



Universitat de Lleida

# DEGREE CURRICULUM **MUSICAL CULTURE**

Coordination: TOLMOS TENA, ANTONIO

Academic year 2023-24

Subject's general information

<b>Subject name</b>	MUSICAL CULTURE			
<b>Code</b>	100979			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	TOLMOS TENA, ANTONIO			
<b>Department</b>	EDUCATION SCIENCES			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CANO SOBREVALS, JORDI	jordi.cano@udl.cat	3	
TOLMOS TENA, ANTONIO	antoni.tolmos@udl.cat	3	

## Learning objectives

### Referring to knowledge

- Understand the principles that contribute to cultural, personal and social formation from the arts.
- Know the primary curriculum in artistic aspects: plastic, visual and especially musical.

### Referring to abilities, skills

- Exercise in the appropriate techniques for musical practice: vocal, corporal, instrumental and digital.
- Use experimentation to develop the competencies and contents of the curriculum and exercise in the evaluation processes.
- Develop strategies and resources for the creation of music and/or didactic proposals that encourage participation in artistic activities, inside and outside of school.

### Referring to attitudes, values and norms

- Create habits of research and individual and group analysis.
- Have initiative, entrepreneurial spirit and the ability to generate new ideas and actions.
- Assume plurality as a source of aesthetic richness from respect for the natural and social environment.

## Competences

### 1. Basic competencies (Royal Decree 861/2010)

CB1. Possess and understand knowledge in an area of study - Education - that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2. Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study.

### 2. General powers (ECI Ministerial Order / 3854/2007)

CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and school professionals.

CE4. Promote reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.

CE8. Know the organization of primary schools and the diversity of actions that comprise their operation. CE10. Collaborate with the different sectors of the educational community and the social environment.

3. Transversal Competencies of the UdL

CT3. Implement new technologies and information and communication technologies.

CT5. Apply essential notions of scientific thinking.

## Subject contents

1. Foundations of music education

1.1. Epistemological foundation of the didactics of musical education

1.2. Developmental psychology and musical aptitudes

1.3. Contributions of pedagogical currents to music teaching

1.4. Specific methods for music and dance education: precursors of music and dance teaching

1.5. The main methods

1.6. New trends in music education

2. Musical education at different educational stages

2.1. The contexts of music education

2.2. Music in early childhood education and secondary education

2.3. Music and dance in the primary education curriculum

3. Guidelines for the development of the area of artistic expression: music and dance

3.1. Resources and strategies for:

- Exploration, perception, understanding and assessment
- Interpretation and creation
- Imagination and creativity

3.2. Teamwork and networking of teachers

3.3. Interdisciplinarity and globalization

3.4. Technology at the service of learning

4. Programming. Features and components

4.1. Characteristics of programming in the artistic area: music and dance. Curricular components

4.2. The teaching unit

4.3. Project work

4.4. Activity designs

4.5. The evaluation

5. Musical revitalization projects at school

5.1. “Educational innovation” and “Good practices”

5.2. Typologies of musical revitalization projects

5.3. Resources and strategies for its development

5.4. Design, dissemination and evaluation of musical revitalization projects

## Methodology

Introductory Activities	Oral presentation in the classroom and through the virtual campus
Master Session	Master session with comments on recorded audition
Problem solving	Exercises Creative proposals to invent or select listening itineraries
Works	Individual work on a period or composer
Attention Personalized	Tutoring and personalized monitoring

## Evaluation

History of Music 40%

Music Technology 40%

Educational Methods 20%

In order to pass the subject, each of the sections must be passed separately.