In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

### English Friendly Courses taught in SPANISH:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>CREDITS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common courses in Infant and Primary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27576 Recursos para la Enseñanza y Aprendizaje de la Lengua y la Literatura</td>
<td>Sep. 2021- Jan. 2022</td>
<td>6.5</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor's Degree in Infant Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25909 Desarrollo Psicomotor II</td>
<td>Sep. 2021- Jan. 2022</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>Bachelor's Degree in Primary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27598 Desarrollo de la Competencia Comunicativa - Lengua Castellana y Lengua Vasca en Educación Primaria I</td>
<td>Sep. 2021- Jan. 2022</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>Bachelor's Degree in Social Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27615 Análisis crítico de los medios de Comunicación</td>
<td>Jan. 2022 - May 2022</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>

### English Friendly Courses taught in BASQUE:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>CREDITS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common courses in Infant and Primary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27586 Ahots Hezkuntza eta Kantua</td>
<td>Sep. 2021- Jan. 2022</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>

---

1 SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.
By clicking the subject’s name, its Syllabus will appear.
Entrepreneurial and creative teachers must be kept informed of new educational resources, but also must become an expert user for classroom practice to be effective. Consistent with the minor in which this subject is enrolled, Curriculum and Resources, this subject aim is to put students of Early Childhood Education and Primary Education in contact with various resources and materials for teaching and learning language and Literature. Thus, it is expected that, at the end of this course, students will be able to develop an educational program.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

Primary Education and Early Childhood Education teachers are supposed to know how to select and utilize materials for the teaching of language and literature. Therefore, students in this subject will generate, through the analysis of the curriculum, selection and use criteria for existing resources and will develop the ability to create materials specific to the area of language and literature. It is expected that the manipulation of different methods will make future teachers reach a significant pedagogical competence.

Being a common minor for Early Childhood Education and Primary Education students, the applicability of the aspects treated will be diverse and its profitability will be tested through its experimentation. The learning results will be evident in the resolution of tasks both in group and individually. Therefore, collaborative competence, fundamental in educational context, will be a priority.

**CONTENIDOS TEÓRICO-PRÁCTICOS**

- The educational framework of the Basque Autonomous Community: curriculum and methodological guidelines.
- Didactic programming and project-based learning. Innovation in the classroom.
- The focus on the multilingual development of the students.
- Materials for teaching language and literature in Early Childhood and Primary Education. Analysis criteria, classification and selection. The creation of materials. The literary text as a didactic resource.
- New technologies in the classrooms of Early Childhood Education and Primary Education. Multimedia resources. Taking advantage of the resources available on the network.
- The teaching of language and literature and values in education.

**TEACHING METHODS**

- Workshop methodology. All the tasks involved require a process of elaboration in classroom practices and an elaboration of a final product.
- Collaborative learning in small group.
- Critical analysis of resources and materials for use in the educational field.
- Experimentation in the classroom of Early Childhood and Primary Education.
- Innovation through the creation of materials.

**TYPES OF TEACHING**

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of face-to-face teaching</td>
<td>24</td>
<td>5</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horas de Actividad No Presencial del Alumno/a</td>
<td>36</td>
<td>7,5</td>
<td>46,5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- M: Lecture-based
- S: Seminar
- GA: Applied classroom-based groups
- GL: Applied laboratory-based groups
- GO: Applied computer-based groups
- GCL: Applied clinical-based groups
- TA: Workshop
- TI: Industrial workshop
- GCA: Applied fieldwork groups

**Evaluation methods**

- End-of-course evaluation

**Evaluation tools and percentages of final mark**

- Written test, open questions 40%
- Exercises, cases or problem sets 10%
- Individual assignments 20%
- Teamwork assignments (problem solving, Project design) 30%
Due to the different realities of the center in which this subject is taught (different teaching modalities, number of students by different groups, culture, etc.), the evaluation system for this subject is as follows:

1. Continuous evaluation for students who meet and successfully complete all the tasks required.

2.- Students who cannot attend classes and who have their right recognized will have the option to take a final test formed by one or more exams and activities that imply global evaluation of the subject. This will be carried out at the end of the subject within the academic calendar marked by the center for the development of these tests (Regulation for the evaluation of students in official degree programs, articles 8 and 9).

