Study Plan

School: School of Arts
Degree: Master
Course: Teaching of Music (cód. 508)

1st Year - 1st Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS11174M	Specific Didactics for Specialist Music Training I	Music	12	Semester	312
PED11169M	Research Methodologies in Education	Education Sciences	6	Semester	156
MUS10600M	Teaching area I	Music	6	Semester	156

Group of Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11184M	School Environment Communication	Education Sciences	6	Semester	156
PED11186M	Education for Health	Education Sciences	6	Semester	156
PED11187M	Information and Communication Technologies	Education Sciences	6	Semester	156
PED11188M	Multiple Literacy	Education Sciences	6	Semester	156
PED11185M	Education for Citizenship	Education Sciences	6	Semester	156
PSI11170M	Psychology of Education	Psychology	6	Semester	156

*** TRANSLATE ME:UC's do 1º Ano de recuperação no 1º semestre ***

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS10607M	* Teaching Area II	Music	6	Semester	156

1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS11176M	Specific Didactics for Specialist Music Training II	Music	6	Semester	156
PED11178M	Educational Administration and Management	Education Sciences	6	Semester	156
MUS10607M	Teaching Area II	Music	6	Semester	156

1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Group of Options					

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11184M	School Environment Communication	Education Sciences	6	Semester	156
PED11186M	Education for Health	Education Sciences	6	Semester	156
PED11187M	Information and Communication Technologies	Education Sciences	6	Semester	156
PED11188M	Multiple Literacy	Education Sciences	6	Semester	156
PED11185M	Education for Citizenship	Education Sciences	6	Semester	156
PSI11170M	Psychology of Education	Psychology	6	Semester	156

*** TRANSLATE ME:UC's do 1º Ano de recuperação no 2º semestre ***

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS10600M	* Teaching area I	Music	6	Semester	156

2nd Year - 3rd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS11182M	Specific Didactics for Specialist Music Training III	Music	12	Semester	312
MUS11196M	Supervised Teaching Practice in Vocational Music Teaching I	Music	12	Semester	312
MUS11181M	Teaching Area III	Music	6	Semester	156

*** TRANSLATE ME:UC's do 2º Ano de recuperação no 3º semestre ***

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS10607M	* Teaching Area II	Music	6	Semester	156
MUS11199M	* Supervised Teaching Practice in Vocational Music Teaching II	Music	30	Semester	780

2nd Year - 4th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS11199M	Supervised Teaching Practice in Vocational Music Teaching II	Music	30	Semester	780
Mandatory alternatives					

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
MUS11181M	* Teaching Area III	Music	6	Semester	156
MUS11196M	* Supervised Teaching Practice in Vocational Music Teaching I	Music	12	Semester	312

Conditions for obtaining the Degree:

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1º Semestre: {\}newline

3 UC obrigatórias num total de 24Ects

1 UC do grupo de optativas de 6 ECTS

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2º Semestre: {\}newline

3 UC obrigatórias num total de 18Ects

2 UC do Grupo de Optativas num total de 12 Ects{\}newline

{\}newline

3º Semestre: {\}newline

2 UC obrigatórias num total de 18 Ects

UC de Prática de Ensino Supervisionada num total de 12 ECTS

4º Semestre{\}newline

UC de Prática de Ensino Supervisionada num total de 30 ECTS{\}newline

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É necessário também a aprovação no acto público de defesa do relatório da unidade curricular relativa à prática de ensino supervisionada. ***

Program Contents

Back

Specific Didactics for Specialist Music Training I (MUS11174M)
This course will address the following topics according the intended learning to each specific area of teaching:
Principles and problems of teaching music classes
Brief Musical Instruments history and the Associated Teaching Methods
Main obstacles in Vocational Music Education:
- Courseware
- Motor and Sensory Coordination
- Autonomy
- School Anxiety and Performance
Study and performance in the classroom
Method elaboration for a specific teaching area
Teaching methodologies and cultures in each vocational area
The use of new technologies in Vocational Music Teaching
Relaxation, Meditation and other techniques used in Instrumental Didactics
Creativity in art education and its role in Vocational Music Teaching
The Self-Regulation process in music learning:
- Musical Reading and Listening
- Study Organization

Back

Research Methodologies in Education (PED11169M)
Epistemological foundations of research in education.
The ethics of research.
Research strategies and research designs: the interrelation between paradigm(s), problem(s), objectives and research methods.
Methods, techniques and instruments for collecting and analyzing data.
The research project and the educational action. Action research as a strategy for consolidating teaching practice.
The writing of scientific reports: the specific case of the Supervised Teaching Practice report.

