

Teaching Music

Code: 44322
ECTS Credits: 15

2025/2026

Degree	Type	Year
Formación de Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas	OP	1

Contact

Name: Cecilia Gassull Bustamante

Email: cecilia.gassull@uab.cat

Teachers

Marta Dosaiguas Canal

Mauricio Rey Garegnani

Victor Dominguez Vicente

Laia Viladot Vallverdu

Teaching groups languages

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

Prerequisites

Not contemplated

Objectives and Contextualisation

This module will highlight the important role that music should play in secondary education, as well as the contribution of models and resources for teaching in this context. Emphasis will be placed on didactic training and reflection on practice, although a certain level of musical and cultural training will also be considered essential for quality teaching.

The following objectives are proposed:

- Develop skills and knowledge that allow discovering, understanding, and enjoying music, and using it in teaching practice.
- Develop skills and knowledge to enable inclusive pedagogical action.
- Develop resources and methodological strategies related to musical practice, specifically in the areas of listening, creation, and performance.

- Integrate curriculum elements into the planning processes of music education.
- Reflect on and solve hypothetical classroom-based case studies.
- Be able to formulate and justify didactic principles.
- Reflect on the didactic and methodological implications of integrating technology in the classroom.
- Acquire basic conducting gestures.
- Learn song repertoire (canons, two- and three-part pieces) and know how to conduct it.
- Acquire skills to create arrangements suitable for the secondary education context.
- Gain body-voice self-awareness and obtain resources to use the voice in an efficient and healthy way.

Learning Outcomes

1. CA55 (Competence) Create flexible learning situations in relation to music education by using a justified variety of strategies and methodologies to promote inclusive competency-based learning.
2. CA56 (Competence) Build educational and training assessment into programming as a tool to check and regulate learning in relation to music education.
3. CA57 (Competence) Integrate technology effectively into teaching-learning situations in relation to music education.
4. KA38 (Knowledge) Select the basic aspects of the curriculum and the professional and didactic knowledge of music education to plan learning situations and action and evaluation strategies from the perspective of the Universal Design of Learning.
5. KA39 (Knowledge) Recognise the basic characteristics of students and their relationships with peers, family and community, as people in a situation of musical learning.
6. KA40 (Knowledge) Remember the curricular contents in relation to music education, as well as the body of teaching knowledge around the respective teaching and learning processes.
7. SA48 (Skill) Apply inclusive educational support in the music education classroom, taking into account the different measures and resources and encouraging personalised learning.
8. SA49 (Skill) Apply the gender perspective from an intersectional perspective in decision-making as a teacher in the music education classroom.
9. SA50 (Skill) Master oral and written expression in both academic discursive practices and in music education teaching practice.
10. SA51 (Skill) Apply the disciplinary contents and the music education curriculum from a literacy and educational vision for society as a whole.

Content

Block 1. Introduction to Music Didactics

Block 2. Learning Contexts

- 2.1. Listening
- 2.2. Song
- 2.3. Instrumental performance
- 2.4. Creation
- 2.5. Body and movement

Block 3. Strategies for Voice and Vocal-Instrumental Music in Secondary Education

- 3.1. Spoken and sung voice
- 3.2. Conducting
- 3.3. Arrangements

Block 4. Sequencing

This subject proposes activities to develop students' CDD that will be integrated into the sequencing content.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
guided face-to-face activities	97.5	3.9	CA56, CA57, KA38, KA39, SA48, SA49, SA51, CA56
Type: Supervised			
realization, revision and evaluation of the proposed works	75	3	CA55, KA39, KA40, SA50, CA55
Type: Autonomous			
autonomous learning activities	202.5	8.1	CA55, CA56, KA40, SA51, CA55

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
BLOCK 1: Reflection on a didactic principle	10%	0	0	KA38, SA50
BLOCK 2: Proposed activity for each learning context	20%	0	0	CA55, CA56, CA57, KA40, SA48, SA50
BLOCK 3: Arrangement of a song	15%	0	0	CA57, SA48, SA49, SA51
BLOCK 3: Singing and conducting	20%	0	0	CA57, SA51

BLOCK 4: Practice of a didactic sequence	30%	0	0	CA55, KA38, KA39, KA40, SA48, SA49, SA51
--	-----	---	---	--

To pass this subject, the student must show good general communication skills, both orally and in writing, and a good command of the Catalan language.

Assessment for this module is divided into four blocks: Didactic Principles (BLOCK 1, 10%), Learning Contexts (BLOCK 2, 20%), Strategies for Voice and Vocal-Instrumental Music in Secondary Education (BLOCK 3, 35%), and Sequencing (BLOCK 4, 35%). Each block includes various assessment tasks and activities that are weighted as 100% within their block.

BLOCK 1: DIDACTIC PRINCIPLES

- 10% Reflection on a didactic principle in small classroom groups

BLOCK 2: LEARNING CONTEXTS

- 5% Listening activity proposal
- 5% Song activity proposal
- 5% Instrumental performance activity proposal
- 5% Creative activity proposal

BLOCK 3: STRATEGIES FOR VOICE AND VOCAL-INSTRUMENTAL MUSIC IN SECONDARY EDUCATION

- 15% Song arrangement
- 20% Voice and conducting: singing, conducting a song, and reflecting on vocal use

BLOCK 4: SEQUENCING

- 30% Creation and group presentation of a didactic sequence

This module incorporates the learning outcome linked to the CDD: A21: Design of a classroom activity, with the support of the mentor teacher, which integrates the use of a virtual learning environment to share resources, publish video tutorials or activate question forums, with the aim of reinforcing student autonomy and maintaining interaction in face-to-face and virtual situations.

