

TEACHING GUIDE MUSICAL EDUCATION I

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 29-06-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The objective of this subject is to present a general but updated vision of music in Children's Education. The subject is focussed on the specific aspects of music pedagogy for the future teachers of Children's Education.

The Student will be capable of:

To observe, analyze and appreciate the different musical realities into the ambit of musical expression.

To reach a minimum of skills in the auditive, rhythmic, melodic, vocal, instrumental and corporal practice.

To select, design and applied activities for the musical learning and teaching.

To foster positive attitudes in the face of musical expression, as well as active group participation for the starting of creative experiences.

To introduce the student in the world of corporal expression through music and sounds.

To value the corporal and musical education as a motivational means for the integral developing of people.

The main topics will be:

Basic education in rhythemics and musical language.

Melodic education.

Auditive education.

Vocal expression education.

Instrumental education.

III.-Learning outcomes



CGI01. Capacity for analysis and synthesis
 CGI02. Organizational and planning capacity
 CGI06. Information management capability
 CGP01. Teamwork.
 CGP03. Skills in interpersonal relationships
 CGP05. Critical reasoning.
 CGP06. Ethical commitment
 CGS07. Creativity.
 CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
 CG05. Acquire the necessary learning skills to expand their studies autonomously.
 CE01 . Know the different curricular areas of Primary Education (especially the subject that concerns us) with all the elements of the Teaching/Learning process and the interdisciplinary relationship between the areas.
 CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
 CE03 . Create learning environments that encourage empathy , social behavior , autonomy and multicultural coexistence systematically observing the social , family and school environment. (Contextual and natural social perspective) .
 CE04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).
 CE06 . Detect possible difficulties that students may present and develop didactic strategies and curricular adaptations promoting the educational and social inclusion of students. Promote a climate of coexistence in the classroom and resolve conflicts that may arise peacefully. (Perspective of Attention to Diversity)
 CE07 . Design didactic actions related to understanding space and time in schoolchildren. (Space-time perspective)
 CE08 . Design and elaborate educational approaches to communication and expression using gestural and iconic-verbal strategies. (On basic or instrumental learning)
 CE10 . Use different languages to promote and develop creativity. (About creativity)
 CE11. Design experiences to know the natural world through sensory perception. (On sensory and experimental development)

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

The main topics are: Basic skills in rhythm, musical language, introduction to melody in the different repertoires, ear training, vocal expression and the different families of instruments in the orchestra.

THEORETICAL TOPICS

TOPIC 1: RHYTHMIC FUNDAMENTALS

- 1.1. The Musical Rhythm: Pulse, accent and measure.
- 1.2. Elements of the Rhythm: Note Values and rests.
- 1.3. Types of Time Signature: Binary, Ternary, divided-beat-patterns.
- 1.4. Tipos de inicio en música: tético, anacrúsico, acéfalo. Tipos de final musical. Begginig of a musical piece
- 1.5. Lenghtening signs: dotted notes, ties, fermata.
- 1.6. The triplet.
- 1.7. Counterbeat and sincopated note.
- 1.8. Polyrythmh and Polymetric patterns.
- 1.9. The Metronome. Tempo marks.

TOPIC 2: Introduction to melody.

- 2.1. The Staff
- 2.2. The Note Values
- 2.3. Accidentals
- 2.4. Musical scales.
- 2.5. Tonalities. Key signatures.
- 2.6. Intensity marks.
- 2.7. Expresión indications.
- 2.8. Repeat signs.

TOPIC 3: ACOUSTIC FUNDAMENTALS

- 3.1. The Sound
- 3.2. Qualities of the Sound: frecuency, duration, intensity, sound-color.
- 3.3. Propagation of the Sound: Reflection, Refraction, Transmission, Diffraction, Doppler Effect.
- 3.4. Differences between tone and noise. Harmonics.
- 3.5. Acoustic Contamination.

TOPIC 4: Ear Education

- 4.1. The Musical ear: types and functioning.
- 4.2. Auditory discrimination: qualities of the sound, melodic and harmonic intervals.
- 4.3. How to listen musical works.
- 4.4. Didactic resources for the ear perception.

TOPIC 5: How to create music in the classroom

- 5.1. The sound scenary.
- 5.2. Children songs
- 5.3. Resources for musical composition.
- 5.4. Improvisation as a pedagogic resource in the Classroom.

TOPIC 6: Organology. Musical groups, instrumental ensembles and orchestras.

- 6.1. Different Families and Classification of the musical instruments.
- 6.2. Different types of instrumental ensembles and other musical formations.
- 6.3. Classical music, popular music and world music.
- 6.4. Musical genders.
- 6.5. Music in the Digital Era.

PROCEDIMENTAL TOPICS

Based on the program: Topic 1 and 2.