Teaching area I (MUS10600M)

Study of works from the instrumental/vocal repertoire; conception and realization of an instrumental/vocal and compositional project. Mastery of techniques, teaching materials, and repertoires at the 1st and 2nd cycle levels.

General: Correct instrument positioning, posture, finger placement.

Specific:

a. WIND INSTRUMENTS: Breathing, embouchure, technique; sound development; register control.

b. STRINGS: Left-hand placement (basic tuning principles), bow placement, dynamic control; vibrato; harmonics; hand independence.

c. PIANO: Hand placement, basic articulation and dynamics.

d. GUITAR: Open strings, introduction to right-hand use (arpeggios and finger alternation); hand and finger coordination; positions.

e. PERCUSSION/DRUMS: Basic classical and rudimentary (marching band) techniques. Down | Up | Full stroke, motor coordination, polyrhythmic independence.

f. VOICE: Breathing, vocal emission, articulation, posture, phrasing.

g. COMPOSITION: Knowledge of melody, harmony, form,

School Environment Communication (PED11184M)

1. Human communication
2. Barriers to communication
3. First impression
4. Self-knowledge and knowledge of the other
5. Non-verbal communication in the school context

Education for Health (PED11186M)

- Education and health.
- Factors that determine the level of health and disease in the world today.
- Paradigms of health promotion.
- Environment and Health.
- Health promotion and education.
- Emerging fields in health education.
- Health in the post transactional societies in the twenty-first century.
- Healthy Living and evolution of disability.
- The ABC model and the model of empowerment in health education
- Theories and models in health education.
- Perception of risk communication and prevention.
- Group work and the development of preventive behaviors.
- Habits of risk and prevention: Prevention of diseases of our time with a healthy diet; Body and health: determinants and implications of body dissatisfaction; Prevention and mental health promotion; Neuroscience as a meeting point for the prevention and treatment of addiction; Transmitted diseases; The school and some health problems in childhood; Risks, accident rates and injuries.

Information and Communication Technologies (PED11187M)
Scientific basis of the use of technology in education
The information and communication technologies in educational contexts Multimedia in education:
Foundations and principles of multimedia learning Computational Thinking: Microworlds computational
learning: Scratch / Kodu
Social networks and learning communities: the new sociability.
Security, ethics and protection of children and youth in the use of ICT
Design, planning and evaluation of curriculum projects using ICT
ICT and special educational needs (resources, educational materials and technical assistance support).

Multiple Literacy (PED11188M)
A. Literacy/critical literacy/multiliteracy
B. Reading the world/texts (written/oral/visual/other): 1) breaking the code(s); 2) Participate in the meanings of texts; 3) Use
texts functionally; 4) Critically analyze and transform texts;
C. Literacy practices inducting strategies: verbal/information/aural and oral/visual.
D. Multiliteracies, social media and cyberspace:
E. Multiliteracies and Education: creativity, critical thinking and ethics.

Education for Citizenship (PED11185M)
A. Key concepts: democracy, ideology, justice, human rights, citizenship, freedom, equality, inclusion, globalization, individualism,
liberalism, socialism.
B. Education for citizenship as education for values.
C. The new scenarios of citizenship education: digital citizenship, artificial intelligence, climate change, the multipolar world.
D. The National Citizenship Education Strategy.
E. The dimensions of citizenship education: (according to the DGE)
E.1. European dimension of Education.
E.2. Environmental Education for sustainability.
E.3. Consumer Education.
E.4. Financial education.
E.5. Intercultural education.
E.6. Education for Peace.
E.7. Education for Gender Equality.
E.8. Educating to avoid unnecessary risk.
E.9. Education for development.
E.10. Education for entrepreneurship.
E.11. Education for charity work.
E.12. Education for Human Rights.
E.13. Media education.
E.14. Education for road safety.
E.15. Education for health and sexuality

