

COURSE PROGRAM

Academic Year: 2020/2021

Identification and characteristics of the course			
Code	FE 501632 FFP 501681 FFP 502869 (B) CUSA 502047	ECTS Credits	6
Course name (English)	Fundamentals of Musical Expression in Primary Education		
Course name (Spanish)	Fundamentos de la Expresión Musical en Educación Primaria		
Degree programs	Degree in Primary Education		
Faculty / School	Centro Universitario Santa Ana (Almendralejo) Teacher Training College (Cáceres) Facultad de Educación (Badajoz)		
Semester	6th	Type of course	Compulsory
Module	Didactic-disciplinary		
Matter	Teaching and Learning of Musical, Plastic and Visual Education		
Lecturers			
Name	Office	e-mail	Web page
M ^a del Pilar Barrios Manzano FFP	0.3B	pbarrios@unex.es	Grado Primaria CC
Laura Dominguez Meca	0.3C	lauradm@unex.es	Grado Primaria CC (bilingüe)
Carmen Colomo Amador FE	2.19	ccolomoa@unex.es	Grado Primaria BA
Agustín Sánchez Argüello FE	2.18	agusanar@unex.es	Grado Primaria BA
Héctor Archilla Segade FE	2.20	hectoras@unex.es	Grado Primaria BA
Teacher to be assigned FE			Grado Primaria BA
María Victoria Soriano García CUSA		masorianog@unex.es	Grado Primaria CUSA
Subject area	Didactics of Music Expression		
Department	Didactics of Musical, Plastic and Body Expression		
Coordinating lecturer (if more than one)	M ^a del Pilar Barrios Manzano		
Competences*			
CG11 To know and apply information and communication technologies in the classroom. Discern selectively audiovisual information that contributes to learning, civic education and cultural richness.			
CT1.1 To present ideas, problems and solutions publicly, in a logical, structured manner, both orally and in writing at level C1 in the Spanish language, in accordance with the Common European Framework of Reference for Languages.			
CT1.4 To manage and use social and interpersonal skills in relationships with other people and			

* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

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work in multidisciplinary groups in a cooperative manner.
CT2.3 To update knowledge in the socio-educational field through research, and know how to analyze future trends.
CT2.4 To maintain an attitude of innovation and creativity in the exercise of their profession.
CE16 Design, plan and evaluate teaching and learning practices in the classroom.
CE53 To understand the principles related to Arts that contribute to the cultural, personal and social formation.
CE54 To know the school curriculum of artistic education, in its plastic, audiovisual and musical aspects.
CE55 To acquire resources to encourage participation throughout life in musical and plastic activities inside and outside the school.
CE56 To develop and evaluate curriculum contents through appropriate teaching resources and promote the corresponding competences in the students (Musical, plastic and visual education).
Contents
Course outline
The basic content of this subject focuses on the work of the basic characteristics of music, from the level of competence and performance as well as its didactic application in Primary Education. Emphasis will be placed on the axes of perception - listening, and musical expression, both vocal and instrumental and by body movement, related to the objectives and competences established by the legislation for the Primary Education stage.
Course Syllabus
Name of lesson 1: <i>Perception and sound expression.</i> Contents of lesson 1: <i>The sound environment. The parameters of the sound (height, duration, intensity and timbre). The hearing and ear training.</i> Description of the practical activities of lesson 1: Audio perception and musical expression activities, discrimination and comprehension of the sound spectrum, the parameters of sound.
Name of lesson 2: <i>Musical language: introduction to the fundamental elements of music in Primary Education.</i> Contents of lesson 2: <i>Elements of music: rhythm, harmony, melody, form, texture and expression. Musical pre-writing, conventional and non-conventional notation.</i> Description of the practical activities of lesson 2: Various practical activities for the understanding of the elements of music, sound perception, body percussion, singing... forms of writing of the score to other unconventional alternative possibilities.
Name of lesson 3: <i>Vocal expression: initiation to vocal technique.</i> Contents of lesson 3: <i>Articulation, breathing and vocalization. The childish children's song and the game. Songbooks and popular repertoires.</i> Description of the practical activities of lesson 3: Work vocal technique very actively through vocalizations with the use of a repertoire of songs and popular children's games, from oral tradition to urban popular music.
Name of lesson 4: <i>Instrumental expression.</i> Contents of lesson 4: <i>Orff instrumentation at school. Body, traditional, homemade, recycled instruments, etc.</i> Description of the practical activities of lesson 4: Direct practice on different analog instruments and design and elaboration of other alternatives, combining them both according to the characteristics of the students.

