

Approval date: 09/07/2024

COURSE GUIDE

Music Education (2561138)

Grado (Bachelor's Degree)	Grado en Educación Primaria (Bilingüe)	Branch	Social and Legal Sciences
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Module	Enseñanza y Aprendizaje de Música, Plástica y Visual	Subject	Educación Musical
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Year of study	3 ^o	Semester	2 ^o	ECTS Credits	6	Course type	Compulsory course
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BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

Music as a language in Primary Education: Perception and expression of the elements of musical language. Music in the Primary School Curriculum. Interdisciplinary relationship with other areas. Methodology and evaluation in Music Education. Musical activities at school. Research in Music Education. Relationship between teaching theory and practice. Music education: school, culture and society.

SKILLS

GENERAL SKILLS

- CG01 - Analizar y sintetizar la información
- CG02 - Organizar y planificar el trabajo
- CG03 - Identificar, formular e investigar problemas
- CG04 - Examinar alternativas y tomar decisiones
- CG06 - Buscar, seleccionar, utilizar y presentar la información usando medios tecnológicos avanzados
- CG07 - Adquirir y desarrollar habilidades de relación interpersonal
- CG11 - Fomentar y garantizar los principios de accesibilidad universal, igualdad, no discriminación y los valores democráticos y de la cultura de paz
- CG13 - Investigar y seguir aprendiendo con autonomía
- CG14 - Innovar con creatividad
- CG17 - Afrontar los retos personales y laborales con responsabilidad, seguridad, voluntad de autosuperación y capacidad autocrítica
- CG21 - Comprender la complejidad de los procesos educativos en general y de los procesos de enseñanza-aprendizaje en particular
- CG22 - Conocer los fundamentos científicos y didácticos de cada una de las áreas y las competencias curriculares de la Educación Primaria: su proceso de construcción, sus principales esquemas de conocimiento, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en relación con los procedimientos de enseñanza y aprendizaje respectivos



- CG24 - Diseñar, planificar, investigar y evaluar procesos educativos individualmente y en equipo
- CG27 - Diseñar y gestionar espacios e intervenciones educativas en contextos de diversidad que atiendan a la igualdad de género, la equidad y el respeto a los derechos humanos como valores de una sociedad plural
- CG28 - Generar y mantener un clima positivo de convivencia escolar basado en el respeto a las diferencias individuales, en las relaciones interpersonales y en la participación democrática en la vida del aula y del centro, así como afrontar de forma colaborativa situaciones problemáticas y conflictos interpersonales de naturaleza diversa
- CG33 - Promover la educación democrática para una ciudadanía activa y una cultura de paz, colaborando con los distintos sectores de la comunidad educativa y el entorno social
- CG35 - Conocer y aplicar en las actividades de aula las tecnologías de la información y la comunicación, para impulsar un aprendizaje comprensivo y crítico. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural

SUBJECT-SPECIFIC SKILLS

- CE66 - Comprender los principios que contribuyen a la formación cultural, personal y social desde artes
- CE67 - Conocer el currículo escolar de la educación artística, en sus aspectos plástico, audiovisual y musical
- CE68 - Adquirir recursos para fomentar la participación a lo largo de la vida en actividades musicales y plásticas dentro y fuera de la escuela
- CE69 - Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes a los estudiantes

LEARNING OUTCOMES

- To know the psycho-pedagogical and methodological bases and principles of Music Education in the Primary Education stage.
- To raise awareness of the importance of Music Education as a means and a mediation for the integral development of children.
- Know and analyse the Music Education curriculum for the Primary Education stage and establish interdisciplinary relations with other areas.
- Know the different content blocks of the Music Education Area and different methodological strategies for its development in the Primary Education classroom.
- To develop musical didactic proposals for the Primary Education classroom.
- To approach research in the field of Music Education as a tool for evaluation and reflection for teachers.
- To learn about the relationships established between music, culture and school in today's society.

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

- Unit 1: Music as a language. Musical perception and expression. Characteristics of sound. Elements of musical language.



- Unit 2: Psychopedagogical foundations of Music Education. Different paradigms and visions of Music Education. Formative value of Music Education. Developmental development of musical skills in Primary Education.
- Unit 3: Music in the Primary Education curriculum. Legislative framework. Structure of the curriculum: competences, objectives, contents, methodological orientations, evaluation, attention to diversity. Interdisciplinary approach to planning in Music Education.
- Unit 4: Research in Music Education. Relationship between teaching theory and practice. Assessment as a research process in the classroom. The teacher as researcher. Assessment and research strategies in the Music Education classroom.
- Unit 5: Music Education: school, culture and society. Social conception of Music Education. Music and the media. Music and Information and Communication Technologies.
- Unit 6: Improvisation and creativity. Basic notions about improvisation and creativity in Music Education, as a resource for Primary Education.

