



UNIVERSIDAD DE CASTILLA - LA MANCHA

GUÍA DOCENTE

1. General information

Course: MUSIC EDUCATION

Type: CORE COURSE

Degree: 393 - UNDERGRADUATE DEGREE IN PRIMARY EDUCATION (CR)

Center: 102 - FACULTY OF EDUCATION OF CIUDAD REAL

Year: 1

Main language: Spanish

Use of additional languages:

Web site:

Code: 46319

ECTS credits: 6

Academic year: 2022-23

Group(s): 20 21 22 27 28 29 23 26

Duration: First semester

Second language:

English Friendly: Y

Bilingual: N

Lecturer: ROSALIA GONZALEZ MALAGON - Group(s): 20 23				
Building/Office	Department	Phone number	Email	Office hours
3.10	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA	926295300	Rosalia.Gonzalez@uclm.es	Office hours will be announced on the faculty website
Lecturer: JOSÉ IGNACIO GONZÁLEZ MOZOS - Group(s): 23				
Building/Office	Department	Phone number	Email	Office hours
	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA		Josel.Gonzalez@uclm.es	
Lecturer: FRANCISCO MANUEL LÓPEZ GÓMEZ - Group(s): 22				
Building/Office	Department	Phone number	Email	Office hours
3.10	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA		FManuel.Lopez@uclm.es	Office hours will be announced on the faculty website
Lecturer: JUAN JOSE PASTOR COMIN - Group(s): 21 22 26				
Building/Office	Department	Phone number	Email	Office hours
3.09	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA	3211	juanjose.pastor@uclm.es	Office hours will be announced on the faculty website
Lecturer: VIRGINIA SANCHEZ RODRIGUEZ - Group(s): 21				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación de Ciudad Real, Despacho 3.10	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA	926295300	virginia.sanchez@uclm.es	Office hours will be announced on the faculty website

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

Code	Description
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to plan and develop teaching proposals and projects related to different artistic fields.

Know how to analyse different artistic and cultural manifestations.

Develop the following competences through creative means: interpreting, arranging, composing, improvising and listening (analysing)

Apply the basic principles of musical language, vocally, instrumentally or through movement, in a practical way.

Understand the basic elements of musical language.

Know the appropriate usage of methodology and resources in the musical, artistic and visual teaching-learning processes.

Know the contents of basic competences of Music Education found in the curriculum of Primary Education

Additional outcomes

6. Units / Contents

Unit 1: Study and Practice of the main aspects of Musical Language.

Unit 2: Fundamentals of Musical Education and Didactics of Music in Primary Education. Main Methodologies.

Unit 3: The music curriculum for Primary Education and its development in Castilla-La Mancha

Unit 4: Practice of the basic elements of Musical Language.

Unit 5: Selected repertoire of songs, instrumentations, dances and auditions, including various styles and origins.

Unit 6: Repertoire of traditional games with musical content (rhythmic, melodic, corporal, etc.).

Unit 7: Didactic proposals for the exploration, expression, interpretation, improvisation and musical creation with the voice, the body, sound bodies and instruments.

ADDITIONAL COMMENTS, REMARKS

Units 1, 2 and 3 correspond to the Theoretical Contents. Units 4, 5, and 6 correspond to the Applied Practical Contents. Unit 7 corresponds to Creative Practical Content.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CB01 CB04 CB05	1.2	30	N		This activity includes the presentation and comment in class of the THEORETICAL CONTENT of the subject.
Class Attendance (practical) [ON-SITE]	Practical or hands-on activities	CB03 CB04 CB05	1.04	26	Y	N	This activity includes the development of the PRACTICAL CONTENTS of the subject.
Writing of reports or projects [OFF-SITE]	project-based learning	CB04 CB05	2.8	70	Y	Y	Study of the THEORETICAL AND PRACTICAL contents of the subject and preparation of exercises and tests. The requested tasks are recoverable. Plagiarism will be penalized.
Study and Exam Preparation [OFF-SITE]	Self-study	CB01 CB04 CB05	0.8	20	Y	Y	Study of the THEORETICAL AND PRACTICAL contents of the subject and preparation of exercises and tests. The requested tasks are recoverable. Plagiarism will be penalized.
Final test [ON-SITE]	Assessment tests	CB01 CB03 CB04 CB05	0.16	4	Y	Y	THEORETICAL AND PRACTICAL Evaluation Tests (individual and/or group) on the contents of the subject. This activity is recoverable.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Final test	40.00%	30.00%	Individual and/or group tests, ORAL and/or WRITTEN, through material or virtual means (Moodle) on the THEORETICAL-PRACTICAL contents developed in the subject. Compulsory and recoverable exam.
Assessment of problem solving and/or case studies	40.00%	30.00%	Assessment of the individual and/or group works and/or topics (Theoretical-Practical) elaborated by the students. Compulsory and recoverable activities.
Portfolio assessment	20.00%	40.00%	Assessment of the individual portfolio prepared by the students. It must contain those tests requested during the course, both individual and group, referring to historical-musical comments, reviews, etc. Compulsory and recoverable activities.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

