

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 Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/in/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, it can 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 security 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 to teach and specialize the teacher in each and every one of the dimensions involved in musical learning.

This educational action makes professionals in this field increase their ability to succeed, which results in a better practice and performance that will have a direct impact on students, in the improvement of the subject of music and in the general benefit for the whole society.

Because it offers a comprehensive 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. Thus, the student will learn based on professional experience, as well as pedagogy, which makes the student's preparation more effective and accurate.

In addition, it is necessary to highlight that, although there is specialization on music didactics, there is no course 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, following an eminently practical approach, with the necessary theoretical support for each. All TECH Professional Master's Degree teachers have extensive experience working with people of all ages and diverse socio-familial and educational contexts. In addition, it should be taken into account that musical learning is approached integrating the educational, personal and social-group vision.

In addition to preparing students in music didactics 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 educational system, as well as in the non-formal sector (private music schools or musical groups). For students who are already in the working world, it will allow them to better position themselves professionally and increase their chances of promotion and recognition.

The **Postgraduate Diploma in Composition and Instrumentation for Music Education in School** contains the most complete and updated scientific program on the market

The most important features of the program include:

- ♦ Development of more than 75 case studies presented by experts in composition and instrumentation for music education in school. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Novelties on screening and intervention in composition and instrumentation for music education in schools
- ♦ It contains practical exercises where the self-evaluation 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 may be the best investment you can make when choosing 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 Postgraduate Diploma from TECH Technological University"

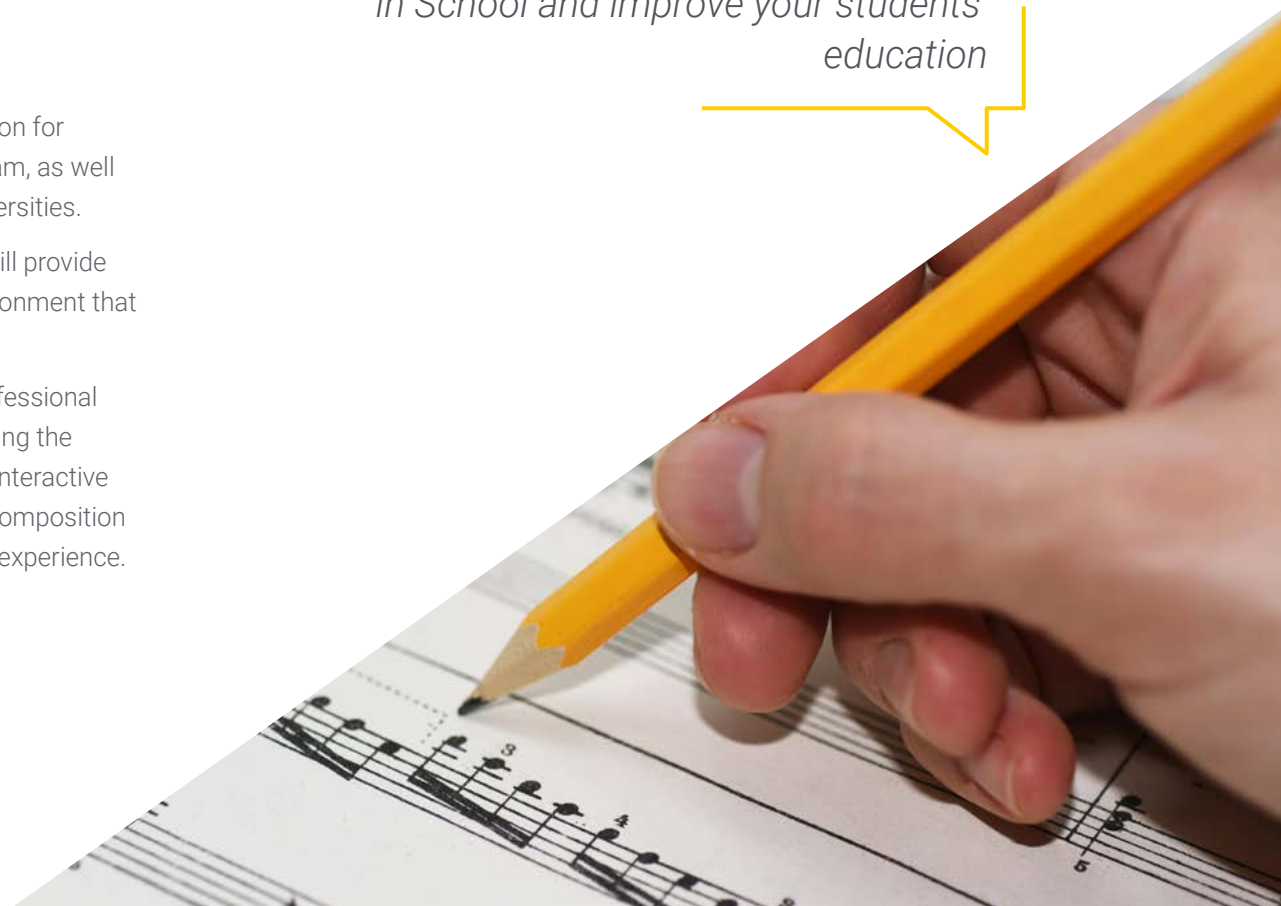
The teaching staff includes professionals in Composition and Instrumentation for Music Education in School, who bring their experience to this training program, as well as renowned specialists belonging to leading societies and prestigious universities.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training program to train 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 during the course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts in the field of Composition and Instrumentation for Music Education in School with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this specialist course

