

Degree	Type	Year
2500240 Musicology	OT	3
2500240 Musicology	OT	4

## Contact

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## Teachers

Mauricio Rey Garegnani

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Interest in teaching and learning music

Predisposition to learn through instrumental and vocal practice

## Objectives and Contextualisation

This subject will show the prominent role that music should play in the secondary education stage, as well as the

The following objectives are proposed:

- Approach the skills and knowledge that allow you to discover, know and enjoy music, and use it in the teaching task.
- Recognize the value of musical practice and education as a carrier of social and cultural meanings
- Approach the resources and methodological strategies related to classroom musical practice
- Know the legal and training framework of formal learning in our context
- Be part of and carry out a collective project in which musical expression has a central role

## Competences

### Musicology

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Value the role of music in integrated training of the individual and its presence in society as a whole .

## Learning Outcomes

1. Acquire skills for the organisation of working groups with adequate planning, division of tasks and methodological flexibility.
2. Adquire criteria for the production, selection and use of materials for music teaching.
3. Analyse musical curricula in compulsory education and in further education and turn them into sequences of teaching activities work programmes.
4. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Confirm the educational, cultural and emotional value of music and of the content of this discipline taught in compulsory education and in further education, and fir this content into the framework of science, culture and art.
7. Critically analyse the principles, values and procedures the govern professional practice.
8. Design and carry out formal and non-formal musical activities which contribute to making the school a place for participation and a meeting point for the promotion of culture in situ.
9. Design and plan learning spaces where musical practice, reception and listening constitute the instrumental means for critical and aesthetic training of the musical ear.
10. Develop and promote the crossover between the content of the musical area proper and others from other areas of knowledge.
11. Establishing relationships between science, philosophy, art, religion, politics, etc.
12. Evaluate the theoretical-practical developments of the teaching and learning of music.
13. Explain the code of practice, whether explicit or implicit, in one's own area of knowledge.
14. Identify adequate teaching tools for the educational transfer of musicological knowledge acquired.
15. Identify specific contexts and situations in which it is possible to apply the different content which makes up the music curriculum in compulsory education and in further education.
16. Make a detailed assessment of the capacity for working in homogeneous or interdisciplinary research teams.
17. Produce correct, precise and clear argumental and terminological writing of knowledge acquired, both in the area of musical specialisation and dissemination.
18. Solve problems of a methodological nature in the area of musicology.
19. Solving problems autonomously.
20. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
21. Understand evaluation as an instrument of regualtion and a stimulus of effort, and know and develop strategies and techniques for the evalution of music learning.
22. Use ICT and integrate the technology in the music teaching and learning process.

## Content

### 1 Music and education

#### 1.1 Fundamentals for didactics

#### 1.2 Teaching profile

### 2 Organization of teaching, curricular design and planning

### 3 Classroom strategies and resources

#### 3.1 Vocal and instrumental practice

#### 3.2 Methodologies

#### 3.3 Inclusion and management of students

#### 3.4 Technology in the classroom

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Development of activities guided by the teacher	45	1.8	2, 3, 5, 6, 7, 8, 10, 11, 13, 14, 15, 20, 21, 22
Exposition of the group project	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 21, 22
Type: Supervised			
Personal and group supervision	10	0.4	2, 14, 18, 19
Type: Autonomous			
Design, development and preparation of the presentation of the project (work group)	40	1.6	2, 3, 5, 8, 9, 10, 12, 14, 17, 18, 19, 21
Making the reflection video	10	0.4	2, 4, 5, 6, 7, 11, 13, 14, 15, 19, 21, 22
Preparation for the written Test	18.7	0.75	2, 3, 17, 18, 19, 20, 22

The classroom methodology is essentially procedural, so it requires active participation of the student, both for in:

A field trip is planned to take place at a secondary school near the UAB.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Case study on ICT	10%	0.3	0.01	2, 8, 15, 19, 22
Evaluation written test (individual)	20%	1.9	0.08	3, 6, 9, 10, 12, 14, 15, 17, 18, 19, 21
Project (group work)	50%	3.3	0.13	1, 2, 6, 8, 9, 12, 14, 15, 16, 19
Video reflexion (individual)	10%	0.8	0.03	2, 4, 5, 6, 7, 11, 13, 20

#### ATTITUDE, PARTICIPATION AND ATTENDANCE:

The attitude and active participation during the teaching and learning process are fundamental and essential to p

Non-participation or low involvement in the proposed activities will be interpreted as a lack of interest in learning a

Attendance at the sessions is essential to be able to follow and pass the subject, given that the sessions are total

The student who abandons the sessions unjustifiably (3 or more) will have a penalty of 2 points less in the final g

#### EVALUATION EVIDENCES:

The evaluation is made up of different parts to be passed independently with a grade equal to or greater than 3 in

The only recoverable evidence is the written test and in case of obtaining a grade less than 3, given that below th

The student will receive the grade of "Not evaluable" if he or she has not completed these two evaluation tests: g

#### SINGLE EVALUATION:

It will consist of the delivery of all the same evidence provided for in the continuous evaluation, but assuming that

The delivery of the tasks will be the day that the oral presentations of the projects begin, given that the student will

The same recovery system will be applied as for continuous evaluation (the written test can only be recovered if it

#### OTHER CONSIDERATIONS:

To pass this subject, it is necessary for the student to show, in the activities proposed, good general communication

Copying or plagiarism of written works will be penalized with a 0 in that delivery and there will be no opportunity to

Misuse of artificial intelligence (GPT chat) for written deliveries will be penalized with failure in the subject.

In case that the student commits any type of irregularity that could lead to a significant variation in the grade of the

### Bibliography

Most of the following references are authored by women:

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## Software

The software will be adapted to the needs of the students.

#### RECOMMENDED WEB PAGES WITH DIDACTIC RESOURCES:

<https://webs.uab.cat/musicaieducacio/>

<https://sites.google.com/view/dacatra/inici>

<https://www.telermusica.com/ca>

### **Language list**

Information on the teaching languages can be checked on the CONTENTS section of the guide.