3.- In any case, enrolled students will have the right to be evaluated through the final evaluation system, regardless of whether they have participated or not in the continuous assessment system. For this, students must submit to the faculty responsible for the subject a written waiver of continuous assessment, for which they will have a term of 9 weeks for the four-month subjects and 18 weeks for the annual ones, starting from the beginning of the semester or course respectively, according to the academic calendar of the center. The teaching guide of the subject may establish a longer period.

4.- It will be an essential requirement to pass the course a correct use of the language both orally and in writing.

5.- It will be a sine qua non condition to attend the seminars of the course. In case of not being able to attend, the students will have to do an assignment for each one of them. Otherwise, 0.5 will be subtracted from the final grade for each seminar not attended.

6.- This course is governed in accordance with the "Protocol on academic ethics and prevention of dishonest or fraudulent practices in evaluation tests and academic work at the UPV/EHU". https://www.ehu.eus/documents/2100129/0/6.-+b%29+Protocolo+plagio+cas+-.+pdf/11f13960-d46a-cf5a-ac13-e6fb5dad10a0

7.- In case that, due to sanitary conditions, the course is taught virtually, the evaluation system will follow the foreseen plan. Thus, the written exam, instead of being taken in person, will be taken online (through Egela), individually and in a virtual way. There will be no alteration in the competencies that will be evaluated and it will be an eminently practical exam. Only contents studied throughout the course will be considered.

In order to successfully develop the online evaluation, a series of measures will be taken:

- It will be checked in advance that all students have a computer and a connection to the network.
- The Egela platform will be used since it is the one that has been used during the course.
- During the exam, they will be able to contact the teacher via Egela chat or Blackboard collaborate to resolve any doubts that may arise.
- Technical difficulties that may arise will be taken into account in order to make the duration of the exam more flexible.
- Students' opinions will be considered in order to improve the system used.

(Regulation for the Evaluation of students in official degree programs, articles 8 and 9).

1.- Students who do not pass the subject in the ordinary call, regardless of the evaluation system chosen in it, will have the right to take the exams and assessment activities that make up the final assessment test in the extraordinary call.
2.- The evaluation of the subjects in the extraordinary calls will be made exclusively through the final evaluation system (exam).
3.- The final evaluation test of the extraordinary call will consist of as many exams and evaluation activities as necessary to be able to evaluate and measure the defined learning results, in a manner comparable to how they were evaluated in the ordinary call. The positive results obtained by the students during the course can be preserved. In the case of having obtained negative results through the continuous assessment carried out during the course, these results cannot be maintained for the extraordinary call, in which the students will be able to obtain 100% of the grade.

MANDATORY MATERIALS

- Textbooks for Early Childhood Education and Primary Education, specific to the area of language and literature.
- Complementary materials and resources in the network.
- Multimedia material.
- Digital whiteboard and other resources.
- Books of Children and Youth Literature
- Official Curriculum in force at the time of delivery.

**BIBLIOGRAFÍA**

**Basic bibliography**
https://doi.org/10.1093/elt/51.1.36.

**Detailed bibliography**

**Journals**
EDUCAWIKI
@bareque. Revista de biblioteca escolar.
CLJ
Textos. Editorial Graó.
BORDÓN.

**Web sites of interest**
http://www.isftic.mepsyd.es/profesores/
http://www.educared.net
http://web.educastur.princast.es/proyectos/coeduca/
http://bidoc.ub.es/pub/bescolar/recursos/recursos_frames_sp.htm
http://www.tic-lectoescritura-nee.net/averroes/publicaciones/lectura/bibliote.pdf
www.mec.es/cide

**OBSERVATIONS**
**COURSE GUIDE 2021/22**

**Faculty** 354 - Faculty of Education - Bilbao  
**Cycle** Not Applicable  
**Degree** GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)  
**Year** First year

---

**COURSE**

27598 - Development of Communicative Competence - Spanish and Basque Language -  
**Credits, ECTS:** 6

---

**COURSE DESCRIPTION**

This subject focuses on the basic concepts of formal linguistics and pragmatic orientation, in order to use them as an instrument for analyzing the use of language in communication. Emphasis is placed on his projection for language teaching.

The development of the linguistic mastery of future teachers should be based on the systematic observation, production, and analysis of own and other people's texts, especially of the academic related discursive genres. This work with conceptual parameters and understanding strategies will enrich the communication process.

---

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

A) Analyze, process and produce different texts present in the academic field.  
B) Participate in collective activities, through cooperative and individual work.  
C) Acquire greater linguistic competence in the two official languages (Basque & Spanish).

