

Academic Year/course: 2022/23

26663 - Learning How to Speak and Hear

Syllabus Information

Academic Year: 2022/23

Subject: 26663 - Learning How to Speak and Hear

Faculty / School: 107 - Facultad de Educación

Degree: 298 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.2. Context and importance of this course in the degree

This subject belongs to the Musical Education Mention for students of the Primary Teacher Degree.

The Mention has a specialized orientation and the curriculum as a whole marks as its main objective to try to respond to the specific training needs that the future music teacher in Primary needs to carry out her work. This subject aims to form the basic knowledge, along with the rest of the subjects, that the future music teacher needs in her training.

It constitutes the knowledge base for planning, programming and evaluating activities related to the command of the voice, musical listening and the formation of school choirs in a competent and effective way in Primary Education.

1.3. Recommendations to take this course

This subject requires high involvement and participation of students from a practical, critical and reflective perspective. In order to make the best use of it, face-to-face and active participation in work sessions is recommended. Due to the characteristics of this subject, knowledge and mastery of basic musical language skills will be required.

2. Learning goals

2.1. Competences

Upon passing the subject, the student will be more competent to ...

Understand the principles that contribute to cultural, personal and social formation from music education.

Know the fundamentals of the vocal and auditory education of the curriculum of this stage, as well as the theories on acquisition and development of the corresponding learning.

Know and use songs to promote auditory education and vocal expression.

Know how to use the game as a didactic resource, as well as design learning activities based on playful principles, with personal effort.

Prepare didactic proposals that promote auditory perception, vocal expression and creativity.

Develop and evaluate the contents of the music education curriculum through appropriate teaching resources and promote the corresponding skills in students.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

?The fraud or total or partial plagiarism in any of the evaluation tests will result in the failure of the course with the minimum grade, in addition to the disciplinary sanctions that the guarantee

commission adopts for the cases?

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The type of methodology to be applied will be eminently active: experiential, dialogical, creative, meaningful, critical and reflective, based on sound and musical experience.

The course will be developed from the thematic nuclei, giving them an integrating character through the different activities and tasks with artistic approaches. Accomplishment of tutored works both in group and individually and autonomously.

The most significant methodological aspect will be through problem-based activities or case projects practical, to develop a more open, imaginative and creative mindset.

The support of the virtual platform (ADD or Moodle) may be used by both teachers and students as a way to access information, documentation and materials.

An attempt will be made to create environments that favor the communicative dimension, promoting debate and the active participation of the student in the daily development of class work and promoting interaction between student and teacher, and between students. Constant reflection will be encouraged.

4.2. Learning tasks

Expository and theoretical-practical sessions.

Practical classes, in which the experience of the different contents is integrated with its theoretical explanation and didactic reflection.

Directed, individual and group work.

Presentations of works.

On-site activities:

1. Exhibition sessions and implementation of the contents that are being addressed.
2. Choral interpretation of the repertoire proposed by the teacher.
3. Auditory recognition of the different parameters of music.
4. Exhibition of the works carried out by the student and directed by the teacher.
5. Conducting and rehearsal techniques for the school choir.
6. Group reflection, and later individual guided by the contributions of the teacher that serve for the transposition of Primary level activities.

Non-contact activities:

1. Reading of documentation and reference bibliography.
2. Search for information in different sources
3. Preparation of a children's songbook with the guidelines to be determined in the first fortnight of class.
4. Essay in trios or quartets of the repertoire proposed by the Professor.

4.3. Syllabus

Block I: Auditory training. Anatomy and physiology of the ear. Types of listening: sensory, affective and intellectual.

Auditory perception and discrimination. Planes involved in musical audition. Sound, silence, noise. Development of the inner ear. Noise pollution. The soundscape. Auditory training. Applied teaching

Block II: Vocal training. Anatomy and physiology of the vocal apparatus. Voice classifications. Vocal technique. He collective singing. Singing as the backbone of music education. Spoken voice and singing voice. Alterations of the voice. Vocal hygiene. The childish voice. The change of voice. Vocal improvisation. The vocal expression. Applied teaching

Block III: The song at school. Classification of songs. The school song and its didactics. The analysis of the songs. Criteria for selecting the repertoire for primary school and its analysis Invention and song composition. The teaching-learning of songs with one, two and three voices. Applied teaching

Block IV: The formation of the school choir. Process for creating a school choir. Basic technique of conducting the school choir. Essay. Applied teaching

4.4. Course planning and calendar

Students will be informed at the beginning of the course of the reference documentation and bibliography that they will have to use during the course development. Students will also be informed and agreed on the delivery dates and exhibition of works during the first fortnight of classes.

It is essential to carry out the work proposed by the teacher of the subject, which will be developed throughout the semester and once completed will be presented in class. In addition, students will form trios or quartets to interpret the works published at the beginning of the term.

For students who do not adhere to the regular class attendance model: The final test will be held on the official date determined by the Faculty.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26663>