

## 26665 - Languages of Music

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 26665 - Languages of Music

**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

- 1.- Know the principles of stimulation, sound perception and symbolization of musical languages.
- 2.- To deepen the knowledge, identification and recognition of the elements, structures and procedures melodic, rhythmic, harmonic and formal.
- 3.- Achieve a correct acquisition of skills in auditory, rhythmic, melodic and vocal practice.
- 4.- Correctly interpret a simple score with the elements worked, a cappella and from the fingerboard.
- 5.- Know and value musical semiotics. Design and apply other unconventional music codes.
- 6.- Know, design and apply the game as a pedagogical tool in musical learning.
- 7.- Understand and value the psycho-pedagogical foundations and the main methodologies of education music and its application in Primary Education.
- 8.- Select, design and apply activities for the teaching-learning of the languages ??of music in primary school.
- 9.- Know how to incorporate, in the programming of teaching a primary music subject, the elements of language and the different languages ??of music.
- 10.- Promote positive attitudes towards musical expression, as well as active group participation, to put into creative experiences are underway.
- 11.- Develop the basic skills necessary to work the languages ??of music in Primary Education.
- 12.- Appreciate ??music education as a motivating means for the integral development of the person.

?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 didactic tools that allow them to acquire the contents of their curriculum and learn to give quality music classes, facilitating the learning of their future students with quality musical activities.

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. Therefore, the Language of Music 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 Teaching Degree in Primary Education.

The Mention has a specialized orientation and the study plan as a whole, marks as its main objective, 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 other subjects, that the future Music teacher needs in his training.

This subject is one of the basic pillars in the student's musical training since it contributes to developing the basic capacities of future teachers.

It constitutes the knowledge base for planning, programming and evaluating activities related to the practice of conventional and unconventional musical codes, through intonation, rhythm and auditory discrimination.

In the same way, the student will learn the didactic and methodological resources necessary for the musical development of the students of the school, from other languages ??of music.

The subject is located in the fourth year of the Master's Degree in Primary Education, Mention in Music Education. The students are in the process of acquiring some transversal competences, and they are in optimal conditions to adequately train in the specific competences of the Language of Music subject.

## 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

All the skills reflected in the degree will be taken into account. However, the following competences will be worked more specifically:

#### General Competences

(CG 2) 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.

(CG 10) 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.

(CG 11) 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.

(CG 13). 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

(CT 2) Understand learning as a global, complex and transcendent fact, designing, planning, organizing and encouraging learning situations.

(CT 3). Manage and self-regulate the progression of learning, adapting to new situations and interrelating knowledge to develop new ones.

(CT 5). Involve students in their learning and in their work.

(CT 6). Work as a team being able to exercise different roles within the group.

(CT 12). Organize their own continuous training and motivate quality improvement.

(CT 13). Investigate about the practice itself, introducing innovation proposals aimed at improvement and generating new ideas.

(CT 14). Search, manage, process, analyze and communicate information effectively, critically and creatively.

### Specific Competences

(CE 3) To master the knowledge necessary to understand the development of the personality of these students and identify dysfunctions, helping them to acquire an adjusted concept of themselves.

(CE 4) Identify learning difficulties, inform them and collaborate in their treatment.

(CE 6) Identify and plan the resolution of educational situations that affect students with different abilities and different learning rhythms.

(CE 13) Promote cooperative work and individual work and effort.

(CE 16) Design, plan and evaluate teaching activity and learning in the classroom.

(CE 17) Know and apply innovative experiences in primary education.

(CE 63) Know and apply the processes of interaction and communication in the classroom and master the social skills and abilities necessary to foster a classroom climate that facilitates learning and coexistence.

(CE 64) Control and monitor the educational process and in particular the teaching-learning process by mastering the necessary techniques and strategies.

## 2.2. Learning goals

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

1. Know and handle comfortably the basic elements of musical language, adapted to Primary Education
2. It develops comfortably with the basic knowledge necessary for the application of the teaching of the musical language in Primary Education.
3. Interrelate the theories of the main musical pedagogical currents of the s. XX with the contents of the musical language and is able to apply them in Primary Education.
4. Use unconventional music codes and have ease in the creation of teaching materials in the Primary music classroom.
5. Knows how to use her voice to tune and intonation, as well as correctly maintain basic rhythmic proportions.
6. Develop the ability to create music through the Languages of Music.
7. Assess and apply the game as a didactic resource, as well as designs learning activities based on playful principles with personal effort.

## 2.3. Importance of learning goals

The subject Languages of Music is a necessary pillar for the musical training of the undergraduate student in the mention of Musical Education. Characterized by an open, prepared and restless professional profile, in continuous search for help and solutions that they face in their day to day, music is a fundamental support in the teaching-learning process in all areas.

The course aims to provide students with the tools that enable them to cope in classroom situations as effectively as possible, providing the future professional with teaching skills necessary for their performance in the Music classroom, while facilitating the instruments of analysis in his didactic intervention.

Finally, it allows the student to have a global vision of the process necessary to teach, program and develop the basic competences related to music education through the languages of music.

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

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

The student must demonstrate that he has achieved the expected learning results, by 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 vocal handling and tuning in intonations
- . Accuracy and rhythmic adjustment
- . Approximation as tight as possible in dictated melodic-rhythmic exercises
- . Theoretical and practical knowledge of the contents of the subject.
- . Skill in the practical application and didactic adaptation of the contents of the subject to the maturational development of Primary Education students.

