

Academic Year/course: 2021/22

26661 - Active Musical Appreciation

Syllabus Information

Academic Year: 2021/22

Subject: 26661 - Active Musical Appreciation

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

1.1. Aims of the course

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

1. Know the different musical styles developed throughout the history of music until today.
2. Experiment and become aware of the different forms of musical perception.
3. Acknowledge and discriminate auditory different musical styles and expand their repertoire.
4. Access knowledge of a wide repertoire of musical works through listening analysis.
5. Learn to select musical auditions from the point of view of auditory, rhythmic, melodic, harmonic and formal development, and of the psychological maturation reached by school-age children to design activities that awaken and enhance their abilities.
6. Acquire a fundamental knowledge of systematization of the contents of the Primary Education musical curriculum through active musical listening.
7. Develop the didactic application of active musical listening in the musical education of Primary students.
8. Sensitize students about their musical training through listening.
9. Work on different current theories on musical listening.
10. Sensitize students to research new methods.

?These approaches and objectives are aligned with the following Sustainable Development Goals (SDG) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results learning of the subject provides training and competence to contribute to a certain extent to its achievement.

Objective 4. Quality Education - This objective aims to guarantee an inclusive, equitable and quality education and promote learning opportunities throughout life. With this, what is intended with the subject is that students use didactic tools that allow them to acquire the contents of their curriculum and be able to use quality music in the Primary classroom as a resource for the learning of their future students.

Objective 5.- Gender equality. Gender equality is not only a right. rather, it is one of the fundamental pillars to build a peaceful, prosperous and sustainable world. For this reason, the subject aims to maintain equity and gender equality in all its musical, vocal, motor and instrumental activities.

Objective 10.- Reduction of inequalities. This objective aims to reduce inequality within and between countries. In our case, the subject aims to bring students closer to the musical world in Primary Education, for this we will work with resources that promote integration, inclusion and equity, both in university classes and in the preparation of our students for their professional future as teachers of primary schools.

Objective 12. Responsible consumption and production- To guarantee responsible and sustainable consumption methods, the course will use the Moodle platform or other types of digital platforms as a form of communication with students. So the paper consumption will be totally reduced.

Objective 16.- Peace, justice and solid institutions. This objective proposes to promote just, peaceful and inclusive societies. So the subject will work to promote a peaceful and inclusive climate in the classes. As well as activities that promote justice and equality among students.

Objective 17.- Alliances to achieve the objectives. As members of our society, with this objective we intend to revitalize sustainable development. For this, the subject works on respect for the environment, musical and cultural heritage, respect for the individual, the group and the different learning rhythms. To achieve individual growth and therefore the enrichment of the group, which leads us to achieve the proposed objectives.

1.2. Context and importance of this course in the degree

This subject belongs to the Mention in Music Education for students of the Primary Teacher Degree. It is one of the basic pillars in the musical training of a specialist teacher. It constitutes the knowledge base for planning, programming and evaluating activities related to musical listening and repertoire.

The Mention has a specialized orientation and the study plan, as a whole, marks the main objective of trying to respond to the specific training needs that the future Primary music teacher 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 his training.

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

The following skills will be worked on:

Basic competences.

- CB1 - That the students have demonstrated to possess and understand knowledge in a study area that starts from the general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study
- CB2 - That the students know how to apply their knowledge to their work or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of ??study
- CB3 - That students have the ability to collect and interpret relevant data (usually within their area of ??study) to make judgments that include reflection on relevant social, scientific or ethical issues
- CB4 - That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience
- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy

General Competences

- CG01 -Organize the teachings within the epistemological paradigms of the subjects of the title and know the curricular areas of primary education, the interdisciplinary relationships in them, the criteria assessment and the body of teaching knowledge around teaching procedures and respective learning.
- CG02-Design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals at the center. Consider the evaluation not only in its accrediting function, but in its pedagogical function as a regulating and promoting element of the improvement of teaching and learning.
- CG04 - Design and regulate learning spaces in contexts of diversity and that attend to gender equality, to equity and respect for human rights, which conform the values ??of citizen training.
- CG07 - Collaborate with the different sectors of the educational community and the social environment. Assume the Dimension educator of the teaching function and promote democratic education for active citizenship and committed, paying particular attention to the promotion of the values ??of human dignity, equality between men and women, freedom and justice.
- CG08 - Assume the ethical dimension of the teacher and understand the responsibilities that derive from their social Function as well as the possibilities and limits in the self-regulation of their task. Maintain a critical relationship And autonomous with respect to the knowledge, proposals, values ??of public and private social institutions, making decisions about it. Critically analyze new concepts and proposals on education

that come both from research and innovation, and from the educational administration.

