

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	2021/2022	Year of study	2	Level	1-2
Type	Semestral	Semester	1	ECTS credits	4.0
Code	9084-628-2103-02-21				
Workload (hours)	108	Contact hours	T -	TP 36	PL -
			TC -	S -	E -
			OT 9	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) 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. 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. Abeles, H. F. , & Custodero, L. A. (2010). Critical issues in music education: Contemporary theory and practice. New York, NY: Oxford University Press.
2. Browning, B. (2017). An orientation to musical pedagogy: becoming a musician-educator. New York: Oxford University Press.
3. Georgii-Hemming, E. , Burnard, P. , & Holgersen, S. (Eds.) (2016). Professional knowledge in music teacher education. London: Routledge
4. Green, L. (2014). Hear, listen, play! : How to free your students aural, improvisation, and performance skills. New York: Oxford University Press
5. Hamann, D. L. , & Cooper, S. (2016). Becoming a music teacher: from student to practitioner. Oxford university press.

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% ((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

Mario Anibal Goncalves Rego Cardoso	Maria Isabel Ribeiro de Castro	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
26-10-2021	29-10-2021	03-11-2021	24-11-2021