Take the opportunity to learn about the latest advances in Composition and Instrumentation for Music Education in School and improve your students' education



02

Objectives

The **Postgraduate Diploma 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 Postgraduate Diploma is designed to help you 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 security to the decision making and monitoring of your students"



General Objectives

- Train the student to teach in the field of music
- Inform the student about the main characteristics of music education
- Show the student the main tools for working in the music classroom
- Train the student in the use of techniques and strategies for musical intervention in different environments: formal and out-of-school
- Develop in the student the capacity to elaborate their own Methodology and Work System based on prior successful models
- The student should be able to appreciate the multidimensionality of music education
- Consolidate innovation and the application of new technologies by students as a backbone and useful element in the educational process



Specific Objectives

- Differentiate musical learning in the different evolutionary stages
- Understand the structure of the educational system and how music-related educational projects and plans are developed
- Understand the basics of curriculum organization at the center and classroom levels
- Understand the functioning and competencies of music teachers and professors
- Analyze the historical background and evolution of musical learning
- Compare the evolution of the concept of music education in the international framework and in our country
- Criticize the different currents of musical learning
- Justify current music teaching methodologies
- Understand the urgent need for specific training for music teachers
- Learn about the different centers of musical education today
- Identify the educational needs of music students
- Demonstrate the need to initiate musical learning at early stages of development
- Learn the characteristics of individuals in the infant and primary school stages
- Learn practical cases of learning music
- Analyze the importance of learning styles in music students



- ♦ Analyze the different models that explain learning styles
- ♦ Compare the different tools of musical learning
- ♦ Plan educational actions and precise orientations to favor the development of each learning style
- ♦ Discuss the consideration of learning styles and their impact on the different educational stages
- ♦ Propose intervention strategies and musical educational projects
- ♦ Apply instruments and tools in musical learning

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Seize the opportunity and take the step to get up-to-date on the latest developments in Composition and Instrumentation for Music Education in School”

03

Course Management

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





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Learn the latest advances in composition and instrumentation for music education in school from leading professionals"

Management



Atencia Micó, Óscar

- ♦ Pedagogue
- ♦ Director of the Valencian High Ability Institute
- ♦ President of Acel Formación



Professors

Gisbert Caudeli, Vicenta

- ♦ La Laguna University, Tenerife
- ♦ Secretary of the Center of University Studies for Education in Diversity

Mira Tomás, Josep

- ♦ Madrid Musical
- ♦ Web support and sales. Product specialist

Villegas Puerto, Ana

- ♦ IES Gabriel y Galán
- ♦ Secondary education teacher

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best education centers and universities in the country, who are aware of the relevance from up-to-date training to be able to intervene in the education and support of students with high capabilities, and are committed to quality teaching through new educational technologies.



