

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

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Teachers

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Teaching groups languages

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

Prerequisites

No previous academic requirement is needed to join this module.

Objectives and Contextualisation

The subject will show the outstanding role that music should develop throughout the life cycle (especially in relation to formal education) as well as the contributions of models and resources for the different educational stages and formal learning contexts.

The following aims are set:

- Appropriate different theories and conceptions of learning as a tool for the analysis and reflection of the teaching task itself.
- Understand the communicative processes that make possible teaching and learning.
- know the elements of the curriculum and the programming processes in music didactics.
- Know trends and problems around the work of music teachers in the various stages of education and related to the special issues as cooperative learning and inclusion.
- Know the fundamental problems of research in the field of specific didactics, and music in particular.
- Be able to formulate and ground psychopedagogical principles in relation to own's teaching practice.

Competences

- Analitzar situacions d'ensenyament i d'aprenentatge en la transmissió de coneixements i pràctiques musicals.
- Analyze the competences of professional music teachers.
- Distinguish and apply different methodologies musicological research and research in music education-oriented projects.
- To analyze the different contexts (social, economic, historical, artistic) involved in the music profession to develop appropriate research work.
- Working in interdisciplinary contexts related to musicology, music education and interpretation.

Learning Outcomes

1. Adapt the results of contextual analysis to different social realities involved in teaching and in the transmission of each musical practice
2. Analyze and get high quality results in the process of transmission of knowledge and practices related musical musical education
3. Apply research methodologies teaching of music to every type of research project
4. Describe the fundamental methodological procedures teaching music
5. Match the appropriate skills of teaching with each practical case study raised
6. Working in interdisciplinary contexts related to musicology, music education and interpretation.

Content

Models and principles of teaching-learning. Analysis of interaction in educational processes.

We will exam the own conceptions about learning and teaching in the light of current theories and perspectives, with the aim of grounding the teaching practice and the personal educational and research projects.

Emphasis will be placed on the aspects of representation, construction, communication and social interaction of the teaching and learning process.

Music Didactics.

We will talk and reflect on teaching and learning music in different educational stages of general education and specialized teaching. The aspects that determine the different ways of proposing the learning of music will be valued.

we will analyse the role of music teacher in the different educational stages. The analysis of realities will be shared, identifying relevant research topics. Likewise, the specificity of research in the field of specific didactics will be discussed.

The three main competencies of the music area will be presented: listening to, performing and creating.

Innovation and research in music didactics within the framework of collaboration between teachers, trainers and researchers.

Innovation: definition, necessity and challenges. The emergence of critical experiences. The importance of doing applied research in didactics.

Innovation - training-research: a necessary triangle. Strategies and requirements for the collaboration between theory and practice, between research and teaching practice.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Teacher presentation, practical activities, observation of recordings and seminars on readings	64.5	2.58	1, 2, 3, 4, 5, 6
Type: Supervised			
Tutorials, realization, revision and evaluation of the proposed works	27	1.08	1, 2, 4, 5
Type: Autonomous			
readings, reflections, reporting and final module work	155	6.2	1, 2, 4, 5, 6

The sessions are in the form of a seminar and require the high participation of students. The sessions will combine:

- master class by the teachers
- Practical activities and observation of video recordings
- Seminars on compulsory and / or optional readings proposed
- Debate and joint reflection or in a small group on the topics of the program

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
Reflective journal (individual)	40%	1.5	0.06	1, 2, 3, 4, 5

Summary of the journal and oral presentation (individual)	15%	0.75	0.03	1, 2, 3, 4, 5
3 reflections in relation to the contributions of specialists (in pairs)	45%	1.25	0.05	1, 4, 5, 6

The evaluation will take into account the active participation in the sessions, and the written and oral works of various aspects that make up the content of the course.

The written reflections will be done in pairs (45%) and will be delivered 2 weeks later when the session with the specialist of each topic.

At the time of carrying out each assessment activity, the module coordinator will inform the students (via Moodle) of the procedure and date of revision of the grades.

In order to pass the evaluation of the module, it is essential to accredit attendance at a minimum of 75% of the sessions and have a grade equal to or higher than 3 of each evaluation task, to be able to make a weighted average. In case of not obtaining the final minimum mark (of 5/10) to pass the module, the improved repetition of the work Psychopedagogical principles will be required, as a mechanism of recovery. It will be delivered on 23rd January.

To pass this module must display a good general communication skills, both orally and in writing and a good command of Catalan or Spanish (vehicular languages of the module). In all the activities, therefore, the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

Plagiarism and/or the inadequate use of artificial intelligence chat GPT for the preparation of work will be penalized with a grade of 0/10 for that act of evaluation, regardless of the disciplinary process that may be instituted. In the event that various irregularities occur in the evaluation acts of the same module, the final grade for this subject will be suspended with a 0.

The student will receive the grade of "Not assessable" as long as he / she has not submitted more than 30% of the assessment activities.

UNIQUE ASSESSMENT:

All the evaluation evidence provided for in the module will be delivered on Friday, January 23rd, 2026. If there is only one student who adheres to this option, the 3 reflections planned in pairs will be carried out individually.

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Software

In this subject there is not specific software used.

RECOMMENDED WEB PAGES:

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

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

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

<http://www.emportfolio.eu/>

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
(TEm) Theory (master)	1	Catalan	first semester	afternoon