



ABSTRACT

**Didactic programming for the area of
MUSIC**

**2ND LEVEL OF PRIMARY SCHOOL
YEAR 2023/2024**

**DRAFTED BY THE FIRST CYCLE OF PRIMARY SCHOOL
TEACHING TEAM**

1.- Sequencing of the evaluation criteria of the specific competences and associated knowledge

FIRST TERM

LEARNING SITUATION

Learning situation in which sound and its basic qualities and silence (as the absence of sound) will be explored, working on belonging to the group and carrying out various group cohesion activities to facilitate participation in the proposed activities. The sounds corresponding to the time of year in which we find ourselves: Autumn

BASIC KNOWLEDGE

D. Music and performing arts.

- Sound and its basic qualities: auditory discrimination, classification and representation of the diversity of sounds and melodic lines through different graphemes.
- The voice and musical instruments. Main families and groupings. Visual and auditory discrimination. Sound objects. Cotidiaphones.
- Character and tempo.
- Instrumental, vocal and corporal practice: approach to experimentation, creative exploration and interpretation based on one's own sound and expressive possibilities.
- Basic musical languages: application of elementary concepts in the performance of vocal and instrumental musical proposals.
- The body and its motor possibilities: interest in experimentation and exploration through individual and group performances linked to movement, dance, dramatisation and theatrical representation as a means of expression and entertainment.
- Basic dramatic and dance techniques.
- Basic expressive and creative capacities of corporal and dramatic expression.

LEARNING SITUATION

THE BODY AS AN INSTRUMENT

In this learning situation we will explore the sound possibilities of our body, with rhythmic activities and with the help of small percussion instruments. The sounds corresponding to the time of year in which we find ourselves are included: Halloween and Christmas.

BASIC KNOWLEDGE

D. Music and performing arts.

- Sound and its basic qualities: auditory discrimination, classification and representation of the diversity of sounds and melodic lines through different graphemes.
- The voice and musical instruments. Main families and groupings. Visual and auditory discrimination. Sound objects. Cotidiaphones.
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- Instrumental, vocal and corporal practice: approach to experimentation, creative exploration and interpretation based on one's own sound and expressive possibilities.
- Basic musical languages: application of elementary concepts in the performance of vocal and instrumental musical proposals.
- The body and its motor possibilities: interest in experimentation and exploration through individual and group performances linked to movement, dance, dramatisation and theatrical representation as a means of expression and entertainment.
- Basic dramatic and dance techniques.
- Basic expressive and creative capacities of corporal and dramatic expression.

SECOND TERM

LEARNING SITUATION

ARTISTS AND THEIR MUSIC

In this learning situation we will explore some of the artists who have enlivened and inspired us with their musical creations, using the internet and the collaboration of families to navigate the History of Music. The sounds corresponding to the time of the year we are in: Carnival are included.

BASIC KNOWLEDGE

A. Reception and analysis.

-Main artistic proposals of different aesthetic currents, origins and periods produced by local, regional and national creators.

produced by local, regional and national creators.

-Elementary rules of behaviour in the reception of artistic proposals in different spaces. Silence as an element

The basic strategies for the reception of artistic proposals in different spaces.

-Basic strategies for active reception.

- Interest in both the process and the final product in musical, scenic and musical, scenic and performative productions.

B. Creation and performance.

- Phases of the creative process: guided planning and experimentation.

- Professions linked to the plastic and visual arts, audiovisual arts, music and performing arts.

Interest in both the process and the final product in plastic, visual, audiovisual, musical, performing and performing arts productions.

LEARNING SITUATION

OUR SONGBOOK

In this learning situation we will explore the popular music present in the games, with the help of the internet and the collaboration of families. We will include the sounds corresponding to the time of the year we are in: Spring and Easter.

BASIC KNOWLEDGE

A.- Reception and analysis.

-Main artistic proposals of different aesthetic currents, origins and periods produced by local, regional and national creators.

produced by local, regional and national creators.

-Elementary rules of behaviour in the reception of artistic proposals in different spaces. Silence as an element

The basic strategies for the reception of artistic proposals in different spaces.

-Basic strategies for active reception.

- Interest in both the process and the final product in musical, scenic and musical, scenic and performative productions.

B. Creation and performance.

- Phases of the creative process: guided planning and experimentation.

- Professions linked to the plastic and visual arts, audiovisual arts, music and performing arts.

Interest in both the process and the final product in plastic, visual, audiovisual, musical, performing and performing arts productions.

THIRD TERM

LEARNING SITUATION

THE STAFF AND THE TREBLE CLEF

Learning situation in which the work begun in learning situation 1, in which we explored sound and its basic qualities and silence (as the absence of sound), will be taken up again, now extending it to the staff and all the elements present in it, which allow us to shape music. The sounds corresponding to the time of the year in which we find ourselves: Spring, are included.

