

SUBJECT TEACHING GUIDE

G306 - Teaching Music in Primary Education

Degree in Primary Education Teaching

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Core. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Teaching and Learning of Musical, Plastic and Visual Education Module: Training in Teaching and the Discipline				
Course unit title and code	G306 - Teaching Music in Primary Education				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION				
Name of lecturer	GIUSEPPE FIORENTINO				
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Other lecturers	MARICEL TOTORICAGÜENA MARTIN				

3.1 LEARNING OUTCOMES
- Understanding and identifying the main concepts of the subject.
- Integrating the contents of the subject within the current sociocultural context.
- Developing didactical tools suitable for Primary School and promoting meaningful learning related to music education.
- Being able to apply the contents of the subject to the planning, development and evaluation of curriculum in Primary School.
- Appreciating the significance of musical skills both as a basis for personal training and as a didactical tool.

4. OBJECTIVES

Knowing the grounds of Music Education related to the contents of the curriculum of Primary School, preparing the students to acquire contents and skills of the Subject for the purpose of carrying out their forthcoming tasks as teachers.

Acquiring the basic grounds of the Subject.

Learning an active methodology in order to practice Music Education with children.

Developing skills of musical perception, expression and creation.

Performing composition and improvisation in group, both vocal and instrumental.

Identifying the characteristics of a musical piece through active listening.

Using the music as a didactical tool in Primary School.

6. COURSE ORGANIZATION

CONTENTS

1	The Sound and its characteristics. The parameters of sound. Vocal and instrumental performing practice. Rhythm and movement. Movement and dance. Creation: composing and performing small works. No-conventional and conventional music notation. Soundscapes and sound-tales. Hearing sounds and music. Group practices (I).
2	Music Education in Primary School: psycho-pedagogical grounds. Music and comprehensive personal development. Music and multiple intelligences. Approaches and methodologies of Music Education in Primary School. Group practices (II).
3	Music and the curriculum of Primary School. Music and competences of teachers. Music and basic competences. Music and curriculum in Primary School. Didactical tools in Primary School. Planning and carrying out pedagogical projects. Group practices (III).

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Two main group works assigned during the course (60%)	Work	No	Yes	60,00
Final exam (40%)	Written exam	Yes	Yes	40,00
TOTAL				100,00

Observations

In order to pass this subject, students will have to pass both the formative and sumative evaluation.

CLASS ATTENDANCE

Due to the practical approach of this subject, class attendance is recommended. Class attendance will be compulsory during the two group works.

EVALUATION IN CASE OF MIXED MODALITY

In case of mixed modality (in-classroom teaching and remote teaching), the evaluation will be the same as for normal modality.

EVALUATION IN CASE OF REMOTE MODALITY

In case of remote modality of teaching, the following changes will be adopted: the two group works will correspond to 80% of final evaluation; the final exam will be replaced by an individual work that will correspond to the 20% of final evaluation.

CITING SOURCES IN ACCADEMIC WORKS

In order to cite and quote sources in academic works, the style guide of the American Psychological Association (APA) will be adopted: <https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

Observations for part-time students

Part-time students will carry out an individual work that will be established at the beginning of the course. In these cases the exam and the works will compute respectively the 60% and 40% of final note.

Part-time students attending classes regularly can be axaminated as full-time students

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- AAVV (2008). Percepción y expresión en la cultura musical básica. Madrid: Ministerio de Educación, Política Social y Deporte. Barcelona: Graó.
- BERNSTEIN, L. (2002). El maestro invita a un concierto. Madrid: Siruela.
- CORTAZAR, M^a I. y ROJO, B. (2007). La voz en la docencia. Conocer y cuidar nuestra herramienta de trabajo. Barcelona: Graó.
- CREMADES ROBERTO, coord. (2017). Didáctica de la Educación Musical en Primaria. Madrid: Paraninfo.
- DÍAZ, M. Y GIRÁLDEZ A., coord (2007). Aportaciones teóricas y metodológicas a la educación musical. Una selección de autores relevantes.
- GIRÁLDEZ, A., coord. (2014). Didáctica de la música en Primaria. Madrid: Editorial Síntesis.
- PASCUAL MEJÍA, P. (2010). Didáctica de la música para Primaria. Madrid: Pearson.
- PEP ALSINA, MARAVILLAS DÍAZ, ANDREA GIRALDES, ... (2009) 10 Ideas Clave. El aprendizaje creativo. Barcelona: Graó.
- Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación primaria (BOE num. 293 de 08/12/2006).
- Decreto 56/2007, de 10 de mayo, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de Cantabria (BOC num. 100 de 24/05/2007).
- Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa (BOE núm. 295, de 10/12/2013).
- Decreto 27/2014, de 5 de junio, que establece el currículo de Educación Primaria en la Comunidad Autónoma de Cantabria (BOC extraordinario num. 29 de 13/06/2014).