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| General Information | |
| Academic subject | Music Education |
| Degree course | Degree in Sciences of Primary Education |
| Curriculum | |
| ECTS credits | 9 |
| Compulsory attendance | |
| Language | Italian |

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| Subject teacher | Name Surname | Mail address | SSD |
| | Mariantonia Lamanna | cedamonlus@tiscali.it mariontietalamanna@conservatoriopiccinni.eu | L-ART/07 |

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| ECTS credits details | 8 +1 |
| Basic teaching activities | |

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| Class schedule | |
| Period | I semester Academic Year 2018/2019 |
| Year | IV |
| Type of class | |

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| Time management | |
| Hours measured | 1hour = 60 minutes |
| In-class study hours | 60 + 10 hours |
| Out-of-class study hours | 155 hours |

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| Academy calendar | |
| Class begins | 15 October 2018 |
| Class ends | 31 January 2019 |

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| Syllabus | |
| Prerequisite requirements | <ul style="list-style-type: none"> • Knowledge and skills acquired in school • Musical skills achieved in non-formal settings |
| Expected learning outcomes | <ul style="list-style-type: none"> • Advanced understanding of music in its morphological/syntactic, semantic/symbolic and pragmatic aspects • Understanding of the educational, communicational, relational, cognitive/behavioral, symbolic/affective, aesthetic and expressive functions of music in the student's field of study and professional future • Self-determination in the research and development of musical, theoretical and practical/operative organization of the student's own study program, in order to improve judgment, reflection and critical thinking on socio/cultural aspects of music and its teaching/learning • Ability to keep on learning and gain access, with a high degree of autonomy, to more and more advanced knowledge and skills, also customized to different work settings |

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| <p>Contents</p> | <ul style="list-style-type: none"> • Epistemological aspects of music education and theoretical frameworks: elements of psychoacoustics and music pedagogy. Sound, voice , hearing , the soundscapes , musical instruments , musical repertoire, the musical semiography. • Sensory-motor development, auditory communication, symbolic plays and tales, concrete operational thinking and musical abilities in children from 0 to 11 years. • Knowledge of the linguistic structures of the music (musical knowledge: sound / silence, dynamic, agogic, rhythm, melody, harmony, form, instrumental resonance); • musical skills (music making: perception, music making through voice, body and instruments, composing, understanding and interpreting music through motor, graphic, verbal schemes); • Methodological and didactic skills (knowing how to make and how to communicate with music: music singing, playing, listening, dancing, composing, writing and reading music). • Hands-on methods for the teaching / learning of music from I to III childhood: Gordon, Willems, Dalcroze, Kodaly, Orff, Stefani. • Music education in the field of educational planning and teaching: from preschool to primary school. |
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| <p>Course Program</p> <p>Bibliography</p> | <p>Stefani G.,Tafari J., Spaccazocchi M., <i>Educazione musicale di base,</i> La Scuola Editrice, 1998</p> <p>Lenzi P. <i>Musica e fiaba. Riflessioni, percorsi e proposte Didattiche,</i> ETS, 2004</p> <p>AA.VV. <i>Musica Maestri. Percorsi creativi di didattica musicale</i> (a cura di M. Lamanna), Edizioni dal Sud, 2000</p> <p>Piatti M., Strobino E. <i>Musicascuola. Riflessioni e proposte per la scuola dell'infanzia e primaria,</i> ETS, 2013 (I parte – Capitoli 1, 2, 3)</p> <p>For further information , choice :</p> <p>Delalande F. <i>La musica è un gioco da bambini,</i> Franco Angeli, 2004</p> |
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| | <p>Gordon E. <i>L'apprendimento musicale del bambino dalla nascita all'età prescolare</i>, Curci, 1997</p> <p>Tafari J. <i>Nascere musicali. Percorsi per educatori e genitori</i>, EDT, 2007</p> <p>Piazza G. <i>Musica a scuola con lo strumentario ORFF Vol. 1° e 2°</i>, AMADEUS, 1991</p> <p>Jaques-Dalcroze E. <i>Il ritmo, la musica e l'educazione</i>, EDT, 2008</p> <p>Goitre R. <i>Fare musica è...</i>, Suvini Zerboni, 1984</p> |
| Notes | Bibliography can be modified according to the educational needs of the students after proper evaluation, of the student's knowledge, skills, competencies, disciplinary insight. |
| Teaching methods | Lectures will include individual and collective vocal and instrumental practice, research methodology, simulations and case studies. |
| Assessment methods | Production of musical performances; written tests, short essays, personal papers, individual curriculum design and group of didactic original and creative will complete the course. |
| Further information | Audio-visual resources, equipment and musical instruments will be made available by the Professor, together with scores and lecture notes. |