PRACTICAL SYLLABUS

- Unit 1: Auditory perception. Discrimination of sound parameters and musical elements. Listening and analysis of musical works. Graphic representation of music: musicograms and analogue scores. Introduction to musical reading and writing. Selection of activities and resources for active musical listening.
- Unit 2: Rhythmic education and movement. Exercises for the development of the rhythmic sense through movement in space, body and rhythm. Dance at school: Basic choreographies. Selection of activities and resources for rhythmic education and movement.
- Unit 3: Vocal education and singing. Development of the voice as an instrument of musical expression. Song as an expressive element. Selection of activities and resources for vocal education.
- Unit 4: Instrumental expression. Musical instruments in Primary Education: the body, sound objects and self-made instruments, school instruments. Methodology of instrumental expression. Selection of activities and resources for instrumental expression.
- Unit 5: Didactic intervention in the classroom. Design of musical activities in the Primary Education classroom. Development of interdisciplinary resources and attention to diversity from Music Education.
- Unit 6: Creation and improvisation. Design of songs, instrumentations, choreographies as a resource for Primary Education.

RECOMMENDED READING

ESSENTIAL READING

- Alsina, P. (1997). El área de Educación Musical. Propuestas para aplicar en el aula. Graó.
- Aróstegui, J.L. (Ed.) (2014). La música en Educación Primaria. Manual para el profesorado. Dairea.
- Aróstegui, J.L., Rusinek, G. y Fernández-Jiménez, A. (Eds.). (2021). Escuelas Musicales: Buenas Prácticas Docentes en Centros de Primaria y Secundaria que Educan a Través de la Música. Octaedro.
- Campbell, P.S. Scott-Kassner, C. (2018). Music in Childhood Enhanced: From Preschool through the Elementary Grades. Cengage Learning.



- Cremades, R. (Coord.) (2017). Didáctica de la Educación Musical en Primaria. Paraninfo Universidad.
- Díaz, M. y Giráldez, A. (Coords.) (2007). Aportaciones teóricas y metodológicas a la educación Musical. Graó.
- Díaz, M.T. y Vicente, A. (2015). Fundamentos de la Expresión Musical. Ediciones Artsyntax.
- Hemsy de Gainza, V. (1997). La transformación de la educación musical a las puertas del siglo XXI. Ricordi.
- Frega, A.L. (1996). Música para maestros. Graó.
- Ocaña, A. (2020). La experiencia musical como mediación educativa. Octaedro.
- Pascual, P. (2002). Didáctica de la Música para Primaria. Pearson Educación.
- Small, C. (1987). Música, sociedad, educación. Alianza Música.

COMPLEMENTARY READING

- Barenboim D. y Said, E. W. (2002). Paralelismos y paradojas: reflexiones sobre música y sociedad. Debate.
 - Bennett, R. (2007). Investigando los estilos musicales. Akal. (Libro + 2 CDs)
 - Bozzini, F. (2000). El juego y la música: juegos musicales en la escuela. Novedades Educativas.
 - Campbell, P.S. (2018). Music, Education and Diversity: Bridging Cultures and Communities. Teacher College Press.
 - Díaz Mohedo, M. T., Vicente Bújez, A. y Vicente Bújez, M. R. (2012). Actividades musicales para Primaria. Universidad de Granada.
 - Díaz Mohedo, M. T. y Vicente Bújez, A. (2015). Fundamentos de la expresión musical. Ediciones Artsyntax.
 - Lines, D. K. (Ed.) (2009). La educación musical para el nuevo milenio. Morata.
 - Maneveau, G. (1993). Música y educación. Rialp.
 - Olvera-Fernández, J., Ocaña-Fernández, A. y Montes-Rodríguez, R. (2023). Escuchando al estudiantado a través de sus preferencias musicales: Tertulias dialógicas, una oportunidad para una educación musical crítica. Revista Electrónica de Léeme, 52, 178-195. <https://ojs.uv.es/index.php/LEEME/article/view/27382>
 - Orff, C. (1969). Orff-Schulwerk: música para niños. Introducción. Unión Musical Española.
 - Palacios, F y Riveiro, L. (1990). Artulgios e instrumentos para hacer música. Ópera Tres.
 - San José Huguet, V. (1997). Didáctica de la educación musical para maestros. Piles.
 - Storms, G. (2003). 101 juegos musicales: divertirse y aprender con ritmos y canciones. Graó.
 - Swanwick, K. (1991). Música, pensamiento y educación. Morata.
 - Vicente Bújez, A. y Peláez Molina, L. (2015). Los Alux viajan a la Edad Media. Proyecto educativo musical Alua. Ediciones Artsyntax.
 - Vicente Bújez, M. R. (2014). Lenguaje Musical. En Aróstegui J.L. (Ed) La Música en educación primaria. Daiera.
 - Willems, E. (1994). El valor humano de la educación musical. Labor.
 - Vicente Bújez, A.; Díaz Mohedo, M.T. & Vicente Bújez, M.R. (2015). Actividades musicales para Primaria. Secretariado de Innovación Docente. Universidad de Granada.
- Revista Eufonía. Didáctica de la Música (<https://www.grao.com/revistas/revista-eufonia/>)
Revista Música y Educación (<http://www.musicalis.es/>)

