

COURSE PROGRAM

Academic Year: 2023/2024

Identification and characteristics of the course			
Code	502869 (TTC-B)	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	Facultad de Formación del Profesorado (Cáceres) Facultad de Educación y Psicología (Badajoz) Centro Universitario Santa Ana (Almendralejo)		
Semester	6	Type of course	Compulsory
Module	Didactic-disciplinary		
Matter	Teaching and Learning of Musical, Plastic and Visual Education		
Lecturer/s			
Name	Office	E-mail	Web page
M ^a del Pilar Barrios Manzano FFP	1.10	pbarrios@unex.es	Grado Primaria CC
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Subject Area	Didáctica de la Expresión Musical		
Department	Didáctica de la Expresión Musical, Plástica y Corporal		
Coordinating Lecturer / FFP	Patrick Thomas Brady Caldera		
Coordinating CUSA	María Victoria Soriano García		
Competencies*			
CG10. To reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it in students.			

* 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.

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 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. To design, plan and assess 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 assess 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 unit 1: <i>Perception and sound expression.</i> Contents of unit 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 unit 1: Audio perception and musical expression activities, discrimination and comprehension of the sound spectrum, the parameters of sound.
Name of unit 2: <i>Musical language: introduction to the fundamental elements of music in Primary Education.</i>

Contents of unit 2: *Elements of music: rhythm, harmony, melody, form, texture and expression. Musical pre-writing, conventional and non-conventional notation.*
 Description of the practical activities of unit 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 unit 3: *Vocal expression: initiation to vocal technique.*
 Contents of unit 3: *Articulation, breathing and vocalization. The childish children's song and the game. Songbooks and popular repertoires.*
 Description of the practical activities of unit 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 unit 4: *Instrumental expression.*
 Contents of unit 4: *Orff instrumentation at school. Body, traditional, homemade, recycled instruments, etc.*
 Description of the practical activities of unit 4: Direct practice on different analog instruments and design and elaboration of other alternatives, combining them both according to the characteristics of the students.

Name of unit 5: *Expression by body movement.*
 Contents of unit 5: *Movement, dance and body expression through music. Psychomotricity and dramatization.*
 Description of the practical activities of unit 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 unit 6: *Didactic resources in artistic-musical expression.*
 Contents of unit 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 unit 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 unit 7: *Research in musical didactic aspects for its application in educational contexts: ICTs and audiovisual resources.*
 Contents of unit 7: *Sonorizations of children's audiovisual media, creation of multimedia resources for musical didactics.*
 Description of the practical activities of unit 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 unit		Lectures	Practical activities				Monitoring activity	Homework
Unit	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
Assessment **	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.

- 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.

** Indicate the total number of evaluation hours of this subject.

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 *

The evaluation of this subject is regulated by the Official Degree and Master Degree Evaluation Regulations of the University of Extremadura (DOE 212, November 3, 2020).

There is a **continuous assessment (assessment type A)** in which students must take a theoretical and/or practical exam which will account for 60% of the final grade. Also, students must take part in assessable teaching-learning activities which will take place during seminars and which will account for the remaining 40% of the final grade. These teaching-learning activities relate to the different units, and will be assessed taking into account student involvement as well as overall performance.

There is an **alternative final global, theoretical and/or practical exam (assessment type B)** for students who opt for an overall assessment. Passing this exam will account for 100% of the final grade. The exam will include written and/or practical activities which range from written questions to vocal and instrumental performance activities. Both parts, written and practical, must be passed with a mark of 5 in order to be able to average the two and thus pass the course. Each part will be worth 50% of the final mark.

Students may choose assessment type A or B during the first quarter of the course period of the first semester. Should a student not make their decision through the established procedure, it will be understood that they opt for assessment type A.

Regardless of the assessment type, students will be guaranteed the right to achieve the maximum grade "Outstanding-10".