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The Postgraduate Diploma in Composition and Instrumentation for Music Education in School contains the most complete and updated 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. Willens 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 Body Expression
 - 1.3.1. Music Experience Through Movement
 - 1.3.2. Rhythmic-Bodily Expression
 - 1.3.3. Dance as a Didactic Resource
 - 1.3.4. Relaxation Techniques and their Relation to Musical Learning

- 1.4. Musical Play as a Learning Activity
 - 1.4.1. What is a Game?
 - 1.4.2. Game Features
 - 1.4.3. Benefits of Playing
 - 1.4.4. The Musical Game
 - 1.4.4.1. Resources for the Musical Game
- 1.5. Main Differences Between Music Education for Children and Music Education for Adults
 - 1.5.1. Music Education for 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 Tales
 - 1.6.1. Musicograms
 - 1.6.2. Musical Stories
 - 1.6.2.1. Producing Texts in Musical Stories
 - 1.6.2.2. Musical Adaptation of Texts
- 1.7. Educational Resources in Musical Education for Adults
 - 1.7.1. Introduction
 - 1.7.2. Introduction

Module 2. Material Resources for Teaching Music

- 2.1. Introduction
 - 2.1.1. The Shift from Analog to Digital
 - 2.1.2. Open Educational Resources as a Basis for Equality Among Learners
 - 2.1.3. Education for All and its Relation to 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 University Staff Training on E-learning and Learning Object Repositories
 - 2.1.4.5. Open e-learning Content Observatory Services
 - 2.1.5. Materials and Resources for Learning Music
- 2.2. Materials for Learning Music



- 2.2.1. Characteristics of Music Learning Materials
- 2.2.2. Types of Material
- 2.3. Non-Musical Material Resources
 - 2.3.1. Material Resources Unrelated to Music
 - 2.3.2. The Use of New Technologies in Learning 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. Apps and Online Resources
- 2.4. Musical Didactic Resources
 - 2.4.1. Main Didactic Resources
 - 2.4.2. Musical Instruments in the Classroom
 - 2.4.3. Musicograms in Early Childhood 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. The Importance of Culture in Musical Learning
- 2.5. Resources for Learning to Dance
 - 2.5.1. Importance of Dancing while Learning Music
 - 2.5.2. Main Resources
 - 2.5.2.1. Adapting the Classroom to Learning Dancing
- 2.6. Musical Instruments and Other Sonic Elements for Learning Music
 - 2.6.1. The Body as a Musical Instrument
 - 2.6.2. Percussion Instruments in the Classroom
 - 2.6.2.1. Characteristics of Percussion Instruments
 - 2.6.2.2. Most Commonly Used Percussion Instruments in the Classroom
 - 2.6.2.3. Music Teaching Through Percussion Instruments
 - 2.6.3. Laminae Instruments and their Importance in Musical Learning
 - 2.6.3.1. Xylophones and Marimbas
 - 2.6.3.2. Characteristics of Laminated Instruments
 - 2.6.3.3. Music Teaching Through Laminae

- 2.6.4. Wind Instruments: the Recorder
 - 2.6.4.1. Recorder Characteristics
 - 2.6.4.2. Music Teaching Through the Recorder
- 2.7. The importance of Audiovisual Materials for Learning Music
 - 2.7.1. Digital Whiteboards as a Tool for Music Learning
 - 2.7.2. Audiovisual Material Resources

