

# Postgraduate Diploma

## Composition and Instrumentation for Music Education in School



## Postgraduate Diploma

### Composition and Instrumentation for Music Education in School

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-composition-instrumentation-music-education-school](http://www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-composition-instrumentation-music-education-school)

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# 01

# Introduction

Music is one of the most enriching expressions of the human being, since, through it, we are able to transmit sensations and emotions that other languages or codes are unable to do. Through music, we not only communicate, but we are also able to acquire values and attitudes or learn to channel feelings in different situations of our lives.



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*This Postgraduate Diploma in Composition and Instrumentation for Music Education in School will generate a sense of confidence in the performance of your profession, which will help you grow both personally and professionally”*

Therefore, the teaching of music should not only be relegated to a matter of content acquisition, but it is necessary for the teacher to learn and specialize in each and every one of the dimensions involved in musical learning.

This educational program will enable professionals in this field to increase their capacity for success, which results in a better practice and performance that will have a direct impact on students, on the improvement of the subject of music and on the general benefit of society as a whole.

This program offers an integral vision of musical learning in all its dimensions, providing tools, experiences and advances in this field, which have also been guaranteed by the teachers of the educational action. With which the student, will learn based on professional experience, as well as pedagogy, which makes the student's preparation more effective and accurate.

Although, it is necessary to highlight that, although there are specializations on music education, there is no program that offers a multidimensional approach to musical learning, studying not only elements related to the content, but also giving importance to the figure of the learner, to their educational, personal, social and intellectual characteristics and needs.

The different modules are taught in sessions with an eminently practical approach, supported by the necessary theoretical support. All the teachers of the program have extensive experience with cases of all ages and in diverse socio-family and educational contexts. Furthermore, it must be taken into account that musical learning is approached integrating the educational, personal and social-group vision.

In addition to preparing students in music education and in the educational environment, it will also facilitate their insertion in the labor market, due to the great demand for this type of specialized professionals within the formal education system, as well as in the non-formal sector (private music schools or musical groups). For those students who are already in the working world, it will allow them a better professional positioning and will increase their possibilities of promotion and recognition.

This **Postgraduate Diploma in Composition and Instrumentation for Music Education in School** contains the most complete and up-to-date educational program on the market.

Its most notable features are:

- ♦ The development of more than 75 practical cases presented by experts in Composition and Instrumentation for Music Education in School
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ The latest developments in detection and intervention in Composition and Instrumentation for Music Education in School
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student.
- ♦ With special emphasis on evidence-based methodologies in Composition and Instrumentation for Music Education in School
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Update your knowledge through the Postgraduate Diploma in Composition and Instrumentation for Music Education in School"*

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*This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Composition and Instrumentation for Music Education in School, you will obtain a qualification endorsed by TECH Technological University"*

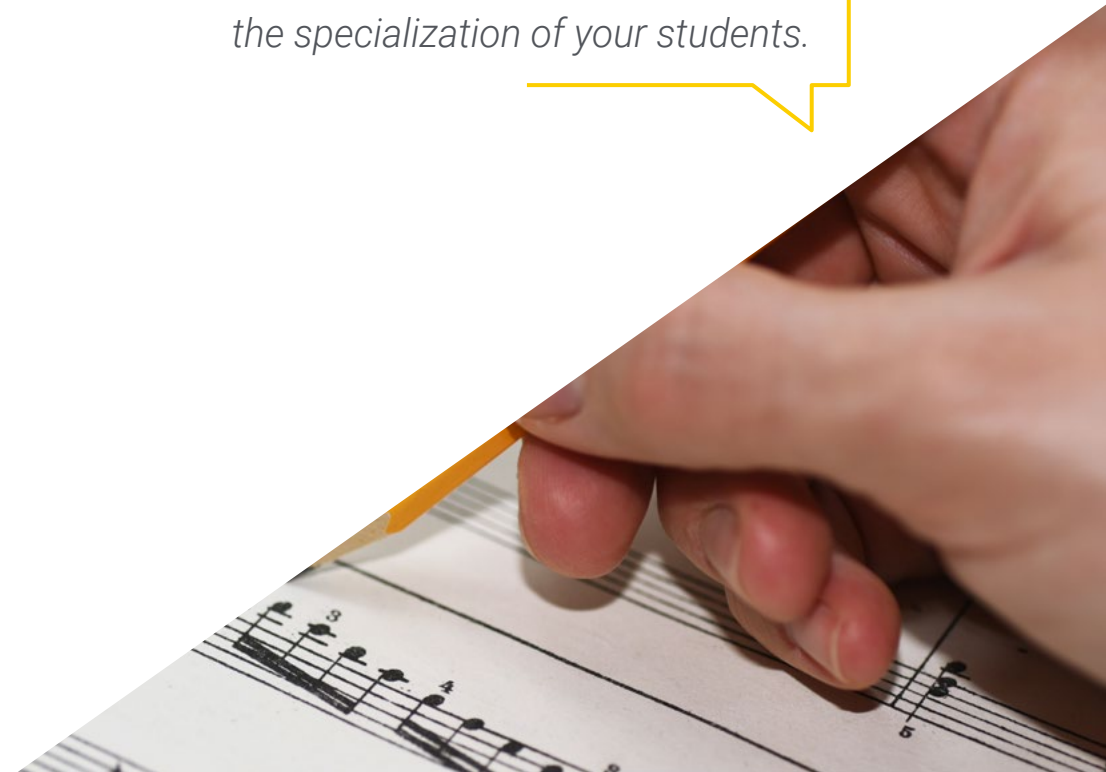
It includes in its staff professional teachers belonging to the field of Composition and Instrumentation for Music Education in School, who bring to this program their work experience, as well as recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, it will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of Composition and Instrumentation for Music Education in School and with great teaching experience.

