

Musical Language

Code: 102032
ECTS Credits: 6

2024/2025

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

Contact

Name: Ricard Gimeno Abad
Email: ricard.gimeno@uab.cat

Teaching groups languages

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

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, melodic and harmonic level.
 - Acquire autonomy in harmonic accompaniment and in the creation and interpretation of musical pieces.
- 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 learning
- 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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face activities with the whole group	45	1.8	10, 11, 12, 16, 19, 20, 21
Type: Supervised			
Supervised activities	30	1.2	1, 2, 4, 5, 6, 7, 8, 13, 15, 16, 19, 21
Type: Autonomous			
Autonomous activities	75	3	1, 3, 6, 11, 13, 14, 15, 16, 17

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

The classes will be held at an eminently practical level.

The work of theoretical knowledge will be a consequence of daily practice.

The basic procedures on which classroom activities will be carried out will be:

DIRECTED ACTIVITIES

Listening, expression, interpretation, understanding and musical creation. Group work and individual work will alternate.

Performance of collective, small group and individual musical analysis activities.

AUTONOMOUS ACTIVITIES

The student will have files for reading musical repertoire, materials to support auditory education and analysis to carry out the activities of:

-Reading of musical works.

-Analysis of structures and specific elements of musical language.

-Resources and exercises for musical recognition.

-Practice of structural, formal and harmonic analysis in scores of works by different composers and periods.

SUPERVISED ACTIVITIES

Tutorials and other tutored activities.

The proposed teaching methodology and assessment may undergo some modification depending on the restrictions on attendance imposed by the health authorities. ality imposed by the health authorities.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of musical works	4 %	0	0	5, 9, 10, 11, 12, 13, 14, 16, 17, 18, 21
Hearing discrimination	30 %	0	0	10, 11, 12, 17, 19
Musical reading	20 %	0	0	1, 10, 15, 16, 17, 18, 20
Musical understanding	4 %	0	0	6, 10, 11, 12, 14, 16, 19, 20, 21
Musical interpretation	27 %	0	0	1, 10, 12, 16, 20
Teaching of the musical language	15 %	0	0	2, 3, 4, 6, 7, 8, 10, 11, 12, 15, 16, 17, 19, 21

*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 Individual written tests of recognition, hearing, analysis, musical creation and teaching of the musical language.
- 3 Individual 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.

A student will be considered non-evaluable when he has not taken more than 25% of the assessment tests.

These individual tests will be carried out:

*ORDINARY ASSESSMENT (for continuous assessment students)

1st SEMESTER

- on 12/16/24 and 12/18/24 the tests for the 1st semester will be held. These tests (divided into two sessions) will include the following assessment activities: Auditory discrimination 15% (rhythmic, harmonic, chordal and melodic dictations), Musical reading 10% (repeated melodic, rhythmic, polyrhythmic and studied readings) and Musical interpretation 15% (song and improvisation).

- 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 test will be proportional to the weight of each assessment activity.

-students will receive a return of these tests before 20 working days.

2ND SEMESTER

-when returning from the intensive period of Practicum IV (beginning of February) the syllabus of Didactics of the Musical Language will be worked on and the corresponding individual test of this section of the program will be carried out (the overall weight of thistest is 15%).

-students will receive a return of these tests before 20 working days.

-on 11/6/25 the tests for the 2nd semester will be held. The following assessment activities will be included in these tests: Analysis of musical works 4%, Musical understanding 4% (harmonically accompanying a melody), Auditory discrimination 15% (rhythmic, harmonic, chordal and melodic dictations), Reading musical 10% (repeated melodic, rhythmic and polyrhythmic readings) and musical interpretation 12% (song and improvisation).

- the overall weight of these tests 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 will receive a return of these tests before 20 working days.

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 do 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 and also to have passed the melodic dictation section of the listening tests.

RECOVERY ASSESSMENT

-on 2/7/25 there will be a recovery test that will include the items not achieved in the previous tests.

*UNIQUE EVALUATION

-on 11/6/25 the single assessment tests will be held. The following assessment activities will be included in these tests: Analysis of musical works 4%, Musical understanding 4% (harmonically accompanying a melody), Auditory discrimination 30% (rhythmic, harmonic, chordal and melodic dictations), Reading musical 20% (repeated melodic, rhythmic and polyrhythmic readings), Musical Interpretation 27% (song and improvisation) and Didactics of the Musical Language in Primary 15%.

- 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 will receive a return of these tests before 20 working days.

To pass the subject, it is essential to have satisfactorily passed the oral song test and also to have passed the melodic dictation section of the listening tests.

RECOVERY ASSESSMENT

-on 2/7/25 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, whether it is an individual or group work (in this case, all group members 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, conducting, 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:

- responsibility in the planning and prior preparation of what is needed.
- communicative ability, based on mastery of verbal language, but also of non-verbal language (body posture, facial expression, etc.) and supports, if applicable.
- ability to manage the group, being attentive to the existing diversity and leading the activities with assertiveness and empathy.
- attention to what happens during the activities and flexibility to adapt, while controlling the time available.
- reflection and critical look at the educational practice carried out.

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>

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan	annual	morning-mixed