UAB
Universitat Autònoma de Barcelona

Teaching Music I

Code: 102039
ECTS Credits: 6

2025/2026

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

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

Students must demonstrate to have a Elementary Degree on Music 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

1. To know and understand the key principles that support music education in Early Childhood and Primary
2. To know and practise the music teaching-learning processes in the different educational stages and levels.
3. Design activities of perception, interpretation and creation that include different musical contexts.

Competences

Early Childhood Education
- Analyse audiovisual languages and their educational implications.
- 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.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know and use songs to promote hearing, rhythmic and vocal education.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

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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.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Know the school's arts curriculum, in its plastic, audiovisual and musical aspects.
- 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. Being able to sing and sing in groups, listening to others and respecting each other.
8. Being able to work together.
9. Identify the social, economic and environmental implications of academic and professional activities within one?s own area of knowledge.
10. Know and master the elements of musical language on an expression, understanding and creation level.
11. Knowing how to explain the main consequences of the effect of teaching the arts on people's cultural, personal and social education.
12. Knowing how to understand, analyse and compare texts belonging to different spheres of thought, culture and the arts with their possible linkages with music.
13. Learn to establish relationships between different artistic languages taking theory and praxis of musical activity as a central focus.
14. Learn to understand, analyze and compare texts from different domains of thought, culture and the arts with their possible links with the musical event.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. 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.
17. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.
18. Understand the learning processes and methodological bases underlying the teaching and learning of music.

Content

1. Characteristics of music teaching-learning:

- from individual experience to collective practice.

- a socio-constructivist approach to the teaching-learning process.

- meaningful learning ("making music to learn music").

- talk about music to learn.

2. Specific skills in the area of music:

- Discover artistic proposals from different cultures, eras and styles, using perception and experience to develop curiosity, respect and enjoyment.

- Investigate and analyze different cultural and artistic manifestations and their contexts using different channels and means of access to information, to develop one's own thinking, cultural identity and critical spirit.

- Experiment and create with the possibilities of sound, image, body and digital and multimodal media, through activities and experiences that incorporate self-regulated learning to express and communicate knowledge, ideas, feelings and emotions.

- Design, develop and disseminate collaborative cultural and artistic creations, assuming different roles, valuing the process, to develop creativity, a sense of belonging and reach a final result

3. The contexts of musical practice (song, audition, creation, instrumental practice, dance and movement) and musical language. Teaching strategies and resources.

4. Methodology for the teaching-learning of music in an inclusive school and from a gender perspective

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conducted	45	1.8	2, 13, 18, 10, 4, 5, 3, 7, 8, 1, 17, 6
Type: Supervised			
Supervised	30	1.2	18, 10, 3, 1, 6
Type: Autonomous			
Autonomous	75	3	2, 18, 10, 5, 3, 8, 16, 14, 12, 11, 6

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVED-19.

SUPERVISED ACTIVITIES

Tutorship and other supervised activities.

AUTONOMOUS ACTIVITIES

Searching for materials and developing teaching proposals.

Writing thoughtful essays from reads about music didactics.

CONDUCTED ACTIVITIES

Teacher presentations about the four main contents (see the programme). From examples of music sessions, the teacher will conduct the reflective process in order to discover and understand the core elements of the music education.

Designing and presenting autonomous exercises and activities.

Conducting music activities for the whole group or working in small groups. It includes document analysis, problem solving and case studies, among other learning strategies.

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
Analysis of a musical situations (individual task)	20%	0	0	2, 13, 18, 10, 4, 5, 3, 7, 8, 17, 1, 16, 6
Didactic proposal (individual task)	40%	0	0	18, 10, 3, 17, 1, 6
Short activities (discussions, reflections, proposals for activities, etc.)	30%	0	0	13, 18, 9, 15, 16, 14, 11, 6
Works about reads	10%	0	0	13, 18, 5, 8, 16, 14, 12, 11

As this is a practical subject, class attendance is essential: participation in the classroom allows for the observation and analysis of teaching modeling and the didactic process, which are considered essential to successfully complete the subject.

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 transmitting the taste and care for the musical result.

The didactic-musical profile must be supported by characteristics when carrying out classroom activities that are essential for being a teacher:

- Responsibility in planning and preparing beforehand what is needed.

- Communication skills, based on a mastery of verbal language, but also non-verbal (body posture, facial expression, etc.) and support tools if applicable.

- Ability to manage the group, being attentive to the existing diversity, and leading activities with assertiveness and empathy.

- Attention to what happens during activities and flexibility to adapt, while controlling the available time.

- Reflection and critical view towards the educational practice carried out.

To average and pass the subject, each of the sections must be approved.

In debates, the degree of participation and the level of reflection in contributions will be valued.

Active attitude and participation during the teaching and learning process are fundamental.

To pass this subject, the student must show, in the proposed activities, good general communicative competence, both orally and in writing, and a good command of the language(s) of instruction as stated in the teaching guide.

For generic aspects, the evaluation will be governed according to the documents found at:
https://www.uab.cat/web/estudiar/guia-del-pdi-1345732500524.html

Beyond the short tasks related to the day-to-day of the classes, the delivery and re-evaluation dates of the main tasks are:

1. Individual Analysis of Musical Situations: a) Teach a song at the school where practices are carried out and perform a written analysis. b) Watch a musical activity and perform a written analysis. Two submissions: last week of October and second week of November. Continuous and single reassessment: February 5. The student must submit the work to be reassessed, both for single and continuous assessment.
2. Reading Work: Reflections, summaries, and conceptual maps. Individual and group. Submission: third week of October. Continuous and single reassessment: February 5. The student must submit the work to be reassessed, both for single and continuous assessment.
3. Design of a Didactic Proposal: Written work. Individual. Submission: last week of November. Continuous and single reassessment: February 5. The student must submit the work to be reassessed, both for single and continuous assessment.
4. Oral Presentation of the Didactic Proposal: In class and with the group-class. Individual. Date: December 11 and 18. Reassessment: not possible.

Single Assessment: December 18. All the work specified in sections 1, 2, 3 and 4 must be submitted, as well as a set of short tasks and reflections linked to the content of the classes. The same recovery system will be applied as for continuous assessment. The review of the final grade follows the same procedure as for continuous assessment. Below is the weight of the single assessment activities:

- Analysis of musical situations: 30%
- Didactic proposal: written work and presentation: 60%
- Reading work: 10%

Only those tasks that have been failed can be reassessed, and they can only aspire to be passed with a 5 (unless otherwise specified by the teacher).

The deadline for returning, feedback, or grading of assessment activities will not exceed 20 working days after submission.

When the student has provided less than 2/3 of the evaluation evidence, the subject will be classified as non-assessable.

Copying, plagiarism or inappropriate use of artificial intelligence in any type of assessment activity constitutes a serious academic offense and will be penalized with a 0 as the subject grade, losing the possibility of recovery, whether it is an individual or group work (in which case, all group members will receive a 0). The use of Generative Artificial Intelligence will be restricted exclusively to support tasks such as searching for musical resources for the design of didactic proposals. The student must clearly identify which parts have been generated from this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result. The lack of transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

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Software

Softwares (music):

- Spotify
- MuseScore
- Audacity

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
(TE) Theory	1	Catalan	first semester	morning-mixed