

Academic Year/course: 2021/22

## 26531 - Development of Musical Expression

### Syllabus Information

**Academic Year:** 2021/22

**Subject:** 26531 - Development of Musical Expression

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 3

**Semester:** Second semester

**Subject Type:** Compulsory

**Module:**

## 1. General information

### 1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The course is located in the third year of teaching degree in infant education. The students are in the process of acquiring some transversal competencies, and are in optimal conditions to be adequately formed in the specific competences of the subject "Development of the Musical expression".

The subject has the priority objective to develop the perception and musical expression of the students and their adaptation to the infantile education in the school, with respect to pedagogical aspects and processes of teaching-learning.

### 1.2. Context and importance of this course in the degree

This subject is the beginning of the student's contact with the pedagogical dimension of the musical and creative activities. It is the foundation of Knowledge to plan, program and evaluate musical and creative activities in a competent and effective way. It also implies the initiation of research in the field of artistic and musical education.

### 1.3. Recommendations to take this course

This subject requires a high involvement and participation of students from a practical, critical and reflective perspective. Regular attendance is recommended for theoretical and practical classes. It is very important the systematic study to be able to internalize the musical and didactic contents.

This subject is "English Friendly" at Facultad de Ciencias Humanas y Educación de Huesca.

## 2. Learning goals

### 2.1. Competences

When you get through the subject, the student will be more competent to...

In this subject, all the general and transversal competencies, which are in the grade memory, will be taken into account. Specifically, emphasis will be placed on the acquisition of the following competencies:

1. CG01 - Know the objectives, curricular content and evaluation criteria of early childhood €
2. Learn about oral tradition and folklore (CE 45)
3. To know the musical, plastic and body-expression fundamentals of the curriculum at this sta
4. To know and use songs to promote auditory, rhythmic and vocal education. (CE 53)
5. Know how to use the game as a didactic resource, as well as designing learning activities 1

6. Develop didactic proposals that encourage musical perception and expression, motor skills,
7. Analyze audiovisual languages and their educational implications. To promote sensitivity re

## 2.2. Learning goals

- \* Knowledge of music reading and writing, enough to play childhood music (kindergarten).
- \* Resources, enough to elaborate a didactic-musical repertoire for kindergarten. To develop didactic and pedagogical resources necessary to integrate music education in the children's stage, in an interdisciplinary and globalized way.
- \* Elaboration and defence of a theoretical-practice work, in accordance with the indications of the main teacher of this subject.

## 2.3. Importance of learning goals

The undergraduate student the Degree of Teacher in early childhood education is characterized by an open professional profile, prepared and restless, in continuous search for help and solutions to which he faces in his day to day, music is a fundamental support in the process of Teaching learning in all fields.

The formation of the student in this subject will be fundamental for the development of a quality musical education in the school. Therefore the teacher shall:

- Get a basic knowledge of musical language.
- Acquire a correct and adequate vocal emission.
- Use the musical instruments in the right way.
- To work the psychomotor, corporal expression, the rhythmic movement and the dance.
- Develop the necessary resources for teaching in children's education in and through music.
- Understand the concepts of structure and musical form applied to a repertoire.

## 3. Assessment (1st and 2nd call)

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

The student must demonstrate that he or she has reached the expected learning outcomes through the following evaluation activities

For students who are welcome to the regular class attendance model (Continuous assessment):

1. Work prepared in accordance with the guidelines indicated at the beginning of the teaching of the subject, for example, a music project for children's education.
2. Theoretical-practical exercises of the subject.

For students who do not embrace the regular class attendance model (Global Assessment):

Correct interpretation of a musical repertoire; Rhythmic reading; Musical recognition.

Written proof of the contents of the subject.

Evaluation criteria

It will be valued:

- A. The rhythmic, melodic and expressive precision of musical interpretations.
- B. The mastery of the musical repertoire of the proposed works.
- C. The mastery of the theoretical and practical contents of the subject.
- D. Pedagogical correction and didactic adaptation.

Qualification criteria and requirements to approve the subject: The value of each party in the final qualification shall be:

-For students who are welcome to the regular class attendance model:

- ? Practical work, or music project for children's education (40%).
- ? Theoretical-practical exercises of the subject (60%).

-For students who do not embrace the regular class attendance model (Global Assessment):

It is mandatory to be present and participation at class room, at least 80% of the lessons.

