

26628 - Musical Education: the Basics

Syllabus Information

Academic Year: 2019/20

Subject: 26628 - Musical Education: the Basics

Faculty / School: 107 -

202 -

301 -

Degree: 300 - Degree in Primary School Education

298 - Degree in Primary School Education

299 - Degree in Primary School Education

ECTS: 6.0

Year: 300 - Degree in Primary School Education: 3

299 - Degree in Primary School Education: 3

298 - Degree in Primary School Education: 3

Semester: Second semester

Subject Type: Compulsory

Module: ---

1.General information

1.1.Aims of the course

The course and its objectives are based on the following premises:

The course is included in the third year of academic study toward obtaining a *Grado* Degree as Teacher in Primary Education. At this point, the students are in the process of acquiring transversal knowledge, and they are in an optimal disposition to be adequately trained in the specific skills imparted by the course ?Fundamentals of Music Education?.

The course's main objective is to develop the students' modes of musical perception and expression, and to help them adapt themselves to the task of imparting music in primary schools by applying pedagogical skills and teaching-learning processes.

1.2.Context and importance of this course in the degree

This course represents the student's first encounter with the pedagogical dimension of musical/creative activities.

It imparts the fundamentals for proficiently and effectively planning, programming and evaluating creative musical activities.

1.3.Recommendations to take this course

This course requires a high level of commitment and participation with a practical, critical, and reflective attitude on the part of the students. In order to take full advantage of all that the course has to offer, we recommend regular attendance and active, energetic participation in the work sessions.

Group 1 in the Faculty of Education will be taught in English. It is advisable to have a B1 level in English for the adequate follow-up of the subject in that language.

2.Learning goals

2.1.Competences

A student who has completed the course will be better trained for the following activities:

This course takes into account all the general and transversal skills featured in the Primary Education *Grado* diploma.

It focuses on acquiring the following particular skills:

1. Knowledge of oral and folklore traditions (CE 45)
2. Knowledge of the curriculum fundamentals in the areas of music, the visual arts and corporal expression, as well as

- the theories of acquisition thereof (CE 52).
3. Knowledge and application of songs in the classroom for purposes of aural, rhythmic, and vocal education (CE 53)
 4. Knowing how to use games in the classroom as a didactic resource, and how to design learning activities based on game principles (CE 54)
 5. Elaborating didactic proposals that encourage musical perception and expression, motor skills, drawing, and creativity (CE 55)
 6. Analyzing audio-visual languages and their pedagogical implications. Promoting sensitivity to artistic creation and expression (CE56)

2.2.Learning goals

To pass this course, the student should achieve the following results:

1. The student should acquire the fundamentals of musical notation, including basic sight-reading knowledge in order to be able to interpret music correctly and adequately
2. The student should elaborate and defend a term-paper proposition relative to music teaching in primary education
3. The student should become familiarized with the most useful resources for teaching music in primary school

2.3.Importance of learning goals

The trainee studying to obtain a *Grado* in Primary Education typically has an open professional personality: he/she is someone who is well-prepared and curious, always trying to find solutions for everyday problems. Music is one of the basic elements in a child's learning experience on all levels.

The student's training in this subject will be of primary importance in developing quality musical education in the school. Thus, a schoolteacher should:

- acquire basic knowledge of musical language
- attain correct, adequate vocal emission
- correctly use music instruments
- work on psychomotor skills, corporal expression, rhythmic movement, and dance.
- elaborate the necessary resources to use music to teach in primary schools.
- understand the concepts of musical structure and form as applied to a certain musical repertoire

3.Assessment (1st and 2nd call)

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

The student should prove to have attained the foreseen learning objectives by passing the following evaluations:

1.- *For students who attend regularly:* The final grade will be equivalent to the sum of percentages of two portions of the course:

1.1.- The portion imparted by Professor A (Primary musical education project, Technical-practical exercises related with training language and its didactic application, musical repertoire, Rhythmic sight-reading and Musical dictation) will amount to 70%,

1.2.- The portion imparted by Professor B (Technical-practical exercises related with training and didactics applied to auditions) will amount to 30% of the final grade.

2.- *For students who do not attend on a regular basis:*

2.1.- A written test on the course content, will amount to 50%,

2.2.- Correct interpretation of a piece from a certain musical repertoire. Rhythmic sight-reading; musical dictation will amount to 50% of the final grade.

