

A large, light gray, stylized profile of a man with a cap and curly hair, facing right, serves as a background for the upper half of the page.

Musical Education and its Didactics

Grado en Educación Primaria



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: Musical Education and its Didactics

Degree: Degree in Primary Education

Character Mandatory

Language: Spanish/English

Modality : On-site/Distance

Credits: 6

Course: 3rd

Semester: 6th

Professors / Teaching Staff: Alba Aranda Larrey; Andrea González García; Dr. Victoria E. Lamas Álvarez

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic skills

CB1 Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2 Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field of study.

CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CB4 Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills

CG1 Ability to use skills specific to intellectual work (understand, synthesize, outline, explain, present, organize).

CG2 Ability to use a basic methodology for source research: analysis, interpretation and synthesis.

CG3 Ability to manage information.

CG4 Ability to clearly present, orally and in writing, complex problems and projects within their field of study.

CG5 Ability for learning and independent work.

CG6 Ability to work in a team, integrate into multidisciplinary groups and collaborate with professionals from other fields.

CG7 Ability for self-initiative, self-motivation and perseverance.

CG8 Heuristic and speculative ability to solve problems in a creative and innovative way.

CG9 Ability to carry out new projects and action strategies in real situations and in various areas of application, from a humanistic perspective.

CG10 Ability for interpersonal communication, awareness of one's own capabilities and resources.

CG11 Ability to adapt to new situations.

CG12 Ability to recognize diversity and respect multiculturalism.

CG13 Sensitivity to environmental issues and to cultural and linguistic heritage.

CG14 Ability to document one's own culture and acquire the knowledge and skills to communicate with other cultures.

CG15 Ability to develop and uphold a professional ethical commitment.

Specific skills

CEC1 Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.

CEC2 Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center

CEC7 Stimulate and value effort, perseverance and personal discipline in students.

CEC12 Assume the educational dimension of the teaching role and promote democratic education for active citizenship.

CEC15 Reflect on classroom practices to innovate and improve teaching work.

CEC16 Acquire habits and skills for autonomous and cooperative learning and promote it among students.

CEM49 Understand the principles that contribute to cultural, personal and social development through the arts.

CEM50 Know the school curriculum for artistic education, in its plastic, audiovisual and musical aspects.

CEM51 Acquire resources to encourage lifelong participation in musical and plastic activities inside and outside of school.

CEM66 Develop and evaluate curriculum content using appropriate teaching resources and promote corresponding competencies in students

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Be able to value and make understood the principles that contribute to cultural, personal and social formation through the arts.
- Know the school curriculum for artistic education, in its plastic, audiovisual and musical aspects.
- Use educational resources to encourage lifelong participation in musical and artistic activities in and out of school.
- Be able to identify learning difficulties in the area of the arts and know how to solve them.
- Be able to value and make understood the principles that contribute to cultural, personal and social formation through the arts.
- Know the school curriculum for artistic education, in its plastic, audiovisual and musical aspects.
- Use educational resources to encourage lifelong participation in musical and artistic activities in and out of school.
- Be able to identify learning difficulties in the area of the arts and know how to solve them.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

- Musical Expression in Primary Education: music as language
- Educational value of music
- Musical Education foundations
- Elements of music: Qualities of sound: Rhythm, melody form, texture, harmony.
- Principal pedagogical trends of musical education. Didactic patterns for music teaching in Primary Education.

2.3. Training activities

On-site modality :

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	17	100%
AF3. Practical classes. Seminars and workshops	22	100%
AF4. Tutorials	14	100%
AF5. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%
TOTAL NUMBER OF HOURS	150	

Distance modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	10	0%
AF3. Practical classes. Seminars and workshops	14	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
TOTAL NUMBER OF HOURS	150	

2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository method. Master class	Structured presentation of the topic by the teacher to provide information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate activities, case discussions, questions and presentations.

MD2	Individual study	Independent and reflective work by the student, to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD5	Case study	Analysis of a real or simulated case with the aim of understanding it, interpreting it, solving it, generating hypotheses, contrasting data, reflecting, completing knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroassessment	Student evaluation by the teacher

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with Article 5 of Royal Decree 1125/2003 of September 5 (BOE, September 18), which establishes the European Credit Transfer System (ECTS) and the official grading scale for university degrees, valid throughout the national territory.

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Excellent (NT)
- 9.0 - 10 Outstanding (SB)

The distinction of "**Matrícula de Honor**" (**Honors**) may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

3.2. Evaluation criteria

Ordinary call

Modality: On-site

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Stake	10%

Final exam	50%
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Modality: Distance

Evaluation systems	Percentage
Activities	30%
Stake	10%
Final exam	60%

Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum rating

In order for there to be an adequate average with the previous weights, it is necessary to obtain at least a grade of 5 on the final test.

Attendance

The student who, without justification, fails to attend more than 25% of the classes may be deprived of the right to take the exam in the ordinary call.

Writing rules

Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, considering grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

3.4. Warning about plagiarism

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

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- Parra, MJS (2022). The animated musicogram: an innovative and didactic tool for musical, digital and mediated pedagogy. *Journal of Learning Styles*, 15 (30), 4-15.
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Additional bibliography

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- Campbell, PS, Scott- Kassner , C. (2006). *Music in childhood*. Thomson Schirmer.
- Díaz, M., Giráldez , A. (2007). *Theoretical and methodological contributions to music education*. Graó.
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- Goodkin , D. (2004). *Play, sing and dance*. Schott.
- Montoro, P. (2004). *44 Auditory games. Music Education in Preschool and Primary School*. CCS.
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- Ponce de León, L. (2006). *Musical language in artistic education*. CCS.
- Wiggins, J. (2015). *Teaching for Musical Understanding*. Oxford University Press.
- Willems, E. (2011) *The psychological bases of musical education*. Paidós Educador.

5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at <https://www.nebrija.com/carreras-universitarias/grado-educacion-primaria/#masInfo#profesores>