

# Postgraduate Diploma

## Didactics and Music Teaching





## Postgraduate Diploma

### Didactics and Music Teaching

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/pk/education/postgraduate-diploma/postgraduate-diploma-didactics-music-teaching](http://www.techtute.com/pk/education/postgraduate-diploma/postgraduate-diploma-didactics-music-teaching)

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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 Didactics and Music Teaching generates a sense of security in the performance of your profession, which will help you to grow personally and professionally"*

Therefore, the teaching of music should not only be relegated to a matter of content acquisition, but it is necessary to train 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 and pedagogy, making the student's training more efficient and precise.

In addition, it is necessary to highlight that, although there is training on music didactics, 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, following an eminently practical approach, with the necessary theoretical support for each. All TECH Postgraduate Diploma 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 training 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.

This **Postgraduate Diploma in Didactics and Music Teaching** contains the most complete and up-to-date Educational program on the market. The most important features of the program include:

- ♦ More than 75 practical cases presented by experts in Didactics and Music Teaching. 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.
- ♦ News on detection and intervention in Didactics and Music Teaching
- ♦ 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 Didactics and Music Teaching
- ♦ 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 Didactics and Music Teaching"*

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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 Didactics and Music Teaching you will obtain a qualification from the largest digital university of the world, TECH"*

The teaching staff includes professionals in didactics and teaching, 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 Didactics and Music Teaching with extensive teaching experience.

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

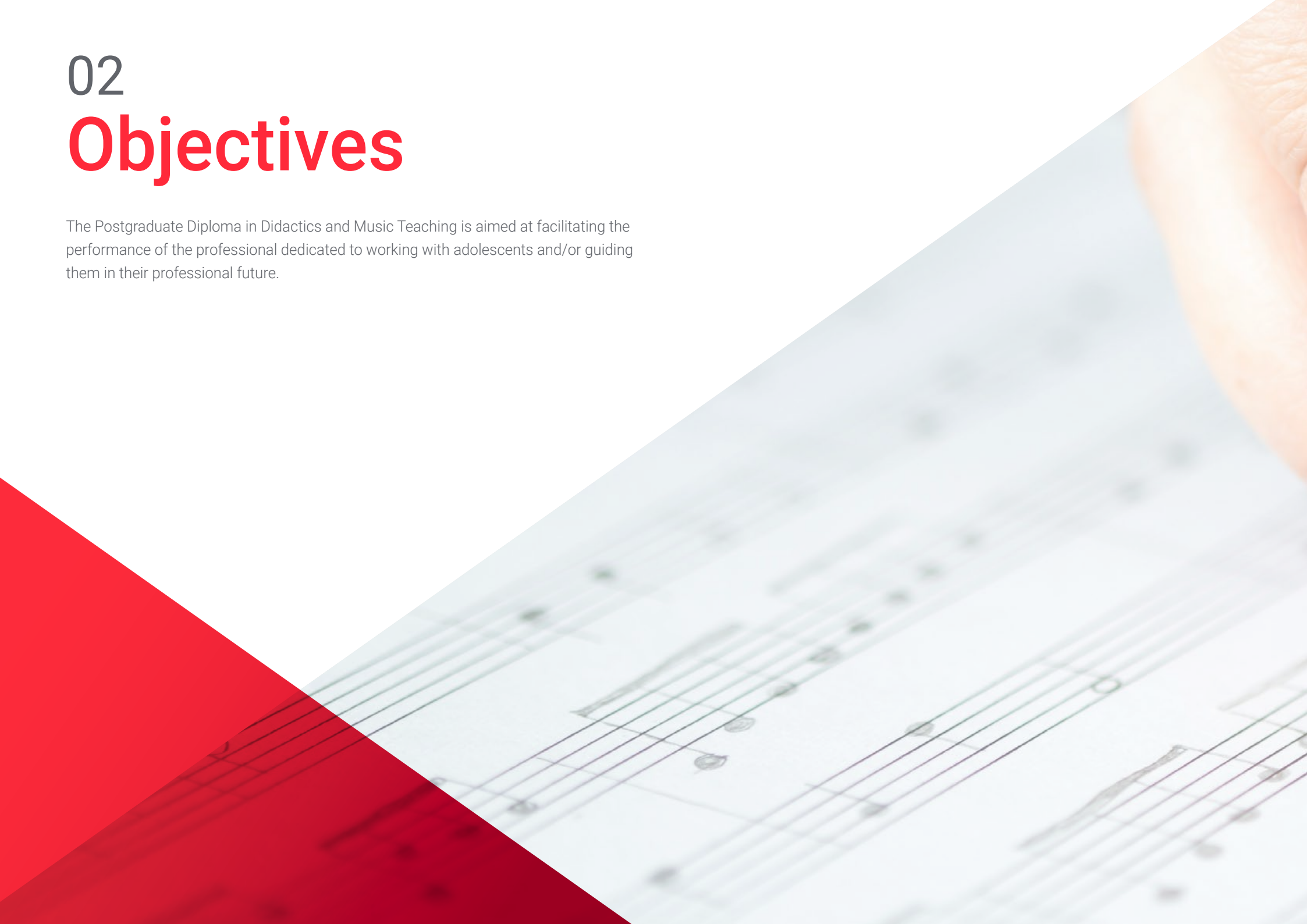
*Take the opportunity to learn about the latest advances in Didactics and Music Teaching and improve your students' training*