BASIC KNOWLEDGE

Basic musical languages: application of their elementary concepts in the performance of vocal and instrumental musical proposals.

LEARNING SITUATION

SINGING AND DANCING

Learning situation in which we are going to explore how we can give movement to music. The sounds corresponding to the time of year we are in are included: end of the school year and summer.

BASIC KNOWLEDGE

- B. Creation and interpretation.
- Phases of the creative process: guided planning and experimentation.
 - Professions linked to the plastic and visual arts, the audiovisual arts, music and the performing and performative arts.
 - Interest in both the process and the final product in plastic, visual, audiovisual, musical, performing and performing arts productions.

2.-Methodological and didactic principles

The methodological principles that will guide teaching practice are set out in Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching of Primary Education, and in Order EFP/678/2022, of 15 July, which establishes the curriculum and regulates the organisation of Primary Education in the area of management of the Ministry of Education and Vocational Training.

- The methodology used in this area, as it cannot be otherwise, must be assumed from the perspective of "know-how", that is to say, the learning processes must be carried out on the basis of experience, from which the pupils will be able to extract and also apply the knowledge and skills they have acquired.

-The learning processes must be based on experience, from which students will also be able to extract and apply knowledge in other areas throughout the courses.

- On the other hand, although the contents have been defined by blocks, this does not mean that they are watertight compartments, but that they must be approached in such a way that in their practical application they must necessarily be developed as a whole.

- Although the role of the teacher is fundamental, he/she must be a mentor who allows the student to learn from his/her own experience, being the active protagonist in the process of awareness, appreciation and artistic creation.
- Subsequently, through the use, first intuitive and then guided, of different materials and instruments, children will acquire a series of basic concepts that will enable them to make a coherent reading of images, images and sounds, and feel the emotions that arise from artistic expression. To this end, different artistic models will be progressively suggested, with the aim of broadening their possibilities of valuing the artistic manifestations recognised by culture, and Information and Communication Technologies will be used as valid instruments for provoking creative situations and broadening knowledge. The activities proposed by the teacher will have to encourage the student to explore and acquire knowledge, motivating him/her to achieve his/her interest and finding strategies that will allow him/her to solve the problems that arise in the learning process and to understand the ideas and concepts.
- Likewise, the teacher will have to create the appropriate environment that favours collaborative learning in such a way that the student recognises his or her own role and that of the other members of the group as an important source of knowledge, so that the children enjoy the process of creation as much or more than the final work.

3.-Transversal contents: British values and protected characteristics

Cross-curricular content to be worked on throughout the year:

BRITISH VALUES	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> • Democracy: • The rule of law • Individual Liberty • Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith • Respect all the religions / beliefs 	<ul style="list-style-type: none"> • Race • Religion or belief • Disability • Gender reassignment

DEVELOPMENT OF ACTIVITIES RELATED TO 'BRITISH VALUES'

- **Democracy.** Carrying out democratic votes during the development of the classes in the area for the taking of different collective decisions.
- **The rule of law.** Poster in the classroom, in a visible place, showing: "The rule of law".
- **Individual Liberty.** Encouragement of individual decision-making, through the choice of different projects, personal work and in-depth studies to be carried out in the area.

- **Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith.** Respect for cultural differences, beliefs and levels of intellectual and motor development that students may present during the development of classes in the area.

DEVELOPMENT OF ACTIVITIES RELATED TO 'PROTECTED CHARACTERISTICS'.

- **Race, religion or belief, disability, gender reassignment and disability.** Respect for all people and non-discrimination on the basis of sex, race, religion or belief will be promoted in the development of lessons in the area. The theme of children's rights will be worked on in depth.

4.-Procedures and instruments for the assessment of students' learning

The assessment will be conducted by means of three procedures:

*Written procedure.

*Oral procedure.

*Attitudinal procedure.

Within each procedure we will find the following assessment instruments.

WRITTEN	ORAL	ATTITUDINAL
<ul style="list-style-type: none"> - Various student tasks carried out in the daily activity of the class. - Various student assessment activities (photocopiable worksheets, written test...). - Group work. - ICT activities: interactive. - Notebook. -Specific tests. 	<ul style="list-style-type: none"> • Preguntas individuales y colectivas. • Exposición oral. • Intervenciones en el aula • Debates • Presentaciones orales 	<ul style="list-style-type: none"> - Observation and assessment of the degree of participation of each pupil and the quality of their interventions. - Order, cleanliness, quality.

The final result of each procedure will be adapted to the following percentage-based grading criteria.

ASSESSMENT TOOLS	PERCENTAGE IN THE GRADE
Oral and written tests. - Exams 25%. - Oral presentations: 10%. - Objective tests: 10%. - Activities related to the reading plan 5%	50 %
Class work. - Cooperative work - Individual work - ICT tasks	30 %
Individual student's notebook	20 %
Total mark	100%