Students must obtain a minimum score of 4 points out of 10 in each evaluation test. The subject will be passed provided that the final mark, the result of the sum of the different tests, results in a minimum mark of 5 points out of 10.

If any of the theoretical and/or practical tests are not passed, the student must be examined in the extraordinary call only for that part(s), keeping the other grades and percentages for the extraordinary call and only once. For the instrumental practical tests, the students will be examined as a group.

Non-continuous evaluation:

Students must obtain a minimum score of 4 points out of 10 in each evaluation test. The subject will be passed provided that the final mark, the result of the sum of the different tests, results in a minimum mark of 5 points out of 10.

Since an active methodology is applied focused on the students, those students who, for justified reasons, follow the subject in the non-continuous evaluation modality must speak with the teacher during the hours set aside for tutorials and specify a work proposal that will include the Theoretical study of the documentation for each topic and an adequate plan related to the activities that allow the development of the competences included in the Teaching Guide.

If any of the theoretical and/or practical tests are not passed, the student must be examined in the extraordinary call only for that part(s), keeping the other grades and percentages for the extraordinary call and only once. For the instrumental practical tests, the students will be examined as a group.

Specifications for the resit/retake exam:

The criteria of continuous assessment and non-continuous evaluation collected in the ordinary call will be applied.

Specifications for the second resit / retake exam:

The criteria of continuous assessment and non-continuous evaluation collected in the ordinary call will be applied.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Final test [PRESENCIAL][Assessment tests]	4
Unit 1 (de 7): Study and Practice of the main aspects of Musical Language.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Group 26:	
Initial date: 26-09-2022	End date: 07-10-2022
Group 29:	
Initial date: 26-09-2022	End date: 07-10-2022
Group 20:	
Initial date: 26-09-2022	End date: 07-10-2022
Group 21:	
Initial date: 26-09-2022	End date: 07-10-2022
Group 22:	
Initial date: 26-09-2022	End date: 07-10-2022
Group 27:	
Initial date: 26-09-2022	End date: 07-10-2022
Group 28:	
Initial date: 26-09-2022	End date: 07-10-2022
Group 23:	
Initial date: 26-09-2022	End date: 07-10-2022
Unit 2 (de 7): Fundamentals of Musical Education and Didactics of Music in Primary Education. Main Methodologies.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Group 26:	
Initial date: 10-10-2022	End date: 26-10-2022
Group 20:	
Initial date: 10-10-2022	End date: 26-10-2022
Group 21:	
Initial date: 10-10-2022	End date: 26-10-2022
Group 22:	
Initial date: 10-10-2022	End date: 26-10-2022
Group 23:	
Initial date: 10-10-2022	End date: 26-10-2022
Group 27:	
Initial date: 10-10-2022	End date: 26-10-2022
Group 28:	
Initial date: 10-10-2022	End date: 26-10-2022
Group 29:	
Initial date: 10-10-2022	End date: 26-10-2022
Unit 3 (de 7): The music curriculum for Primary Education and its development in Castilla-La Mancha	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	3