02

# Objectives

The Postgraduate Diploma in Didactics and Music Teaching 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 university is designed to help you update your knowledge of Didactics and Music Teaching, 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

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- 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



*Make the most of the opportunity and take the step to get up to date on the latest developments in Didactics and Music Teaching”*





## Specific Objectives

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- ♦ 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

# 03

# Course Management

The program includes in its teaching staff renowned experts in Didactics and Music Teaching, who contribute their work experience to this training 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 Didactics and Music Teaching procedures 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

### Igual Pérez, María José

- ♦ Professional Conservatory of Music of Alicante "Guitarrista José Tomás"
- ♦ Violin professor

### Notario Pardo, Francisco

- ♦ Pedagogue, Social Educator, Expert in Intervention with Families at Risk and Children with Antisocial Behavior
- ♦ Degree in Pedagogy and Diploma in Social Education
- ♦ Expert in "Intervention with families at risk and minors with antisocial behavior" and in "Social Education and Sociocultural Animation"
- ♦ Family and School Mediator, and Official Court Expert.
- ♦ He has been working since 2004 as an Educator and Director of Foster Care Centers, as well as Technician and Coordinator of the Foster Care Intervention Center in Alicante. Currently working as Educator in a Grassroots Social Work Unit.
- ♦ Manager and teacher (in the classroom and online) and content developer for various organizations and professional institutions.

# 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 training and support of students with high capabilities, and are committed to quality teaching through new educational technologies.







“

*This Postgraduate Diploma in Didactics and Music Teaching contains the most complete and up-to-date educational program on the market”*

## Module 1. Training Music Teachers

- 1.1. Introduction to Teacher Training
  - 1.1.1. Music Education as a Social Fact
  - 1.1.2. Approaches to Teacher Training
  - 1.1.3. Challenges of Higher Music Education
- 1.2. Vocation as a Fundamental Element of Music Education
  - 1.2.1. Vocation as a Teaching Activity
  - 1.2.2. Fundamental Challenges
  - 1.2.3. Personal Realization
- 1.3. Didactic Competences
  - 1.3.1. Foundations of Didactics in Music Education
  - 1.3.2. Didactics of Musical Language
    - 1.3.2.1. Voice and Singing
    - 1.3.2.2. Instrumental Practice
    - 1.3.2.3. Dance
  - 1.3.3. Application of ICTs
  - 1.3.4. Research and Didactics
  - 1.3.5. Curricular Guidance
  - 1.3.6. Musical Teaching Models
- 1.4. The Importance of Mastery in Knowledge Transfer
  - 1.4.1. Teaching-Learning Styles
  - 1.4.2. Content Network Structuring
- 1.5. Music Teacher Profile
  - 1.5.1. Childhood Stage Teacher
  - 1.5.2. Primary Education Teacher
  - 1.5.3. Secondary Education teacher
  - 1.5.4. Conservatory Teacher
  - 1.5.5. Music Schools. Non-Regulated Training
- 1.6. Current Currents for Training Teachers
  - 1.6.1. The Educational Value of Music
  - 1.6.2. Specialist Teacher Training
  - 1.6.3. Professional Skills