CG09 - Valuing individual and collective responsibility in achieving a sustainable future.

CG10- Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it among their future students. Assume the need for continuous professional development through reflection, self-evaluation and research on one's practice.

CG11- Know and apply information and communication technologies in classrooms as an added value to guided and autonomous teaching-learning activities. Selectively discern audiovisual information that contributes to learning, civic training and cultural wealth.

CG12 - Understand the function, possibilities and limits of education in today's society and fundamental competences that affect primary schools and their professionals. Know quality improvement models with application to educational centers.

CG13- Commit to motivate and enhance student progress in the framework of comprehensive education, and promote their autonomous learning based on the objectives and content of each educational level, with positive expectations of student progress, renouncing established stereotypes and external to learning, developing strategies that avoid exclusion and discrimination.

Transversal competences

CT01 - Integrate the competences of the different subjects to guide the Final Degree Project and be able to apply the knowledge to professional practice

CT02 - Understand learning as a global, complex and transcendent fact, designing and developing situations that address the diversity of students and involve it in their learning and work.

CT03 - Manage and self-regulate the progression of learning, adapting to new situations and interrelating knowledge to develop new ones.

CT04 - Work as a team being able to exercise different roles within the group.

CT05 - Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts.

CT06 - Develop the ability to communicate to teach in your own language and in one or more other European languages.

CT07 - Search, manage, process, analyze and communicate information effectively, critically and creatively.

CT08 - Understand and reflect on educational practice in rural settings.

CT09 - Develop, manage, process and analyze the processes related to research applied to education.

Specific Competences

CE54- Understand the principles that contribute to cultural, personal and social training from the arts.

CE55 - Know the artistic education school curriculum, in its plastic, audiovisual and musical aspects.

CE56 - Acquire resources to promote participation throughout life in musical and plastic activities in and out of school.

CE57 - Develop and evaluate the contents of the musical, visual and plastic education curriculum, through resources appropriate didactics and promote the corresponding skills in students

2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ...

1. Know the different musical styles developed throughout the history of music until today.
2. Acquire an adequate capacity for musical listening and identification and analysis of the different sound elements.
3. Acquire a wide musical repertoire and know the didactic and methodological aspects necessary for the job of active musical audition in the classroom.
4. Learn to select musical auditions from the point of view of auditory, rhythmic, melodic, harmonic and formal development, and of the psychological maturation reached by school-age children to design activities that awaken and enhance their abilities.
5. Know how to incorporate active musical listening in the teaching programming of a music subject from Primary Education.

6. Know the Primary Education curriculum in relation to active music listening.

2.3. Importance of learning goals

Musical listening is a necessary pillar for the musical training of the teacher. The undergraduate student in the mention of Music Education is characterized by an open, prepared and restless professional profile, in continuous search for help and solutions that he faces in his day to day; Music is a fundamental support in the teaching-learning process in all areas.

It is a very practical subject whose contents facilitate creativity and musical expression through musical listening. Also these contents allow the recognition of the different musical styles and their didactic adaptation to Primary Education

Finally, it allows the student to have a global vision of the process necessary to teach, program and develop basic skills through musical listening.

3. Assessment (1st and 2nd call)

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

The student must demonstrate that he / she has achieved the expected learning results through the following evaluation activities.

Type of tests and their value on the final grade and evaluation criteria for each test

Continuous evaluation will be encouraged.

Evaluation criteria

The criteria to be followed with each of the students, whether they belong to the regular class attendance system or not, will be:

- . Knowledge of the specific characteristics of the musical styles worked on.
- . Skill in the practical application and didactic adaptation of the contents of the subject to the maturational development of Primary Education students.
- . Skill in the selection of auditions appropriate to the didactic needs in Primary Education with it meets an argued criterion.

