

Teaching Music

Code: 44322
ECTS Credits: 15

2024/2025

Degree	Type	Year
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0

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Teaching groups languages

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

Prerequisites

Not contemplated

Objectives and Contextualisation

This blog will show the important role that music should play in the stage of secondary education, as well as the contribution of models and resources for teaching in this context. Therefore, emphasis will be placed on didactic training and reflection on action, although some musical and cultural training will also be considered as a necessary basis for quality teaching practice.

The following objectives are set:

- Develop skills and knowledge that allow you to discover, know and enjoy music, and make use of it in teaching.
- Recognize the value of music practice and education as a bearer of social and cultural meanings.
- Develop skills and knowledge that allow for inclusive pedagogical action.
- Develop resources and methodological strategies related to musical practice, specifically in the dimensions of listening, performing and music making.

- Discover relationships that can be established between music (or sound art) and other areas of knowledge, in order to promote interdisciplinary didactic projects and proposals.
- Know the elements of the curriculum and the programming processes in music teaching.
 - Reflect on and solve hypothetical case studies
- Be part of and carry out a collective project where musical expression plays a central role and involves the development of professional skills
- Design tools and strategies for formative and formative evaluation.
- To be able to formulate and substantiate psycho-pedagogical principles in relation to one's own teaching work.
- Get acquainted with fundamental issues of music teaching research.

Competences

- "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"
- "Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students."
- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Generate innovative and competitive professional activities and research.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of music in the classroom.

3. Demonstrate knowledge and knows how to apply innovative teaching proposals in the field of music.
4. Demonstrate knowledge of contexts and situations in which it is possible to apply the various contents that integrate the curriculum of Secondary and Baccalaureate, emphasizing the practical, creative and educational sensitivity that carries the musical culture group.
5. Demonstrate knowledge of cultural and educational value of music and content of the discipline taught in Secondary Education and Baccalaureate, and integrate these into the framework of science, culture and art.
6. Demonstrate knowledge of the Music curricula in the Secondary Education and Baccalaureate.
7. Demonstrate knowledge of the history and recent developments of the music to convey a dynamic view of it and make sense of the music school, highlighting the genesis of musical knowledge.
8. Demonstrate knowledge of the theoretical-practice developments teaching and learning music.
9. Design and plan learning spaces in the practice vocal music, instrumental, through electronic media is often intellectual and emotionally stimulating for students.
10. Design and plan learning spaces where the reception and listening instrumental music are the means for training critical and aesthetic of musical ear.
11. Generate innovative and competitive proposals for research and professional activities.
12. Identify problems related to teaching and learning music and consider possible alternatives and solutions.
13. Interpret the different educational needs of students in order to propose the most appropriate educational activities.
14. Know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, addressing issues of discipline and conflict resolution.
15. Possess learning skills necessary to carry out continuous training in both content and didactics of music, as well as general aspects of teaching.
16. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
17. Select, use and develop materials for teaching Music.
18. Transform Music curricula in sequences of learning activities and programmes of work.
19. Understand evaluation as an instrument of regulation and to encourage the effort, and meet and develop strategies and techniques for the assessment of learning music.
20. Use information and communications technology and integrate them into the teaching and learning of music.

Content

Subject 1: Music didactics in the high school classroom (9ECT)

1.1. Teaching organization, curriculum design and planning

The music curriculum of ESO and baccalaureate

The transition between educational stages

Approaches / views for programming and teaching profile

Didactic sequence design (top-down and bottom-up)

1.2. Classroom strategies and resources

Learning contexts: Listening, Performing, Music Making

Classroom processes and methodologies

Organization of space and time

Assessment and regulation of learning

1.3. Transversal aspects

NESE inclusion

Interculturality and gender perspective

Interdisciplinarity

Music and community

Subject 2: Teaching innovation and initiation to educational research in music teaching (6ECT)

Sample of innovative experiences

Development of an artistic, own, collective and genuine project

Reflective practice: reflection on practice and its relationship with educational innovation.

The research teacher: Introduction to action-research

Fundamental ideas in social science research

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
attendance and participation in class, realization and evaluation of the proposed activities, and visits or excursions (if applicable)	97	3.88	
Type: Supervised			
realization, revision and evaluation of the proposed works	90	3.6	
Type: Autonomous			
analysis of readings and proposals for didactic innovation, production of reports, design of activities, analysis and resolution of cases, elaboration of the portfolio	188	7.52	

Based on practical proposals and classroom activities, didactic criteria will be constructed, and conceptual reflection will be promoted. For these reasons, the involvement and active participation of all students on an ongoing basis is essential.

The hours specified for each of the training activities are indicative and may be slightly modified depending on the calendar or teaching needs.

