

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **MÚSICA, PLÁSTICA Y DRAMATIZACIÓN COMO RECURSOS DIDÁCTICOS EN LENGUA**

Code: 100860

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 4

Name of the module to which it belongs: OPTATIVIDAD: MENCIÓN LENGUAS EXTRANJERAS

Field: MÚSICA, PLÁSTICA Y DRAMATIZACIÓN COMO RECURSOS DIDÁCTICOS EN LENGUA EXTRANJERA

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle

### LECTURER INFORMATION

Name: MUÑOZ MALLÉN, ANA MARÍA (Coordinador)

Department: DEPARTAMENTOS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

Area: ÁREAS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

There are no prerequisites required.

#### Recommendations

### INTENDED LEARNING OUTCOMES

- CU1      Accredit the use and mastery of a foreign language.
- CE2      Design, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals of the school .
- CE10     Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and foster them in students.
- CE11     Knowledge of and ability to apply information and communication technologies in the classroom. Ability to selectively distinguish audiovisual information that contributes to learning, civic education and cultural wealth.
- CM7.2    Acquire literary training and knowledge of childrens literature.
- CM7.6    Foster reading and encourage writing.
- CM7.8    Address language learning situations in multilingual contexts.
- CM7.9    Oral and written expression in a foreign language.
- CM7.10   Develop and evaluate curricular content through appropriate teaching resources and foster the appropriate competences in students.



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### OBJECTIVES

Consider songs as fundamental resources for teaching and learning English and be able to use search strategies along with techniques of exploitation in class of the most suitable songs for Primary Education. (CM7.10, CM7.9, C10, CE2, CU1)

Acknowledge the importance of art and craft in the development of creativity, manual dexterity and appreciation of students' aesthetic and cultural values, as well as a tool of linguistic communication when used as a teaching resource. (CM7.10, CM7.9, C10, CE2, CU1)

Promote reading and writing habits leading to enjoy literary works as bearers of aesthetic, cultural and ethical values, and adapt or create literary works that can be used as resources for teaching English. (CM7.6, CM7.2, CM7.9)

Know important literary works intended for children and put into practice techniques to understand and analyze them. (CM7.2)

Know and develop teaching resources to present the contents of the Primary Education and to evaluate their acquisition. (CM7.10, CE2)

Develop the ability to analyze the process of teaching and learning, and, as a consequence design, plan and evaluate activities that meet children's needs and likes; if necessary, in collaboration with other professionals and taking into account the diversity of origin and languages of students in the current school. (CE2, CM7.10, CM7.8)

Be able to self-manage their learning taking responsibility for it. (CE10)

Show willingness in teamwork, acting in concert with the team and taking responsibility for the outcome. (CE10)

Show reading comprehension ability when dealing with texts related to various scientific, social and cultural issues. (CM7.6, CU1)

Improve communication skills through reinforcement of previous knowledge and acquisition of new elements of vocabulary, grammar and use of language. (CM7.9)

Demonstrate sensitivity to cultural differences as factors contributing to the mutual enrichment, both individual and social. (CE11)

Know how to choose and use audiovisual information that contributes to the development of civic values and to the appreciation of cultural wealth in all its various forms. (CE11)

### CONTENT

#### 1. Theory contents

##### 1. Theory

##### Unit 1: L2 as an instrument of communication.

##### FUNCTIONS

1: Expressing ability can, could, be able to, manage to, succeed in.

2: Asking for, granting and refusing permission: can, could, may, might, be allowed to.

3: Expressing obligation and necessity: must, have to, have got to.

4: Prohibition: mustn't.

5: Expressing absence of obligation: don't have to, don't need to, haven't got to, needn't. Needn't have, didn't need to.

6: Obligation and advice: should, ought to, had better, be supposed to, shall.

7: Expressing possibility: may, might, could.

8: Expressing probability: should, ought to.

9: Deduction, speculation: must, can't.

10: Making, granting, and refusing requests: can, could, may, will, would, would you mind.

11: Offers: will, shall, can, could, would. Accepting and refusing offers.

