

**COURSE DETAILS****Title (of the course):** ANÁLISIS Y CREACIÓN MUSICAL APLICADOS AL REPERTORIO ESCOLAR**Code:** 100836**Degree/Master:** GRADO DE EDUCACIÓN PRIMARIA**Year:** 4**Name of the module to which it belongs:** OPTATIVIDAD: MENCIÓN EDUCACIÓN MUSICAL**Field:** ANÁLISIS Y CREACIÓN MUSICAL APLICADOS AL REPERTORIO ESCOLAR**Character:** OPTATIVA**Duration:** FIRST TERM**ECTS Credits:** 6**Classroom hours:** 60**Face-to-face classroom percentage:** 40%**Study hours:** 90**Online platform:****LECTURER INFORMATION****Name:** ORTÍZ JURADO, MARÍA AUXILIADORA (Coordinator)**Department:** HISTORIA DEL ARTE, ARQUEOLOGÍA Y MÚSICA**Area:** MÚSICA**Office location:** MÓDULO B**E-Mail:** aa1orjum@uco.es**Phone:** 957 218947/ 957 212590**Name:** GONZÁLEZ FERNÁNDEZ, ADELA**Department:** CIENCIAS DEL LENGUAJE**Area:** LINGÜÍSTICA GENERAL**Office location:** MÓDULO B**E-Mail:** l52gofea@uco.es**Phone:** 957 218947/ 957 212590**Specifics of the course****PREREQUISITES AND RECOMMENDATIONS****Prerequisites established in the study plan**

This open and optional subject is aimed to those –even with scarce knowledge of music- who appreciate the importance of music in Primary Education and conceive it as a fundamental tool to teach other curricular areas. We take an approach to both formal and popular music adapted to Primary Education and we work –at a very basic level- music creation (songs, musical tales, etc.). Also basic English is used to approach the contents and familiarize the students to work with other languages, although it is not compulsory to pass the subjects.

Recommendations

None specified.

INTENDED LEARNIG OUTCOMES

CB2	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB4	Students must transmit information, ideas, problems and answers to both specialised and not specialised publics.
CB5	Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
CE1	To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, the body of didactic knowledge around the respective teaching and learning processes. In addition, to know and understand the contents that constitute these curricular areas and that allow the achievement of the basic competences in Primary Education.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CM8.1	To understand the principles that contribute to cultural, personal and social education from the arts
CM8.2	To know the school curriculum of Art, in its plastic, audiovisual and musical aspects.
CM8.3	To acquire resources in order to promote participation throughout life in musical and plastical activities inside and outside of school.
CM8.4	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of basic competences among students.
CM8.5	To acquire basic musical, plastic and audiovisual competences.
CM8.6	To know and respect cultural, artistic and musical manifestations in Andalusia.

OBJECTIVES

1. Discern, recognise and correctly express rhythmic, melodic and harmonic structures, through music listening and practice, both individually and in groups.
2. Develop improvisation and creation of different orchestrations from a musical work.
3. Encourage the ability of critical assessment of teaching proposals about instrumental practice and group singing.
4. Gain autonomy to recognize different musical genres and forms through vocal and instrumental practice.
5. Work with the contents in an active and motivating way, exploring the different possibilities of literature, music, body expression and dramatization as fundamental tools for the communication process, not forgetting the development of creativity and discovering its usefulness as a necessary factor to create interdisciplinary spaces.
6. Create spaces where the students practice integrated curricular learnings and set guidelines in which practice plays an important role for the acquisition of competences.

CONTENT

1. Theory contents

PART A: Musical analysis.

Unit 1. Introduction to the analysis of musical elements through formal and popular repertoire, adapted to Primary Education.

Unit 2. Main musical genres through History. Basic elements and formal principles. Main forms.

Unit 3. Resources and methods for the musical analysis in the classroom: analysis sheet, musicogram and didactic concert.

PART B. Musical creation.

Unit 4. New technologies and musical creation in the school: music score editing and audio recording and editing.

Unit 5. Prosody and musical tale.

Unit 6. Musical composition of texts for the primary classroom. Orchestration of formal and popular repertoire, adapted to Primary Education.

2. Practical contents

PART A: Musical analysis

Unit 1. Activities about perception and acknowledgement of musical elements.

Unit 2. Activities for the listening recognition of the most important musical genres. Practice of the basic musical forms.

Unit 3. Application of tools for musical analysis: analysis sheets, musicogram and didactic concert.

PART B. Musical creation.

