

Course Unit	-	Field of study	-
Master in	Teaching of Musical Education in the Basic School	School	School of Education
Academic Year	2023/2024	Year of study	1
Type	Annual	Semester	-
Level	2-1	ECTS credits	7.0
Code	5051-764-1003-00-23		
Workload (hours)	189	Contact hours	T - , TP 28, PL - , TC 28, S - , E - , OT 7, O -

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) João Cristiano Rodrigues Cunha, Mario Anibal Goncalves Rego Cardoso

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Identify, describe and analyze the processes / procedures used in the construction of an educational musical project.
2. Recognize the musical project as an interdisciplinary result in the fulfillment of curricular, social and civic competences.
3. Develop methodologies and learn strategies that will bring about practical projects based on theoretical foundation, under the Music Education teaching.
4. Design, produce, implement and evaluate musical projects in the field of Music Education, particularly at the 2nd Cycle of Basic Education level.
5. Involve peers (and other agents) in relevant music educational projects.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable

Course contents

1. The project in the educational context: plurality of readings and practices.
2. The educational musical project: planning, implementation and evaluation

Course contents (extended version)

1. The project in the educational context: plurality of readings and practices.
 - concept seizure levels: theoretical, empirical and operative.
 - projects in music education: from the diversity of contexts to the diversity of projects
2. The educational musical project: planning, implementation and evaluation.
 - the planning stages.
 - the themes.
 - the context.
 - the purposes.
 - the steps.
 - the resources.
 - the organization and the management of execution times.
 - the implementation and monitoring.
 - the evaluation.

Recommended reading

1. Allsup, R. E. (2016). Remixing the classroom: toward an open philosophy of music education. Bloomington: Indiana University Press.
2. Clements, A. (Ed.). (2010). Alternative approaches in music education: case studies from the field. Lanham: R&L Education.
3. Cremata, R. , Pignato, J. , Powell, B. , & Smith, G. (2017). The music profiles learning project: let's take this outside. London: Routledge.
4. Lind, V. R. , & McKoy, C. (2016). Culturally responsive teaching in music education: From understanding to application. New York: Routledge.
5. McPherson, G. , & Welch, G. (Eds.). (2014). The oxford handbook of music education. Oxford: Oxford University Press.

Teaching and learning methods

(1) Exposure of contents. (2) Visualization, analysis and discussion of musical projects in the educational context. (3) Guidance in the design, implementation and evaluation of a practical project adapted to the current realities of Music Education teaching.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Projects - 50% (Conception, elaboration and presentation of Educational Musical Project.)
 - Presentations - 50% (Implementation and presentation in context of the Educational Musical Project.)
2. Exam evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Projects - 60% (Classification obtained in the practical component of continuous assessment.)
 - Final Written Exam - 40%

Language of instruction

Portuguese

Electronic validation

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28-12-2023	03-01-2024	03-01-2024	11-02-2024