Qualification criteria and requirements to pass the course

- 1.- For students who take the regular class attendance assessment model, the assessment will consist of:
 - 1.1. Assessment of the active participation and the work carried out by the student during the classroom sessions, through a theoretical-practical test written on the contents of the subject. It will mean 40% in the final grade.
 - 1.2. Making a school repertoire that includes the analysis of the works and their didactic evaluation. (30%)
 - 1.3. Preparation of an individual didactic project, which will be presented orally. (30%)

The student must achieve in each of the sections a minimum of 5 points out of 10 to pass the subject.

Those students who have attended class 85% of the sessions and have delivered all the required work within the established period.

- 2.- For students who do not use the regular class attendance assessment model, there will be a global test consisting of:
 - 2.1. Written test of the theoretical-practical contents of the subject (70%).
 - 2.2. Making a school repertoire that includes the analysis of the scores and their didactic adaptation (30%).

The student must achieve in each of the sections a minimum of 5 points out of 10 in order to pass the subject.

- 3.- The global test of the second call will consist of:
 - 3.1. Written test of the theoretical-practical contents of the subject. (70%)
 - 3.2. Making a school repertoire that includes the analysis of the scores and their didactic adaptation. (30%)

The student must achieve in each of the sections a minimum of 5 points out of 10 in order to pass the subject.

This global test will be applied in all calls

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 to be applied will be eminently active: dialogical, creative, meaningful, critical and thoughtful. The course will be developed from the thematic nuclei, giving them an integrating character through the different activities and tasks with artistic approaches. Carrying out tutored work and activities both in groups and individually and independently.

The most significant methodological aspect will be through problem-based activities or case projects practical, experienced by students, 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. At all times the inquiry into the conceptions of the students will be facilitated and constant reflection will be encouraged.

The teaching methodologies used will be:

- ? Exhibition sessions,
- ? Active learning methodologies will be used
- ? Preparation of works
- ? Oral presentations and work debates
- ? Individual and group tutoring sessions

4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities...

A.- Collective activities:

1. Exhibition sessions and implementation of the subject contents.
2. Search for different auditions of the same musical style and recognition of the common characteristics that identify it.
- 3 Auditory recognition of different timbral, rhythmic, melodic and formal elements
4. Debate and constructive criticism of the auditions held

B.- Individual activities:

1. Preparation of a school repertoire with the guidelines to be published at the beginning of the term.
2. Carrying out an individual and a group didactic work, developed within the framework designed by the teacher, within the programming of the subject.
3. Reference documentation and bibliography reading.
4. Search for information in different sources.
5. Individual listening to the different auditions scheduled.
6. Attendance, if possible, to different concerts scheduled in our city.

4.3. Syllabus

Block I: The audition.

- Discrimination of sound parameters
- Active listening and motor skills
- Auditory recognition of the formal structure

Block II: Musical styles in the history of music.

- Music in Prehistory (Stone Age, Metal Age)
- Music in History. Ancient Age (ancient Mesopotamia, Babylon, Egypt, Ancient Greece, Ancient Rome)
- Music in the Middle Ages (the Early Church, Types of notation, Religious Music, Profane Music, Sephardic Music)

- Music in the Modern Age I (Renaissance, Baroque)
- Music in the Modern Age II (Classicism, Romanticism)
- Music in the Contemporary Age; Academic music (Impressionism, Nationalisms, Expressionism)
- Music in the Contemporary Age; Vanguard Music (Atonalism, Polytonalism, Twelve-tone, Serialism, Electronic Music, Concrete Music, Random Music)
- Music in the Contemporary Age; Popular Urban Music (Rock, Blues, Ragtime, Jazz, Charleston, Tango, Swing, Twist, Disco Music, Pop, Hip-Hop)
- Selection criteria

Block III: The musical audition at school.

- The Primary Education curriculum in relation to active musical listening.
- Applied didactics with the audition material worked on: Gregorian Chant, Homophony, Polyphony, Madrigal, Christmas Carol, Chanson, Fantasy, Variation, Renaissance dances, Sonatas, Symphonies, Opera, Oratorio, Chamber music, Suite, Lied, Concert, rock, blues ...etc

Block IV: Specialized pedagogical bibliography.

4.4. Course planning and calendar

Calendar of sessions and presentation of work will be proposed at the beginning of the semester. It is essential to carry out the proposed work, which will be developed continuously. and they will be presented in the prefixed format (written document, digital, etc.).

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26661>