

## Didactics of Music

Code: 100650  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Musicology	OT	3
Musicology	OT	4

## Contact

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## Teachers

Mauricio Rey Garegnani

## Teaching groups languages

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

## Prerequisites

- Interest in music teaching and learning
- Willingness to learn through instrumental and vocal practice
- Reflective capacity regarding music education

## Objectives and Contextualisation

This subject will show the prominent role that music should play in the secondary education stage, as well as the

The following objectives are proposed:

- Approach the skills and knowledge that allow you to discover, know and enjoy music, and use it in the teaching task.
- Recognize the value of musical practice and education as a carrier of social and cultural meanings
- Approach the resources and methodological strategies related to classroom musical practice
- Know the legal and training framework of formal learning in our context
- Be part of and carry out a collective project in which musical expression has a central role

## Competences

### Musicology

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Value the role of music in integrated training of the individual and its presence in society as a whole .

## Learning Outcomes

1. Acquire skills for the organisation of working groups with adequate planning, division of tasks and methodological flexibility.
2. Adcquire criteria for the production, selection and use of materials for music teaching.
3. Analyse musical curricula in compulsory education and in further education and turn them into sequences of teaching activities work programmes.
4. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Confirm the educational, cultural and emotional value of music and of the content of this discipline taught in compulsory education and in further education, and fir this content into the framework of science, culture and art.
7. Critically analyse the principles, values and procedures the govern professional practice.
8. Design and carry out formal and non-formal musical activities which contribute to making the school a place for participation and a meeting point for the promotion of culture in situ.
9. Design and plan learning spaces where musical practice, reception and listening constitute the instrumental means for critical and aesthetic training of the musical ear.
10. Develop and promote the crossover between the content of the musical area proper and others from other areas of knowledge.
11. Establishing relationships between science, philosophy, art, religion, politics, etc.
12. Evaluate the theoretical-practical developments of the teaching and learning of music.
13. Explain the code of practice, whether explicit or implicit, in one's own area of knowledge.
14. Identify adequate teaching tools for the educational transfer of musicological knowledge acquired.
15. Identify specific contexts and situations in which it is possible to apply the different content which makes up the music curriculum in compulsory education and in further education.
16. Make a detailed assessment of the capacity for working in homogeneous or interdisciplinary research teams.
17. Produce correct, precise and clear argumental and terminological writing of knowledge acquired, both in the area of musical specialisation and dissemination.
18. Solve problems of a methodological nature in the area of musicology.
19. Solving problems autonomously.
20. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
21. Understand evaluation as an instrument of regualtion and a stimulus of effort, and know and develop strategies and techniques for the evalution of music learning.
22. Use ICT and integrate the technology in the music teaching and learning process.

## Content

## 1.1 Music Education and Thinking

- Music, Education, and Thinking
- Teacher Profile

## 1.2 Organization of Teaching, Curriculum Design, and Planning

## 1.3 Classroom Strategies and Resources

- Vocal and Instrumental Practice
- Methodologies
- Inclusion and Student Management
- Technology in the Classroom

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Development of activities guided by the teacher	45	1.8	2, 7, 3, 15, 6, 10, 14, 8, 21, 11, 13, 20, 22, 5
Exposition of the group project			
Exposition of the group project	20	0.8	2, 1, 7, 3, 4, 16, 12, 17, 15, 6, 10, 14, 8, 9, 21, 11, 19, 22, 5
Type: Supervised			
Personal and group supervision	10	0.4	2, 14, 19, 18
Type: Autonomous			
Design, development and preparation of the presentation of the project (work group)	40	1.6	2, 3, 12, 17, 10, 14, 8, 9, 21, 19, 18, 5
Making the reflection video	10	0.4	2, 7, 4, 15, 6, 14, 21, 11, 13, 19, 22, 5
Preparation for the written Test	18.7	0.75	2, 3, 17, 19, 18, 20, 22

The classroom methodology is essentially procedural, so it requires active participation of the student, both for individual work and group work.

A field trip is planned to take place at a secondary school near the UAB.

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
Case study on ICT	10%	0.15	0.01	2, 15, 8, 19, 22
Classroom activities	10%	0.15	0.01	1, 6, 14, 11, 20
Evaluation written test (individual)	20%	1.9	0.08	3, 12, 17, 15, 6, 10, 14, 9, 21, 19, 18
Project (group work)	50%	3.3	0.13	2, 1, 16, 12, 15, 6, 14, 8, 9, 19
Video reflexion (individual)	10%	0.8	0.03	2, 7, 4, 6, 11, 13, 20, 5

#### Attitude, participation and attendance

Students' attitude and active participation throughout the teaching and learning process are essential and required in order to pass the course.

Lack of participation or low engagement in the proposed activities will be interpreted as a lack of interest in learning and, consequently, as an inability to develop the required competences. Attendance is also essential, as all sessions are practical and applied in nature.

Students who unjustifiably miss three or more sessions will have two points deducted from their final grade.

#### Assessment evidence

Assessment is based on different components, all of which must be passed independently with a minimum grade of 3 in order to calculate the final mark. These components include:

- Individual tasks
- Group project
- Written test

Only the written test can be resat, and only if the grade obtained is below 3. If the grade is 3 or higher, the weighted average will be calculated directly. Students will receive a "Not assessable" mark if they do not complete both the group project and the written test, in either the continuous or single assessment mode.

#### Single assessment

Single assessment does not exempt students from attending sessions. Those choosing this option must submit the same assessment evidence as in continuous assessment, with the understanding that the group project must be completed individually.

- Submission date for tasks: on the day when group oral presentations begin (the student must also present their project to the class group).
- Written test (case study and questionnaire): in the immediately following session, always within the regular course schedule.

The same resit system as in continuous assessment applies: only the written test can be resat, and only if the mark is below 3/10. Final grade review follows the same procedure as in continuous assessment.

#### Other considerations

To pass the course, students must demonstrate good general communication skills, both oral and written, and an adequate command of the Catalan language. All activities will be assessed based on linguistic accuracy, clarity of writing, and formal presentation. An activity may be returned (not assessed) or failed if the lecturer considers it does not meet these requirements.

Copying or plagiarism in written assignments will result in a mark of 0 for that task, with no option for resubmission.

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of the work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly identify which parts were generated using such technology, specify the tools used, and include a critical reflection on how these tools influenced the process and the final outcome of the activity. Lack of transparency in the use of AI will be considered a breach of academic integrity and may result in a grade penalty or more severe sanctions in serious cases.

Any irregularity that significantly affects the grading of an assessment activity will result in a mark of 0 for that activity, regardless of any disciplinary measures that may apply. If multiple irregularities are detected within the same course, the final grade will be 0.

## Bibliography

The references used in this course are mostly by female authors:

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GLUSCHANKOF, CLAUDIA i PÉREZ-MORENO, JÈSSICA. (ed) (2017). La música en educación infantil: investigación y práctica. Dairea Ediciones

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## Software

The software will be adapted to the needs of the students.

RECOMMENDED WEB PAGES WITH DIDACTIC RESOURCES:

<https://webs.uab.cat/musicaieducacio/>

<https://sites.google.com/view/dacatra/inici>

<https://www.telermusica.com/ca>

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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