



COMPETENCES IN CULTURAL AWARENESS AND EXPRESSION

Title of the course	Music and cultural education
ECTS	2,5
Description	Music as basic of a cultural identity: from traditional music and folklore to popular urban contemporary music reflects the richness of European development and make possible the expression of emotions and human identity as well in individual and collective ways, and make part of the education in formal and no formal context. Songs and tunes have travelled through the world in a multicultural global world exchange.
Learning outcomes	The students will be able to: <ul style="list-style-type: none"> • Develop creativity and expression of emotions • Improve conscience of cultural identities • Enlarge the listening of music (through time, cultures and countries, experience...) and explore music diversity • Analyze and discuss about music education in modern world
Contents	<ol style="list-style-type: none"> 1. The role of music and traditional songs in social identity´s conformation 2. Using songs to learn other languages 3. Expression of emotions through music 4. Music in a multicultural and digital world 5. Music education (at school, media, informal and professional)
Methodology	<ul style="list-style-type: none"> ▪ Reading documents, videos and other music samples ▪ Working together in small groups ▪ Public debates and discussions ▪ Music performance sharing traditional and modern tunes, songs or rhymes ▪ Enlarging repertoires of music ▪ Individual and/or collective creativity ▪ Working by projects ▪ Using songs in an interdisciplinary way
Evaluation	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
Bibliography	<p>Hunter P.G and Schellenberg (2010) Music and emotion. In M.R. Jones et al. (eds.), <i>Music Perception</i> (p. 129-164). London: Springer Handbook of Auditory Research 36</p> <p>Juvonen, A., Ruismäki, H. & Lehtonen, K. (2012) Music education facing new challenges. <i>Procedia Social and behavioral Sciences</i>, 45, 197-205 Elsevier. doi10.1016/j.sbspro.2012.06.556</p> <p>Koskarov, L. (2012) The multicultural and intercultural aspects of music and education- important dimension in the contemporary society.</p>



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Title of the course	Cultural Heritage Education
Description	Cultural knowledge includes an awareness of local, national and European cultural heritage. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. Heritage Education -in formal and non-formal contexts- is necessary to get the knowledge of major cultural works, including popular contemporary culture.
Learning outcomes	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the concept of heritage as an identity link of a culture. • Develop strategies and teaching methodologies in the field of heritage education. • Use creativity to design projects aimed at teaching heritage in different educational contexts.
Contents	<ol style="list-style-type: none"> 1. Teaching/learning models into the Knowledge of major cultural Works and contemporary culture. 2. Educational Estrategies to preserve cultural heritage. 3. Strategies intended to promote creative expression of ideas, experiences and emotions in a range of media and the visual arts. 4. Programmes and training actions focusing on the acquisition of concepts, techniques and attitudes connected with Cultural Heritage, its conservation and social function. 5. Research into heritage education and innovation in Heritage Didactics. 6. Innovation in resources and tools for the interpretation of Heritage. Research into evaluation models. 7. National Education and Heritage Plan: an instrument for the administration of cultural assets.
Methodology	<ul style="list-style-type: none"> ▪ Works in small groups, public debates and discussions. ▪ Individual works of project designs related to heritage education. ▪ Relating different educational areas related to cultural heritage. ▪ Use of visual arts such as photography, audiovisual, printmaking, painting, performance and others, to carry out the work.
Evaluation	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
Bibliography	Estepa, J.; Ávila, R. M. & Ferreras, M. (2008). Primary and secondary teachers' conceptions about heritage and heritage education: A