- 1.7. The Importance of Quality in the Teacher Training Process
  - 1.7.1. Introduction
- 1.8. Non-Regulated Training Teacher
  - 1.8.1. Introduction
  - 1.8.2. Differences Between Formal, Non-Formal and Informal Education
  - 1.8.3. Music Schools
- 1.9. Continuing Education for Music Teachers
  - 1.9.1. Introduction
  - 1.9.2. Modalities of Continuing Education
    - 1.9.2.1. Types of Permanent Education Activities
    - 1.9.2.2. Types of Permanent Education Activities
    - 1.9.2.3. ICTs
  - 1.9.3. Initial and In-Service Training for Music Teachers
- 1.10. The Importance of Quality in the Teacher Training Process
  - 1.10.1. Quality Criteria in Teacher Training
  - 1.10.2. The Concept of Educational Quality
  - 1.10.3. Quality Standards
    - 1.10.3.1. School Management Standards
    - 1.10.3.2. Professional Performance Standards
    - 1.10.3.3. Professional Teaching Performance Standards
    - 1.10.3.4. Professional Managerial Performance Standards
  - 1.10.4. Quality Creation in Education Centers

## Module 2. Music Didactics

- 2.1. Introduction
  - 2.1.1. Introduction
  - 2.1.2. Music in Ancient Greece
  - 2.1.3. The Greek Ethos
  - 2.1.4. Epic Poetry: Homer
    - 2.1.4.1. The Iliad
    - 2.1.4.2. The Odyssey
  - 2.1.5. From Myth to Logos
  - 2.1.6. Pythagoreanism
  - 2.1.7. Music and Healing
- 2.2. Main Musical Methodologies
  - 2.2.1. Dalcroze Method
    - 2.2.1.1. Description of the Method
    - 2.2.1.2. Main Features
  - 2.2.2. Kodaly Method
    - 2.2.2.1. Description of the Method
    - 2.2.2.2. Main Features
  - 2.2.3. Willens Method
    - 2.2.3.1. Description of the Method
    - 2.2.3.2. Main Features
  - 2.2.4. Orff Method
    - 2.2.4.1. Description of the Method
    - 2.2.4.2. Main Features
  - 2.2.5. Suzuki Method
    - 2.2.5.1. Description of the Method
    - 2.2.5.2. Main Features
- 2.3. Music and Body Expression
  - 2.3.1. Music Experience Through Movement
  - 2.3.2. Rhythmic-Bodily Expression
  - 2.3.3. Dance as a Didactic Resource
  - 2.3.4. Relaxation Techniques and their Relation to Musical Learning
- 2.4. Musical Play as a Learning Activity
  - 2.4.1. What is a Game?
  - 2.4.2. Game Features
  - 2.4.3. Benefits of Playing
  - 2.4.4. The Musical Game
    - 2.4.4.1. Resources for the Musical Game
- 2.5. Main Differences Between Music Education for Children and Music Education for Adults
  - 2.5.1. Music Education for Children
  - 2.5.2. Music Education for Adults
  - 2.5.3. Comparative Study

- 2.6. Educational Resources for Music Education for Children: Musicograms and Musical Tales
  - 2.6.1. Musicograms
  - 2.6.2. Musical Stories
    - 2.6.2.1. Producing Texts in Musical Stories
    - 2.6.2.2. Musical Adaptation of Texts
- 2.7. Educational Resources in Musical Education for Adults
  - 2.7.1. Introduction
  - 2.7.2. Introduction

### Module 3. Material Resources for Teaching Music

- 3.1. Introduction
  - 3.1.1. The Shift from Analog to Digital
  - 3.1.2. Open Educational Resources as a Basis for Equality Among Learners
  - 3.1.3. Education for All and its Relation to New Technologies
  - 3.1.4. Some Educational Models Based on OER
    - 3.1.4.1. Open Learn (United Kingdom)
    - 3.1.4.2. The OpenCourseWare Worldwide Consortium (OCWC)
    - 3.1.4.3. Digital Educational Platforms
    - 3.1.4.4. Open Materials for University Staff Training on E-learning and Learning Object Repositories
    - 3.1.4.5. Open e-learning Content Observatory Services
  - 3.1.5. Materials and Resources for Learning Music
- 3.2. Materials for Learning Music
  - 3.2.1. Characteristics of Music Learning Materials
  - 3.2.2. Types of Material
- 3.3. Non-Musical Material Resources
  - 3.3.1. Material Resources Unrelated to Music
  - 3.3.2. The Use of New Technologies in Learning Music
    - 3.3.2.1. Some Technological Resources
      - 3.3.2.1.1. Digital Tablets
      - 3.3.2.1.2. Computers
      - 3.3.2.1.3. Apps and Online Resources
- 3.4. Musical Didactic Resources