Bibliography (basic and complementary)

General bibliography

- ALSINA, Pep (2002): *El área de educación musical*. Barcelona: Graó.
- ARCHILLA SEGADE, H: (2020). *Aportaciones en torno a la música y la educación musical. Cómo generar el cambio a través de la reflexión docente*. Servicio de Publicaciones Universidad de Extremadura.
- ARÓSTEGUI J.L. (2007): *La creatividad en la clase de música*. Barcelona: Graó.
- BACHMAN, Marie-Laure (1998): *La rítmica Jaques-Dalcroze. Una educación por la música y para la música*. Madrid: Pirámide.
- BARRIOS MANZANO (2016): Cultural Legacy and shared musical heritage: past, present and future of a musicological and pedagogical research Project for teacher training. *Music education research*. Vol 18, 4, 376-386

- BARRIOS MANZANO, Pilar (2009): *Danza y ritual en Extremadura*, Ciudad Real: CIOFF-Instituto de las Artes Escénicas y de la Música.
- DÍAZ, Maravillas; GIRÁLDEZ, Andrea (coords.) (2007): *Aportaciones teóricas y metodológicas a la educación musical. Una selección de autores relevantes*. Barcelona: Graó.
- DÍAZ IGLESIAS, Sebastián; GUERRA IGLESIAS, Rosario (2013): *La música en Extremadura. Teoría y didáctica*. Cáceres: Universidad de Extremadura.
- ELIZALDE, L. (1988): *Canto Escolar 1 y 2*. Madrid: Publicaciones Claretianas.
- ESCUDERO, M.P. (1990): *Cánones populares, infantiles y clásicos*. Madrid: Real Musical.
- GUERRA IGLESIAS, Rosario (Coord.) (2021) *Instrumentos de la tradición musical en Extremadura*. Servicio de publicaciones Universidad de Extremadura
- GUTIÉRREZ, A.; COLOMO, C. (1994): *Pomporita. Veinte canciones extremeñas para cantar, tocar y bailar*. Mérida: Editora Regional de Extremadura.
- MORENO HEREDIA, Leonor Victoria; MÜLLER GÓMEZ, Ángel (2000): *La canción y los instrumentos: didáctica y metodologías en la educación musical*. Madrid: Mad Editorial.
- ODENA, Oscar. (Ed.) (2012): *Musical creativity: Insights from music education research*. London: Ashgate, 2012
- WILLEMS, Edgar (2001). *El oído musical*. Barcelona: Paidós, 2001.
- WILLEMS, Edgar (1965): *El valor humano de la Educación Musical*. <https://es.scribd.com/document/358845530/El-Valor-Humano-de-La-Educacion-Musical>

Further reading

- ARÓSTEGUI PLAZA, J.L. (2004) *Las Tecnologías de la Información y la Comunicación en el Aula de Música* *Musiker*. 14, 173-189
- ARÓSTEGUI J.L. (2007): *Reflexiones en torno a la formación del profesorado de música a partir del análisis documental de los planes de estudio en Europa y América latina*. *Profesorado. Revista de Curriculum y Formación del Profesorado*. Vol. 14, N° 2 (2010) 179-189
- BARRIOS MANZANO, Pilar; POLO MÁRQUEZ, Antonio (Coord.): *Portal de Patrimonio Musical Extremeño. Legado, investigación y transmisión*. <http://nuestramusica.unex.es>, reestructurándose mientras con <http://musica.showroomc2o.com/>
- DÍAZ, M. *Introducción a la investigación en Educación Música (2006)*. Madrid: Enclave creativa, 2006.
- DÍAZ IGLESIAS, Sebastián (2000). *Extremadura nota a nota I y II. Materiales curriculares interactivos*. Mérida: Junta de Extremadura.
- ESCUDERO, Mª. P. (1990): *Cánones populares, infantiles y clásicos*. Madrid: Real Musical.
- ESCUDERO, Mª P. (1990): *Cuentos musicales*. Madrid: Real Musical.

- FRAZEE, J. (2006): *Orff Schulwerk Today. Nurturing Musical Expression and Understanding*. New York: Scott.
- FREGA, A.L. (1997): *Música para maestros*. Barcelona: Graó.
- GRAJERA, F. (2020) *Maestro folk. Aprender a bailar folklore de Extremadura* <https://maestrofolk.com/>
- SCHAFER, Murray (1994): *Hacia una educación sonora*. Buenos Aires: Pedagogías musicales abiertas.
- SCHINCA, M. (1983): *Psicomotricidad, ritmo y expresión corporal*. Madrid: Escuela Española, 1983.
- STORMS, GER. (2003): *Juegos musicales*. Barcelona: Graó.
- VEGA, M. (1983): *El enigma de los cánones*. Madrid: Real Musical.

Other resources and complementary educational materials

They will be provided through the virtual campus.