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Name of lesson 5: *Expression by body movement.*
 Contents of lesson 5: *Movement, dance and body expression through music. Psychomotricity and dramatization.*
 Description of the practical activities of lesson 5: *Activities for the awareness of the corporal and musical movement. The body as an instrument of musical expression. Design and practice of varied choreographies and different types of dramatizations and dances.*

Name of lesson 6: *Didactic resources in artistic-musical expression.*
 Contents of lesson 6: *Application of the most relevant pedagogical methods of the XX and XXI centuries. New pedagogical tendencies in musical didactics.*
 Description of the practical activities of lesson 6: *Musical works following each one of the methodologies, developing criteria for the selection and combination of elements of each of them for the classroom work.*

Name of lesson 7: *Research in musical didactic aspects for its application in educational contexts: ICTs and audiovisual resources.*
 Contents of lesson 7: *Sonorizations of children's audiovisual media, creation of multimedia resources for musical didactics.*
 Description of the practical activities of lesson 7: *Design of activities with audiovisual montages. Use of internet resources, design and practice of the activities developed in the classroom for its didactic use.*

Educational activities

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	18	6				1,5		10
2	18	6				1,5		10
3	18	6				2		10
4	18	6				2		10
5	18	6				2		10
6	18	6				2		10
7	18	6				2		10
EVALUATION**	24	3				2		20
TOTAL	150	45				15		90

L: Lectures (100 students)
 HI: Hospital internships (7 students)
 LAB: Laboratory or field practices (15 students)
 COM: Computer room or language laboratory practices (30 students)
 SEM: Problem classes or seminars or case studies (40 students)
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work and reading of bibliography

Teaching methodologies

- Analysis and discussion of bibliographic and audiovisual materials.
- Debates and discussion on current issues related to the subject.
- Project design. This activity aims to guide and coordinate different aspects of the project (delimitation of the object of the work, bibliographic selection, structure, etc.) that autonomously, individually or in small groups.
- Guidance, decision making and resolution of the questions raised by the student.
- Reading of previous documents to the teacher's oral presentation.
- Study of the subject and preparation of exams.

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- Search and consultation of bibliographic material for the realization of projects.
- Viewing audiovisual materials (documentaries, films, etc.) and discussing them.
- Exhibition of the works carried out autonomously. This activity is programmed so that the students can present the works and the materials elaborated in an autonomous way.
- Conducting exams. This activity is intended to evaluate the results of the students' learning in relation to the objectives or competencies that are formulated in the teaching plan of the subjects that conform a subject.
- Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewing of real situations, scientific and technical documentaries and exposure of resources; analysis of them. These activities are aimed at introducing theoretical notions and applying competences of the subjects included from practical assumptions.
- Experiences and practical applications. This activity, together with the previous one, is aimed at the simulation and practice of the strategies and techniques presented by specialists and professionals (presentation of psycho-pedagogical reports, curricular adaptations of different types, analysis of social contexts), discussion and analysis of scientific-technical documentaries.
- Guided visits to different education centers and centers of musical, historical and cultural heritage.

Learning outcomes

- . Knowledge of the basic characteristics of music, from the level of competence and performance as well as its didactic application in Primary Education.
- . Application of the axes of perception-listening, and musical expression, both vocal and instrumental and by body movement, related to the objectives and competences established by the legislation for the Primary Education stage.

Assessment systems

Evaluation System	Type of activity	Weighing
Test	Written exam: objective and/or development test	60%
Continuous assessment	In each of the seminars, an evaluation teaching-learning activity will be carried out, each of which corresponds to one of the topics specified in the syllabus that will focus on the observation of the involvement and student participation, the preparation of materials and exhibitions of tasks.	40%

There will be an alternative final global test. Overcoming that test entails passing the subject.

The student will contact the teacher in writing the type of evaluation chosen in the first three weeks of each semester. When a student does not make this communication, it will be understood that he opts for continuous evaluation. Once the type of evaluation has been chosen, the student will not be able to change in the ordinary call of that semester and will follow the evaluation rules for the extraordinary call.