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.*

*Make the most of this opportunity to learn about the latest advances in Composition and Instrumentation for Music Education in School and improve the specialization of your students.*



02

# Objectives

The program in Composition and Instrumentation for Music Education in School is aimed at facilitating the performance of the professional dedicated to working with adolescents and/or guiding them in their professional future.





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*This program is designed for you to update your knowledge in Composition and Instrumentation for Music Education in School, with the use of the latest educational technology, to contribute with quality and confidence to the decision-making and monitoring of your students"*



## General Objectives

- Enable the student to teach in the field of music
- Introduce the student to the main characteristics of music teaching
- Show the student the main tools of work in the music classroom
- Prepare the student in the handling of techniques and strategies for the musical intervention in the different environments: formal and out-of-school
- Develop in the student the ability to elaborate their own methodology and work system based on previous successful models
- Be able to value the multidimensionality of music teaching
- Consolidate innovation and the application of new technologies as a central and useful element in the educational process



*A unique, key, and decisive educational experience to boost your professional development”*





## Specific Objectives

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### Module 1. Music Didactics

- ♦ Explore the possible routes towards the achievement of a quality music education
- ♦ Interpret the different pedagogical models of musical learning
- ♦ Justify current music teaching methodologies
- ♦ Discuss the consideration of learning styles and their repercussion on the different educational stages
- ♦ Propose concrete lines of action for musical practice
- ♦ Review educational practices
- ♦ Describe the advantages of playing with music and motor activity in the learning process

### Module 2. Material Resources for Music Education

- ♦ Understand the structure of the educational system and how music-related educational projects and plans are developed
- ♦ Get to know practical cases of music learning
- ♦ Analyze the importance of learning styles in music students
- ♦ Analyze the different models that explain learning styles
- ♦ Plan educational actions and precise orientations to favor the development of each learning style

### Module 3. Principles of Music Composition for Schools

- ♦ Compare the different tools of musical learning
- ♦ Understand musical creativity as a necessary tool in the integral development of the person
- ♦ Review the organization of the musical syllabus in the different educational stages

### Module 4. Instrumentation for Music Education

- ♦ Apply instruments and tools in musical learning
- ♦ Get to know in a technical way the existing instruments in the classroom
- ♦ Understand the aspects of instrumentation, before and after J.S. Bach
- ♦ Master the techniques of attack and expressiveness in the melodic function

03

# Course Management

The program includes in its teaching staff reference specialists in Composition and Instrumentation for Music Education in School, who bring to this program their work experience. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.





“

*Learn from reference professionals, the latest advances in the procedures in the field of Composition and Instrumentation for Music Education in School"*

## Management



### Mr. Atencia Micó, Óscar

- Director of the Valencian Institute of High Abilities
- Teacher at the Higher Institute of Social and Socio-Sanitary Studies
- Master's Degree in Direction and Management of Educational Centers by the University of Valencia
- Master's Degree in Direction and Management of Gerontological Centers by the UNED (UNED)
- Degree in Pedagogy from the University of Valencia

