

**COURSE DATA****DATA SUBJECT**

Code: 33673
Name: Instrumental education
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1339 - Grado en Maestro/a Educación Primaria	Specialist in musical education	ELECTIVES

COORDINATION

MURILLO RIBES ADOLF

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SUMMARY

"Instrumental Education" is an elective course within the Music Education specialization of the Primary Education degree. This theoretical-practical course aims to deepen musical abilities through instrumental practice, leading to a more comprehensive curriculum, as it explores the latest methodologies as well as pedagogical procedures related to musical culture. This proposal for teaching and learning instruments offers broad perspectives with an expressive approach suitable for both the school environment and the society in which we live.

This course contributes to the development of the Sustainable Development Goals (SDGs), particularly in relation to quality education (SDG 4), gender equality (SDG 5), and reduced inequalities (SDG 10), promoting teacher education committed to inclusion and equity.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



OTHER REQUIREMENTS

Access to the Music Education Specialist track requires a placement test, from which those who hold a Professional Music Degree or an equivalent qualification are exempt.

COMPETENCES / LEARNING OUTCOMES

1305 -

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.

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.

Design and develop educational projects, programming units, environments, activities and materials, including digital materials, to ensure the adaptation of the curriculum to the diversity of students and to promote the quality of the contexts in which the educational process takes place.

Develop the harmonic and compositional concept through programs to support creation and improvisation.

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.

Integrate information and communication technologies into guided and independent teaching and learning activities.

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

Know and know how to use the technique of instrumental direction to organise and conduct instrumental groups.

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.

Master the technique of playing instrumental pieces and improvisation for musical creation.



Promote cooperative work and individual work and effort.

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

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.

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Apply basic educational research methodologies and techniques, and be able to design innovation projects with appropriate evaluation indicators.

Auditorily identify elements of musical language through the analysis of works from Western music history, folk music and urban popular music.

Commit to professional teaching development and lifelong learning adapted to scientific, pedagogical and social changes.

Communicate effectively, both orally and in writing, in the official languages of the autonomous community.

Critically analyse and incorporate the most relevant contemporary social issues affecting family and school education, including the social and educational impact of audiovisual media and screens, multiculturalism and interculturality, and social inclusion.

Demonstrate the ability to prevent, identify and respond to sexual violence within educational settings, in accordance with Organic Law 10/2022.

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

Design and develop educational projects, teaching units, learning environments, activities and materials, including digital resources, to ensure curriculum adaptation to learner diversity and to enhance educational quality.

Develop creativity, improvisation and aesthetic awareness through rhythm and movement.

Develop harmonic and compositional understanding through music creation and improvisation software tools.

Identify and remove barriers to the inclusion of pupils with different abilities and learning rates.

Integrate information and communication technologies into both guided and autonomous teaching and learning activities.

Master the performance technique of instrumental pieces and improvisation for musical creation.

Master vocal technique for song performance and improvisation in musical creation.



Progressively develop a model of auditory analysis applicable to any type of music.

Promote cooperative work as well as individual effort and achievement.

Recognise the identity of each educational stage and its cognitive, psychomotor, communicative, social and emotional characteristics.

Understand and be able to apply choral conducting techniques to organise and direct vocal ensembles.

Understand and be able to apply instrumental conducting techniques to organise and direct instrumental ensembles.

Understand that systematic observation is a fundamental tool for reflecting on practice and reality, and contribute to innovation and improvement in education.

Understand the elements of musical language through rhythm and movement.

Understand the processes of interaction and communication in the classroom.

Use information and communication technologies confidently as standard professional tools.

Work effectively as part of a multidisciplinary team, both within and outside the educational setting, to support each pupil, plan learning sequences and organise classroom and play-based learning environments.

DESCRIPTION OF CONTENTS



1. Development of instrumental technique

- Develop instrumental skills using recorders, pitched percussion instruments, and unpitched percussion instruments.
- Use of the body as an instrument.

2. Study and application of basic instrumentations

- Arrangement of simple songs and melodies for the six levels of primary education.

3. Teaching practice in instrumental training



- Carrying out group activities and didactic proposals using instruments.

4. Musical creation for instrumental pieces: improvisation and its process

- Guidelines for improvisation and teaching resources.
- Instrumental improvisation. Levels and procedures of improvisation.

5. Elementary musical forms

- Analysis and performance of small musical forms: canon, lied, rondo.

6. Conducting technique

- Repertoire selection.
- Score study.
- Conducting instrumental groups.

7. Assignments

- Presentation of a learning strategy for instruments. Creation of musicograms appropriate for each level of primary education.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	67,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00



TEACHING METHODOLOGY

The methodology is based on a combination of active methods. The concepts of each block are introduced by the teacher in a participatory way, combined with the presentation of examples and practical cases. The previously outlined schedule is not chronological, as activities are drawn from different blocks and developed simultaneously. Sessions will be both theoretical and practical.

Student participation in classroom discussions is essential for the learning and application of concepts, with the teacher guiding the student throughout the process. The approach to practical sessions is mainly cooperative, based on performing exercises with Orff instruments under the teacher's direction. Practical activities will preferably be carried out in groups and will require students to work both inside and outside the classroom.

As this is a subject that develops a wide range of practical skills, an active and participatory methodology will be used to foster instrumental performance competencies. Given its educational nature, attitudinal capacities are also addressed, such as respect during performance, cooperative work, and the attitudes and values inherent in the development of practical exercises. The theoretical content serves as a reflection on the established practice.

EVALUATION

At the end of the course, the student must be able to:

- Reflect on didactic aspects in the instrumental field considered as an object of study.
- Demonstrate competence in recorder and percussion performance, as well as in conducting instrumental pieces.
- Demonstrate the level achieved in the acquisition of knowledge, skills, strategies, techniques, etc., specific to the subject and appropriate for a future teacher.

1. Attendance of at least 70% of the sessions and active participation are mandatory.
2. Assessment will be continuous and final.
3. Recorder performance: scales up to two accidentals and melodies from the repertoire in one and multiple voices. Sight-reading.



4. Arrangement and presentation of six simple songs for primary education levels.
5. Performance and conducting of a school instrumental piece chosen by the teacher, from those studied in class.
6. Presentation of a learning strategy for school instruments and the creation of two musicograms appropriate for primary education levels.
7. A theoretical-practical exam on instrumental pedagogy and conducting technique.
8. The final grade will be calculated as follows: 40% practical component, 30% theoretical component, 25% coursework, and 5% for the most participative and outstanding students.

Therefore, we recommend reading the following document: "Guia d'actuació per a l'ús responsable de la intel·ligència artificial (IA) en les activitats docents i d'avaluació a la Universitat de València en la Facultat de Formació del Professorat".

https://www.uv.es/magisdire/Calidad/Guia_actuacio_IA_UV_FFP.pdf

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