- 3.4.1. Main Didactic Resources
- 3.4.2. Musical Instruments in the Classroom
- 3.4.3. Musicograms in Early Childhood and Primary Education
  - 3.4.3.1. Characteristics of the Musicogram
- 3.4.4. Songbooks
  - 3.4.4.1. Main Characteristics of Songbooks
  - 3.4.4.2. Popular Songs
  - 3.4.4.3. The Importance of Culture in Musical Learning
- 3.5. Resources for Learning to Dance
  - 3.5.1. Importance of Dancing while Learning Music
  - 3.5.2. Main Resources
    - 3.5.2.1. Adapting the Classroom to Learning Dancing
- 3.6. Musical Instruments and Other Sonic Elements for Learning Music
  - 3.6.1. The Body as a Musical Instrument
  - 3.6.2. Percussion Instruments in the Classroom
    - 3.6.2.1. Characteristics of Percussion Instruments
    - 3.6.2.2. Most Commonly Used Percussion Instruments in the Classroom
    - 3.6.2.3. Music Teaching Through Percussion Instruments
  - 3.6.3. Laminae Instruments and their Importance in Musical Learning
    - 3.6.3.1. Xylophones and Marimbas
    - 3.6.3.2. Characteristics of Laminated Instruments
    - 3.6.3.3. Music Teaching Through Laminae
  - 3.6.4. Wind Instruments: the Recorder
    - 3.6.4.1. Recorder Characteristics
    - 3.6.4.2. Music Teaching Through the Recorder
- 3.7. The importance of Audiovisual Materials for Learning Music
  - 3.7.1. Digital Whiteboards as a Tool for Music Learning
  - 3.7.2. Audiovisual Material Resources

**Module 4. Assessment of Music Students**

- 4.1. Introduction
  - 4.1.1. General aspects
  - 4.1.2. References
- 4.2. What is to Evaluate
  - 4.2.1. Preliminary Considerations
  - 4.2.2. Main Definitions of the Evaluation Process
  - 4.2.3. Characteristics of Evaluation
  - 4.2.4. The Role of Evaluation in the Teaching-Learning Process
- 4.3. What Must be Evaluated in the Field of Music
  - 4.3.1. Knowledge
  - 4.3.2. Skills
  - 4.3.3. Skills
- 4.4. Pre-Evaluation Guidelines and Criteria
  - 4.4.1. Functions of Evaluation
  - 4.4.2. Didactic Programming
    - 4.4.2.1. What is Didactic Programming?
  - 4.4.3. Why Preprogram?
- 4.5. Evaluation Instruments and Tools
  - 4.5.1. Observation as a Tool for Evaluation
    - 4.5.1.1. Participant Observation
    - 4.5.1.2. Indirect Observation
  - 4.5.2. The Portfolio
    - 4.5.2.1. What is a Portfolio
    - 4.5.2.2. Characteristics of a Portfolio
  - 4.5.3. The Classroom Diary
    - 4.5.3.1. What is a Classroom Diary?
    - 4.5.3.2. Parts of a Classroom Diary
  - 4.5.4. The Debate
    - 4.5.4.1. What is to Debate?
    - 4.5.4.2. The Importance of Debating in the Educational Process
    - 4.5.4.3. Considerations Prior to the Debate
  - 4.5.5. Conceptual Maps
    - 4.5.5.1. What is a Conceptual Map
    - 4.5.5.2. Main Elements of a Conceptual Map
    - 4.5.5.3. ICTs for Producing Conceptual Maps
  - 4.5.6. Tests for Objective Evaluations
    - 4.5.6.1. Completion or Simple Recall Tests
    - 4.5.6.2. Pairing
    - 4.5.6.3. Ordering Tests
    - 4.5.6.4. Exercises of Answers with Alternatives
    - 4.5.6.5. Multiple Solutions
- 4.6. Music Evaluation Applied to New Technologies
  - 4.6.1. Kahoot and Other Virtual Assessment Resources



*A unique, key, and decisive training experience to boost your professional development"*

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.