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
BLOC 1: Design and development of a class intervention (30% in group + 10% individual)	40%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
BLOC 1: Digital portfolio (individual)	40%	0	0	1, 4, 5, 6, 7, 8, 12, 13, 15, 16, 19, 20
BLOC 1: Practical case analysis (small group, in class)	20%	0	0	4, 5, 6, 8, 12, 13, 14, 17, 19, 20
BLOC 2: Innovation project 80% (20% collective + 60% Individual)	80%	0	0	1, 2, 3, 4, 5, 8, 9, 10, 11, 15, 16, 17, 20
BLOC 2: Research paper analysis (group)	5%	0	0	1, 11, 12
BLOC 2: case - research question (individual)	15%	0	0	1, 11, 12

The evaluation of this module is divided into 2 large blocks: that of DIDACTICS itself (BLOCK 1, 60%) and that of

BLOCK 1: DIDACTICS

- Analysis of two practical cases 20% (10%+10%) (evaluation in groups of 3). Tasks that are carried out and evaluated in the classroom.
- Design, development and presentation of a learning situation (SA) 30% (in groups of 3) + 10% oral defense (individual).
 - First delivery (10%): regulatory framework and the general approach of the SA.
 - Second delivery (10%): development of the sequencing of activities.
 - Third installment (10%): incorporation of the training feedback by the teacher.
 - Oral defense (10%): individual evaluation.
- Creation of the digital portfolio 40% (individual). It should include those reflections and relevant conclusions and learnings from block 1 (Didactics) + a bank of pedagogical resources + Reflections on the topics discussed in block 2, especially regarding the "teaching self." It will be evaluated in two installments throughout the course (20% + 20%).

BLOCK 2: INNOVATION AND RESEARCH

- Innovation project 80%
 - 20% Collective product
 - 20% individual co-evaluation
 - 40% individual reflection
- Analysis of a research article 5% (small groups, task that is carried out and evaluated in the classroom)
- Practical case: Formulation of the research question and objective 15% (individual)

To be evaluated it is necessary to attend the sessions and participate proactively in class, having a general positive attitude and knowing how to be appropriate to the context. Lateness and inappropriate use of the mobile phone or computer will be perceived as a lack of respect towards the learning community, and may call into question the suitability of the supposed student to promote him or her as a future teacher.

Other aspects necessary for evaluation are: collaborating in group work, presenting tasks within the established deadlines, showing good general communicative competence, both orally and in writing, and a good command of the Catalan language. In all activities, linguistic correctness, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

The assignments will be delivered in the virtual classroom (Moodle). Works delivered in incorrect formats, that do not include the names of the authors or that are delivered after the deadline will not be accepted. Students are responsible for ensuring that the file format is compatible with delivery in the Moodle classroom.

The grades for the evaluation activities will be released no later than 20 days after delivery.

Therefore, it will not be evaluable:

- If more than 30% of the evaluation evidence is not presented within the deadline set in the subject's Moodle.
- If the works written in a language other than Catalan and/or are formally incorrect are presented.
- If the tasks are presented in a different way than the Moodle classroom.
- If works are presented without a name and/or with an incompatible format to open from the Moodle classroom.

In order to calculate the weighted average and pass the module, it is necessary to obtain a grade of 3.8 or higher in the following tasks: design and development of a learning situation and the portfolio. If you do not obtain the minimum final grade to pass the module, a new submission of the learning situation or portfolio will be required, as the case may be, as a recovery mechanism on 5/8/25.

The maximum grade that can be obtained in the recovery is 5.

Detection of plagiarism or malicious use of artificial intelligence will automatically result in suspending the assignment with a 0, regardless of the disciplinary process that may be instituted. In the event that various irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

Therefore, it will be suspended when:

- Despite having the minimum of 3.8 in the SA and Portfolio task, the average with the other deliveries is below the value 5.
- Content is plagiarized or artificial intelligence is misused

- A student does not attend a minimum of 80% of the sessions (applicable to each block) with a proactive attitude.

Questions or doubts regarding the evaluation that are not included in the previous instructions will be governed by the following documents:

- General evaluation criteria and guidelines of the Faculty of Educational Sciences
(<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>)
- Evaluation Regulations of the Autonomous University of Barcelona. Title IV: Evaluation. Version according to the modifications approved by agreement of the Governing Council of July 12, 2017
(<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>)

SINGLE EVALUATION:

To be evaluated with a single evaluation, all the evidence provided for in the ordinary evaluation must be presented on March 7, 2025. For group tasks, if you do not have other colleagues who attend the single evaluation, they must be done individually.

Students who take the single evaluation will not receive evaluative or qualifying feedback from the continuous evaluation activities carried out during the development process of the subject.

The re-evaluation in the case of single evaluation will be carried out on May 8, 2025, coinciding with the re-evaluation of the continuous evaluation.

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Recursos a la xarxa

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

Teler de música: <http://www.telermusica.com/ca/>

Pedagogia musical activa: <http://pedagogiamusicalactiva.blogspot.com/>

Harmonies: <https://blocs.xtec.cat/harmonies/>

Camins sonors: <https://caminssonors.wordpress.com/>

EduGlosa - Improversem:

<http://www.eduglosa.cat/glosateca/programacions/improversem-reflexio-i-debat-mitjancant-la-glosa-i-el-rap/>

Teoría: Música theory web: <https://www.teoria.com/>

Classe de música 2.0 (MaríaJesús Música): <https://www.mariajesusmusica.com/>

8notas: <https://www.8notes.com/>

Canal de Youtube de Jaime Altozano: <https://www.youtube.com/c/JaimeAltozano/videos>

Canal de Youtube de Shauntrack: <https://www.youtube.com/channel/UCo5HJNjfdSoPWsdAHLsvSxQ>

IMSLP / Biblioteca Musical Petrucci: https://imslp.org/wiki/P%C3%A0gina_principal

Software

Finale

GarageBand

Language list

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