assignments will primarily be submitted online (on Moodle). Exceptionally,

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

The marks of the evaluation activities will be made known no later than 20 days. In order to calculate the weighted average and pass the module, you must obtain a minimum grade of 5. The student will receive the grade of "Not assessable" as long as he has not done the work. Work done with artificial intelligence (GPT chat) or plagiarized will be graded as 0. Questions or doubts regarding the assessment that are not included in the following:

- General evaluation criteria and guidelines of the Faculty of Education
- Evaluation Regulations of the Autonomous University of Barcelona. T

UNIQUE ASSESSMENT:

In order to be assessed with a single assessment, you will need to present all the evidence provided for in the ordinary assessment on March 11, 2023. For group t

Students who opt for the single assessment will not receive assessment or qualifying feedback from the continuo  
The re-evaluation in the case of a single evaluation will take place on Ma

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
BLOC 1: Analysis of practical assumptions (in group)	10%	0	0	1, 14, 4, 5, 6, 8, 19, 12, 13, 20
BLOC 1: Design and development of a classroom activity in group (20% + 20%)	40%	0	0	16, 1, 14, 2, 4, 5, 6, 8, 3, 7, 9, 10, 19, 11, 12, 13, 15, 17, 18, 20
BLOC 1: Digital potfolio (individual)	40%	0	0	16, 1, 4, 5, 6, 8, 7, 19, 12, 13, 15, 20
BLOC 1: Practical case analysis (individual)	10%	0	0	14, 4, 5, 6, 8, 19, 12, 13, 17, 20
BLOC 2: Co-evaluation of the Innovative Project	30%	0	0	16, 1, 14, 2, 4, 5, 9, 10, 19, 11, 12, 17, 18
BLOC 2: Individual reflexion on the Innovation project	40%	0	0	16, 1, 2, 4, 5, 8, 3, 9, 10, 11, 15, 17, 20
BLOC 2: Research paper analysis	25%	0	0	1, 11, 12
BLOC 2: case	5%	0	0	1, 11, 12

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On-line resources

Calaix de músic: <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](https://imslp.org/wiki/P%C3%A0gina_principal)

## **Software**

Finale

GarageBand