



Growing together to achieve international success

Excerpt Didactic programming for the area of Music 1st year of Primary Education

Course 2023/2024

Vicente Caada Blanch High School

LONDON

PREPARED BY THE FIRST CYCLE OF PRIMARY SCHOOL TEACHING TEAM

1.- Sequencing of the evaluation criteria of the specific competencies and associated knowledge.
FIRST QUARTER

Learning situation
<p>Sounds of my body</p> <p>With this learning situation, the students will begin to recognize the sounds around them starting from the closest ones. In this way, they will acquire a better understanding of their own body and will develop their motor skills and the ability to produce sounds of different timbre. In addition, the work of sound as opposed to silence will serve to develop the qualities of listening and respect for others.</p> <p>Through this learning situation, the students will work on body sounds, sound and silence.</p>
Basic knowledge
<p>A. Reception and analysis.</p> <ul style="list-style-type: none">– Main artistic proposals of different aesthetic currents, origins and periods produced by local, regional and national creators.– Basic strategies for active reception.– Elementary rules of behavior in the reception of artistic proposals in different spaces. Silence as an indispensable element and condition for the maintenance of attention during the reception.<ul style="list-style-type: none">– Basic specific vocabulary of visual and plastic arts, audiovisual arts, music, performing and performative arts. <p>B. Creation and interpretation</p> <ul style="list-style-type: none">-Phases of the creative process: guided planning and experimentation.- Elementary rules of behavior in the reception of artistic proposals in different spaces. Silence as an indispensable element and condition for the maintenance of attention during the reception. <p>D. Music and performing arts.</p> <ul style="list-style-type: none">– 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 their elementary concepts in the interpretation 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, dramatization and theatrical performance as a means of expression and fun.– Dramatic and elementary dance techniques.– Basic expressive and creative abilities of corporal and dramatic expression.

Learning situation

Sounds of my house

Thanks to this learning situation, students will identify some of the most characteristic sounds that they can hear in their daily environment and will develop their motor skills by imitating some of these sounds. The work on loud and soft sounds will sensitize students to the rejection of acoustically polluted environments and will also make them aware of the importance of taking care of the intensity of the voice in their oral expression and interaction with others in order to make themselves understood by their interlocutors by speaking at an appropriate volume.

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- Basic digital resources for visual and plastic arts, audiovisual arts, music, performing and performative arts.

B. Creation and interpretation

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

- Professions related to plastic and visual arts, audiovisual arts, music, performing and performative arts.

- Elementary rules of behavior in the reception of artistic proposals in different spaces. Silence as an indispensable element and condition for the maintenance of attention during the reception.

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 their elementary concepts in the interpretation of vocal and instrumental musical proposals.
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SECOND QUARTER

Learning situation

Sounds of my school

With this learning situation, students will recognize and discriminate the most familiar sounds that occur in the school environment. This sound understanding of some of the most common school objects will allow them to differentiate the duration between long and short sounds. In addition, they will also develop their most creative skills by making musical instruments by recycling some of these school utensils, which will serve to foster their creativity and promote their interpersonal skills in collaboration with their peers when asking for and offering help. In this way, students will learn how to ask for help from their classmates, about school sounds and long and short sounds.

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- 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 their elementary concepts in the interpretation of vocal and instrumental musical proposals.

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Learning situation

Sounds of my city

This learning situation is related to the area of Environmental Knowledge and knowledge related to the city as a space for coexistence, the street and the elements we can find in it. Noise pollution and the rules for moving in a public space are also worked from this area.

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THIRD TRIMESTER

Learning situation

Sounds of nature

This learning situation is related to Knowledge of the Natural Environment and is based on the sounds we can find in nature, from animals to those produced by wind, rain, storms... The care and respect for nature is also related to the levels of noise pollution that humans produce on it.

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Learning situation

Sounds of music

With this learning situation, students will delve into the most typical sounds of music: the instruments and the professionals involved in a musical performance (composer, conductor, instrumentalists, singers and audience) to improve their understanding of the discipline and to have a first approach to the instrumental families. In this line of increasing their musical culture, students will also research about great figures of music, developing their social skills to reach agreements among them. The aim is to

that everything helps them to value music as a form of expression, communication and enjoyment among people.

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2.- Methodological and didactic principles

The methodological principles that will guide the teaching practice are set forth in Royal Decree 157/2022, of March 1, establishing the organization and minimum teachings of Primary Education, and in Order EFP/678/2022, of July 15, establishing the curriculum and regulating the organization of Primary Education within the scope of management of the Ministry of Education and Vocational Training.