To be assessed, students must attend sessions and participate actively in class, maintaining a positive attitude and appropriate behavior. Tardiness and improper use of mobile phones or laptops will be regarded as disrespectful to the learning community and may raise concerns about the student's suitability as a future teacher.

Other requirements include collaborating in group work, submitting tasks on time, demonstrating general communicative competence both orally and in writing, and showing strong command of the Catalan language. All activities will be evaluated based on linguistic accuracy, clarity of writing, and formal presentation. Students must be able to express themselves fluently and correctly and demonstrate a strong understanding of academic texts. An activity may be returned (not assessed) or failed if it does not meet these criteria.

Assignments must be submitted via the virtual classroom (Moodle). Submissions with incorrect formats, missing authors' names, or submitted after the deadline will not be accepted. Students are responsible for ensuring their files are compatible with Moodle.

Grades will be communicated within a maximum of 20 days after submission.

A student will be considered "not assessable" if:

- More than 30% of the assessment evidence is not submitted by the deadline set in Moodle.

- Written work is submitted in a language other than Catalan and/or contains serious formal errors.
- Tasks are submitted through a method other than Moodle.
- Submissions are missing names or use incompatible file formats.

To calculate the final weighted average and pass the module, students must earn at least 3.5 in each task. If the minimum average grade to pass is not reached, students must submit a new version of the individual tasks as a recovery mechanism.

The maximum grade obtainable in recovery is 5.

The use of Artificial Intelligence (AI) technologies is permitted as part of assignment development, provided that the final outcome clearly reflects the student's own critical thinking and contribution. Students must explicitly indicate which parts were generated with AI, identify the tools used, and include a critical reflection on how these influenced the process and outcome. Lack of transparency in AI use will be considered academic dishonesty and may result in grading penalties or more severe sanctions in serious cases.

A student will be considered "fail" (with right to resit) if:

- Even if all tasks reach at least 3.5, the final weighted average is below 5.
- There is evidence of plagiarism or misuse of AI.

Any questions regarding evaluation not addressed in this text will be governed by the following:

- [General Evaluation Criteria and Guidelines of the Faculty of Education Sciences](#)
- [UAB's General Evaluation Regulations - Title IV: Evaluation \(2017 version\)](#)

EVALUATION OF EACH BLOCK: Each block will be evaluated once the corresponding sessions have been completed.

SINGLE EVALUATION: To opt for the single evaluation, it will be necessary to present all the evidence provided for in the ordinary evaluation on February 27, 2026. In the case of group tasks, if the student does not have classmates who also opt for the single evaluation, they will have to carry them out individually.

Students who opt for the single evaluation will not receive any evaluative or qualifying feedback for the continuous evaluation activities carried out during the development of the subject. The reevaluation for the single evaluation will take place on March 6, 2026, coinciding with the reevaluation of the continuous evaluation.

RE-ASSESSMENT: The reevaluation for all blocks will take place on March 6, 2026.

Bibliography

Casals, A., Fernández-Barros, A., & Viladot, L. (2024). *Claus de l'educació musical a l'educació bàsica*. En A. Casals, A. Fernández-Barros, & M. BujiM. Casals (Coords.), *Claus de l'educació musical a Catalunya: Mirades des de la recerca*. Graó Editorial.

Casals, A., & Viladot, L. (2021). La educación musical sube al escenario. En J. L. Aróstegui, G. Rusinek, & A. Fernández-Jiménez (Coords.), *Buenas prácticas docentes en centros de Primaria y Secundaria que educan a través de la música* (pp. 71-95). Octaedro.

Carrillo, C., & Vilar i Monmany, M. (2009). El conjunto instrumental Orff como dinamizador de la motivación en alumnos de Educación Secundaria. *Revista Electrónica de LEEME (Lista Europea Electrónica de Música en la Educación)*.

Egea, C. (Coord.), Aguilera, E., Lazkoz, P., & Martínez-Riazuelo, I. (2002). *Rock & Orff. Beatles-Carlos Santana: Propuestas para la interpretación en el aula*. Editorial Graó.

Elorriaga, A. (2018). *El sonido se transforma. Educación coral para adolescentes*. Madrid: Anexos.

Elorriaga, A. (2025). *El sonido se disfruta. Educación coral para adolescentes*. Madrid: Anexo.

Ferrero, M. I., Martín, M., & Meclazcke, M. A. (2019). *Hacer música en grupo. La dinámica del grupo en acción y la evaluación como camino hacia la optimización de las performances*. Miño y Dávila.

Gassull, C., Godall, P., & Martorell, M. (2004). *La veu. Orientacions pràctiques*. Abadia de Montserrat.

Pozo, J. I., Pérez, M. P., Torrado, J. A., & López-Iñíguez, G. (Coords.). (2020). *Aprender y enseñar música. Un enfoque centrado en los alumnos*. Morata.

Rey-Garegnani, M. i Casals, A. (2025). Haciendo música, hacemos comunidad. Evaluación y mediación en secundaria. *Eufonía. Didáctica de la Música*, 103, 31-38.

Viladot, L. (2012). De la poesia a la composició musical col·lectiva. Una experiència a l'escola de música. *Temps d'Educació*, 42, 93-110.

<http://www.edicions.ub.edu/revistes/tempsdeducacio42/default.asp?articulo=778&modo=abstract>

Zaragozá, J. Ll. (2024). *Las competencias musicales en primaria y secundaria: Transcendiendo los límites del aula de música*. Graó.

Software

score editor: Finale, Sibelius o Mussescore

DAW: GarageBand, Bandlab i Soundation

audio editor: Praat o MusicLab

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
(TEmRD) Teoria (màster RD)	1	Catalan	annual	morning-mixed