

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

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Teaching groups languages

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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

- To learn the keys to research in music education in order to generate resources, advance, innovate and transfer knowledge.
- To deepen in the practice and didactic resources in different fundamental areas of music education: didactics, ICT, classroom management, emotional education and voice.
- To know and develop didactic resources in relation to the three main competences of the music area (listening, performing and creating).
- To become aware of the importance of mediators, context, teaching orientation and repertoire (depending on the genre) in the teaching-learning of music.

- To analyze good teaching-learning practices in relation to technology in the context of music education and to analyze the resources.
- To know the keys for the management of the music classroom in relation to new technologies.
- To know the resources to relate the dimensions of musical competence with the emotional competences of the students.
- To become aware of the importance of emotional work for the integral development of students in the music classroom.
- To raise awareness and learn about the role of the voice as a communication tool in teaching practice.
- To analyze the characteristics of a good body attitude in an effective 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. Classroom management and new technologies.

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

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, 10, 9
Type: Supervised			
Bibliographic reviews and document analysis	22	0.88	5, 7, 10, 9
Type: Autonomous			
Project design	141	5.64	4, 2, 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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Emotional education	15	1	0.04	1, 8
final work	35	1	0.04	4, 5, 8, 10
Resurces TIC	15	1	0.04	4, 5, 6, 10, 9
teaching music	20	2	0.08	3, 2, 5, 7, 8, 10, 9
Voice comnication	15	1	0.04	1, 5

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.
- Is allowed the restricted use of Artificial Intelligence (AI) technologies exclusively in support tasks with the bibliographic or information fence and proofreading of all evaluation activities. It will be very important that the student has to clearly identify which parts they are generating with this technology, specify their undertakings and include a critical reflection on how these have influenced the process of the final result of the activity. The non-transparency of the use of AI in this evaluable activity is considered academic dishonesty and may result in a partial or total penalty in the grade of the activity, or higher penalties in serious case. The sanctions will result in a direct failure, without the possibility of recovery, of the evaluative activity.

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.

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 5, 2026.

Concretion of the activities of continuous evaluation:

Evaluation task	Kind of activity	Evaluation date	Recovery date
Didactical proposal	Individual	April 2026	
Emotional education activity proposal	Individual/group	April 2026	
online teaching and learning situation	group	May2026	
technology teaching and learning reflection	Individual	May 2026	
corporal and vocal routine	Individual	May 2026	
Innovation proposal final work	Individual	June 2026	

The evaluation tasks that are suspended can be recovered in June 2026

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,...

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	second semester	afternoon