

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

**Code:** 33677  
**Name:** Vocal education  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in musical education	ELECTIVES

**COORDINATION**

ISUSI FAGOAGA ROSA MARIA

**SUMMARY**

The Vocal Education course is an elective course belonging to the fourth year of the Music Education Specialization of the Primary Education Teaching Degree.

It carries 6 credits. This theoretical-practical course aims to give students a vital and conscious experience of choral music and to deepen their musical abilities through knowledge, understanding, and development of auditory perception, the functioning of the vocal system, and student sensitivity, as well as the achievement of skill in the vocal system and its imposition (individual and group). It also aims to enhance creative and interpretive abilities, encourage the development of spontaneity and naturalness in expression and musical direction of any type of vocal group, all while providing a comprehensive curriculum that uses active methodologies for music teaching.

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

**1305 - Degree in Primary School Education**  
Obligation to have previously passed the subject(s)



## **OTHER REQUIREMENTS**

Access to the Music Education Specialist program requires a placement test, from which those who have complete intermediate music studies or equivalent will be exempt.

## **COMPETENCES / LEARNING OUTCOMES**

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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 creativity, improvisation and aesthetic sense from rhythm and movement.

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.

Introduce students to musical language by means of rhythm and movement.

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 choral direction to organise and conduct vocal 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 vocal technique for interpreting songs and improvising in 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.

## DESCRIPTION OF CONTENTS

### **1. The voice: Theoretical and practical knowledge of vocal technique and its teaching.**

-The importance of vocal education in musical training and teaching.

-Song as the backbone of musical education.

-Vocal technique and its teaching.

-Body posture: a relaxed body and a flexible voice.

-The respiratory system and types of breathing.

-The vocal apparatus.

-The resonator and voice placement.

-The importance of voice hygiene and care.

### **2. Voice training: personalized vocal training.**

-Individual physical conditions.

-The speaking voice and the singing voice.

-Voice classification.

-Voice training.

-Auditory recognition.



-Vocal activities and songs.

**3. Songs at school. Vocal repertoire.**

-Types of songs.

-Listening to and analyzing songs and choral works.

-Criteria for selecting songs according to primary school levels. Repertoire.

-Teaching and learning songs for one, two, and three voices according to primary school levels.

-The curriculum and repertoire.

-Activities and creation of a repertoire.

**4. Creation and direction of school vocal groups**

-Vocal and instrumental training.

-Creation of a school choir.

-Rehearsal and performance of vocal pieces.

-Basic choral conducting techniques.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	4,00
Individual or group project	36,00
Independent study and work	16,00
Preparation of lessons	12,00
Preparation for assessment activities	12,00
Resolution of case studies	11,00
<b>Total hours</b>	<b>91,00</b>



## TEACHING METHODOLOGY

### General:

The methodologies used will be primarily active and cooperative. Therefore, different methodologies will be combined depending on the goals we wish to achieve.

1. Lecture or theoretical presentation class. This methodology is necessary at the beginning to present and discuss theoretical knowledge, whether general or specific to particular areas.
2. Didactic questioning. Activities that complement the lecture to promote constructivist learning. In addition, the results can be used to promote reflection on theoretical knowledge or to assess it afterwards.
3. Cooperative work and assessment techniques. We will use this to enhance meaningful and autonomous learning. By setting the necessary guidelines, it may be more appropriate for teachers than self-learning or individual learning.

### Specific:

The teaching methodology to be used throughout the sessions is based on a combination of active methods. The concepts of each thematic block are introduced by the teacher in a participatory manner, combined with the presentation of relevant examples and practical cases. The timing is basically chronological.

Student participation in classroom discussions about singing, songs, and school choirs is super important for understanding and applying concepts with the help of the teacher, who will guide students through the process.

Practical focus sessions are based on exercises with mediating elements, listening, vocal and/or instrumental interpretation, viewing audiovisuals, etc., under the guidance of the teacher.

Practical activities will be carried out 50% individually and 50% in groups, requiring students to work both inside and outside the classroom. As this is a subject that covers a wide range of practical skills, an active and participatory methodology will be used to develop vocal interpretation and choral conducting skills in particular, as well as auditory skills, where the capacity for analysis is more evident. Given its educational nature, attitudinal skills are also worked on, such as respect for the moment of performance or listening, cooperative work, and attitudes and values implicit in the development of practical exercises. Some theoretical-practical sessions may be developed by active music teachers and/or experts in conducting and training vocal groups.

## EVALUATION

Assessment will be continuous and comprehensive. It will be guiding and formative in nature and will analyze individual and collective learning processes.



Given that this is a very active and practical methodology course, attendance of at least 80% of sessions is essential in order to be eligible for continuous assessment.

The grade, understood as the final expression of the assessment process, must reflect individual learning. That is, the acquisition of knowledge as well as the process of intellectual and personal changes that the student must demonstrate.

Plagiarism or the improper use of artificial intelligence tools may be penalized in accordance with Article 15 of the University of Valencia's assessment and grading regulations. Valencia.

Evidence of learning can be gathered in the following ways:

- Periodic monitoring of student progress through consultations in the classroom or in tutorials outside the classroom.
- Assessment of assigned work, including oral and written tests.
- Assessment of individual and group participation in and outside the classroom.

The qualification would consist of:

- PRACTICAL PART: 50%.
- THEORETICAL PART: 25%.
- ASSIGNMENTS: 25%.

## REFERENCES

BASIC



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- Brunner, M.(2002). La formación de Coros Infantiles. Eufonía. Didáctica de la Música, 45, 10-18.
- Cremades Andreu, R. (coord.). (2017). Didáctica de la Educación Musical en Primaria. Paraninfo.
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- Prieto, R. (2001). Dirección de Agrupaciones Musicales Escolares para Maestros, Creatividad e Improvisación. Club Universitaria.

#### ADDITIONAL

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- Wilfart, S. (1999). Encuentra tu propia voz. La voz como instrumento para tu desarrollo personal. Urano.
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