Group 26:	
Initial date: 27-10-2022	End date: 08-11-2022
Group 23:	
Initial date: 27-10-2022	End date: 08-11-2022
Group 20:	
Initial date: 27-10-2022	End date: 08-11-2022
Group 21:	
Initial date: 27-10-2022	End date: 08-11-2022
Group 22:	
Initial date: 27-10-2022	End date: 08-11-2022
Group 27:	
Initial date: 27-10-2022	End date: 08-11-2022
Group 28:	
Initial date: 27-10-2022	End date: 08-11-2022
Group 29:	
Initial date: 27-10-2022	End date: 08-11-2022
Unit 4 (de 7): Practice of the basic elements of Musical Language.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Group 26:	
Initial date: 09-11-2022	End date: 18-11-2022
Group 23:	
Initial date: 09-11-2022	End date: 18-11-2022
Group 20:	
Initial date: 09-11-2022	End date: 18-11-2022
Group 21:	
Initial date: 09-11-2022	End date: 18-11-2022
Group 22:	
Initial date: 09-11-2022	End date: 18-11-2022
Group 27:	
Initial date: 09-11-2022	End date: 18-11-2022
Group 28:	
Initial date: 09-11-2022	End date: 18-11-2022
Group 29:	
Initial date: 09-11-2022	End date: 18-11-2022
Unit 5 (de 7): Selected repertoire of songs, instrumentations, dances and auditions, including various styles and origins.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Group 26:	
Initial date: 19-11-2022	End date: 28-11-2022
Group 20:	
Initial date: 19-11-2022	End date: 28-11-2022
Group 21:	
Initial date: 19-11-2022	End date: 28-11-2022
Group 22:	
Initial date: 19-11-2022	End date: 28-11-2022
Group 27:	
Initial date: 19-11-2022	End date: 28-11-2022
Group 28:	
Initial date: 19-11-2022	End date: 28-11-2022
Group 29:	
Initial date: 19-11-2022	End date: 28-11-2022
Group 23:	
Initial date: 19-11-2022	End date: 28-11-2022
Unit 6 (de 7): Repertoire of traditional games with musical content (rhythmic, melodic, corporal, etc.).	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Group 26:	
Initial date: 29-11-2022	End date: 09-12-2022
Group 20:	
Initial date: 29-11-2022	End date: 09-12-2022
Group 21:	
Initial date: 29-11-2022	End date: 09-12-2022

Group 22:	
Initial date: 29-11-2022	End date: 09-12-2022
Group 27:	
Initial date: 29-11-2022	End date: 09-12-2022
Group 28:	
Initial date: 29-11-2022	End date: 09-12-2022
Group 29:	
Initial date: 29-11-2022	End date: 09-12-2022
Group 23:	
Initial date: 29-11-2022	End date: 09-12-2022
Unit 7 (de 7): Didactic proposals for the exploration, expression, interpretation, improvisation and musical creation with the voice, the body, sound bodies and instruments.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	2
Writing of reports or projects [AUTÓNOMA][project-based learning]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	2
Group 26:	
Initial date: 12-12-2022	End date: 22-12-2022
Group 21:	
Initial date: 12-12-2022	End date: 22-12-2022
Group 22:	
Initial date: 12-12-2022	End date: 22-12-2022
Group 27:	
Initial date: 12-12-2022	End date: 22-12-2022
Group 28:	
Initial date: 12-12-2022	End date: 22-12-2022
Group 29:	
Initial date: 12-12-2022	End date: 22-12-2022
Group 20:	
Initial date: 12-12-2022	End date: 22-12-2022
Group 23:	
Initial date: 12-12-2022	End date: 22-12-2022
Global activity	
Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	26
Writing of reports or projects [AUTÓNOMA][project-based learning]	70
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Final test [PRESENCIAL][Assessment tests]	4
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Sánchez Rodríguez, Virginia	El cine español contemporáneo como fuente de inspiración didáctica: El canto coral y la representación alegórica de la voz en la adolescencia a partir de la película Las niñas (Pilar Palomero, 2020)	Dykinson	Madrid	978-84-1377-933-1	2021	
Sánchez Rodríguez, Virginia	Presentación de una propuesta de aplicación didáctica dirigida a la etapa de Educación Primaria en torno al serial Little Amadeus https://bit.ly/1wFLAqv		Madrid		2014	
Sánchez Rodríguez, Virginia	La Teoría de Fijación de Metas de Locke como núcleo metodológico en la formación de los maestros especialistas de música	Dykinson	Madrid	978-84-1377-360-5	2021	
Luis F. Leal Pinar	La Guitarra en Castilla-La Mancha	Ediciones Llanura	Cuenca	84-95685-17-5	2006	Describe los Guitarristas en CLM, su obra, dedicación, biografía, currícula y actividades docentes y profesionales
Alcazar Aranda, Antonio	Actualmente puede adquirirse en Ed. Aache, C/ Malvarrosa, 2 - 19005-Guadalajara (España). Telef.: 949220438 88 temas para voz e instrumental ORFF	Garijo Mundimúsica	Madrid		1999	
Alcázar Aranda, Antonio	"Pedagogía de la creación musical: fundamentos, aportaciones" en ALCÁZAR, A. (dirección editorial) La competencia artística: creatividad y apreciación crítica	Ministerio de Educación, Política Social y Deporte	Madrid		2008	
Alcázar Aranda, Antonio	La pedagogía de la creación musical, otro enfoque de la educación musical. Una experiencia en la Escuela Universitaria de Magisterio de Cuenca				2010	
Alcázar Aranda,	Un acercamiento pedagógico al paisaje sonoro:	Servicio de				