Psychology of Education (PSI11170M)
1. Psychological Development and Learning in Educational Contexts
- Theories of psychological development during adolescence.
- Learning in educational settings: Behavioral, cognitive, socio-cultural, ecological and constructivist
perspectives; processes of self-regulation of learning
- Educational contexts and psychological development
2. Relational and Psychological dimensions involved in Educational Processes
- Personal, socio-cognitive and affective dimensions
- Educational Processes and motivational dimensions
- Interpersonal and contextual dynamics in educational processes
3. Dynamics of Educational Dynamics
- Teaching process and personal and socio-cognitive dimensions of teacher
- Dynamics and interaction processes in the classroom
- Representations and expectations in the educational relationship
- Classroom and conflicts management

Teaching Area II (MUS10607M)
Study of instrumental/vocal repertoire, completion of compositional projects (Composition).
Mastery of techniques, materials, and repertoires from the 6th to 8th grade:
A) General
a. Acquisition of interpretative autonomy
b. Construction of a complete performance
B) Specific
a. WIND INSTRUMENTS: Tuning, phrasing, directionality
b. STRINGS: Tuning, double stops, full mastery of the instrument's range
c. PIANO: Timbral development/sonic planes; double notes; octaves, chords; leaps, polyphony
d. GUITAR: Technical development; full mastery of the guitar's range
e. PERCUSSION/DRUMS: Techniques for 4 mallets (traditional and Stevens), tremolos for timpani, multipercussion; high-level
rhythmic independence and polyrhythm for all four limbs

Specific Didactics for Specialist Music Training II (MUS11176M)
The rationale organization, verification and correction as basic paradigms of educational action;
Ethic and Moral roles in Vocational Music Teaching.
Learning Musical Theories (Gordon, Kodaly, Willems, Dalcroze, Martenot, Suzuki)
Approach to teaching techniques in the specific individual area, small chamber music groups and their specificities;
The Chamber Music benefits in the Musical Education field.
Domain of technical studies for the development of learning in each specific area
Fundamental Principles of the Teaching-Learning Process
- Musical reading and listening habits
- Sight-reading
- Peer learning
- Recording
- Auditions and Concerts participation
Using new thecnologies in the musical education process.
Motivation as the essential skill to the Music Educational field.
Teaching Methods – learning in different environments.
Globalization and the E-learning process

Educational Administration and Management (PED11178M)

1. State Administration and Organization
2. Educational system, organization, and structures
2.1. Constitutional ideas and guiding principles
2.2. LBSE as a reference of the education and teaching system
2.3. Purposes of school education and organizational and pedagogical implications
2.4. Educational administration, levels, and organic structures
3. Educational administration and territorial distribution of competences
3.1. Contextual factors and socio-educational equity
3.2. Decentralization, Territorialization and Municipalization of Education
3.3. Regulatory frameworks for curriculum flexibility and inclusion
4. Educational Policies, autonomy, and school development
4.1. School organizations and structures
4.2. School management processes
4.3. Organizational and professional cultures and climates
4.4. Leadership at school
5. Class as organizational unit of analysis
5.1. Flexible organization of groups of students and teachers
5.2. Class size and composition structure

Specific Didactics for Specialist Music Training III (MUS11182M)

-In the context of classroom teaching and ensemble this course will tackle techniques in the area of teaching and their specificities according to the different levels of education and their age groups.
-The multidisciplinary in the teaching of vocational education in music.
-Creativity in music vocational education in the context of large groups.
-Planification, Motivation, Performance and Evaluation as determinant goals for teaching success.
-Reflection and methodologies proposals for technique and artistic classroom gradings.

Supervised Teaching Practice in Vocational Music Teaching I (MUS11196M)

-Syllabus of each area of teaching including music ensemble of the conservatories and music schools.
-Curriculum guidelines: from past to present and future.

Teaching Area III (MUS11181M)

Study of repertoire and the realization of a chamber music project (Interpretation); completion of compositional projects (Composition).
A) General
a. Acquisition of interpretative autonomy
b. Construction of a complete performance
B) Specific
Mastery of techniques, materials, and teaching repertoires in chamber music, including:
a) Tuning, dynamic control, phrasing, timbre, vibrato, harmonics, sound development, ornaments, posture, multipercussion, double stops, register control, bow strokes/distribution;
b) COMPOSITION: In-depth knowledge of melody, harmony, form, instrumentation.

Supervised Teaching Practice in Vocational Music Teaching II (MUS11199M)