

## 63272 - Design of Learning Activities for Music

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 63272 - Design of Learning Activities for Music

**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:** 8.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Optional

**Module:**

### 1. General information

The main objective of this subject is for students to acquire the ability to design, develop, manage and evaluate teaching-learning activities in the field of music at the secondary school level (compulsory and post-compulsory) and to elaborate the necessary environments and resources for the work of the students of the corresponding educational stage.

This is a fundamentally project-based subject where students apply and specify what they have learned in the rest of the subjects. For this reason, very close coordination mechanisms will be established between them.

It is intended to bring the student closer to the activities for learning music in secondary school, and thus develop adequate progressions, prepare specific materials, design teaching-learning processes in a coherent way and build methodological strategies, all in the classroom context.

The subject "Disciplinary Contents" and this one must be especially coordinated, but, in addition, it is necessary to coordinate with the rest of the subjects of this specialty. Theoretical foundations, references to legislation, to the official curriculum, analysis of different learning methodologies, innovation, research and other aspects, should converge in the implementation of realistic activity designs, contrasted, experienced by other teachers, and all this, with a reflection on the relevance of such activities at the secondary school stage.

It is a subject with a theoretical part that serves to learn how to design and organize activities for future teachers of this specialty, and a large practical part that involves the concrete design of different activities.

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. To learn about the different didactic approaches to the teaching and learning processes of music at secondary school, promoting a didactic approach based on competencies and the use of active and collaborative methodologies.
2. To design, plan and elaborate didactic units and activities for the learning of the competences and knowledge that are framed in the music curriculum in ESO and Bachillerato in a coherent, practical and justified way.
3. To elaborate the resources and materials necessary for the configuration of a learning environment for the activities designed.
4. To organize and guide the students' work process, developing the activities, and tutor and support the process of learning, especially through collaborative work and formative evaluation.

### 3. Syllabus

#### 1. MUSIC IN SECONDARY EDUCATION

1.1.- The connection with the previous teaching; music education in Primary School.

1.2.- Music in ESO

1.3.- Music in Bachillerato.

#### 2. DIDACTIC PROPOSALS

2.1.- The didactic units.

2.design by competencies.

2.3.- Concrete didactic proposals.

- To work with the voice.

- To work with movement and dance.
- To work with musical instruments.
- To work with hearing.
- To work with musical language.
- To work with music in time.

2.4.- Elaboration of own materials.

2.5.- Interdisciplinary projects.

2.6.- Use of technology in the music class.

2.7.- Music textbooks for teaching. Bibliography. Other resources.

#### 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 works proposed in class and done by the student regarding application of the contents developed in the subject. It will account for up to 60% of the final grade.

2. Directed work: Didactic unit. Elaboration, evaluation and analysis of a complete didactic unit within an annual program of the specialty in ESO. The didactic unit will be presented and defended before classmates. It will represent up to 40% of the final grade (the individual written project will be valued up to 30% of the final grade of the subject and the defence, argumentation and debate will be valued up to 10%).

##### b) Overall test, second and subsequent calls

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. Knowledge test. On the topics developed throughout the subject. It will account for up to 50% 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 the learning results will be evaluated, that is, aspects related to the design and evaluation of activities for ESO or Bachillerato.

2. Directed work: Didactic unit. Elaboration, evaluation and analysis of a complete didactic unit within an annual program of the specialty in ESO. It will account for up to 50% of the final grade of the subject..

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.