Module 3. Basics of Music Composition for School

- 3.1. Introduction to Musical Composition
 - 3.1.1. What does Composition Consist of?
- 3.2. Fundamentals of Musical Composition
 - 3.2.1. Creation of the Antecedent
 - 3.2.2. The Construction of Simple Songs
 - 3.2.2.1. The Concept of Form
 - 3.2.2.2. The Phrase
 - 3.2.2.2.1. The Beginning of the Phrase
 - 3.2.2.2.2. The Ending of the Phrase
 - 3.2.2.3. The Motif or Leitmotif of a Piece
 - 3.2.2.4. Linking Motifs
 - 3.2.3. Support
 - 3.2.4. Melody and Topic
 - 3.2.4.1. Vocal Melody
 - 3.2.4.2. Instrument Melody
 - 3.2.5. Small Phrases
 - 3.2.6. Large Phrases
- 3.3. Importance of Composition in the Field of Teaching
 - 3.3.1. Application of Musical Composition in the Field of Education
 - 3.3.2. Musical Composition in Primary and Secondary Education
- 3.4. Main Tools for Musical Composition
 - 3.4.1. Technological Tools: Applications for Musical Composition



Module 4. Instrumentation for Musical Teaching

- 4.1. Introduction
 - 4.1.1. Concept of Musical Instrument
 - 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 Item
 - 4.1.3. Instrumentation in the Classroom
 - 4.1.3.1. Acquiring Competences
 - 4.1.3.2. Developing Skills
- 4.2. What is Musical Instrumentation
 - 4.2.1. Up to J.S. Bach
 - 4.2.1.1. Instrumentation Treaties
 - 4.2.2. After J.S. Bach
 - 4.2.2.1. Instrumentation Treaties
- 4.3. Aspects Specific to Instrumentation
 - 4.3.1. Musical Pitch and Timbre
 - 4.3.1.1. Instrument Tessituras
 - 4.3.2. Chords
 - 4.3.2.1. Construction
 - 4.3.2.2. Tonal Functions
- 4.4. Orff Instruments. Technical Knowledge of Instruments in the Music Classroom
 - 4.4.1. Laminae Instruments
 - 4.4.1.1. Family Features
 - 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 String Instruments
 - 4.5.1. Dotted Rope
 - 4.5.1.1. The Guitar
 - 4.5.2. The Percussive Rope
 - 4.5.2.1. The Piano
- 4.6. Musical Instrumentation for the Recorder
 - 4.6.1. Types of Recorders
 - 4.6.1.1. Recorders in Folklore
 - 4.6.1.2. Recorder
- 4.7. Percussion Instruments in the Classroom
 - 4.7.1. The Orff Family
 - 4.7.1.1. Uses
 - 4.7.1.2. Correct Instrumental Playing Positions
 - 4.7.2. Small Percussion
 - 4.7.2.1. Playing Techniques
- 4.8. Instrumentation for Laminae
 - 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 Drumsticks
 - 4.8.2.1. With 3 Drumsticks
 - 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 training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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.



