

Syllabus Information

Academic Year: 2021/22

Subject: 63271 -

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

600 -

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Optional

Module:

1. General information

2. Learning goals

2.2. Learning goals

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

1. Describe the provisions of the official Spanish and Aragonese documents referring to the curriculum of the corresponding subjects, as fundamental frames of reference for the programming of these subjects.
2. Critically comment on these provisions, locating the curricular and psychoeducational principles on which they are based, the options they make and the margin of decision they leave at later levels of curricular specification and adaptation.
3. Describe and analyze the different teaching-learning methodologies related to the curricular subject, placing them in the corresponding epistemological framework.
4. Recognize teaching-learning methodologies, assessing their relevance based on the conditions that arise and, where appropriate, adapting them to achieve more effective teaching.
5. Elaborate an argued basic proposal of annual content sequencing for a curricular subject of the specialty.

3. Assessment (1st and 2nd call)

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The process followed in this subject consists of a reasoned discussion of the basic theoretical aspects that underpin the design of curricular programmes for the subjects that correspond to the speciality of Music and Dance; reading, study, presentation and discussion of the different most relevant materials available on the subject. On this basis, students will proceed to the analysis, evaluation and planning of different curricular and instructional design proposals for the subjects of Music and Dance. At the same time, the search for and selection of materials and information will be encouraged in a directed and **a u t o n o m o u s** **w a y** . Attempts will be made to create environments that favour the communicative dimension; encouraging

debate and active student participation in the daily development of class work and promoting interaction between students and teachers, and among students. Enquiry and the expression of students' conceptions will be facilitated at all times, and constant reflection will be encouraged.

4.2. Learning tasks

The programme offered to students to help them achieve the expected results comprises the following activities:

- Expository-dialogical and discussion sessions.
- Active learning methodologies, with technological integration adapted to needs.
- Preparation of assignments.
- Oral presentation and debate of work.
- Tutorials.
- The organisation of conferences or seminars with guest speakers will be considered in order to facilitate the acquisition of the competences of the subject.

a) Classroom activities:

1. Expository sessions and seminars of analysis and debate in which the different competences and curricular elements of the subjects of the speciality in Secondary, Baccalaureate and Special Regime education will be addressed. Critical reading of scientific articles.
2. Group reflection, and later individual reflection guided by the contributions of the teaching staff which serve to identify the elements of the curriculum, especially the competences.
3. Discussion seminars oriented fundamentally towards training the competences of critical analysis and evaluation of the curricula to be used as a reference, mutually enriching each other with the contributions of each one and raising debates on the subject.
4. Individual work on the curricular design of a subject in the speciality, which will form part of the assessment documents that the student will be asked to submit.

b) Non-attendance activities:

1. Reading of documentation and reference bibliography.
2. Drawing up a curricular design, learning planning, for a complete course.
3. Search for information in different sources.

The established programme will be followed, although not in a linear way; contents of the different blocks will be continuously dealt with at the same time. The course will have a theoretical-practical development and there will be no differentiation between theory and practice classes as they will be continuously linked. The time distribution is flexible; the theory-practice interrelationship will be open and flexible depending on the needs.

4.3. Syllabus

1. CURRICULAR DESIGN

1. MAIN LEGISLATION ON THE TEACHING OF MUSIC AND DANCE

- 1.1.- State legislation.
- 1.2.- Autonomous legislation.
- 1.3.- Main application regulations in teaching.

2. THE BASIC COMPETENCES IN THE TEACHING OF MUSIC

- 2.1.- Key competences in compulsory education.
- 2.2.- Key competences in non-compulsory education.

3. MUSIC IN SECONDARY EDUCATION

- 3.1.- Music in Compulsory Secondary Education.
 - ESO curriculum design.
 - Considerations and characteristics of Music in ESO.
- 3.2.- Music in the Baccalaureate.
 - Baccalaureate curriculum design.
 - Considerations and characteristics of Music in High School.

4. MUSIC IN SCHOOLS OF MUSIC AND CONSERVATORIES

- 4.1.- The Elementary Music teachings.
 - Curricular design of the Elementary Music education.
 - Considerations and characteristics of the Elementary Music teachings.

4.2.- Professional Music Teachings.

- Curricular design of the Professional Music education.
- Considerations and characteristics of Professional Music education.

1. DANCE IN SCHOOLS OF DANCE AND CONSERVATORIES

5.1.- The Elementary Dance teachings.

- Curricular design of the Elementary Dance teachings.
- Considerations and characteristics of the Elementary Dance teachings.

5.2.- Professional Dance Teachings.

- Curricular design of the Professional Dance lessons.
- Considerations and characteristics of the Professional Dance teachings.

1. PROGRAMMING AND DIDACTIC UNITS

6.1.- The different types of programming.

6.2.- Conceptions and considerations before starting to program. 6.3.- Essential elements of programming and the teaching unit. 6.4.- Curricular materials.

1. OPPOSITIONS FOR THE TEACHING OF MUSIC AND DANCE

7.1.- The different types of opposition.

7.2.- Requirements and tests.

7.3.- Permanent education.

1. INSTRUCTIONAL DESIGN AND LEARNING METHODOLOGIES

1. THE INSTRUCTIONAL DESIGN

1.1.- Concept.

1.2.- Principles.

1.3.- Different models.

2. THEORETICAL CONTRIBUTIONS AND METHODOLOGICAL APPROACHES TO EDUCATION MUSICAL

2.1.- Bases and precedents (The Rhythm, the voice and the song, the musical audition ...).

2.1.1. Dalcroze, Orff and Kodaly.

2.1.2. Willems and Martenot.

2.1.3. Paynter, Schafer and others.

2.2.- Development and new perspectives

2.3.1. Creativity and development of new languages.

2.3.2. Technologies and music education.

2.3.3. New music education projects.

3. EDUCATIONAL DESIGNS, TEACHING PLANNING AND OWN DEVELOPMENT OF LEARNING MATERIALS

4.4. Course planning and calendar

The calendar of face-to-face sessions and presentation of papers will be made explicit in the first face-to-face sessions of the course; also, in the digital teaching ring of the subject. At the beginning of the course, students will be assigned the articles that they will have to present to the rest of the group in the face-to-face sessions during the course. The individual elaboration of the curricular design of a subject of the speciality will be carried out during the last stage of the discipline. The teaching calendar is the official one established by the University of Zaragoza.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63271&Identificador=C71812>