## Professors

### Ms. Gisbert Caudeli, Vicenta

- ♦ Secretary of the Center of University Studies for the Education in Diversity at the University of La Laguna
- ♦ Assistant Professor at the Interfaculty Department of Music of the Faculty of Teacher Training and Education of the Autonomous University of Madrid
- ♦ Director, coordinator and teacher of the MUSINNOVA Music Education Project
- ♦ Academic Director of the Master's Degree in Music Pedagogy at UNIR
- ♦ Reviewer of Review of European Studies (Canada)
- ♦ Member of IMETIC, GIED and GIMB
- ♦ Doctor Cum Laude in Educational Sciences from the University of La Laguna
- ♦ Master's Degree in Neurosciences for Teachers from CEU Cardenal Herrera University
- ♦ Accredited as Hired Doctor by the National Agency for Quality Assessment and Accreditation (ANECA) and by the Canarian Agency for Educational Evaluation (ACCUEE)
- ♦ Member of: SEM-EE, ISME, IGEB

### Mr. Mira Tomás, Josep

- ♦ Web Developer at inaCátalog Mobility Sales
- ♦ SQA June Developer at Imaweb
- ♦ ERP & Web Management at Madrid Musical SA
- ♦ Creative producer at NOIIZ LTD
- ♦ Freelance Multimedia Music Composer
- ♦ Music Composer Degree at Conservatory
- ♦ Master's Degree in Music Technology at Katarina Gurska
- ♦ Higher Degree in Multiplatform Applications Development at Florida Universitaria
- ♦ Degree in Composition and Music Theory at Musikene

### Ms. Villegas Puerto, Ana

- ♦ Member of the Gabriel y Galán High School
- ♦ High school teacher at Gabriel Galán High School
- ♦ Co-author of the work "Econews: el telediario como herramienta didáctica" and winner of the first prize in the category of A More Civic and Solidarity School

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the leading educational centers and universities, aware of the relevance of current education in order to intervene in the learning and support of students with high abilities, and committed to quality teaching through new educational technologies.





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*This Postgraduate Diploma in Composition and Instrumentation for Music Education in School contains the most complete and up-to-date scientific program on the market”*

## Module 1. Music Didactics

- 1.1. Introduction
  - 1.1.1. Introduction
  - 1.1.2. Music in Ancient Greece
  - 1.1.3. The Greek *Ethos*
  - 1.1.4. Epic Poetry: Homer
    - 1.1.4.1. The Iliad
    - 1.1.4.2. The Odyssey
  - 1.1.5. From Myth to *Logos*
  - 1.1.6. Pythagoreanism
  - 1.1.7. Music and Healing
- 1.2. Main Musical Methodologies
  - 1.2.1. Dalcroze Method
    - 1.2.1.1. Description of the Method
    - 1.2.1.2. Main Features
  - 1.2.2. Kodaly Method
    - 1.2.2.1. Description of the Method
    - 1.2.2.2. Main Features
  - 1.2.3. Willems Method
    - 1.2.3.1. Description of the Method
    - 1.2.3.2. Main Features
  - 1.2.4. Orff Method
    - 1.2.4.1. Description of the Method
    - 1.2.4.2. Main Features
  - 1.2.5. Suzuki Method
    - 1.2.5.1. Description of the Method
    - 1.2.5.2. Main Features
- 1.3. Music and Corporal Expression
  - 1.3.1. The Musical Experience through Movement
  - 1.3.2. Rhythmic-Corporal Expression
  - 1.3.3. Dance as a Teaching Resource
  - 1.3.4. Relaxation Techniques and their Relation with Musical Learning
- 1.4. Playing with Music as a Learning Activity
  - 1.4.1. What is Playing?
  - 1.4.2. Playing Features
  - 1.4.3. Benefits of Playing
  - 1.4.4. Playing with Music
    - 1.4.4.1. Resources for Playing with Music
- 1.5. Main Differences between Music Education for Children and Music Education for Adults
  - 1.5.1. Music Education in Children
  - 1.5.2. Music Education for Adults
  - 1.5.3. Comparative Study
- 1.6. Educational Resources for Music Education for Children: Musicograms and Musical Stories
  - 1.6.1. Musicograms
  - 1.6.2. Musical Stories
    - 1.6.2.1. The Elaboration of Texts in Musical Stories
    - 1.6.2.2. Musical Adaptation of the Texts
- 1.7. Educational Resources for Music Education for Adults
  - 1.7.1. Introduction
  - 1.7.2. Main Educational Resources for Adults