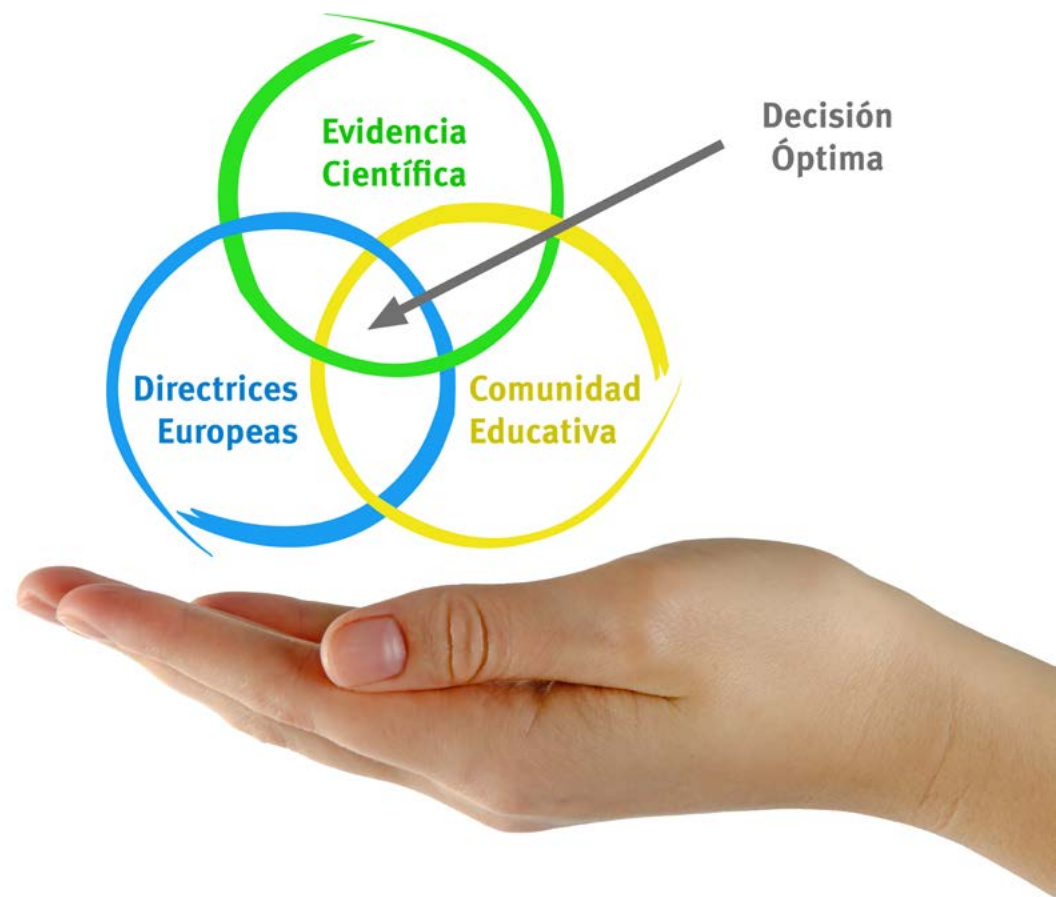


Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization".

En TECH Education School empleamos el Método del caso

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

At TECH, educators will 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

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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 enable educators to better integrate 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.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson; a real revolution with respect to simply studying and analyzing cases.



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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

Using this methodology, we have trained more than 85,000 educators with unprecedented success in all specialties. Our teaching methodology is developed in a highly demanding environment, where the students have a strong socio-economic profile, and their average age is 43.5 years.

Re-learning 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 (we 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.



In this program you will have access to the best educational material, prepared with you 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Educational Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of Education today. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

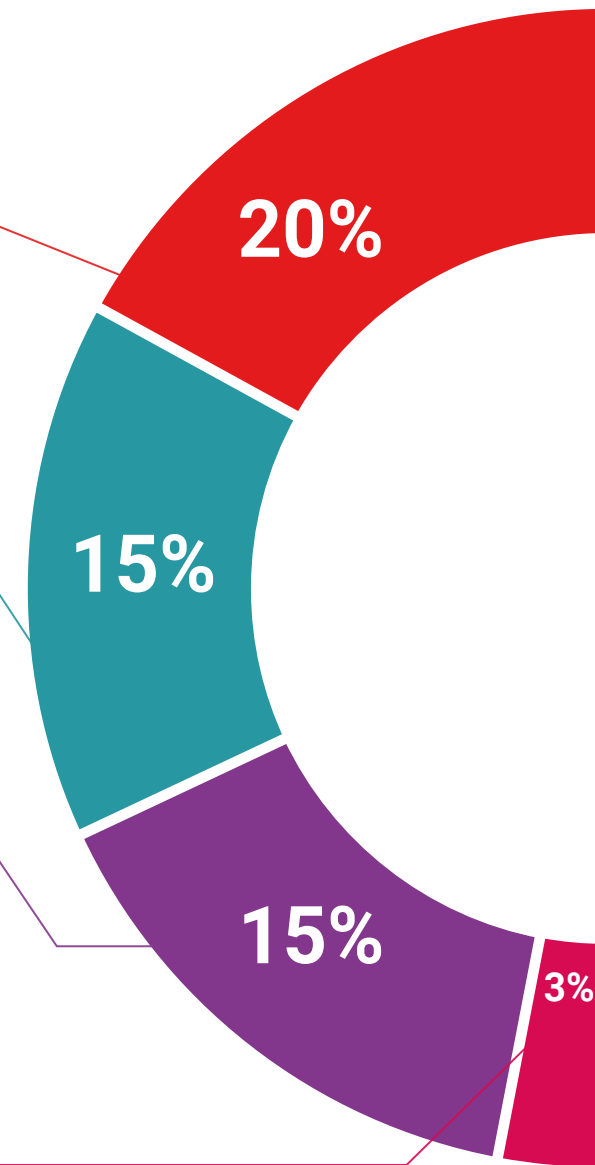
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your 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 our future difficult decisions.



Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06

Certificate

The Postgraduate Diploma in Composition and Instrumentation for Music Education in School guarantees, in addition to the most rigorous and updated training, access to a Postgraduate Diploma issued by TECH Technological University.



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*Successfully complete this specialisation
and receive your university degree without
travel or laborious paperwork”*

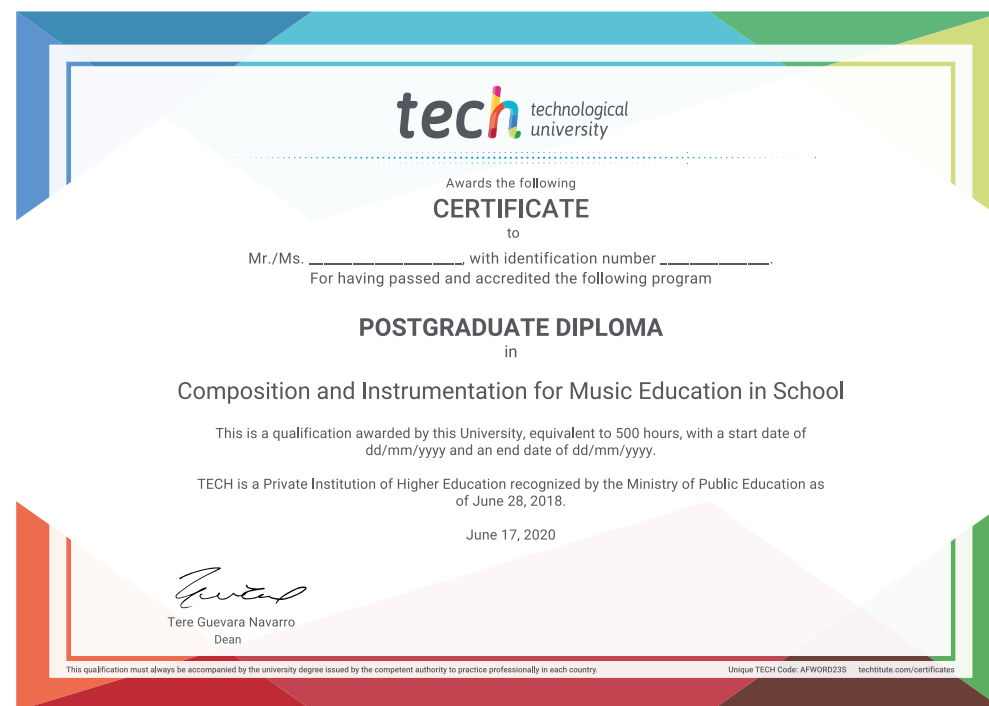
The **Postgraduate Diploma in Composition and Instrumentation for Music Education in School** contains the most complete and updated scientific program on the market

After passing the assessments, students receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University**.

The certificate issued by **TECH Technological University** will specify the qualification obtained through the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

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

Official Number of Hours: **500 hours**



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



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