---

**CONTENIDOS TEÓRICO-PRÁCTICOS**

1. Basic concepts for the analysis and production of speeches and texts:  
1.1.-Language, language and communication  
1.2.-The communicative competence  
1.3.- The speech  
1.4.-The levels of discourse analysis  
2. Comprehension and production of oral and written texts, specifically addressing the most common discursive genres in academia:  
2.1.- Oral academic texts: presentations, oral exams, discussions ...  
2.2.- Written academic texts: notes, reviews, papers, practice reports.

---

**TEACHING METHODS**

- Individual and / or team work  
- Guided and / or autonomous learning

---

**TYPES OF TEACHING**

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of face-to-face teaching</td>
<td>24</td>
<td>5</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:  
M: Lecture-based  
S: Seminar  
GA: Applied classroom-based groups  
GL: Applied laboratory-based groups  
GO: Applied computer-based groups  
GCL: Applied clinical-based groups  
TA: Workshop  
TI: Industrial workshop  
GCA: Applied fieldwork groups

---

**Evaluation methods**

- End-of-course evaluation

---

**Evaluation tools and percentages of final mark**

- Written test, open questions 26%  
- Oral defence 26%  
- Exercises, cases or problem sets 32%  
- Trabajo interdisciplinar de Módulo 16%

---

**ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

Due to the different students' needs and contexts (different teaching modalities, number of students by different groups, modular work of each center, culture, etc.), the evaluation system of this subject is as follows:  
1. Continuous grade for students who complete the work in charge.  
2. Written exam  
3. Realization of practices (exercises, cases or problems).  
4. Individual task.  
5. Teamwork
1: In the continuous evaluation, it will be necessary to have all the tasks of the subject passed in order to pass the subject. 2: Students who cannot attend classes and who have their right recognized will have the option of taking a final test. This will be carried out at the end of the subject within the academic calendar that marks the center for the development of these tests (Regulatory regulations for the Assessment of students in official Degree degrees, articles 8 and 9). Note 2: The percentage evaluation fee will be 52% for the final test and 48% for the rest of the activities (individual works, in groups, work exhibitions ...). In the case of students who cannot attend a class, the percentage value of the final written test will be 100%. In addition, it must be taken into account that in both cases 16% of the grade corresponding to the interdisciplinary work of the module.

3: The final evaluation system contemplates the possibility of evaluating the learning results through a test carried out by one or more exams and activities of global evaluation of the subject that will be carried out during the official exam period.

Exceptionally, this evaluation system may include activities throughout the course, aimed at assessing learning outcomes that in any way can be evaluated in the test established in the official exam period. These activities must be explained in the teaching guide of the subject with its weighting and must have the approval of the department. When this occurs, the department must ensure that in the test during the official exam period, the greatest possible part of the program is evaluated and students are allowed to obtain the highest possible percentage of the total grade for the subject.

4: It will be an indispensable requirement to pass the subject a correct use of the language both orally and in writing. Note: The following official protocol of the UPV / EHU on the academic ethics of dishonest or fraudulent practices will be applied both in the evaluation tests and in the academic works: https://www.ehu.eus/documents/2100129/0/6.-+b%29+Protocolo+plagio+cas+-.pdf/11f13960-d46a-cf5a-ac13-ebfb5ad10acd

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT (Regulatory regulations for the evaluation of students in official degree degrees, articles 8 and 9). 1.- Students and students who do not pass the subject in the ordinary call, regardless of the evaluation system chosen, will have the right to take the exams and evaluation activities that configure the final evaluation test of The extraordinary call. 2.- The evaluation of the subjects in the extraordinary calls will be carried out exclusively through the final evaluation system. 3.- The final evaluation test of the extraordinary call will consist of as many exams and evaluation activities as necessary to be able to evaluate and measure the defined learning results, in a manner comparable to how they were evaluated in the ordinary call. The positive results obtained by the students during the course can be preserved. In the case of having obtained negative results through the continuous evaluation carried out during the course, these results cannot be maintained for the extraordinary call, in which the students can obtain 100% of the qualification.

MANDATORY MATERIALS
-Computer
- Audiovisual materials
- Textbooks, texts produced in exams, notes, reviews, papers, audio or video recordings.

BIBLIOGRAFÍA
Basic bibliography
-ASKOREN ARTEAN (2005) IVAPeko Estilo liburuaren. HAAE-IVAP

Detailed bibliography
Zaragoza.

