

Degree	Type	Year
2500798 Primary Education	OT	4

## Contact

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## Teaching groups languages

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

## Prerequisites

Students must demonstrate to be in -or to have- an advanced music grade in order to sign up for this course. If he/she didn't study in a music school (formal education), he/she must pass an examination.

## Objectives and Contextualisation

- Know and understand the approach to programme music within the current curriculum: from the competences to the classroom planning.
- Plan music at school according to different educational realities.
- Deeping in school music practice based on digital competence and gender perspective.

## Competences

- 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. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
8. Knowing how to explain the main consequences of the effect of teaching the arts on people's cultural, personal and social education.
9. Knowing how to understand, analyse and compare texts belonging to different spheres of thought, culture and the arts with their possible linkages with music.
10. Learn to develop different work strategies that balance the development of group projects and individual projects.
11. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
12. Propose viable projects and actions to boost social, economic and environmental benefits.
13. 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.
14. Understand the learning processes and methodological bases underlying the teaching and learning of music.

## Content

### 1. The teaching program

1.4 Music Didactics Foundations

1.5 Curricular framework and programming components

1.6 Programming models in Music Education

### 2. Planning music at school

2.4 Music and the diversity of educational projects

2.5 Didactic bases and integration strategies: from interdisciplinary to music as the school axis

2.6 Referents and fundamental resources

### 3. Innovative music practices

3.4 School music in a digital environment

3.5 Teaching music for an inclusive school

3.6 Music education from a gender perspective

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes (whole group)	45	1.8	2, 11, 14, 4, 5, 3, 1, 13, 8, 9, 6
Type: Supervised			
Supervised activities	30	1.2	10, 5, 3, 9, 6
Type: Autonomous			
Autonomous activities	75	3	2, 10, 11, 14, 5, 3, 13, 8, 9, 6

The classes are face-to-face and require the active participation of students in discussions, in the processes of reflection on different topics, and in the activities of teaching-learning music used as simulation.

The teacher mainly leads students' reflections from the analysis of practical issues to establish key principles in music education.

Throughout the course, the relationship between what is spoken within the Faculty classroom and what happens to the school classrooms will be fostered, through the voice of the music specialists or through some visits and / or interventions in schools.

Some group works will begin or will take place during the face-to-face sessions and under the supervision of the teacher.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of texts or talks (group task)	20	0	0	10, 11, 14, 7, 13, 8, 9
Individual activities related to the final Minor examination	30	0	0	2, 10, 11, 14, 4, 5, 3, 1, 12, 13, 6

Participation and class activities (individual)	20	0	0	2, 11, 14, 4, 5, 3, 1, 13, 6
Portfoli (individual)	30	0	0	10, 11, 14, 13, 8, 9

This subject does not have the single assessment option.

Class attendance is essential to follow the development of the subject. Other aspects related to responsibility and involvement (punctuality, degree of formality, participation) will also be taken into account.

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 for 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.

All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module programme. To obtain a pass in the final mark for this module it is mandatory to pass (minimum mark of 5 out of 10) each of the assessment blocks.

Not delivering a significant part of the tasks (40% or more) will mean 'Not Evaluable'. On the other hand, not submitting a specific task will be evaluated with a 0.

Deadlines for submission and reevaluation of the main tasks and exams:

- Work on texts or conferences. The week before Easter holidays. Re-evaluation: the week after intensive internship (Practicum V).
- Design and presentation of a didactic proposal for a real context. Design: in the beginning of intership (practicum). Presentation: Last week of the course. Re-evaluation: it is only possible for the design part (and always before the presentation date)
- Portfolio. The Wednesday following the end of classes. Re-evaluation: first week of July.

Only those tasks that have been submitted and suspended (minimum 3) can be reevaluated. If they approve, the mark will be 5.

To pass this subject, the student must show high communicative competence, both orally and in writing, and a correct use of the language or the vehicular languages that are included in the docent guide.

For the general aspects, the evaluation will be governed in accordance with the documents contained in: <https://www.uab.cat/web/estudiar/guia-per-al-personal-academic-i-investigador/docencia-1345859074369.html>

The copy or plagiarism, both in the case of works and in the case of examinations, as well as the unauthorized use of AI systems constitute an offense and will be punished with a 0 as a mark of the subject losing the possibility of recovering it, whether it is individual work or in group (in this case, all the members of the group will have a 0).

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## Software

Apps (music):

- Musescore
- Spotify
- Garageband
- Chordify
- Keezy
- A cappella
- Play Score 2
- Notate me now
- Hip hop box

More apps can be used according to the needs.

## Language list

Name	Group	Language	Semester	Turn
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PROVISIONAL