

Teaching Music II

Code: 106079
ECTS Credits: 3

2024/2025

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

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Teaching groups languages

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

Prerequisites

(Traducció pendent de revisió lingüística)

Students who want to enroll in this subject, must demonstrate to have an Elementary Degree on Music in order to sign up. If he/she didn't study in a music school (formal education), he/she must pass a test.

Students who have previously taken this test, are exempt from it.

We recommend to have studied Music Teaching I, previously.

Objectives and Contextualisation

- Design and apply didactic activities starting from diverse sound sources in the different school stages and cycles.
- Deepen in the sequencing of a musical activity.
- Be able to make class designs according to different educational realities.
- To reflect and learn through different modalities of practice, the "know-how" of a teacher.
- Be aware of the importance of music as a means of inclusion.

Competences

Early Childhood Education

- 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.
- 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.

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.
- 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. Apply the practice of writing, composition analysis and recognition through information and communications technology.
2. Be able to reflect on and adapt didactic interventions in different educational contexts and situations.
3. Be able to sing and get groups to sing, listening to others and respecting each other.
4. Be able to work in a team.
5. Being able to design activities from the different content blocks of the material, in accordance with basic methodological principles.
6. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
7. Knowing how to explain the main consequences of the effect of teaching the arts on people's cultural, personal and social education.
8. Learn to develop different work strategies that balance the development of group projects and individual projects.
9. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
10. Learn to understand, analyze and compare texts from different domains of thought, culture and the arts with their possible links with the musical event.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. 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.
13. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.
14. Understand the learning processes and methodological bases underlying the teaching and learning of music.

Content

(Traducció pendent de revisió lingüística)

1. The music class.
 - 1.1- Design and dynamics of the sessions.
 - 1.2- Interrelationship between the contents and the activities in each class.
 - 1.3- Specific stage and area objectives and knowledge.
2. Teaching and learning music, parting from diverse sound sources.

2.1- Processes

2.2- Strategies

2.3- Techniques

2.4- Resources

3. Reflections on diverse music blocks:

3.1- Playful listening versus reflective listening: repertoire, strategies, resources and teaching materials.

3.2- Dance and movement as facilitators of learning and non-verbal communication.

3.3- The song as an approach to the musical language.

4. Music as a means of inclusion and intercultural connection.

5. Attention to diversity in music classroom.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face with the whole group	23	0.92	
Type: Supervised			
Tutored activities	15	0.6	
Type: Autonomous			
Self-employment activities	37	1.48	

(Traducció pendent de revisió lingüística)

In directed activities, the principles underpinning the methodology are:

- Classes will be carried out on an eminently practical level. From practice and reflective process, we will extract the theory of music education.

- The basic procedures on which the activities in classroom will be developed will be: listening, expression, interpretation, comprehension and musical creation. Group work and individual work will alternate.

- Teachers will show how to apply the contents of the program. All examples will be contextualized to the school reality.

- Carry out group and small group music analysis activities

- Small individual didactic proposals.

The classes are face-to-face and require the active participation of the students in debates, in the elaboration of reflections around various topics, and in the realization of practical activities and simulations of teaching situations.

-learning music.

The teacher interventions will consist, to a large extent, in leading the students' reflections of the analysis of practical questions to create criteria and fundamental pedagogical bases in musical education.

Some group work will be started or developed during class sessions, under the supervision of the teacher.

The autonomous work will start from the work done in class and support materials to analyze, and will mainly consist of:

- Design of activities for learning music of specific elements
- Search for materials and resources to develop didactic proposals.

Supervised activities are individual tutoring and tutored group activities.

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
Elaboration of a learning situation (Teamwork)	30	0	0	1, 2, 4, 5, 7, 9, 10, 11, 12, 13, 14
Global evaluation test of the mention. (Individual)	30	0	0	1, 2, 3, 5, 6, 9, 13
Involvement and participation in classroom activities. (Individual)	20	0	0	2, 3, 6, 7, 9, 11, 14
Preparation and practical presentation of class designs (Individual)	20	0	0	1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14

Class attendance is very necessary: you learn to make music by making it. In addition, in the classroom is where we put into practice the know-how of a teacher.

It is considered essential, beyond the written evaluation evidence, demonstrate a didactic-musical profile when carrying out classroom activities must be supported by some characteristics that are basic to be a teacher:

- * Responsibility in the planning and preparation of what is needed
- * Communicative capacity, based on a mastery of verbal language, but
- * Ability to manage the group, being attentive to the existing diversity and
- * Attention to what happens during the activities and flexibility to adapt
- * Reflection and critical look at the educational practice carried out.

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

Other aspects related to responsibility and involvement (punctuality, degree of formality, participation) will also be taken into account.

Delivery dates of the main tasks and exams:

1. Design and presentation of a learning sequence. Delivery: 24/2/25
2. Small practical tasks done in the classroom, preparation of work auditions in the classroom, participation in debates... Evidence is collected daily.
3. Elaboration and presentation of a temporary didactic frame in group. Delivery: 17/3/25
4. Development of 3 sessions' activities and preparation of the materials needed . Delivery: 26/5/25
5. Global evaluation test of the mention. Date: 16/6/25.

Re-assessment of tasks 1, 3, 4 and first part of 5: 30/6/25

Re-evaluated works, can only aspire to be passed with a 5. The degree of participation and the level of reflection of the contributions will be valued in the debates and class activities (2). Attitude and active participation during the teaching and learning process are also fundamental for this task.

In order to pass the subject, the final exam must have been passed. This test consists of an oral presentation of a couple of activities from the final work (task 4) and is jointly assessed by the teachers of voice, song and direction, planning and instrumental practice and didactic music II.

To pass this course, the student must show, in the activities proposed, a good general communicative competence, both orally and writing, and a good command of the language or languages that appear in the teaching guide.

All evaluation activities will have feedback from the teacher in a maximum of 20 working days, except for task 2 which will receive suggestions for improvement during the process, but as it is not a delivery, it will be evaluated at the end of the semester.

Unique assessment

Students who decide to take the single assessment will have to do a single assessment.
The re-evaluation will be on 30/6/25.

For general aspects, the evaluation will be governed in accordance with the documents contained in:
<https://www.uab.cat/web/estudiar/guia-del-pdi-1345732500524.html>

According to UAB regulations, plagiarism or a copy of a work as well as creating the work with AI, 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 members of the group will have a 0).

If the performance of an individual work in class, makes the teacher consider that a student is trying to copy or has some document or device not authorized by the teacher, that activity will be scored with a 0, without recovery option.

Students who do not hand in 2 of the first 4 tasks, or do not take the final test, will receive the qualification "not evaluable".

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Xtec. Escola Oberta. Musica <http://www.xtec.es/recursos/musica/index.htm>

Biblioteca Virtual de Educacion Musical (Bivem) <http://80.34.38.142:8080/bivem/> Mestres i musica.

La web dels mestres de musica <http://www.mestresimusica.net/> Associacio d'Ensenyants de Musica de Catalunya (Aemcat) <http://www.aemcat.org/>

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

<http://www.lapaginamusical.com/>

<http://www.prodiemus.com/>

Software

No specific software is required. However, it will be useful to have a score editor (eg: Sibelius, Finale, ...) and an audio editor (eg: audacity, garage band, wave pad, logic pro, cubase ...).

Language list

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