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Bibliography (basic and complementary)

General bibliography

- ALSINA, Pep. *El área de educación musical*. Barcelona: Graó, 2002.
- DÍAZ, Maravillas; GIRÁLDEZ, Andrea (coords.). *Aportaciones teóricas y metodológicas a la educación musical. Una selección de autores relevantes*. Barcelona: Graó, 2007
- ELIZALDE, L. *Canto Escolar 1 y 2*. Madrid: Publicaciones Claretianas, 1988.
- ESCUDERO, M.P. *Cánones populares, infantiles y clásicos*. Madrid: Real Musical, 1990.
- HIDALGO MONTOYA, J. *Cancionero popular infantil*. Madrid: A Carmona (ed.), 1982.
- GROUT, Donald Jay; PALISCA, Claude. *Historia de la música occidental vol. I y II*. Madrid: Alianza música, 2004.
- MICHELS, Ulrich. *Atlas de música vol. I y II*. Madrid: Alianza Atlas, 1998.
- MORENO HEREDIA, Leonor Victoria; MÜLLER GÓMEZ, Ángel. *La canción y los instrumentos: didáctica y metodologías en la educación musical*. Madrid: Mad, Editorial, 2000.
- ODENA, Oscar. (Ed.) *Musical creativity: Insights from music education research*. London: Ashgate, 2012
- PHILPOTT, C. & PLUMMERIDGE, C. (Eds.) *Issues in music teaching*. London & New York: Routledge /Falmer, 2001.

Further Reading

- ARÓSTEGUI J.L. *La creatividad en la clase de música*. Barcelona: Graó, 2007.
- BACHMAN, Marie-Laure. *La rítmica Jaques-Dalcroze. Una educación por la música y para la música*. Madrid: Pirámide, 1998.
- BARRIOS MANZANO, Pilar: *Danza y ritual en Extremadura*, Ciudad Real: CIOFF-Instituto de las Artes Escénicas y de la Música, 2009.
- BARRIOS MANZANO, Pilar; POLO MÁRQUEZ, Antonio (Coord.): *Portal de Patrimonio Musical Extremeño*. Legado, investigación y transmisión. <http://nuestramusica.unex.es>
- COLOMO AMADOR, Carmen: *Pomporita. 20 canciones extremeñas para cantar, tocar y bailar*. Mérida: Editora regional de Extremadura, 1994.
- Díaz, M. *Introducción a la investigación en Educación Musical*. Madrid: Enclave creativa, 2006.
- DÍAZ IGLESIAS, Sebastián. *Extremadura nota a nota I y II. Materiales curriculares interactivos*. Mérida: Junta de Extremadura, 2000.
- DÍAZ IGLESIAS, Sebastián; GUERRA IGLESIAS, Rosario. *La música en Extremadura. Teoría y didáctica*. Cáceres: Universidad de Extremadura, 2013.
- GUERRA IGLESIAS, Rosario; DÍAZ IGLESIAS, Sebastián. *La música en Extremadura. Sugerencias y recursos educativos*. Manual. Cáceres: Universidad de Extremadura, 2014.
- ESCUDERO, M^a. P. *Cánones populares, infantiles y clásicos*. Madrid: Real Musical, 1990.

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- FRAZEE, J. *Orff Schulwerk Today. Nurturing Musical Expression and Understanding*. New York: Scott, 2006.
- FREGA, A.L. *Música para maestros*. Barcelona: Graó, 1997.
- GUTIÉRREZ, A.; COLOMO, C. *Veinte canciones extremeñas para cantar, tocar y bailar*. Mérida: Editora Regional, 1994.
- SCHAFER, Murray. *Hacia una educación sonora*. Buenos Aires: Pedagogías musicales abiertas, 1994.
- SCHINCA, M. *Psicomotricidad, ritmo y expresión corporal*. Madrid: Escuela Española, 1983.
- STORMS, GER. *101 Juegos musicales*. Barcelona: Graó, 2003.
- VEGA, M. *El enigma de los cánones*. Madrid: Real Musical, 1983.
- WILLEMS, Edgar. *El oído musical*. Barcelona: Paidós, 2001.

Other resources and complementary educational materials

They will be provided through the virtual campus.

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