

Course Unit	Option 2 - Workshop of Musical Animation	Field of study	Visual Arts/Sport Sciences/Music
Bachelor in	Social Education	School	School of Education
Academic Year	2023/2024	Year of study	2
Type	Semestral	Semester	1
Workload (hours)	108	Contact hours	T - , TP 36, PL - , TC - , S - , E - , OT 9, O -
Level	1-2	ECTS credits	4.0
Code	9084-628-2103-02-23		

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) Jacinta Helena Alves Lourenço Casimiro da Costa

Learning outcomes and competences

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

1. Realize the importance of music role in social interaction and in different contexts.
2. Performs musical games in social contexts.
3. To use the human body and the voice as main musical instruments.
4. Use musical games and repertoire in the voice and a harmonic instrument (instrumental practice)
5. Streamlines and has working groups / musical projects and others in different social contexts.

Prerequisites

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

Course contents

1 - The musical phenomenon in different social contexts. 2 - The human body and the voice in Music / Musical Education. 3 - Harmonic musical practice. 4 - Creation and production of musical projects in diverse social contexts.

Course contents (extended version)

1. The musical phenomenon in different social contexts;
2. The human body and the voice in Music / Musical Education.
 - Songs and dances and body percussion.
 - Movements and different beats, tempo, dynamics, accents and / or bars.
 - Hearing development and introduction to the symbolism of music.
3. Harmonic musical practice.
4. Creation and production of musical projects in diverse social contexts.
 - Conception and reflective development of musical projects (simulated practice).

Recommended reading

1. Ansdell, G. (2015). How music helps in music therapy and everyday life Surrey: Ashgate.
2. Areias, J. C. (2016). Music, health and well-being. *Nascer e Crescer*, 25 (1), pag-pag: 7-10.
3. Cunha, R. (2016). A perspective of group musical activity: social and community music therapy. *Cuadernos de Música, Artes Visuales y Artes Escénicas*, 11(2), pag-pag 237-249.
4. Hodges, S. , & Sebald, D. (2011). Music in the human experience: An introduction to music psychology. Routledge.
5. Peralta, H. C. (2016). Music is also good for health. . *Lusiadas*, 6, pag-pag: 22-24.

Teaching and learning methods

To future Social Educators are given the opportunity to extend, through practical exercises, his musical knowledge to enable them to acquire some automatism in the planning and implementation of animations / productions. Assuming that these students do not have a comprehensive musical training or preparation, the methodologies to be adopted are themselves learning content.

Assessment methods

1. Continuous Evaluation - (Regular, Student Worker) (Final)
 - Practical Work - 50% (Practical Work (50%) (Dynamization of group musical activity - simulated practice))
 - Presentations - 50% (Harmonic musical practice.)
2. Alternative 2 - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 50%
 - Presentations - 50% (Harmonic musical practice.)

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

Jacinta Helena Alves Lourenço Casimiro da Costa	Helena Maria Lopes Pires Genésio	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
15-12-2023	21-12-2023	31-12-2023	11-02-2024