### **Qualification criteria and requirements to pass the course**

1.-For students who take the assessment model with regular class attendance, the assessment it will consist in:

- 1.1.- Assessment of the active participation and of the work carried out by the student, during the class sessions, through a theoretical-practical test written on the contents of the subject. It will account for up to 30% in the final grade.
- 1.2.- Preparation of an individual or collective didactic work, developed within the framework designed by the teacher, within the programming of the subject, and its oral presentation, defense and debate before the rest of the group, will represent up to 20% of the final grade.
- 1.3.- Carrying out a melodic-rhythmic dictation, will represent up to 10% of the final grade.
- 1.4.- Carrying out an oral test based on the intonation of a melodic-rhythmic exercise, will represent up to 20% of the final grade.
- 1.5.- Carrying out a practical test based on the execution of a rhythmic exercise, will suppose up to 20% of the final grade.

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

Those students who have attended class 85% of the sessions and have delivered all the required work within the established deadline are entitled to this evaluation.

2.- For students who do not take the assessment model with regular class attendance, there will be a global test consisting of:

- 2.1.- Theoretical-practical written test on the topics developed in the program of the subject. It will represent up to 35% of the final grade.
- 2.2.- Preparation of an individual didactic work, developed within the framework designed by the teacher, within the programming of the subject, which will be delivered to the teacher before or on the day of the theoretical-practical test. It will account for up to 10% of the final grade.
- 2.3.- Carrying out a melodic-rhythmic dictation, will represent up to 15% of the final grade.
- 2.4.- Carrying out an oral test based on the intonation of a melodic-rhythmic exercise, will suppose up to 20% of the final grade.
- 2.5.- Carrying out a practical test based on the execution of a rhythmic exercise, will suppose up to 20% of the final grade.

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.- Theoretical-practical written test on the topics developed in the program of the subject. It will represent up to 80% of the final grade.
- 3.2.- Preparation of an individual didactic work, developed within the framework designed by the teacher, within the programming of the subject, which will be delivered to the teacher before or on the day of the theoretical-practical test. It will account for up to 20% of the final grade.

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 the rest of the calls including the 5th and 6th.

## **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 integrative character through the different activities and tasks with pedagogical and methodological approaches. Different problems and practical cases detected in schools and their possible solutions through the use of different languages ??of music will be exemplified. Tutored work and activities will be promoted both in groups and individually and independently.

The most significant methodological aspect will be designed to enhance creativity and a more open-minded and imagination.

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.

#### 4.2. Learning tasks

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

Collective activities:

1. Exhibition sessions and implementation of the contents that are being addressed.
2. Group reflection, and later individual guided by the contributions of the teacher that serve for the transposition of Primary level activities.
3. Discussion seminars aimed primarily at enriching each other with the contributions of each and raising debates on the subject.
- 4.- Carrying out individual or collective work, based on current legislation, in which key skills and specific skills are worked on, as well as basic knowledge corresponding to the area of ??Music and performing and performing arts, for any Primary Education course
5. Presentation, defense and debate of individual or collective work before the rest of the class.

Individual activities:

1. Reading of documentation and reference bibliography.
2. Search for information in different sources.
3. Preparation of an individual or collective work with the guidelines to be determined at the beginning of the course.

#### 4.3. Syllabus

**Block I:** Tuned intonation. Recognition and practice of intonation and tuning. Absolute and relative intonation, tonal and non tonal, vocal and internalized, to one or more voices. Improvisation, creation and musical memorization based on the formal, melodic or rhythmic structure. Sight reading. Agogic, dynamic and character interpretation. Reading and interpretation of conventional and non-conventional codes. Repertoire of application songs in Primary Education.

Material used: any shade greater or lesser, being able to have modulations to neighboring tones, accidental alterations by chromatisms, such as embroidery or corresponding minor modes, melodies with structure coherent formal, with a natural and comfortable melodic sense.

**Block II:** Rhythm. Verbal, corporal and instrumental rhythmic reading. Individual and collective polyrhythm, body and timbre. Internal tempo. Rhythmic interiorization. Improvisation, creation and rhythmic memorization. Reading and interpretation of conventional and non-conventional codes.

Material used: any rhythmic combination with figures from the whole to the sixteenth note or their rests, signs of prolongation, syncopations, setbacks, and simple or compound metrics, binary, ternary or quaternary, with different pulse units.

**Block III:** Melodic-rhythmic Dictation. Auditory recognition and graphic representation of: dictations with tonal and non-tonal melodies, melodic designs to one or more voices, dictated with overlapping rhythmic structures, polyrhythms, dictations with different timbres to one or more voices.

Material used: the one used in the tuned intonation and in the proportions and rhythmic settings.

**Block IV:** Formal structures. Melodic-rhythmic structures with their own meaning (motif, semi-phrase, phrase, cadence?). Question-answer structure. Musical forms: canon, lied, rondo? Improvisation, musical creation and memorization based on the formal structure. Formal analysis of the repertoire of songs.

**Block V:** Improvisation and memorization. Practice of improvisation and melodic, rhythmic, vocal, corporal and instrumental

memorization.

Based on: melodic-rhythmic auditory and visual resources, formal and structural resources, timbral and texture resources.

**Block VI:** Didactic application of the languages ??of music.

#### **4.4. Course planning and calendar**

The schedule of sessions and work exhibition will be agreed during the first fortnight of the semester. Students will carry out group work and individual work, with the guidelines established by the teacher. The theoretical-practical test of the subject contents will be carried out on the agreed date.

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

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26665>