12: Making suggestions: shall, let's, why don't we, how/what about, can, could.

13: Refusing: won't, wouldn't.

14: Habits: used to, will, would.



## COURSE DESCRIPTION

### SPEAKING AND WRITING

1. Narrating anecdotes and events.
2. Giving opinions. Expressing agreement and disagreement. Giving arguments and counter-arguments. Giving reasons.
3. Requesting and giving information.
4. Making, accepting and declining invitations. Giving excuses. Showing sympathy or surprise.
5. Complaining. Criticizing. Blaming. Apologising. Responding to apologies.
6. Giving compliments. Giving praise. Showing appreciation. Responding to a compliment. Thanking. Responding to thanks.
7. Phone calls.

### Unit 2: Multisensory approaches and learning styles in foreign language teaching.

VAKOG. Howard Gardner's theory of multiple intelligences. The eight intelligences in relation to music, art and craft and drama.

### Unit 3: Music.

Benefits of using songs in the foreign language class. Songs, rhymes and chants: definition and classification. Corpus of songs in L2. Adaptation and song writing.

### Unit 4: Art and craft.

Reasons to use craft activities in the foreign language class. The making of crafts: specific language. Crafts related to specific festivities. Crafts related to topics of teaching. Communicative activities based on handicrafts.

### Unit 5. Drama.

Drama as a methodological resource in foreign language teaching. Types of drama activities. Adaptation of stories. Creating and staging drama activities.

## 2. Practical contents

### 2. Practice

Unit 1: L2 as an instrument of communication.

### FUNCTIONS

- 1: Expressing ability: can, could, be able to, manage to, succeed in.
- 2: Asking for, granting and refusing permission: can, could, may, might, be allowed to.
- 3: Expressing obligation and necessity: must, have to, have got to.
- 4: Prohibition: mustn't.
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- 6: Obligation and advice: should, ought to, had better, be supposed to, shall.
- 7: Expressing possibility: may, might, could.
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- 10: Making, granting, and refusing requests: can, could, may, will, would, would you mind.
- 11: Offers: will, shall, can, could, would. Accepting and refusing offers.
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- 13: Refusing: won't, wouldn't.
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### SPEAKING AND WRITING

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6. Giving compliments. Giving praise. Showing appreciation. Responding to a compliment. Thanking. Responding to thanks.

7. Phone calls.

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VAKOG. Howard Gardner's theory of multiple intelligences. The eight intelligences in relation to music, art and craft and drama.

Unit 3: Music.

Benefits of using songs in the foreign language class. Songs, rhymes and chants: definition and classification.

Corpus of songs in L2. Adaptation and song writing.

Unit 4: Art and craft.

Reasons to use craft activities in the foreign language class. The making of crafts: specific language. Crafts related to specific festivities. Crafts related to topics of teaching. Communicative activities based on handicrafts.

Unit 5: Drama.

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## METHODOLOGY

### General clarifications on the methodology (optional)

The methodology of this course is fully practical, cooperative and communicative, with activities taking place mainly in the classroom. Each student will draw up their own manual of the subject.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time enrolled students, students with disabilities and special needs students must have a personal interview with the lecturer in the first week of the course in order to implement tutorial sessions and adapt their possibilities of attendance with the methodology of the subject.

### Face-to-face activities

Activity	Large group	Total
<i>Assessment activities</i>	6	6
<i>Drama activities</i>	8	8
<i>Group presentation</i>	7	7
<i>Lectures</i>	9	9
<i>Make handicrafts</i>	8	8
<i>Projects</i>	10	10
<i>Teaching and singing songs</i>	8	8
<i>Text analysis</i>	4	4
<b>Total hours:</b>	<b>60</b>	<b>60</b>

## COURSE DESCRIPTION

### Off-site activities

Activity	Total
<i>Exercises</i>	20
<i>Group work</i>	20
<i>Information search</i>	20
<i>Reference search</i>	10
<i>Self-study</i>	20
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Dossier