In Art Education, methodological and evaluation decisions should be oriented towards the integrated implementation of the specific competencies of the area through learning situations that should be approached from an active, critical and participatory perspective so that, through close contexts, they favor the students' meaningful learning, developing their capacity for appreciation, analysis, creativity and sensitivity. The area deals with very different artistic languages, so it will be necessary to contemplate, on the one hand, the specific treatment of certain aspects of these same languages and, on the other hand, the recognition of the multiple connections and points of intersection that exist between them. In the music part, the specificity of the language should be contemplated.

musical and dance, as well as their common points, which will allow us to integrate the area. This integration of languages necessarily implies the diversity of methodologies and their articulation around the principles of Universal Design for Learning. The learning situations will recreate varied contexts of inquiry, experimentation and artistic creation. These situations may also encourage students to participate as active subjects in the production of useful and valuable solutions to problems or situations detected in their daily environment. The contextualization of learning will reinforce its motivating and meaningful character.

In order to encourage the development of creativity and divergent thinking, the learning situations will include original practical tasks, both individual and collective, that involve experimentation, exploration and improvisation with the expressive possibilities of musical language. The active reception of artistic and cultural productions will also stimulate students' creativity. The teacher must create the conditions for students to actively participate in class and express their own ideas, without fear of error or rejection, recognizing error as an inherent part of learning and accepting and valuing the work and contributions of their peers, as well as the various responses that can be given to the same challenge, situation or problem.

3. Transversal contents: British values and protected characteristics.

The area will work transversally on the so-called "British values", common to the transversal elements included in our regulations:

- Democracy:

-Carrying out democratic voting during the development of the classes of 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 deepenings that will be developed 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.

In addition, attention will also be paid to respect for protected characteristics (sex, race, religion or belief, gender reassignment, pregnancy and maternity and disability), encouraging respect for all persons and non-discrimination on the basis of sex, race, religion, beliefs and whatever the personal circumstances of the members of the educational community.

Procedures and instruments for the evaluation of student learning.

The evaluation, which will be global, continuous and formative, and begins in September with an initial diagnosis, which allows adapting and redesigning the teaching-learning process to the characteristics, interests and needs of the students. This initial information is contrasted with the assessments that will be made throughout the course and, if necessary, reinforcement measures will be established to ensure the acquisition of specific skills in the area.

The evaluation criteria will be the fundamental reference in the evaluation process. They have served as a guide for the selection and planning of the tasks and products that have been included in the learning situations. The evaluation contemplates not only the result, but also, and above all, the learning processes of which tests, attempts, trials and errors are an intrinsic part. For this purpose, we resort to systematic observation, to the review of the productions made, or to the active listening of the contributions, reflections and oral interventions made in class, whether spontaneous or planned.

The evaluation instruments are varied, diverse, accessible and adapted to different learning situations, thus allowing the objective assessment of all students.

These are: checklists, evaluation rubrics, digital portfolios, learning diaries or notebooks and systematic observation scales. All of them facilitate the collection of information in the different phases of the educational process.

Instruments	Aspects that can be evaluated
Checklists Classroom attitude rubrics	Attitudinal evaluation criteria, including aspects such as respect, attitude towards music and musical productions.

Observation guide. Interpretation rubric. Participation checklist.	Musical and/or corporal expression and group dance works and proposals. Co-creation activities
Co-evaluation tables	Evaluate group works of creation, arrangements and instrumental and vocal performances.
Descriptive record Achievement rubrics	To evaluate if the student has been able to accompany correctly with percussion instruments, if he/she has been able to perceive an audition or certain aspects of it, he/she performs an activity in the appropriate way.
Process evaluation	Evaluate the criteria that have to do with the processes of comprehension/perception, analysis, interpretation and creativity of the didactic proposals proposed.
Correction of proposed works. Checklist of activities. Notebook rubric	Evaluation criteria appropriate to the procedures of musical language, instrumental or corporal vocal interpretation, auditions or creation.
Summative evaluation	Evaluation of the different activities that allow us to know the degree of achievement of the proposed learning processes

Qualification criteria

The grade will be related to the degree of acquisition of the Competencies of the student of 1st of EP, through all the activities that are carried out. The different evaluation procedures that will be applied will be the following:

PROCEDURE	EVALUATION TOOLS	%
Observation	-Checklist -Rubrics	40%
Experimentation (Specific tests)	-Written test -Oral test	25%
Production (Final products)	-Proposed activities. -Rubrics on work performed	30%
Development of activities related to the Reading Plan		5%
Total qualification		100%

