



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

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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

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



Conditions for obtaining the Degree:

*** TRANSLATE ME: Para aprovação na componente curricular é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares: { \ }newline

{ \ }newline

1º Semestre: { \ }newline

3 UC obrigatórias num total de 24Ects

1 UC do grupo de optativas de 6 ECTS

{ \ }newline

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

{ \ }newline

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

Program Contents

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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



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Research Methodologies in Education (PED11169M)

1. Research as an essential dimension of professionalism:
 - Relationship between scientific knowledge and professional practice;
 - The research as a mean to support the educational action.
2. Epistemology and research methodology:
 - Construction of scientific knowledge;
 - Fundamentals of scientific knowledge;
 - Research paradigms: scientific / positivist and naturalist / interpretive.
3. Steps in research:
 - Identifying the problem;
 - Review of literature;
 - Population and sample;
 - Research designs: experimental, case study, action research;
 - Construction of instruments for data collection: observation, interviews, and questionnaires;
 - Data Collection;
 - Data Analysis.
4. The writing of scientific reports.
5. The Ethics of Research.

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Teaching area I (MUS10600M)

Study of works of the instrumental/vocal repertoire (Interpretation); conception and realization of chamber music projects | conception and realization of compositional projects.

Knowledge of techniques, didactic materials and repertoires suited for the pedagogical approach of concrete elements, at the beginners level (1st to 4th year):

1. Generic: correct position of the instrument, posture

2. Specific:

a. WINDS: breathing, embouchure, pitch

b. STRINGS: l.h. placement (basic notions of pitch and tuning), bow placement

c. PIANO: hand placement, basic notions of articulation and dynamics

d. GUITAR: open strings, basic exercises for r.h. (arpeggios and alternating fingers 2 and 3) and l.h. (scale fragments in the 1st 3 strings and 1st positions)

e. PERCUSSION/DRUMS: basic classical technique (effects and specific sounds) and rudiments (marching band). Down Stroke; Up Stroke; Full stroke

f. VOZ: breath, emission, articulation, resonances

g. COMPOSITION: basic notions of melody, harmony, form.

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School Environment Communication (PED11184M)



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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.

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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).

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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.



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Education for Citizenship (PED11185M)

- A. Conceptual key Instruments: City, citizen, politics, ideology, rationality, modernity, post-modernity, globalization, individualism, liberalism, socialism, civil society, empowerment, accountability.
- B. Conceptual, political and legal framework for citizenship education in Portugal.
- C. Citizenship education as education for the values: models and methods
- D. The dimensions citizenship education: themes, issues and intervention projects (in accordance with the provisions of the General Directorate of education to be implemented in basic and secondary education)
 - D1 European Dimension of education
 - D2 Environmental education for sustainability.
 - D3 Consumer education
 - D4 Financial education
 - D5 Intercultural education
 - D6 Education for peace
 - D7 Gender equality education
 - D8 Awareness education
 - D9 Education for development
 - D10 Entrepreneurship education
 - D11 Education for volunteer work
 - D12 Human rights education
 - D13 Media education
 - D14 Road safety Education
 - D15 Health and sexuality education

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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



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Teaching Area II (MUS10607M)

Study of specific works of the instrumental/vocal repertoire and realization of chamber music projects (Interpretation) | realization of compositional projects (Composition);

Knowledge of specific techniques, didactic materials and repertoires (1st to 5th grade level):

A)WINDS: fingering/piston/slide technique; sound development; register control

B)STRINGS: bowing; position changes (l.h.); dynamic control; vibrato; harmonics; hand independence

C)PIANO: sound development and motor coordination; scales, arpeggios, ornaments; phrasing

D)GUITAR: nail use (r.h.); motricity and hand coordination; knowledge of the guitar's neck; fret board and legati a due (l.h.); positions

E)PERCUSSION/DRUMS: Open+closed roll; techniques for sound production on large percussion instruments; lower limbs coordination and polyrhythmic independence

F)VOICE: posture on stage, phrasing on breath, using of consonants for sound emission

G)COMPOSITION: developed knowledge of melody, harmony, form, instrumentation.

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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 technologies 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

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Educational Administration and Management (PED11178M)

1- Object of study of Educational Administration and Organization

2-Educational system, organization and structures-The constitutional ideology and guiding principles-The Educational System Act as structuring of the referential system of education and teaching . Educational aims and organizational and pedagogical implications

Educational administration, organic structures and levels

3-Administration and educational policies- Education, contextual factors and educational equity -Territorialization and municipalization of education

4- Educational policies, autonomy and development of school-School Organizations, structures and configurations-Educational regulation and logical adjustment of conformity-The educational project in the context of management and school autonomy

5 - The class as the unit of analysis

The flexible organization of groups of students and teachers-

The size and structural composition of the class as factors in school performance



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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.

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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.

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Teaching Area III (MUS11181M)

Study of specific works of the instr./vocal repertoire and realization of a chamber music project (Interpretation); conception and realization of compositional projects (Composition).

Knowledge of specific techniques, didactic materials and repertoires suited the advanced level (6th to 8th grade):

A)Generic

- a.Acquisition of interpretative autonomy
- b.Preparation of a full-scale performance

B)Specific

- a.WINDS: pitch and tuning
- b.STRINGS: perfecting tuning; double stops; control of the instrument's total extension
- c.PIANO: timbre development/texture layers; double notes; octaves, chords; jumps, polyphony
- d.GUITAR: technical development; control of the instrument's total extension
- e.PERCUSSION/DRUMS: 4-mallet technique (traditional and Stevens); roll techniques for timpani; multi-percussion techniques; rhythmic independence/advanced 4 limbs polyrhythms
- f.VOZ: methods for singing study on different languages
- g.COMPOSITION: advanced knowledge of all aspects of composition through the ages.

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Supervised Teaching Practice in Vocational Music Teaching II (MUS11199M)