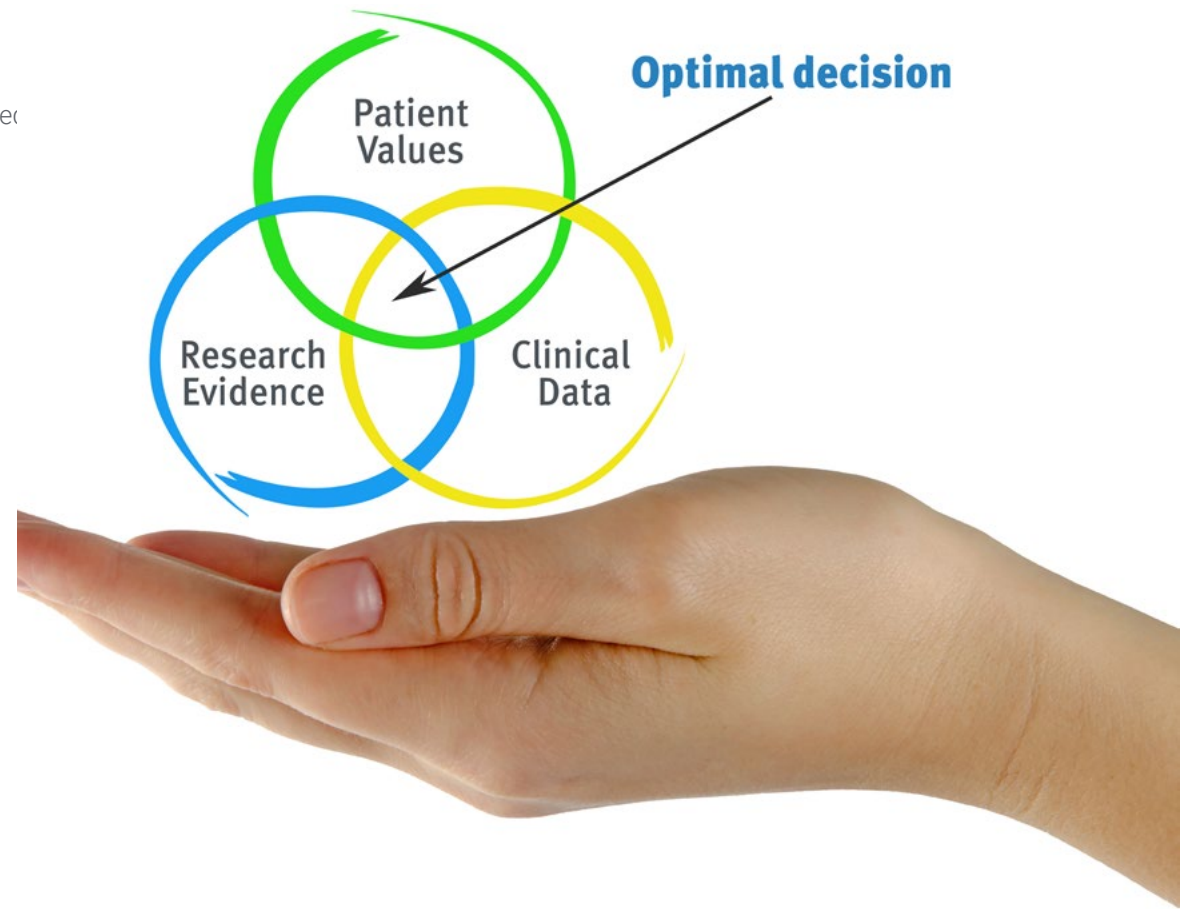
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*Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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*



“

*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.



