

63271 - Instructional and Curricular Design in Music and Dance

Syllabus Information

Academic year: 2023/24

Subject: 63271 - Instructional and Curricular Design in Music and Dance

Faculty / School: 107 - Facultad de Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education
600 - University Master's Degree in Teaching, specializing in Music and Dance

ECTS: 6.0

Year: 1

Semester: First semester

Subject type: Optional

Module:

1. General information

This subject aims to provide an overview of the Music and Dance curricula. It constitutes the knowledge base to plan, schedule and evaluate activities competently and effectively. It is also intended to form the basis of other subjects.

The student, within the framework of their specialty, will learn in this subject what is meant by curriculum design, as well as to create curriculum designs for the subjects of Music and Dance. Based on these designs, in the subject of "Disciplinary Contents", they will review, analyse and deepen in each of the contents that could be addressed in the different sections of these curricular designs.

The subject offers training in the field of music education methodologies, whose resources provide a basis from which students can design procedures or techniques that favour the learning of their own students in the future. The subject helps each student, who will become a Music or Dance teacher, to creatively develop their teaching style, adapting it to the educational context.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement: Goal 4: Quality education.

2. Learning results

1. Know the curriculum and understand the structure of the stages of ESO, Bachillerato and Special Regime teachings, especially those related to the subjects of their specialty.
2. Know the specific competencies of the Music and Dance specialty.
3. That students become capable of planning, developing and evaluating the teaching and learning process in the annual curricular design of a subject of their specialty, promoting a didactic approach by competencies.
4. Know the different parts that constitute the official exams of the specialty.
5. Acquire the necessary knowledge about learning methodologies in music education.
6. Carry out different learning strategies based on the music education methodologies studied.
7. Select appropriate methodologies depending on the different educational contexts.
8. Critically analyse and assess the relevance of different theories and models related to instructional design and methodologies for teaching and learning music.

3. Syllabus

a) CURRICULAR DESIGN

1. MAIN LEGISLATION ON MUSIC AND DANCE EDUCATION
2. BASIC COMPETENCIES IN MUSIC EDUCATION
3. MUSIC IN SECONDARY EDUCATION
4. MUSIC IN MUSIC SCHOOLS AND CONSERVATORIES
5. DANCE IN DANCE SCHOOLS AND CONSERVATORIES
6. PROGRAMMING AND DIDACTIC UNITS
7. COMPETITIVE EXAMINATIONS FOR THE TEACHING OF MUSIC AND DANCE

b) INSTRUCTIONAL DESIGN AND LEARNING METHODOLOGIES

1. INSTRUCTIONAL DESIGN
2. THEORETICAL CONTRIBUTIONS AND METHODOLOGICAL APPROACHES TO MUSIC EDUCATION
3. EDUCATIONAL DESIGNS, TEACHING PLANNING AND SELF-DEVELOPMENT OF LEARNING MATERIALS

4. Academic activities

- Lectures: sessions where the teacher will explain the topics mentioned in the syllabus.
- Problems and cases: sessions to solve practical cases presented by the teacher.
- Study of the subject; class preparation; practical activities.
- Assessment tests.

5. Assessment system

a) Continuous evaluation

The student must achieve in each of the following two sections a minimum of 5 points out of 10 in order to be graded

1. Student participation and work. Evaluation of the participation and the work done by the student proposed in class, of application of the contents developed in the subject carried out in groups in the classroom sessions , along with personal work assigned by the teacher throughout the term, among others, exhibition before classmates of scientific articles on the subject, previously assigned. It will account for up to 60% of the final grade.

2. Directed work. Parts of the annual program. Annual program outline of a subject of the specialty, preferably at the level and in the context corresponding to the centre where the internship will take place. It will include, among others, the structure of the subject and the contribution to the development of competencies; the wording of the Introduction- Justification section is mandatory. It will account for up to 20% of the final grade.

3. Portfolio. In order to have written evidence of both the continuous training and the learning process of student, a portfolio will be prepared, in which some reflections on their own training will be provided, as well as a global vision of the progress and evolution of their own learning throughout the subject. It will account for up to 20% of the final grade.

b) Overall test, second and subsequent calls

Knowledge exam on the topics developed throughout the subject It will account for 100% of the final grade.

This objective test will consist of a written answer to 10 open and short answer questions (in general , between 5 and 10 lines), on the contents covered in the subject syllabus. The entire test will be graded up to 10 points , with each of the questions receiving a grade of up to 1 point. The time for it will be 60 minutes.

All learning results will be assessed, i.e., aspects related to the definition of curricular and instructional design, its functions, elements, sources and levels of concreteness; the critical exposition of the main models and theories of the curriculum and the curricular process; the description and critical commentary of the provisions of the official Spanish and Aragonese official documents in relation to the curriculum of the subjects of the specialty of Music and Dance, the contribution of Music and Dance to the development of the Competences; the main methodologies in the teaching-learning process of Music and Dance; the parts of the program and the didactic unit; the peculiarities and specifics of Music and Dance.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.