

Academic Year/course: 2022/23

26628 - Musical Education: the Basics

Syllabus Information

Academic Year: 2022/23

Subject: 26628 - Musical Education: the Basics

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 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 teaching 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.

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 acquire quality didactic tools to improve their classes and to be able to carry out quality musical activities in them.

Objective 5.- Gender equality. This goal aims to achieve gender equality and empower all women and girls. 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 Moodle platform and other similar platforms will be used as the main source of information in the course. The delivery of most of the works will be requested through said platform so that the consumption of paper is only the essential.

Objective 16.- Peace, justice and solid institutions. This objective proposes to promote just, peaceful and inclusive societies. So the Fundamentals course 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

The subject is located in the module? Didactic and disciplinary? within the regulations that regulate the title (ORDER ECI / 3857/2007, of December 27, BOE of December 29), This subject is the beginning of the contact of the student with the pedagogical dimension of musical and creative activities and it is also the only one that is related with the contents of music education in school, making it the knowledge base for planning, programming and evaluate those 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. In order to take this course in English it is advisable to have at least a B1 level 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* memorandum. Specifically, it will focus on the acquisition of the following skills:

1. CG01. Organize the teachings in the framework of the epistemological paradigms of the subjects of the title and know the curricular areas of primary education, the interdisciplinary relationships in them, the evaluation criteria and the body of didactic knowledge around the teaching and learning.
2. CG04 - Design and regulate learning spaces in diverse contexts that address gender equality, equity and respect for human rights, which constitute the values of citizenship education.
3. CT02 ? To understand learning as a global, complex and transcendent fact, designing and developing situations that attend to the diversity of the students and involve them in their learning and their work.
4. CE 45- To Learn about oral tradition and folklore
5. CE54 ? To understand the principles that contribute to cultural, personal and social training from arts.
6. CE56 ? To acquire resources to promote participation throughout life in musical and plastic activities inside and outside the school.
7. CE57 ? To develop and evaluate the contents of the musical, plastic and visual education curriculum through appropriate didactic resources and promote the corresponding competences in students

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:

Continuous evaluation will be encouraged

For students who do not attend on a regular basis:

1. Correct interpretation of a piece from a certain musical repertoire. Rhythmic sight-reading
2. A written test on the course content

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

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

1. Primary musical education project (15%)
2. Technical-practical exercises related with training in musical language and its didactic application (25%)
3. Technical-practical exercises related with training and didactics applied to auditions (30%)
4. Musical repertoire (20%)
5. Rhythmic sight-reading (10%)

The final grade *for students not regularly attending* shall consist of:

- 1.- A written test with technical-practical exercises based on the course content (50%)
- 2.- Correct interpretation of a musical repertoire (30%)
- 2.- Correct interpretation rhythmic sight-reading (20%)

Specific characteristics of the test

1. Percentage grades attained in each test round shall not carry over to the following rounds
2. Students enrolled in the course should score a minimum of five out of ten points in each section in order to pass
3. Students who want to qualify for an Honors diploma are required to take the written test

Second test round

1. Correct interpretation of a piece of musical repertoire; rhythm sight-reading (50%)
2. A written test with technical-practical exercises based on the course content (50%)

?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

This course's learning process design is based on the following criteria:

The type of methodology we intend to apply in this course is thoroughly active, creative, critical, experiential, reflexive, and achieved by means of dialogue.

The course will be elaborated on the basis of certain core themes that acquire an integrative role in the course of proposed activities and assignments with an artistic focus. The students shall carry out approved work projects in groups as well as on an individual basis.

The most significant methodological aspect will become notable in activities that are based on problems or projects related to

practical cases. They encourage students to develop a more open, imaginative, and creative mindset.

Professors will be able to use the virtual platform support (ADD or Moddle) as a means of access to information, documentation, and materials. The virtual platform shall likewise serve as a mode of contact and communication among students, as well as between the students and the faculty members.

4.2. Learning tasks

- 1. Oral reports and technical-practical sessions
 2. Practically-oriented class sessions
 3. Supervised work projects on an individual basis and in groups
 1. Presentations of work projects to the rest of the class

4.3. Syllabus

The course will address the following topics:

Topic 1. Influence of music in the primary education stage.

Topic 2.-Approaches and methodologies of music education and its application to Primary Education : Dalcroze, Orff, Willems, Kodaly ...

Topic 3.- Perception and musical expression. Auditory training. Vocal training Rhythmic training, movement and dance .. Instrumental training. Musical language.

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

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

4.4. Course planning and calendar

Las actividades y fechas clave de la asignatura se comunicarán al comenzar el periodo lectivo de la misma.

No se admitirán documentos ni trabajos que no hayan sido entregados en tiempo y forma, según lo establecido.

For students who join the regular class attendance model: The deadlines for assignments and other continuous assessment exercises will be agreed with the students during the first fortnight of classes.

For students who do not use the regular class attendance model: The final test that 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=26628>