

Course Unit: **691503 - Music**

Year 1 Semester 1 ISCED Code: 0000 ECTS: 1,5

Type of Course Unit: Compulsory Delivery Mode: Face-to-face Language of Instruction: Portuguese

COURSE COORDINATOR: ANTÓNIO JÚLIO DA SILVA CARTAGENO

**HOURS OF WORK**

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
		15							

Prerequisites (if applicable): <<Max 500 characters with spaces>>

**LEARNING OUTCOMES (knowledge, skills and competence)**

- 1 - Use the basics of musical language according to their rhythmic, melodic, harmonic, timbral and formal characteristics
- 2 - Distinguish aurally different sound sources, musical forms, melodies and rhythms
- 3 - Acquire skills in musical activities for pre-school and 1st cycle of primary school education
- 4 - Acquire skills in instrumental, vocal practice and mime set
- 5 - Mastering the sound systems of representation, both in terms of its representation of Western musical tradition both at the systems level gestural representation of new pedagogies
- 6 - Acquire skills to the conception and development of a sequence of musical activities both for early childhood and primary school.

**CONTENTS**

- 1 - Elements based on musical language associated with concepts of time (melody and harmony); formal organization (sections, phrases and motifs, ostinato) rhythm (heartbeat, division paces and compasses, metric); timbre (voice and instruments),
- 2 - Exploration of body and voice as musical structures in development contexts childcare, pre-school and 1st cycle of basic education
  - 2.1. Musical activities for children in childcare settings (sounds, nursery rhythms, songs, rhythms, traditional children's games, movement, rhythm, musical auditions)
  - 2.2. Musical activities for pre school and 1st cycle of basic education (sing, play, listen, move and create)
- 3 - Music set (body, vocal, instrumental and auditory) and movement group (improvisation and coreography)
- 4 - Sound representation
  - 4.1. Representation mime and gesture
  - 4.2. Graphical representation in the Western tradition

**DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES**

- <1 - Elements based on musical language associated with concepts of time (melody and harmony); formal organization (sections, phrases and motifs, ostinato) rhythm (heartbeat, division paces and compasses, metric); timbre (voice and instruments), (Obj.1)
- 2 - Exploration of body and voice as musical structures in development contexts childcare, pre-school and 1st cycle of basic

education (Obj. 2 to 4)

2.1. Musical activities for children in childcare settings (sounds, nursery rhythms, songs, rhythms, traditional children's games, movement, rhythm, musical auditions ) (Obj. 3)

2.2. Musical activities for pre school and 1st cycle of basic education (sing, play, listen, move and create) (Obj. 4)

3 - Music set (body, vocal, instrumental and auditory) and movement group (improvisation and coreography) (Obj. 5)

4 - Sound representation (Obj. 6)

4.1. Representation mime and gesture (Obj. 6)

4.2. Graphical representation in the Western tradition (Obj. 6)

## **TEACHING METHODOLOGIES**

1 - Explanatory concepts in charge of teaching

2 - Analysis and reflexion of theoretical documentation

3 - Practical work experience for a large group of activities based on the hearing

4 - Practical work to implement and develop musical ideas or techniques applied to a joint project common to several school areas

5 - Analysis and reflexion on practical activities represented in video

## **DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES**

1 - Explanatory concepts in charge of teaching (Obj. 1 and 6)

2 - Analysis and reflexion of theoretical documentation (Obj. 1 and 6)

3 - Practical work experience for a large group of activities based on the hearing (Obj. 2)

4 - Practical work to implement and develop musical ideas or techniques applied to a joint project common to several school areas (Obj. 1-6)

5 - Analysis and reflexion on practical activities represented in video (Obj. 3-5)

## **EVALUATION METHODS**

Continuing evaluation through participation in the work developed in classroom sessions.

Group work, involving a joint project at several areas, where musical expression is naturally and harmoniously integrated. >

## **MAIN BIBLIOGRAPHY**

FERRÃO, A.; Rodrigues, P. (2008) Sementes de Música para bebés e crianças. Lisboa: Editorial Caminha

MARÍN, A., M. Musica 3, 4 e 5 anos (2005). Versão portuguesa: Atlântida Traduções. Marina Editores. Setúbal

MAZONI, I., & SANTOS, L. (1995) Cantigas para crianças. Editora Portugalmundo

PEREZ, S.; TRIAS, N. (2002) Jogos de Música e de expressão corporal. Lisboa: âncora Editora

RODRIGUES P. (2008) Tradições musicais portuguesas na poética da educação e da arte . Cadernos de Educação de Infância.

SIMÕES, R. Canções para a Educação Musical. Bienne: Edições Pro-Musica.

STORMS, G. (2003) 100 Jogos musicais. Lisboa: edições ASA

WUYTACK, J. (1992) Canções de mimar. Adaptação de Graça Palheiros. Execução Gráfica Arcanjo Ribeiro - Art

MEC, Metas de aprendizagem, in [www.metasdeaprendizagem.dge.mec.pt](http://www.metasdeaprendizagem.dge.mec.pt)