Exercises and activities

## EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Portfolios	Project
<i>CE10</i>		X	X	X	
<i>CE11</i>			X		X
<i>CE2</i>	X		X		
<i>CM7.10</i>	X		X	X	
<i>CM7.2</i>		X		X	X
<i>CM7.6</i>	X	X		X	X
<i>CM7.8</i>		X		X	
<i>CM7.9</i>	X	X	X	X	X
<i>CU1</i>	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>30%</b>	<b>10%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum grade necessary to pass the course

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### Method of assessment of attendance:

The attendance is essential to pass this subject. It is compulsory to take 90% of the credits of the subject. To take 90% to 80% of the credits without justifying the poor attendance will be negatively evaluated up to 2 points.

### General clarifications on instruments for evaluation:

The assignments and projects, the exam and the oral test are valid during the calls of the academic year. The other instruments are valid only in the first call.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students, students with disabilities and special needs students will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the submission of some assignments will be agreed on. Some days of attendance must be scheduled for the oral test and other class activities.

### Qualifying criteria for obtaining honors:

To award a score of 10 with honors is optional for the lecturers. The students must score 9/10 in each assessment instrument and show maximum involvement in class.

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Brewster J., Ellis G. & Girard D. (2002). The Primary English Teacher's Guide. Edinburgh Gate, Harlow: Penguin English.
- Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: CUP.
- García, A.I. and Ramírez, S.A. (2014). Think Do Learn Arts & Crafts 1st Primary Student's Book. Oxford: Oxford University Press.
- Moon, J. (2000). Children Learning English. Oxford: Macmillan Heinemann.
- Murphey, T. (1992). Music and song. Oxford: Oxford University Press.
- Murphy, R. (2010). English Grammar in Use. Cambridge: CUP.
- Phillips, S. (2003). Drama with children. Oxford: OUP.
- Puchta, H. , Gerngross, G. and Devitt, M. (2012). Get on Stage. Innsbruck: Helbling Languages.
- Puchta, H. (2006). Multiples Intelligences in action 1. English Teaching Professional, 42, 25-26.
- Puchta, H. (2006). Multiples Intelligences in action 2. English Teaching Professional, 43, 24-25. Reed, A. (2006).
- Slattery, M. (2008). Teaching with Bear. Oxford: OUP.
- Spiro, J. (2007). Storybuilding. Oxford: OUP
- Vince, M. (2008). Macmillan English Grammar in Context. Oxford: Macmillan.
- Vince, M. (2009). Advanced Language Practice. Oxford: Macmillan.
- Walker, E. and Elsworth, S. (2010). Grammar Practice for Intermediate Students. London: Pearson Education.
- Will, S. and Reed, S. (2010). Primary Music Box. Traditional Songs And Activities For Young Learners. Cambridge: CUP.
- Wright, A. (2002). Art and Crafts with Children. Oxford : OUP.

### 2. Further reading

- Beaumont, D. and Granger, D. (1993). The Heinemann English Grammar. New edition. Oxford: Heinemann.
- Ceballos Guerrero, I. y Ruiz Espino, C. (2008) Arts and Crafts 1, 2, 3, 4, 5. Barcelona : Vicens Vives.

## COURSE DESCRIPTION

- Graham, Carolyn. (1979). Jazz Chants For Children. New York: OUP.
- Graham. C. (2006) Creating Chants. Oxford:Oxford University Press.
- Ellis, G. Brewster, J. (1991). The Storytelling Handbook for Primary Teachers . London: Penguin Books.
- Holden, S. (1981). Drama in Language Teaching. Oxford: Longman 1981
- Maley, A. and Duff, A. (1995). Drama Techniques in Language Learning. Cambridge: CUP.
- Martin, J. ByME (2013). Arts & Crafts Primary. 1, 2, 3, 4, 5, 6. Madrid: Ediciones Bilingües.
- Wright, A. (1997). Creating Stories with Children. Oxford: OUP.
- Wright, A. (1997). Story Telling With Children. Oxford: OUP
- Wright, A. (1999). The Craft of Storytelling. English Teaching Professional, 13, 19-20.

## COORDINATION CRITERIA

Common learning outcomes

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.