

Academic Year/course: 2022/23

## 26666 - Music and Expressive Movement

### Syllabus Information

---

**Academic Year:** 2022/23

**Subject:** 26666 - Music and Expressive Movement

**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. Analyze the language of body linked to the language of music.
2. Cooperatively carry out artistic productions that involve differentiated and complementary roles in the elaboration of the final product, with a responsible and supportive attitude and valuing individual differences.
3. Experience the rhythmic, melodic, dynamic, agogic and formal elements of music, through the body
4. Originally express their ideas through the use of movement in a situation of interpretation and improvisation.
5. Develop musical memory through group movement achievements.
6. Learn a basic repertoire of dances for Primary.
7. Acquire criteria to adapt a choreography to a specific music and a specific group.
8. Work on the didactic and methodological aspects of music and expressive movement.
9. Motivate and generate a commitment to the quality of music teaching, through musical listening and expression bodily

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

SDG 3.- Guarantee a healthy life and promote well-being for all at all ages. The corporal expression together with the listening to music, allow the development of emotions and their expression through the body. This allows you to find a balance through music that promotes a sense of well-being.

SDG 4.- Quality Education. Through body language and psychomotricity, we express the emotions that surround us. This provokes music, just as we represent through the body, the different elements that make up music, everything This enriches musical knowledge and allows significant learning, which leads us to an education quality music.

SDG 5.- Achieve gender equality and empower all women and girls. The expressive movement understand genres. Enhancing bodily expression, such as the expression of emotions through music, facilitates development as people, regardless of gender. All this favors a more balanced society in the promotion of gender equality.

SDG 10.- Reduce inequality within and between countries. The work of dances and choreographies of different origins, allow know the roots similarities and differences between different places. Which leads us to the recognition of similarity in the essence of people and in the expressions of feelings and emotions through the body. All of which we leads to reducing inequality between people of different origins.

### 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's Degree.

The Mention has a specialized orientation and the curriculum, 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 his work. This subject aims to shape the basic knowledge, along with the rest of the subjects, that the future teacher of Music needs in his training.

The student, within the framework of this mention, will learn in this subject, to develop their own musical expression through corporal disinhibition, expressive movement and dance.

In the same way, the student will learn the didactic and methodological resources necessary for the musical development of the students in the school from the expressive body movement and dance.

### 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

Integrate in the teaching profession as a music teacher in Primary.

Understand the principles that contribute to the cultural, personal and social formation from music education.

Recognize and put into practice the basic elements of musical expression through the expressive movement and dance.

Work the development of musical expression through the expressive movement and dance, and its didactic applications in school.

Adapt the resources used in the expressive movement and dance to the different educational levels of Primary education.

Work creativity through the body, individually and collectively.

Analyze and evaluate the quality of different materials related to the expressive movement for the classroom.

The basic competences included in the Verification Report are:

- 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

The General Competences included in the Verification Report are:

- 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.

The transversal competences included in the Verification Report are:

- 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.

The Specific Competences included in the Verification Report are:

- 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, value and explain the possibilities that movement and dance offer us in the music classroom.
2. Develops musical expression through the expressive movement and dance.

3. Interpret choreographies and dances correctly, both from the technical and expressive point of view and acquire a basic repertoire.
4. Know the didactic and methodological aspects of the expressive movement and dance.
5. Knows how to incorporate the expressive movement and dance in the programming of teaching a Primary music subject.

### 2.3. Importance of learning goals

The expressive movement and dance is a necessary pillar for the teacher's musical training. The undergraduate student in the mention of Musical 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 body movement and dance. Likewise, these contents allow the recognition of the expressive elements of music, and their expression through the body.

In addition, the practice of these contents allows the musical, emotional and motor development of the students. It also allows the knowledge and practice of the methodology and didactic necessary for the musical, emotional and motor development of the students of the school.

Finally, it allows the student to have a global vision of the process necessary to teach, program and develop the basic competences through the expressive movement and dance.

## 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.

1.- For students who take the assessment model with regular class attendance, the assessment will be continuous and will consist of:

- 1.1. Active participation in class activities and student work. Evaluation of the participation and work carried out by the student applying the contents developed in the subject, carried out individually and in groups in the classroom sessions. It will mean up to 70% in the final grade.
- 1.2. Elaboration of a collective didactic work, developed within the framework designed by the teacher, within the programming of the subject, which will be exposed to the rest of the group. It will represent up to 30% 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 course.

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

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

- 2.1. Theoretical-practical test on the topics developed in the program of the subject. It will represent up to 70% of the final grade.
- 2.2. Elaboration 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 represent up to 30% 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 course.

3.- The global test of the second call will consist of:

- 3.1. Theoretical-practical test on the topics developed in the program of the subject. It will represent up to 70% of the final grade.
- 3.2. Elaboration 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 represent up to 30% 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 course.

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 reflexive.

The subject will be developed from the thematic nuclei, giving them an integrating character through the different activities and tasks with artistic approaches. Accomplishment of supervised works both in group and individually and autonomously.

The most significant methodological aspect will be through activities based on problems or projects of practical cases, with the creation of practical and real situations, experienced by the students, who will experience and solve them through the development of creativity and musical expression from the experience of the expressive movement and dance.

This will bring them not only content but meaningful learning based on personal experience and individual resolution.

The support of the virtual platform (ADD or Moodle) can be used both by 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, fostering debate and the active participation of the student in the daily development of class work and promoting interaction between student and teacher, and among students. At all times the inquiry about the students' conceptions will be facilitated and constant reflection will be encouraged.

### 4.2. Learning tasks

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

On-site 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 activities at the Primary level.
3. Discussion seminars mainly aimed at enriching each other with the contributions of each and raising debates on the subject.
4. Carrying out an individual work consisting of the preparation of a didactic memory, which will form part of the evaluation documents that will be requested from the student.
5. Carrying out a collective work on subject content.
6. Exhibition in the classroom of the works elaborated in group.
7. Debate and constructive criticism on the contributions made after the sharing of the collective work.

Non-presential activities:

1. Reading and commenting on reference documentation and bibliography.
2. Elaboration and personal development of the topics corresponding to the program.
3. Preparation of an individual and a group didactic work, developed within the framework designed by the teacher, within the programming of the subject.
4. Search for information in different sources.
5. Attendance and didactic comment of a dance or body expression event.

### 4.3. Syllabus

Block I: Body expression. Recognition of body structure and segments, coordination and dissociation. The body as a means of musical expression.

Block II: Musical elements in dance. Recognition of individual and collective body work. Representation of formal structure, different timbres, melodic lines or rhythmic structures, through the body movement.

Block III: Movement in space. Execution and motor improvisation on a musical basis. Shapes dance choreography: in a circle, row, street...

Block IV: Dance in History. Active listening and interpretation through the body of small pieces music from different styles, periods and cultures. Knowledge of small choreographies of simple dances.

Block V: Didactic application. Interpretation of folk dances suitable for Primary. Practice and Resources to work psychomotricity in the different cycles of Primary Education. Creation of small choreographies originals on musical pieces of different styles.

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

Calendar of presential sessions and presentation of works

The subject is developed in such a way that the contents of the subject are worked from a practical perspective.

Students will be informed at the beginning of the course of the reference documentation and bibliography that they will have to use during the course development. The key dates to take into account will also be reported.

It is essential to carry out the work proposed by the teacher of the subject, which will be developed continuously. In addition, at the end of the course the student will carry out an individual or collective work, presented in the prefixed format (written document, audiovisual document, etc.), on a topic proposed by the teacher and framed in the subject's program.

The key dates will be specified during the first days of the course.

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

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26666>