Correct interpretation of a musical repertoire; Rhythmic reading; Hearing recognition (50%).

Written test of the contents of the subject (50%)

The student must reach in each of the sections a minimum of five points over ten, in order to overcome the subject.

The percentage rating of the first call will not be saved for the following. In the case of suspending one of the parties, the evaluation will be the same as for students who have not attended class regularly.

Students who wish to have access to the Honorary registration must be presented to the global test.

Global Test and second call

The global test will consist of:

1. The correct interpretation of a musical repertoire; Rhythmic reading; Hearing recognition (50%)
2. A written test of the contents of the subject (50%)

#### Fifth and sixth call

In 5th and 6th calls, the student's overcoming of the subject will imply the overcoming of a theoretical-practical global test in which they will refer to what worked throughout the course.

The fifth and sixth call will be assessed with the same activities, criteria and requirements as the first and second convocation of the current academic year, respectively, and will be carried out on the same terms as the global test described in previous section.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:  
The type of methodology that is intended to be applied will be eminently active: dialogical, meaningful, critical and reflexive, based on sound and musical experience.

The subject will be developed from the thematic nuclei, giving them an integrating character through activities and tasks with artistic approaches. Performing supervised works both in group and individually. The most significant methodological aspect will be through problem-based activities to develop a more open, imaginative and creative mentality, that takes into account the specific difficulties of students in the infant stage, and sensitive to values of interculturality, equity and diversity.

The support of the virtual platform (ADD or Moodle) can be used both by teachers and students for sharing information, documentation and materials.

### 4.2. Learning tasks

Lectures 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.

Students are expected to use ICTs for their assignments and create documents individually and collaboratively: Autonomous work. Assessment tasks. A set of written and oral assignments and exams.

### 4.3. Syllabus

#### 1. INFLUENCE OF MUSIC ON CHILD DEVELOPMENT

- 1.1 Music and its importance in the early stages of life
- 1.2. Evolutionary development and music education
- 1.3. Psychopedagogical foundations of music education.

#### 1.4. Music in the Early Childhood Education curriculum (0-3 and 3-6 years).

#### 2. APPROACHES AND METHODOLOGIES OF MUSICAL EDUCATION AND ITS APPLICATION TO CHILDREN'S EDUCATION

- 2.1. Bases and precedents of music education: Dalcroze, Orff, Willems, Kodaly and Martenot, among others.
- 2.2. Creativity and the development of new languages: for example Schaffer, Paynter, Schafer, among others authors.
- 2.3. Interdisciplinary proposals, innovation and research projects in the field of Early Childhood Education.

#### 3. CONTENT BLOCKS OF MUSICAL EDUCATION IN CHILDREN

- 3.1. Vocal Expression
- 3.2. Expressive movement, dance and its didactics-
- 3.3. Expression and instrumental coordination

- 3.4. Musical Language (preconceptual).
  - 3.5. Hearing education and sonic contrasts (sound-silence, height, duration, intensity, timbre)
4. MATERIALS AND RESOURCES FOR THE TEACHING OF MUSIC IN CHILDHOOD EDUCATION
- 4.1. Repertoire of songs. Selection criteria and didactics for their work in the classroom
  - 4.2. Repertoire of auditions. Selection criteria and didactics for their work in the classroom
- 4.3. Musical instruments, sound toys, etc.
  - 4.4. Repertoire of activities of expressive movement and infantile dance. Selection criteria and didactics for their work in the classroom
- 4.5. Musical plays
  - 4.6. Computer resources for music teaching in Early Childhood Education.

5. BASIC MUSICAL CONCEPTS TO WORK WITH THE MASTER'S DEGREE STUDENT IN CHILDHOOD EDUCATION
- 5.1. Musical notation: basic concepts of musical reading and writing of rhythm and melody (to work with the student)

#### **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 your Faculty of reference:

TERUEL: Facultad de Ciencias Sociales y Humanas <http://fcsh.unizar.es/>

HUESCA: Facultad de Ciencias Humanas y de la Educación <https://magister.unizar.es/>

Zaragoza: Facultad de Educación <https://educacion.unizar.es/>

#### **4.5. Bibliography and recommended resources**

[BB: Bibliografía básica / BC: Bibliografía complementaria]

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26531>