Unit 4. Basic score edition with online editor Noteflight. Basic audio recording and editing with Audacity to create musical tales.

Unit 5. Activities related to rhythmic prosody: creation and improvisation of a text for a melody or vice versa.

Practical applications of music, text, body expression and dramatization.

Unit 6. Creation of songs and orchestrations starting from formal and popular texts adapted to Primary Education.

METHODOLOGY

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

Part-time students must perform the different activities uploaded to Moodle. Furthermore, he or she must notify the situation within the first month of classes, in order to establish the monitoring process.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Activities of musical creation</i>	15	5	20
<i>Assessment activities</i>	2	5	7
<i>Group work and presentation</i>	1	-	1
<i>Lectures</i>	7	-	7
<i>Text analysis</i>	20	5	25
Total hours:	45	15	60

Off-site activities

Actividad	Total
<i>Exercises</i>	20
<i>Group work</i>	14
<i>Individual work</i>	20
<i>Information search</i>	12
<i>Reference search</i>	6
<i>Self-study</i>	18
Total hours:	90

WORK MATERIALS FOR STUDENTS

Dossier

EVALUATION

Intended learning outcomes	Tools				
	Attendance sheets	Final exam	Group work	Practical lessons report	Individual work
CB2	X	X	X	X	X
CB4	X	X	X		
CB5	X	X	X		
CE1	X		X		
CM8.1	X	X	X		
CM8.2	X		X		
CM8.3	X		X		
CM8.4	X		X		
CM8.5	X	X	X		
CM8.6	X		X		
CU1	X		X		
CU2	X		X		
Total (100%)	10%	25%	35%	20%	10%
Minimum grade.(*)	0	4	4	4	4

(*) Minimum grade necessary to pass the course

General clarifications on instruments for evaluation:

Minimum score to pass the subject and period of validity of partial qualifications: 5. Until the end of the academic year of enrolment.

Clarifications regarding the final qualification of a student with negative results:

-The numerical final mark of students with at least one part qualified below the minimum score will be that qualification or the weighted average of the parts which have not been passed. The students will be informed of the deadlines at the beginning of the course.

Those students who will not correctly complete and achieve the different activities will have to justify it and go to a second call.

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

Part-time students must perform the different activities uploaded to Moodle. Furthermore, he or she must notify the situation within the first month of classes, in order to establish the monitoring process. As he or she is not attending class, he or she must hand in the activities proposed by the Professor.

Qualifying criteria for obtaining honors: *Qualifying criteria for Honors Degree: it is compulsory to obtain a minimum qualification of 9 and show excellence in all the assessment tools of the subject.*

¿Hay exámenes/pruebas parciales?: No

BIBLIOGRAPHY

1. Basic Bibliography:

- ABAD RUIZ, F. (2006): *¿Do re qué? Guía práctica de iniciación al Lenguaje Musical*. Córdoba. Berenice.
- ALÍN, J. (1999): *Romances y canciones en la tradición andaluza*. Sevilla. Fundación Machado.
- ASSELINÉAU, M. y BÉREL, E. (1992): *Las formas musicales B*. Courlay-Francia. Fuzeau. (Incluye 3 CDs).
- BENETT, R. (1999): *Forma y diseño*. Madrid. Akal. (Incluye CD).
- CONDE CAVEDA, J. L.; MARTIN MORENO, C.; VICIANA GARÓFANO, V. (1997): *Las canciones motrices I y II*. Metodología para el desarrollo de las habilidades motrices en Educación Infantil y Primaria a través de la

música.Barcelona. Inden.

HEMSY DE GAINZA, V. (1983): La improvisación musical. Buenos Aires. Ricordi.

HEMSY DE GAINZA, V. (1996): Juegos de manos. 75 rimas y canciones tradicionales con manos y otros gestos. Buenos Aires. Guadalupe.

HINDEMITH, P. (1980): Adiestramiento elemental para músicos, Buenos Aires. Ricordi.

MICHELS, U. (1992): Atlas de la Música. 2 vols. Madrid. Alianza Música.

ROLIN, B.; DUGERT, M. O. y LAURENT, T. (1989): Las formas musicales A. Courlay-Francia. Fuzeau. (Incluye 3 CDs).

WUYTACK, J. (1990): "El musicograma". Música y Educación. Primavera, 5.

2. Further reading:

TRANCHEFORT, F. R. (1985): Los instrumentos musicales en el mundo. Madrid. Alianza Música.

COORDINATION CRITERIA

No criteria entered.