

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

Code: 33679
Name: Musical teaching
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

FERNANDEZ MAXIMIANO RAFAEL

SUMMARY

Music Didactics is a subject that interconnects the conceptual and procedural learning from the content blocks of music education studied in other subjects that make up the Music Education specialization. The aim is for students to understand how music is integrated across the primary school curriculum and its importance in developing not only musical competencies, but also linguistic, motorics, mathematical, artistic, and socio-cultural skills through the process of musicalization in children.

To achieve this, the course will delve into the epistemology and legislation related to music education, introducing students to research and innovation in the field. Additionally, it will involve the design and implementation of comprehensive lesson plans and globalized learning situations within the classroom setting.

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 pathway requires a level test, from which students who hold a professional degree in music education or an equivalent qualification 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.

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.

Identify the elements of musical language through hearing by means of the analysis of works from the history of Western music, musical folklore and popular urban music.

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 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 technique of playing instrumental pieces and improvisation for musical creation.

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. Music Education

- Perspectives of Music Education: neurological, psychological, and pedagogical.
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2. Methodology in Music Education I

- Theoretical and psychopedagogical foundations of Music Education.
- Competencies of the music teacher.
- Approaches, conceptions, and methodologies of learning Music and the organization of tasks of the specialist in Primary Education.
- Didactic-musical practice in the field of Music Education.

3. Methodology in Music Education II

- Methodologies of the 20th century: Dalcroze, Martenot, Orff, Willems, Kodály, Schafer, and Paynter.
- Theoretical and practical approaches and their influence on school music pedagogy.

4. Music in the Primary Education Curriculum and the Training of the Specialist



Teacher

- Music in educational laws: LGE, LOGSE, LOE, LOCE, LOMCE.
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5. Development of Musical Content in the Primary Education Curriculum

- Strategies for developing the content of the various components of the Primary curriculum.
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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	15,00
Independent study and work	15,00
Preparation of lessons	10,00
Preparation for assessment activities	35,00
Resolution of case studies	15,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching methodology to be used throughout the sessions is based on a combination of active and participatory methods. The concepts of each thematic block will be introduced dynamically by the teacher, supported by relevant examples and practical cases that facilitate understanding. It is important to note that the proposed schedule does not follow a strictly chronological order, as the content blocks will be progressively integrated. Activities will be developed that allow for the simultaneous exploration of content from different blocks.

The sessions will be structured by alternating theoretical segments with practical ones. Active participation



by students in classroom discussions is essential for the assimilation and application of the concepts covered, with continuous support and guidance from the instructor throughout the learning process.

The practical sessions will primarily have a cooperative approach and will focus on exercises that allow students to experience key elements of the different methodologies. These activities will preferably be carried out in groups, both inside and outside the classroom, promoting collaborative work and individual responsibility.

Since this subject involves the development of multiple practical skills, an active methodology will be used to simultaneously foster students' analytical abilities. In parallel, and in line with the educational nature of the subject, attitudes and values such as respect and active listening, teamwork, and other social skills inherent to practical activities will also be emphasized.

Theoretical content will emerge through critical reflection on the practice carried out, addressing key questions such as: What did we do? Why did we do it? And how did we do it?

EVALUATION

The rating, the ultimate representation of the evaluation process must be a reflection of individual learning, understood not only as the acquisition of knowledge, but as a process that has to do primarily with intellectual and personal changes of students to meet new situations that require develop understanding and reasoning capabilities of new turn.

The evaluation will be an initial guidance and training will be continuous and comprehensive contemplating the acquisition of both the objectives and general and specific skills.

Information to demonstrate the learning will be collected mainly through:

1. Colaborative work(30%)
2. Final project (30%)
3. Exam (30%).
4. Inter-pares assesment. (10%)

To pass the course will be essential to attend 80% of the classes and get a score above 4 on the exam.

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