Journals
Textos, Lenguaje y textos, IVAP
Web sites of interest
http://www.ehu.es/euskara-orria/euskara/ereduzkoa/

OBSERVATIONS
CRITICAL ANALYSIS OF THE MASS MEDIA

(Degree in Social Education)

CENTER
School of Education (Bilbao)

TITULATION
Degree in Social Education

ACADEMIC COURSE
2018/19

COURSE
3

No. CREDITS
6

LANGUAGES
Spanish (English)

Teaching
Distribution of hours by type of education

Type of teaching | Hours of classroom teaching | Hours of non-contact activity of the student
--- | --- | ---
Main Group | 36 54 |
P. of Classroom | 24 36 |

Teaching guide

Description and Contextualization of the Subject
This subject contributes to the academic and professional profile of the social educator by deepening the knowledge and functioning of the social communication media and their influence as mediating agents in the construction of social representations. It aims to increase the autonomy of the subjects against the messages of the media and teach how to use them without being used by them. For this purpose, concepts, skills, procedures and values that allow a true media literacy will be implemented. It also aims to present the media as instruments of mediation to intervene in relation to various problems in the field of social education.
**Competences / Learning outcomes of the subject**

1. Analyze the possibilities of using the Social Media as agents of Social Education and identify situations that require educational responses in relation to the Media.

2. Know and understand the theoretical framework in which education in the media is developed, as well as the specific codes and language of the television medium.

3. Analyze Media documents, identifying the determinants of the issuer, the techniques and the codes used to construct the messages and the underlying implicit values.

4. Analyze the aims and social function of TV, assess its influence as an instrument of socialization and cultural marker, as well as the existence of differential profiles in relation to its character as a public service or private company.

5. Know the different dimensions of Advertising as a communicative discourse with persuasive purposes and discriminate the advertising formats based on the strategies and formal resources used.

6. Analyze advertising messages and design activities that help an advertising emancipation of the subjects from the analysis of various methodological proposals to analyze advertising critically.


8. Develop a balanced attitude of critical acceptance of the possibilities and limitations of the Media.

**Theoretical-practical contents**


2. Theoretical Framework of Education in the Media. The sources, the origins and the determining factors of the constructions of the Media. Techniques and codes used in the construction of messages. Mechanisms of reception and behavior of the hearings: from the study of the audiences to the reception studies.

3. Keys to understand television discourse and keys to educate in the medium. Sensory hyper-stimulation, fragmented vision of reality, mosaic culture, modification of mental processes, affective responses, sense of immediacy and impatience. The language of TV: verbal and iconic resources and their rhetorical use. TV as a socialization agent. Some proposals to intervene educationally in relation to this medium.

4. The advertising discourse and its pragmatic ends Evolution of the concept and ways of advertising. Some keys to understand current advertising. Advertising and iconicity. The publicist

5. Social Education and Media; The Media as mediation tools to address social problems. Analysis of good practices in the use of media with different groups in the field of social education.


**Methodology**

The explanations given by the teacher will be combined with the group and individual work of the students. Both require active participation. It is a task for the students, the collaborative action, the reflection on the contents, as well as the responsibility in the learning process itself. The classroom sessions will be directed to the understanding and integration of the essential contents of the subject and the learning will be oriented to the development of the specific competences and the module.