RECOMMENDED LEARNING RESOURCES/TOOLS

- Online journals about Music Education



- [Revista Internacional de Educación Musical](#)
- [Filomusica](#)
- [Educación musical](#)
- Webpages that enable the development of musical perception and expression
 - [Aviarts](#)
 - [Creating music](#)
- Webquest pages and other research activities for primary school students about music
 - [Scavenger Hunt: "Music" Worksheet](#)
 - [XTEC - Xarxa Telemàtica Educativa de Catalunya](#)

TEACHING METHODS

- MD01 - Aprendizaje cooperativo. Desarrollar aprendizajes activos y significativos de forma cooperativa.
- MD02 - Aprendizaje por proyectos. Realización de proyectos para la resolución de un problema, aplicando habilidades y conocimientos adquiridos.
- MD03 - Estudio de casos. Adquisición de aprendizajes mediante el análisis de casos reales o simulados.
- MD04 - Aprendizaje basado en problemas. Desarrollar aprendizajes activos a través de la resolución de problemas.

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

- Assessment instruments
 - Written tests: essay, short answer, objective, case studies, problem solving...
 - Oral tests: presentation of work (individual or in groups), interviews, debate...
 - Portfolios, reports, diaries...
- Assessment criteria
 - Assessment of the mastery of the theoretical and practical contents, and critical elaboration of the same.
 - Assessment of the work carried out, individually or in teams, taking into account the presentation, writing and clarity of the ideas, structure and scientific level, creativity, justification of the arguments, capacity and richness of the criticism made, and updating of the bibliography consulted.
 - Involvement and attitude of the students in their participation in consultations, presentations and debates, as well as in the preparation of individual or team work and in the sharing sessions.
 - Attendance (in class, seminars, conferences, concerts, group sessions, etc.), quality of participation in class and involvement in the subject.
- Distribution of the evaluation:
 - Theoretical knowledge (40%), practical knowledge (50%) and other (10%).
 - To pass the course, it is necessary to pass each of the parts separately (applicable in Melilla).

EXTRAORDINARY EXAMINATION DIET

- Assessment instruments: Theoretical and practical tests.



- Evaluation criteria: Assessment of the mastery of theoretical and practical contents and their critical elaboration.
- Distribution of the evaluation: Theoretical knowledge: 40%; practical knowledge: 60%.
- In order to pass the course, it is necessary to pass each of the parts separately (applicable in Melilla).

SINGLE FINAL ASSESSMENT (evaluación única final)

Regulations for the assessment and grading of students at the University of Granada (BOUGR no. 112, of 9 November 2016):

- Article 8. Single assessment. In order to take advantage of the single final assessment, the student, in the first two weeks of the course, or in the two weeks following their enrolment if this has occurred after the start of the course, will request it, through the electronic procedure, to the Director of the Department or the Coordinator of the Master, claiming and accrediting the reasons for not being able to follow the continuous assessment system.
- Article 9. Assessment by incidents. Students who are unable to attend the assessment test, both ordinary and extraordinary, on the date assigned by the Faculty, may apply to the Department Management for assessment by incidents, in the cases established in article 9 of the Regulations on Assessment and Grading of students at the University of Granada. These cases must be properly accredited at the time of submitting the application to the Management.

Assessment instruments: Theoretical and practical tests.

Assessment criteria: Assessment of mastery of the theoretical and practical content and critical elaboration of the same.

Distribution of the evaluation: Theoretical knowledge: 40%; practical knowledge: 60%.

To pass the course, it is necessary to pass each of the parts separately (applicable in Melilla).

ADDITIONAL INFORMATION

In subjects that have different groups and teachers, it will be very important to pay attention to the specific nature of the teaching methods, exercises and tests to be carried out, etc., in order to ensure the correct development of the subject.

In those evaluation tests that require or plan to use audio and/or video during the development of the same, this use will be done according to the guidelines established in the instructions and recommendations for the application of the regulations of data protection, personal or home privacy marked by the General Secretary or competent body of the UGR.

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos \(https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad\)](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