#### Video Education Techniques and Procedures

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

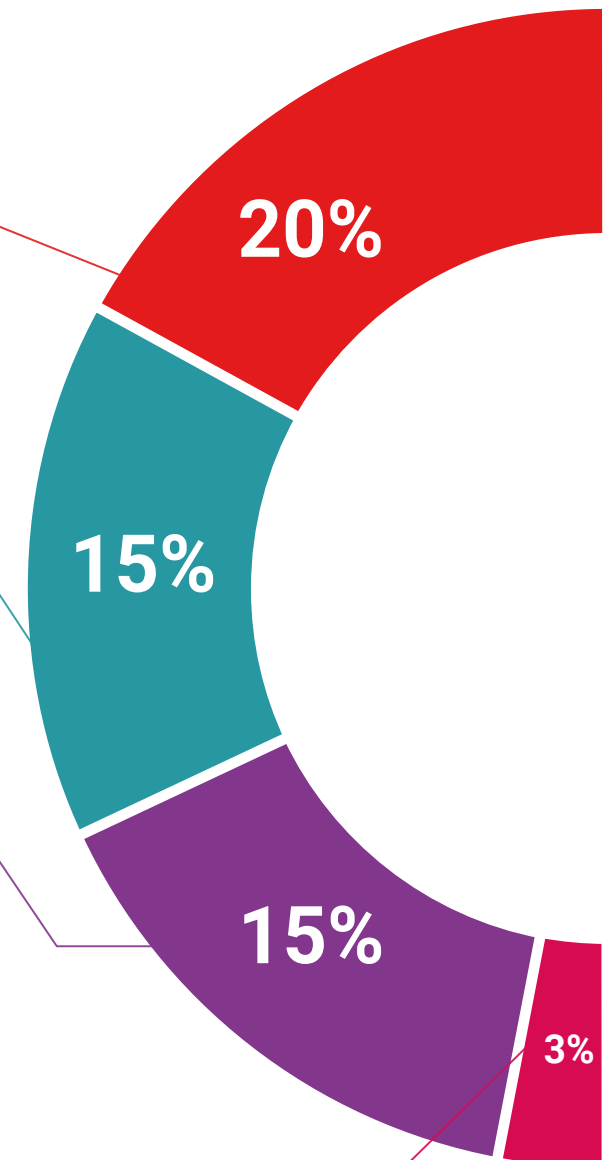
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

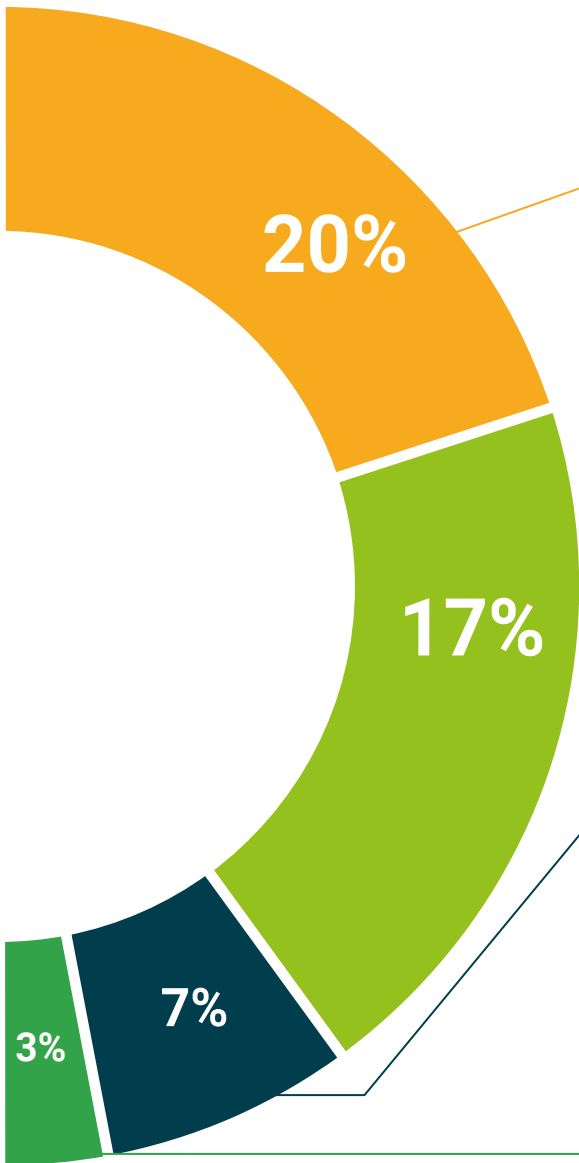
This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



#### 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 the Didactics and Music Teaching guarantees, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma issued by TECH Technological University.



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*Successfully complete this training program and receive your university certificate without travel or laborious paperwork”*

This **Postgraduate Diploma in Didactics and Music Teaching** contains the most complete and up-to-date program on the market

After you have passed the evaluations, you will receive your 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 Didactics and Music Teaching**

Official Number of Hours: **500 hours**





future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development language  
classroom



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