



COURSE DATA

DATA SUBJECT

Code: 33646
Name: Music teaching at primary school
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	1	

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Teaching music in primary education	COMPULSORY
1339 - Grado en Maestro/a Educación Primaria	Teaching music in primary education	COMPULSORY

COORDINATION

BLASCO MAGRANER JOSE SALVADOR

MARIN LIEBANA PABLO

SUMMARY

The subject Music Didactics in Primary Education is a core subject of the degree in Primary Education. His teaching load is 6 credits. This one theoretical-practical subject pursues that the student becomes familiar with the world of education through musical activities, working on the concepts in a way that uses their mediators elements, active hearing, movement, voice and musical instruments through the application of the most



innovative methodologies as well as didactic procedures of education musical.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Achieve autonomy in reading simple tunes.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Appreciate the educational value of music.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop the sense of rhythm and coordination.

Develop vocal and movement expression.

Discover the elements of musical language from active music listening.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Introduce students to individual and group singing.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and play the school instruments.



Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Recognise the constituent elements of music.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Strengthen interpretative, improvisational and creative skills.

Synchronise voice, movement and instruments.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Music in Primary Education. Foundations of Music Education in Schools

- a) Purpose and educational value of Music Education in schools.
- b) Music in the primary curriculum.

Indicative practical contents:

- Critical understanding and evaluation of the official music curriculum in Primary Education.

2. Basic Concepts in Music

- a) Rhythm
- b) Harmony
- c) Melody
- d) Agogics and dynamics
- e) Musical forms
- f) Musical instruments and their groupings



g) Symbolic systems of musical representation. Musical notation

Indicative practical contents:

- Rhythmic and melodic activities in 2/4, 3/4, and 4/4 time signatures.
- Aural discrimination of WHOLE STEP / HALF STEP.
- Exercises in rhythmic and melodic aural discrimination.
- Performance of melodies.
- Improvisation of basic rhythmic structures.
- Practical application of dynamics and expressive markings.
- Analysis and performance of basic musical forms: canon, lied, and rondo.
- Aural discrimination of degrees I, IV and V.
- Activities on various elements of form: echo, ostinato, question-answer, and musical phrase.
- Class group achievement practices (25 students)

3. Mediating Elements of Music: The Voice

- Introduction to vocal technique.
- Didactics of singing. Repertoire selection.
- Characteristics of the voice in childhood.

Indicative practical contents:

- Activities for proper use of the singing voice. Practical application of dynamics and expressive markings.

4. Mediating Elements of Music: Music and Movement

- Introduction to movement technique.
- Didactics of movement.
- Musical form in movement. Choreography.

Indicative practical contents:

- Development of rhythmic structures through movement.

5. Mediating Elements of Music: Musical Instruments



- a) Instruments in the classroom: activities and resources.
- b) Introduction to instrumental technique.
- c) Instrumental didactics.

Indicative practical contents:

- Practice songs with simple instrumental accompaniment.
- Construction of homemade instruments.
- Performance with soprano recorder, Orff instruments, and other acoustic and electronic instruments.

6. Mediating Elements of Music: Musical Listening

- a) Introduction to the didactics of listening.
- b) Types of active music listening.
- c) Methodology and repertoire for listening activities.

Indicative practical contents:

- Active music listening.

7. Learning and Knowledge Technologies (LKT) in Music Education

- a) Educational uses of musical LKT.

Indicative practical contents:

- Use of new information and communication technologies to learn, communicate, and share knowledge.
- Use of new technologies as a resource for artistic expression.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	30,00
Preparation of lessons	25,00
Preparation for assessment activities	35,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching methodology to be used throughout the various class sessions is based on a combination of 'active methods'. The concepts of each thematic block are introduced by the teacher, albeit in a different way participatory, combined with the presentation of examples and case studies that become relevant. The previous timing is not chronological, in the sense that the 'content blocks' are mixed, considering 'the song' the backbone of the activity, from which the activities and the development of the contents of the different blocks are extracted at the same time. . The sessions will be theoretical and practical. The participation of the student in the discussions that are generated in the classroom will be of the most indispensable for the achievement and application of the concepts with the help of the teacher, who will guide the student throughout the process.

