

| Degree  | Type | Year |
|---|------|------|
| 4312637 Musicology, Musical Education and Interpretation of Early Music | OT   | 0    |

## Contact

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## Teaching groups languages

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

## Prerequisites

Have an official Spanish university degree or a higher music degree or another issued by a higher institution of the European Higher Education Area (EHEA). Or from third countries that in the country issuing the title empower access to master's degrees.

Have in-depth knowledge in theory and musical interpretation.

## Objectives and Contextualisation

- Understand the keys to research in music education to generate resources, advance, innovate and transfer knowledge.
- Learn more about teaching practice and resources in different fundamental areas of music education: didactics, ICT, emotional education and voice.
- Know and develop didactic resources in relation to the three main skills in the area of music (listening, interpreting and creating).
- Become aware of the importance of mediators, the context, the guidance of the teacher, and the repertoire in the teaching-learning of music.
- Analyze good online teaching-learning practices in the context of music education.

- Analyze various musical education resources based on the use of ICT.
- Know resources to relate the dimensions of musical competence with the emotional competences of students.
- Become aware of the importance of emotional work for the integral development of students in music class.
- Raise awareness and know the function of the voice as a communication tool in teaching practice.
- Analyze the characteristics of a good body attitude in efficient and healthy phonation.

## Competences

- Analitzar situacions d'ensenyament i d'aprenentatge en la transmissió de coneixements i pràctiques musicals.
- Analyze music according to cultural areas and according to the social contexts in which they arise and develop by applying it to research and interpretive projects.
- Applying critical projects musicological research and interpretive projects.
- Demonstrate self-learning skills in the field of study of musicology, music education and interpretation.
- Develop the capacity to assess sex and gender inequalities in order to design solutions to them.
- Use different user-level music software available in the market to apply them to musicological research and development projects interpretation.
- Working in interdisciplinary contexts related to musicology, music education and interpretation.

## Learning Outcomes

1. Analyze and get high quality results in the process of transmission of knowledge and musical practices
2. Apply a gender perspective to the analysis and planning of musical teaching and learning activities.
3. Apply critical capacity in musicological research projects and interpretive projects.
4. Apply the most suitable software technology for developing a certain educational project in relation to data processing and editing scores
5. Demonstrate self-learning skills in the field of study of musicology, music education and interpretation.
6. Develop the capacity to assess sex and gender inequalities in order to design solutions to them.
7. Discern the distinguishing characteristics of various musical cultures
8. Music systems relate to their contexts of production and reception
9. Use management programs most common musical documentary sources correctly in the practice of pedagogy
10. Working in interdisciplinary contexts related to musicology, music education and interpretation.

## Content

This module is based on understanding how research in music education generates transfer of knowledge and has enriched and generated improvements and new ways of working with music and voice in the classroom. The contents of this module are structured in four blocks:

### 1. Didactic resources

- Characteristics of the skills in the area of music: listening, interpreting and creating.
- Teaching resources and strategies for each of these skills.
- Mediators
- Contextualization.
- Repertoire of contemporary composers and music from other cultures.
- The teacher's guidance.

### 2. Music and emotions

- Relationship between dimensions of musical competence and emotional competence.
- Students' emotional skills.

- Resources and work proposals on music and emotions.
- Emotional work for the comprehensive development of students in the music classroom.

### 3. Online teaching-learning in music education

- Potential, disadvantages, risks and benefits of ICT in music education.
- Resources and materials for teaching and learning music online.
- Good online practices in music education and proposal of practical cases.

### 4. Vocal communication

- The voice as a fundamental tool of teaching practice.
- Awareness and knowledge of the body as an instrument of the voice: analysis of the qualities of the vocal sound, the foundations of good body and vocal control and its role in educational communication.
- Body posture for efficient and healthy phonation.

## Activities and Methodology

| Title                                       | Hours | ECTS | Learning Outcomes |
|---|-------|------|-------------------|
| Type: Directed                              |       |      |                   |
| Conferences and debates                     | 6.5   | 0.26 | 3, 7, 8, 10       |
| Presents with the whole group               | 57.5  | 2.3  | 3, 6, 10          |
| Seminars from readings                      | 17    | 0.68 | 5, 7, 8, 9, 10    |
| Type: Supervised                            |       |      |                   |
| Bibliographic reviews and document analysis | 22    | 0.88 | 5, 7, 9, 10       |
| Type: Autonomous                            |       |      |                   |
| Project design                              | 141   | 5.64 | 2, 4, 5, 7, 10    |

Following the content of the module, the sessions will be mainly practical.

Learning will be carried out through experimentation in the classroom, which will also alternate with:

- Complementary, mandatory and/or optional readings.
- Collective or small group debate and reflection on program topics.
- Practical exercises on the contents of the course.

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    |
|---------------------|-----------|-------|------|----------------------|
| Emotional education | 15        | 1     | 0.04 | 1, 8                 |
| Resurces TIC        | 15        | 1     | 0.04 | 4, 5, 6, 9, 10       |
| Voice comnication   | 15        | 1     | 0.04 | 1, 5                 |
| final work          | 35        | 1     | 0.04 | 4, 5, 8, 10          |
| teaching music      | 20        | 2     | 0.08 | 2, 3, 5, 7, 8, 9, 10 |

At the time of carrying out each assessment activity, the teacher will inform the student (by Moodle) of the procedure and date of review of the qualifications.

When evaluating will be take in to account:

- Active participation in the activities of the face-to-face sessions.
- In order to pass the evaluation of the module, it is essential to accredit attendance at a minimum of 75% of the sessions, in accordance with the general regulations of the Master.
- To be able to pass the module, you have to pass the four areas: didactics, ICT, emotional education and life. And to have a note equal to or greater than 4 of each evaluative task to be able to receive the average grade.
- If student does not deliver, at least, 70% of the assessment activities, the student will receive the "Not assessable" qualification.
- In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

The tasks for the evaluation of each of the parts of the Module are the following:

- Didactics: Design of a didactic proposal about a piece according to the criteria and principles of didactics principles exposed. Reflections on different readings.
- ICT: Elaboration of a situation of teaching and learning of musical education applying specific methodologies. Reflection on a situation of online teaching-learning in music education.
- Emotional Education: Carry out an activity proposal that includes the emotional component, analyzing which emotional competence is treated.
- Voice: Design of a corporal-vocal preparation routine and realization of concrete tasks derived from the classroom tasks.
- Final work of the module and oral exposition.

### SINGLE EVALUATION

All the appraisal evidence provided for in the module will be delivered on June 7, 2024.

Concretion of the activities of continuous evaluation:

| Evaluation task     | Kind of activity | Evaluation date | Recovery date |
|---------------------|------------------|-----------------|---------------|
| Didactical proposal | Individual       | April 2025      |               |

|   |                  |            |
|---|------------------|------------|
| Emotional education activity proposal   | Individual/group | April 2025 |
| online teaching and learning situation  | group            | May2025    |
| Online teaching and learning reflection | Individual       | May 2025   |
| corporal and vocal routine              | Individual       | May 2025   |
| Innovation proposal final work          | Individual       | June 2025  |

The evaluation tasks that are suspended can be recovered in June 2025.

## Bibliography

How to write bibliographical references:

<https://www.uab.cat/web/estudia-i-investiga/com-citar-i-elaborar-la-bibliografia-1345708785665.html>

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## Software

- moodle
- 

sheet music editing software, musical creation,...

## Language list

| Name                  | Group | Language        | Semester        | Turn          |
|-----------------------|-------|-----------------|-----------------|---------------|
| (TEm) Theory (master) | 1     | Catalan/Spanish | second semester | morning-mixed |