## Module 2. Material Resources for Music Education

- 2.1. Introduction
  - 2.1.1. The Change From Analogue to Digital
  - 2.1.2. Open Educational Resources as a Basis for Student Equity
  - 2.1.3. Education for All and its Relation to the New Technologies
  - 2.1.4. Some Educational Models based on OER
    - 2.1.4.1. Open Learn (United Kingdom)
    - 2.1.4.2. The OpenCourseWare Worldwide Consortium (OCWC)
    - 2.1.4.3. Digital Educational Platforms
    - 2.1.4.4. Open Materials for the Training of University Staff in E-Learning and Learning Object Repositories
    - 2.1.4.5. *Open E-Learning Content Observatory Services*
  - 2.1.5. Materials and Resources for Music Learning
- 2.2. Music Learning Materials
  - 2.2.1. Characteristics of the Music Learning Materials
  - 2.2.2. Types of Material
- 2.3. Non-Musical Material Resources
  - 2.3.1. Main Non-Musical Material Resources
  - 2.3.2. The Use of New Technologies in the Learning of Music
    - 2.3.2.1. Some Technological Resources
      - 2.3.2.1.1. Digital Tablets
      - 2.3.2.1.2. Computers
      - 2.3.2.1.3. Web Applications and Resources
- 2.4. Musical Teaching Resources
  - 2.4.1. Main Teaching Resources
  - 2.4.2. Musical Instruments in the Classroom
  - 2.4.3. Musicograms in Pre-School and Primary Education
    - 2.4.3.1. Characteristics of the Musicogram
  - 2.4.4. Songbooks
    - 2.4.4.1. Main Characteristics of Songbooks
    - 2.4.4.2. Popular Songs
    - 2.4.4.3. Importance of the Culture in Musical Learning
- 2.5. Resources for Dance Learning
  - 2.5.1. Importance of Dance in Music Learning
  - 2.5.2. Main Resources
    - 2.5.2.1. Adaptation of the Classroom to Dance Learning
- 2.6. Musical Instruments and other Sonorous Elements for Music Learning
  - 2.6.1. The Body as an Musical Instrument
  - 2.6.2. Percussion Instruments in the Classroom
    - 2.6.2.1. Characteristics of the Percussion Instruments
    - 2.6.2.2. Percussion Instruments Most Commonly Used in the Classroom
    - 2.6.2.3. Music Education through Percussion Instruments
  - 2.6.3. Reed Instruments and their Importance in Musical Learning
    - 2.6.3.1. Xylophones and Marimbas
    - 2.6.3.2. Characteristics of Reed Instruments
    - 2.6.3.3. Music Education through Reeds
  - 2.6.4. Wind Instruments: the Recorder Flute
    - 2.6.4.1. Characteristics of the Recorder Flute
    - 2.6.4.2. Music Education through the Recorder Flute
- 2.7. Importance of the Audio-Visual Material for Musical Learning
  - 2.7.1. Digital Blackboards as a Tool for Musical Learning
  - 2.7.2. Audiovisual Material Resources

### Module 3. Principles of Music Composition for Schools

- 3.1. Introduction to Musical Composition
  - 3.1.1. What Does Composition Consist Of?
- 3.2. Fundamentals of Musical Composition
  - 3.2.1. Construction of the Antecedent
  - 3.2.2. Construction of Simple Themes
    - 3.2.2.1. Concept of Form
    - 3.2.2.2. The Sentence
      - 3.2.2.2.1. Beginning of the Sentence
      - 3.2.2.2.2. End of the Sentence
    - 3.2.2.3. The Motive or Leitmotif of a Musical Piece
    - 3.2.2.4. The Link between Motives
  - 3.2.3. The Accompaniment
  - 3.2.4. Melody and Theme
    - 3.2.4.1. Vocal Melody
    - 3.2.4.2. Instrumental Melody
  - 3.2.5. Small Forms
  - 3.2.6. Large Forms
- 3.3. Importance of Composition in the Teaching Environment
  - 3.3.1. Application of Musical Composition in the Educational Environment
  - 3.3.2. Music Composition in Primary and High School Education
- 3.4. Main Tools for Musical Composition
  - 3.4.1. Technological Tools: Applications for Musical Composition