The practical sessions, the focus of which will be mostly cooperative, are based on the performing exercises with the mediating elements, hearing, vocal and/or instrumental interpretation, dances, discussion of readings, viewing of audiovisuals, etc., under the direction of the teacher. The practical activities will be carried out preferably in groups and will require the student to work in and out of the classroom. To be a subject that works a large number of practical skills will use an 'active and participatory methodology' in the



development of vocal and instrumental performance skills mainly, as well as auditory where the ability to analysis becomes more apparent. Due to their educational nature, attitudinal skills are also worked on, such as respect for the moment interpretive or auditory, cooperative work, attitudes and values implicit in the development of practical exercises, etc. The theoretical contents emerge after a reflection on the pre-established practice, answering questions such as: WHAT HAVE WE DONE?, FOR WHAT?, HOW? ...

EVALUATION

Evaluation will be formative and continuous, providing feedback to students and assessing their learning process through various tasks throughout the course, which may include a final test.

Students who do not attend at least 80% of the sessions (regardless of the reason) will be subject to an alternative evaluation system that will be as equivalent as possible to the one used for the rest of the class. In addition, they may be asked to complete a practical test to compensate for the experiential learning not acquired in the classroom.

To obtain the final grade, theoretical and practical assignments, presentations, class participation, and final exams may be taken into account. Proper oral and written expression, as well as respectful behavior, may also be considered.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the Evaluation and Grading Regulations of the University of Valencia.

REFERENCES

- Alsina, P. (2003). El área de educación musical. Graó.
- Aróstegui, J.L. (Ed,) 2014). La Música en Educación Primaria. Manual de Formación del



Profesorado. Dairea.

- Asensio, V. (2022). Didáctica de la música: Aplicación práctica de los métodos Dalcroze, Kodály, Orff, Willems y Martenot. Reedbook.
- Bort, A. y otros (1986). Siringa. Método de flauta. Edt.: Tándem. Valencia. Cateura, M. (1982). Música para los ciclos básicos. Niveles Y, II, III, IV. Edt.: Daimon. Barcelona.
- Calderón, D. (Coord.). (2014). Expressió musical a primària. UBe.
- Cremades, R. (Coord) (2017). Didáctica de la educación musical en primaria. Madrid Paraninfo.
- Delalande. F. (1995). La música es un juego de niños. Ricordi.



- Eskelin, G. (2004) Mentiras que me contaba mi profesor de música. Ed. S.A. Idea Books.
- Frega, A. L. (1996). Música para maestros. Graó.
- Giraldez, A. (2014) Didáctica de la música en Primaria. Ed. Síntesis. Madrid.
- Hurtado, J. y E. Llopis (2004). REPERTORIO 1. Edt. Voramar-Santillana. Valencia.
- Hurtado, J. y E. Llopis (2004). REPERTORIO 2. Edt. Voramar-Santillana. Valencia.
- Hurtado, J. y E. Llopis (2005). REPERTORIO 3. Edt. Voramar-Santillana. Valencia.
- Masdeu, E. (2016). La revolució digital a les aules de música. Pagès Editors.



- McPherson, G. E. y Welch, G. F. (2018). Music and music education in people's lives: an Oxford handbook of music Education. Oxford University Press.
- McPherson, G. E. y Welch, G. F. (2018). Music learning and teaching in infancy, childhood, and adolescence: an Oxford handbook of music education. Oxford University Press.
- Ocaña, A. (2001). Recursos didáctico-musicales para trabajar en Primaria. Grupo Editorial Universitario.
- Pascual Mejia, P. (2010). Didáctica de la música. Prentice-Hall.
- Pérez-Gil, M. (2004) Lenguaje musical para maestros. Edt.: Asaigredo. Valencia.
- Storms, G. (2003). 101 juegos musicales. Divertirse y aprender ritmos y canciones. Ed Graó. Barcelona.



- Tejada, J. (2003) *Ars canora: canciones y cánones para la educación musical y la didáctica de lenguas extranjeras*. Univ. de la Rioja. Logroño.
- Willems E. (2004). *El oído musical*. Barcelona: Paidós.
- Wuyttack, J. (1994). *Cantan y bailan*. Edt.: Nave Libros. Valencia.