EVALUATION CRITERIA

For all students enrolled in the assignment

(both those regularly attending as those who choose to take the final test instead) the following criteria shall be evaluated:

1. Rhythmic, melodic, and expressive precision in terms of corporal, vocal or instrumental rendition of the musical pieces and of the dictation
2. Command of the proposed works of musical repertoire
3. Command of the course's didactic and technical-practical content

QUALIFICATION CRITERIA AND REQUIREMENTS TO PASS THE COURSE

1.- The final grade *for students who attend regularly* shall be composed of the following partial evaluation units:

- 1.1.- Primary musical education project (15%)
 - 1.2.- Technical-practical exercises related with training in musical language and its didactic application (20%)
 - 1.3.- Musical repertoire (10%)
 - 1.4.- Rhythmic sight-reading (15%)
 - 1.5.- Musical dictation (10%)
 - 1.6.- Technical-practical exercises related with training and didactics applied to auditions (30%)
- 2.- The final grade *for students not regularly attending* shall consist of:
- 2.1.- A written test with technical-practical exercises based on the course content (50%)
 - 2.2.- Correct interpretation of a piece of musical repertoire (15%)
 - 2.3.- Rhythmic sight-reading (20%)
 - 2.4.- Musical dictation (15%)

SPECIFIC CHARACTERISTICS OF THE TEST

- 1.- Percentage grades attained in each test round shall not carry over to the following round.
- 2.- Students enrolled in the course should score a minimum of five out of ten points in each section in order to pass.

SECOND TEST ROUND

- 1.- A written test with technical-practical exercises based on the course content (50%)
- 2.- Correct interpretation of a piece of musical repertoire (15%)
- 3.- Rhythm sight-reading (20%)
- 4.- Musical dictation (15%)

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favor the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practice sessions, autonomous work, tutorials, and assessment tasks.

Students are expected to participate actively in the class throughout the semester.

The type of methodology to be applied will be eminently active, dialogical, creative, meaningful, critical and reflective.

The subject will be developed from the thematic nuclei, giving them an integrating character through the different activities and tasks with artistic approaches. Performing authorized work both in group and individually and autonomously.

The most significant methodological aspect will be through activities based on problems or projects, of practical cases, to develop a more open, imaginative and creative mentality.

Classroom materials will be available via Moodle. These include a repository of the lecture notes used in class, the course syllabus, as well as other course-specific learning materials, including a discussion forum.

Further information regarding the course will be provided on the first day of class.

4.2.Learning tasks

- **Lectures** (1 ECTS: 20 hours). The teacher presents theoretical contents illustrated with relevant examples. ?
- **Practice sessions** (1 ECTS: 20 hours). They can include discussion and presentation of case studies, practical work outside the classroom (field work or visits), and seminars. ?
- **Autonomous work** (1 ECTS: 20 hours). Students do tasks such as study, readings, preparation of practice sessions and seminars, and summative assignments. ?
- **Tutorials** (0.5 ECTS: 5 hours). Office hours can be used to solved doubts and for follow-up of students' learning progress. ?
- **Assessment tasks** (0.5 ECTS: 5 hours). A final written examination.

4.3.Syllabus

The course will address the following topics:

Topic 1. Influence of music in the primary education stage. Evolutionary development and music education. Psychopedagogical foundations

Topic 2.-Approaches and methodologies of music education and its application to Primary Education. Approach to the method of active musical education: Dalcroze, Orff, Willems, Kodaly and Martenot, among others. Creativity and the development of new languages: Schaffer, Paynter, Schafer, Denis and Self, among others.

Topic 3.- Perception and musical expression. Auditory training. Vocal training Rhythmic training, movement and dance .. Instrumental training. Practice with small percussion instruments. Musical language.

Topic 4.- Materials and resources for teaching music in Primary Education. Repertoire of songs. Repertoire of auditions. Musical instruments. Psychomotricity material

Topic 5.- Musical styles in time through active musical listening. Perception of the structure through movement.

4.4.Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the "Facultad de Educación" website (<https://educación.unizar.es>).

4.5.Bibliography and recommended resources

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- . Bernal, J. & Calvo, M. L. (2004). *Didáctica de la música. La voz y sus recursos. Repertorio de canciones y melodías para la escuela*. Málaga: Aljibe.
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- . Hargreaves, D. (1998). *Música y desarrollo psicológico*. Barcelona: Graó.
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- . López, A. (2010). *Poder formativo de la música*. Valencia: Rivera Editores.
- . López Vargas, Miguel Ángel; Ruiz Hurtado, Alicia; Vega Jiménez, Gema Zoila, (2002) *Dibuja tu música*.
- . Pascual, P. (2002). *Didáctica de la música*. Madrid: Pearson Educación.
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- . Willems, E. (2001). *El oído musical: la preparación auditiva del niño*. Barcelona: Paidós.
- . Zamacois, J. (1978). *Teoría de la música*. Madrid: Labor.