**Module 4. Instrumentation for Music Education**

- 4.1. Introduction
  - 4.1.1. Concept of Musical Instruments
    - 4.1.1.1. Definition
    - 4.1.1.2. Types of Musical Instruments
  - 4.1.2. Instrumentation throughout History
    - 4.1.2.1. Historical Review
    - 4.1.2.2. The Instrument as an Artistic Object
  - 4.1.3. Instrumentation in the Classroom Context
    - 4.1.3.1. The Acquisition of Competences
    - 4.1.3.2. The Development of Skills
- 4.2. What is Musical Instrumentation?
  - 4.2.1. Up to J.S. Bach
    - 4.2.1.1. Treatises on Instrumentation
  - 4.2.2. From J.S. Bach
    - 4.2.2.1. Treatises on Instrumentation
- 4.3. Aspects of Instrumentation
  - 4.3.1. Pitch and Musical Timbre
    - 4.3.1.1. Tessitura of the Instruments
  - 4.3.2. Chords
    - 4.3.2.1. Construction
    - 4.3.2.2. Tonal Functions
- 4.4. Orff Instruments. Technical Knowledge of the Instruments in the Music Classroom
  - 4.4.1. Reed Instruments
    - 4.4.1.1. Family. Characteristics
  - 4.4.2. Small Percussion
    - 4.4.2.1. Membranophones
    - 4.4.2.2. Idiophones
    - 4.4.2.3. Shaken Instruments
- 4.5. Musical Instrumentation in Stringed Instruments
  - 4.5.1. Plucked String
    - 4.5.1.1. The Guitar
  - 4.5.2. The Plucked String
    - 4.5.2.1. The Piano
- 4.6. Musical Instrumentation for Recorder Flute
  - 4.6.1. Types of Recorder Flutes
    - 4.6.1.1. Flutes in *Folklore*
    - 4.6.1.2. Recorder Flute
- 4.7. Percussion Instruments in the Classroom
  - 4.7.1. The Orff Family
    - 4.7.1.1. Uses
    - 4.7.1.2. Correct Positions of Instrumental Execution
  - 4.7.2. Small Percussion
    - 4.7.2.1. Execution Techniques
- 4.8. Instrumentation for Reeds
  - 4.8.1. Types of Drumsticks
    - 4.8.1.1. Uses
    - 4.8.1.2. Sonorities
  - 4.8.2. Use of Chords
    - 4.8.2.1. With 2 Sticks
    - 4.8.2.1. With 3 Sticks
  - 4.8.3. Melodic Function
    - 4.8.3.1. Introductory Exercises
    - 4.8.3.2. Attack Techniques and Expressiveness
- 4.9. Review of the Contents Covered
  - 4.9.1. Adaptation of Classroom Instruments
  - 4.9.2. Important Factors in Classroom Didactics

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*



“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method.*

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have prepared more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high-quality pieces in each and every one of the materials that are made available to the student.



#### Video Education Techniques and Procedures

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically assess and re-assess students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in Composition and Instrumentation for Music Education in School guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This program will allow you to obtain your **Postgraduate Diploma in Composition and Instrumentation for Music Education in School** endorsed by **TECH Global University**, the world's largest online university.

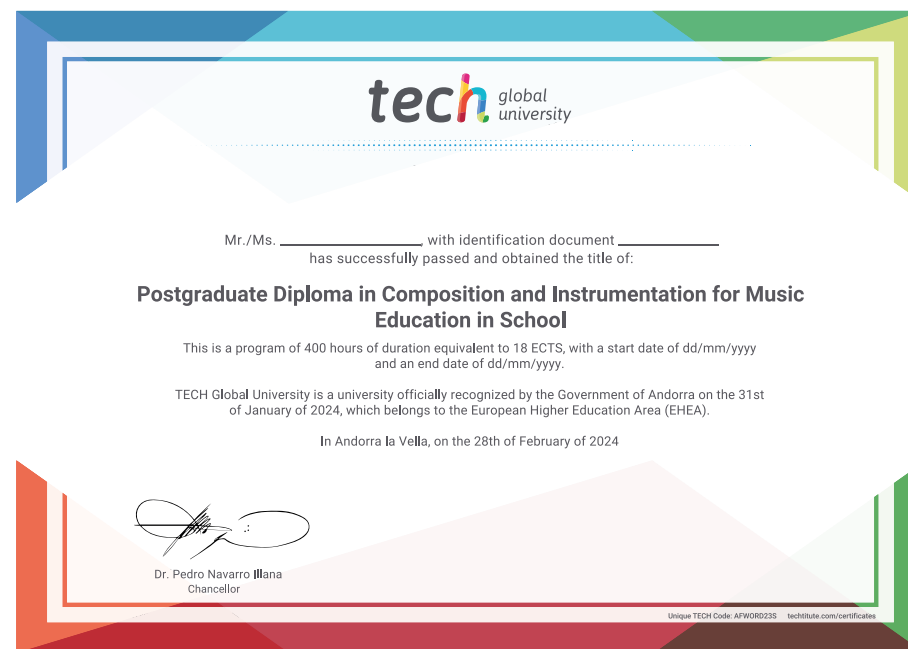
**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Composition and Instrumentation for Music Education in School**

ECTS: 18

Official N° of Hours: 400 h.



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.





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