

Course Unit	Professional Practice		Field of study	Music	
Bachelor in	Music in Community Contexts		School	School of Education	
Academic Year	2023/2024	Year of study	3	Level	1-3
Type	Semestral	Semester	2	ECTS credits	12.0
			Code	9175-659-3203-00-23	
Workload (hours)	324	Contact hours	T -	TP -	PL -
			TC -	S 18	E 117
			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) Maria Isabel Ribeiro de Castro, 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 the nature and characteristics of the different contexto and professional profiles.
2. master techniques of observation and evaluation, using them in the foundation and design of artistic projects.
3. to apply the theoretical and practical knowledge and skills acquired in the different training components in an integrated and interdisciplinary way.
4. design, apply and evaluate musical / artistic projects / activities in real contexts of intervention.
5. demonstrate management capacity, responsibility, autonomy and reflection on the musical / artistic practices developed.
6. to adopt a reflexive, critical and investigative posture of musical / artistic practices in context, from a perspective of personal and professional development.

### Prerequisites

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

### Course contents

1. The Professional Practice. 2. The Intervention Project.

### Course contents (extended version)

1. The Professional Practice:
  - the contexts;
  - the professional profile.
2. The Intervention Project:
  - observation;
  - cooperation;
  - planning;
  - intervention;
  - reflection.

### Recommended reading

1. Colwell, R. & Ridchardson, C. (2002). The New Handbook of Research on Music Teaching and Learning: A Project of the Music Educators. Oxford: Oxford University Press.
2. Higgins, L. , & Willingham, L. (2017). Engaging in community music: an introduction. Oxford: Taylor & Francis.
3. Jorgensen, R. (2008). The Art of Teaching Music. Bloomington. Indiana: Indiana University Press.
4. McPherson, G. , & Welch, G. (2014). The Oxford Handbook of Music Education. Oxford: Oxford University Press.
5. Sivaraman, R. , & Wilson, C. (2016). Making projects sing: a musical perspective of project management. Business Expert Press.

### Teaching and learning methods

(1) Seminars (thematic seminars and reflection on professional performance in context); (2) Tutorial orientation (analysis, reflection and discussion of strategies to be developed in context).

### Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
  - Projects - 60% (Implementation and development of the intervention project.)
  - Reports and Guides - 30% (Professional Practice Final Report.)
  - Presentations - 10% (Public act of defense of the Professional Practice Report.)
2. Exame assessment (Not applicable) - (Regular, Student Worker) (Supplementary, Special)

### Language of instruction

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

### Electronic validation

Maria Isabel Ribeiro de Castro, Mario Anibal Goncalves Rego Cardoso	Jacinta Helena Alves Lourenço Casimiro da Costa	Maria Isabel Ribeiro de Castro	Carlos Manuel Costa Teixeira
20-02-2024	21-02-2024	22-02-2024	25-02-2024