**WORK PLAN OF THE SUBJECT:** (Please check the Spanish version for precise indications within this section)

Theoretical diagram: - Presentations (teacher) - Individual reflective reading and putting in common of different academic and media documents. Practical Program: - Realization of diverse tasks that entail the use of the theoretical framework to carry out processes of critical analysis and reception and of alternative production. Evaluation systems: Final Evaluation System Tools and percentages of qualification: Written test to developed (%): 20 Individual work (%): 20 Team work (problem solving, project design) (%): 60 Ordinary Call: Orientations and Disclaimer Students who habitually attend class (75% of assistance) will be the object of a continuous evaluation as from the realization n and presentation of the tasks entrusted. This evaluation will be completed with a final test. The evaluation instruments and their weighting are specified below: - The set of reports on the different tasks carried out, (individual and in groups): 60% - Knowledge test (individual): 20% - Self-evaluation and Co-evaluation of participation, commitment and leadership in the group. Attendance to the lectures and classroom practices and appropriate and participatory attitudes in each session: 20%. To pass it will be necessary to overcome each and every one of the parts that make up the evaluation of this subject. The students who by their employment situation or others also recognized by the UPV / EHU can not attend classes regularly must perform individually the various tasks scheduled for the subject, as well as the common final exam for all. The following are the evaluation instruments and their weighting: - The set of reports on the different tasks carried out: 65% - Exam of knowledge: 20% - Contact with the person responsible for the subject at the beginning of the semester, sample of interest, assistance to tutorials and completion of tasks continuously throughout the semester: 15% To pass will be necessary to overcome each and every one of the parts that make up the evaluation of this subject.
NEWS ON THE REGULATORY OF THE EVALUATION: The evaluation systems that are contemplated are the continuous evaluation system and the final evaluation system: - The continuous evaluation. There is the possibility of doing the evaluation only with the tests done during the period of performance or, apart from these tests, also do another complementary test within the dates of official examinations. The final test offers the option of evaluating the results of the test. Learning by means of a single test. As an exception, this evaluation system may also take into account activities carried out throughout the course to be able to assess the results of the lessons impossible to evaluate in the final test. In those cases, the final test will have the most of the qualification of the subject.

- The students will have the right to be evaluated through a final evaluation, whether or not they have participated in the continuous evaluation. To take advantage of this right, the student must present a written document saying that he / she refuses to participate in the continuous evaluation. For this, the student will have a period of 9 weeks in the case of subjects of a semester and 18 weeks in case of subjects throughout the year, from the beginning of the subject. In the case of this subject, it will be necessary to contact the tutor before 3 weeks from the beginning of the course, analyze the situation and decide the procedure to follow. Apart from that, the marks of the modular work will be considered in the percentage that proceeds.

Extraordinary Call: Orientations and Renunciation. The conditions are the same as for the ordinary ones. Compulsory use materials. To carry out the different programmed tasks, the students will have a dossier of articles and audiovisual documents that will be available in egela.

**Bibliography**

**Basic bibliography**


**Deeper bibliography**


**Journals**


Revista ZER Aldiskaria. www.ehu.es/zer/

TELOS. Cuadernos de comunicación, tecnología y sociedad. Madrid. www.campusred.net/telos

### WEB

- www.pressnetweb.com Periodistas, Periodismo y Medios de Comunicación en Internet
- www.crisinfo.org Communication Rights in the Information Society
- www.indymedia.org Independent Media Center
- www.hegoa.ehu.es Instituto de Estudios sobre Desarrollo y Cooperación Internacional
- www.aideka.tv/ AIDEKA. Asociación de profesionales de la Comunicación
- www.airecomun.com Asociación de Educomunicadores
- www.oeti.org Observatorio Europeo de Televisión e Infancia.

<table>
<thead>
<tr>
<th>WEEKS MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-30</td>
<td></td>
<td></td>
<td></td>
<td>09:00-11:30</td>
</tr>
</tbody>
</table>

**CLASSROOM (S) IMPARTITION**

2S07G - LEIOA HORIZONTAL MAGISTERIAL BUILDING

01 P. de Aula-2 (Spanish - Morning)

<table>
<thead>
<tr>
<th>WEEKS MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-30</td>
<td></td>
<td></td>
<td></td>
<td>12:00-13:30</td>
</tr>
</tbody>
</table>

**CLASSROOM (S) IMPARTITION**

1S10G - LEIOA HORIZONTAL MAGISTERIAL BUILDING

01 P. de Aula-1 (Spanish - Morning)

<table>
<thead>
<tr>
<th>WEEKS MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-30</td>
<td></td>
<td>13:30-15:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLASSROOM (S) IMPARTITION**

2S02G - LEIOA HORIZONTAL MAGISTERIAL BUILDING
### COURSE GUIDE 2021/22

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree</th>
<th>Cycle</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>354 - Faculty of Education - Bilbao</td>
<td>GINFAN30 - Bachelor's Degree in Infant Education</td>
<td>Not Applicable</td>
<td>Fourth year</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION

The main objective of the course is to become aware of the voice as an instrument and its multiple expressive possibilities. The functioning of the vocal apparatus will be studied, stressing the importance of proper breathing, voice emission and correct articulation. In addition, repertoire from different periods and styles will be performed, both individually and in groups, using the methodology, resources and material means suitable for applying it to the school context.

### COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

**Competences**
- Becoming aware of one's own body in relation to the voice through relaxation and postural control.
- Controlling the vocal instrument in order to obtain correct emission, intonation and articulation of the voice. Recognizing the importance of the correct use of the speaking and singing voice, and encouraging habits of vocal care.
- Knowing the characteristics of the voice, especially of the child’s voice.
- Using and valuing the voice as a means of communication, while exploring its multiple expressive possibilities, both in performance and in creation.
- Selecting vocal musical works for classroom activities, while using appropriate techniques and resources.
- Encouraging and valuing individual and collective singing for its contribution to the integral education of the individual.

**Learning outcomes.**
The student will be able to demonstrate an ability to:
- Use the possibilities of their own voice appropriately, both speaking and singing.
- Know concepts and specific elements of the voice and its application.
- Perform songs of different styles, integrating elements such as simple accompaniments (such as body percussion and rhythmic patterns).
- Select repertoire, taking into account the characteristics of the child’s voice and using teaching-learning strategies appropriate to school education.

### CONTENIDOS TEÓRICO-PRÁCTICOS

1. Anatomy and physiology of the voice. How the voice works: respiratory system, phonation and voice resonators. Children’s, male and female voices.
2. Vocal technique. Functioning of the vocal instrument: correct breathing, emission and articulation of the voice. Correct use of the speaking and singing voice.
3. Vocal care. Vocal problems that can be detected in the classroom and different strategies for prevention.
5. Repertoire of school songs. Methodology and didactic resources. Analysis, classification and selection of the songs that will form the basis of the school repertoire. Methodology and techniques for learning these songs.

### TEACHING METHODS

The classes are given in lectures and practical sessions. These two types of sessions are combined in order to encourage student participation and to promote the use of the voice in its various expressive and communicative aspects. Bibliographic research, reading and analysis of texts, analysis of videos are carried out, in order to work on activities related to the concepts or themes of the subject, both individually and in small or large groups.

* The readings, videos, teacher's indications, students' tasks, etc. that the subject needs for the teaching and improvement of the students' competences can be worked on using the eGela platform, where they can be available if the situation requires it.
**TYPES OF TEACHING**

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of face-to-face teaching</td>
<td>24</td>
<td>5</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horas de Actividad No Presencial del Alumno/a</td>
<td>36</td>
<td>7.5</td>
<td>46.5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- M: Lecture-based
- S: Seminar
- GA: Applied classroom-based groups
- GL: Applied laboratory-based groups
- GO: Applied computer-based groups
- GCL: Applied clinical-based groups
- TA: Workshop
- TI: Industrial workshop
- GCA: Applied fieldwork groups

**Evaluation methods**

- Continuous evaluation
- End-of-course evaluation

**Evaluation tools and percentages of final mark**

- Multiple choice test 10%
- Exercises, cases or problem sets 40%
- Individual assignments 20%
- Teamwork assignments (problem solving, Project design) 20%
- Portfolio 10%

**ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

The assessment of the subject will be continuous, using various activities to be carried out by the students, which they must pass in order to pass the subject.

Waiving of continuous assessment: students will have the right to be assessed through the final assessment system, regardless of whether or not they have participated in the continuous assessment system. To do so, students must submit a written waiver of continuous assessment to the teacher responsible for the subject, for which they will have a deadline of 9 weeks for four-month subjects, starting from the beginning of the four-month period, in accordance with the academic calendar of the faculty.

Final assessment: students will take an exam consisting of several activities; each of them must be passed in order to pass the subject.

* If the situation in relation to COVID requires it, continuous assessment may be carried out through the eGela platform, both to upload the materials necessary for the assessment (papers, practical works, etc.) and to give the mark. Students who have to take the final assessment can do it through eGela if it cannot be done in person.

**EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

Resit assessment exclusively through the final assessment system: students will take an exam consisting of several activities; each of them must be passed in order to pass the subject.

**MANDATORY MATERIALS**

Curricular decrees:
- DECREE 236/2015, of 22 December, establishing the Basic Education curriculum and implementing it in the Autonomous Community of the Basque Country.
- DECREE 237/2015, of 22 December, establishing the curriculum for Pre-school Education and implementing it in the Autonomous Community of the Basque Country.

**BIBLIOGRAFÍA**

**Basic bibliography**

**Detailed bibliography**
Journals
International Journal of Music Education
British Journal of Music Education
Music Education Research
Journal of Research in Music Education

Web sites of interest
https://www.singup.org/
https://www.isme.org/
https://www.smartmusic.com/music-educator-resources/
https://www.music-teacher-resources.com/