IV.B.-Training activities	
Type	Title
Theoretical sessions	Lecture classes
Practical sessions	Practical classes/resolution of exercises, case studies, etc.
Resolution of exercises, problems, case studies	Practical sessions in technological laboratories, hospitals, etc.
Test and/or exams	Theoretical practical tests
Academic tutorials	Academic tutorials
Other activities	Related activities: conferences, seminars, etc.
Lectures	Preparation of lecture classes
Group work	Group work
Individual work	Individual work



V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	30
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	0
Academic tutorials	8
Related activities: conferences, seminars, etc.	10
Preparation of theoretical sessions and self-study	10
Preparation of practical tasks, exercises, case studies, projects, etc.	40
Preparation for tests and/or exams	52
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Group work	Week 1 to Week 14	[DL] Completion of a written work to present at the end of the semester through the Virtual Classroom.
Practical sessions	Week 1 to Week 14	[OS] On-site practical classes where the main procedural skills required to pass the course will be acquired. [CP] In case of a more restrictive health situation, the practical classes will be taught remotely through videoconference through the Virtual Classroom.
Tests and/or exams	Week 15 to Week 15	[OS] Completion of both practical and theoretical assessment tests where the acquisition of content and required skills will be verified. [CP] In case of a more restrictive health situation, the evaluation tests will be carried out remotely through the Virtual Classroom.
Theoretical sessions	Week 1 to Week 14	[DL] Theoretical classes taught remotely and synchronously where the main concepts of the subject will be explained.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation	Activity	Content /description	Weight	Minimum Grade	Retake in Extraordinary Call	Date
SE 1. Written Exam	In-person written evaluation exam combining multiple-choice, short-answer, and essay questions.	In-person written evaluation exam on the essential theoretical contents of the subject.	50%	5	Yes	On the date set for the official exam session
SE2: Group Assignment	Group assignment	Assignment related to the theoretical and practical content of the course	20%	5	Yes	Weeks 8 to 15
SE3: Practical Test	Practical exam to confirm that the student has acquired the required professional competencies and skills	Individual rhythmic and melodic exercise, which will be recorded in audio and kept as evidence until the end of the claims period.	30%	5	Yes	Weeks 10 to 16

Final Grade Calculation:

- The final grade is calculated as the weighted average of all evaluation activities, using the indicated percentages, once the minimum grade for the applicable re-evaluable activities has been achieved.
- To pass the course, the overall grade must be 5 or higher (after meeting the minimum grade requirement in re-evaluable components).
- If one or more evaluation activities are not passed with the required minimum grade, the final grade will be the average of all completed evaluation activities but cannot exceed 4.
- In the early call, the evaluation method will be the same as that shown for the regular call, following the same evaluation items and their percentages, except for the 'Evaluation System' item of 'Group Assignment,' which may become 'Individual' if the 'Group' option is not possible. In this exceptional case, the content/description, weighting, and minimum grade shown will be maintained, and this item will also be re-assessable

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Extraordinary Call:

- If the student fails the subject during the Ordinary Call, grades for passed evaluation components will be retained. The student will only need to retake the failed components.
- To pass the course, the overall grade must be 5 or higher (after meeting the minimum grade requirement in re-evaluable components).

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VII.B. Evaluation of Students with Academic Exemption from Class Attendance

- Granting Academic Exemption from Class Attendance (AECA) does not automatically exempt students from participating in continuous assessment activities or mandatory in-person learning activities as outlined in the syllabus.
- Once exemption is granted, the student must contact the instructor, who may suggest suitable adaptations ensuring acquisition and proper assessment of the intended learning outcomes.
- The student must maintain ongoing communication with the instructor throughout the course so they can be informed of the schedule for formative and assessment activities, in case they are not already fixed and publicly available when the exemption is granted.

Subject with exemption option: Yes



VII.C. Review of Assessment Tests

- This will be carried out in accordance with the "Regulation on the Evaluation of Learning Outcomes" of Rey Juan Carlos University.

VII.D. Students with Disabilities or Special Educational Needs

- In order to guarantee equal opportunities, non-discrimination, universal accessibility, and the greatest possible academic success, students with disabilities or special educational needs may request curricular adaptations.
- These adaptations will be managed by the Support Unit for Students with Disabilities of Rey Juan Carlos University, in accordance with the university's regulations for this service.
- The Unit will issue a curricular adaptation report, so students with disabilities or special educational needs must contact the Unit (discapacidad.programa@urjc.es) to jointly assess the available options.

VII.E. Academic Conduct, Integrity, and Academic Honesty

- Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty. Studying at URJC means embracing and upholding the values of integrity and honesty as outlined in the University's Ethical Code: <https://www.urjc.es/codigoetico>
- To support this commitment, the university has established the Academic Conduct Regulations: https://www.urjc.es/images/Universidad/Presentacion/normativa/Normativa_conducta_academica_URJC.pdf and employs various tools (anti-plagiarism, supervision, etc.) that collectively uphold these essential values.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

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Consultation bibliography

IX.-Professors

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Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	0
No. of positive evaluations by Docencia	0