Antonio Alsina, Josep Zagalaz Sánchez, M.L.: (coord)	escucha, recreación, creación en el área de educación musical	PALMESE, CARLES y ALCÁZAR, Paisajes sonoros de Cuenca	Publicaciones UCLM	Cuenca		2010
	Desarrollo cultural en la enseñanza básica. La mediación del profesorado a través de distintas áreas			Barcelona	84-7827-155-4	2002
Bachmann, M.L	La rítmica Jacques-Dalcroze, una educación por la música y para la música		Pirámides	Torredonjimeno		2009
Ballester, M.G. y Sánchez, J	Programar y evaluar por competencias en Educación Primaria			Madrid		1998
	http://publicaciones.uclm.es/files/ebook_chapter_pdf/ebook_chapter_pdf_00052_Manual_2_Educacion_Primeria_II_ok.pdf		Ediciones de la UCLM			2010
Cartón, C. y Gallardo, C.	Educación musical: método Kodaly		Castilla Ediciones	Valladolid		1994
Clement, G. et Frapat, M	Toute ouïe. 20 jeux d'écoute, «Col. Graine de Musique» (+ CD)		Nathan	París		1996
Clement, G., Frapat, M. y Tavel, G	Mille et une Souris Verte, «Col. Graine de Musique» (+ CD)		Nathan	París		1994
Cremades, A.	El pragmatismo y las competencias en educación musical					2008
	http://musica.rediris.es/leeme/revista/cremades08.pdf					
Cárdenas Serván, Inmaculada	Evolución de la Educación Musical. La Pedagogía de Creación Musical		Unicopia	Lugo		2003
De La Vega y García Palao, P y A.,	Teoría del Lenguaje Musical y Fichas de ejercicios 1 y 2		Si bemol	Málaga		2007
Delalande, François	De la exploración sonora a la invención musical" en DIAZ, M. y RIAÑO, M.E. (edits.), Creatividad en Educación Musical		Universidad de Cantabria	Santander		2007
Delalande, François	Hacer y escuchar: los dos accesos complementarios a la música" en ALCÁZAR, A. (dirección editorial), La competencia artística: creatividad y apreciación crítica		Ministerio de Educación, Política Social y Deporte	Madrid		2008
Delalande, François	La invención musical, del nacimiento a la adolescencia: contexto histórico, tecnológico y social					2005
Delalande, François	La música es un juego de niños		Ricordi	Buenos Aires	950-22-0413-1	1995
Dennis, Brian	Proyectos sonoros		Ricordi Americana	Buenos Aires	950-22-0312-7	1991
Díaz, M. y Giráldez; A. (coords.),	Aportaciones teóricas y metodológicas a la educación musical. Una selección de autores relevantes		Graó	Barcelona		2007
Díaz, S	Las nuevas músicas en la educación					2002
Fernández, M	Cancionero musical infantil de Toledo		UCLM	Toledo		1992
Frega, A.L.	Metodología comparada de la Educación Musical		Centro de Investigación educativa musical	Buenos Aires		1997
Frega, A.L.	Música para Maestros		Graó	Barcelona		1997
Giráldez, A.,	Contribuciones de la educación musical a la adquisición de las competencias básicas					2007
González Jiménez, Rafael	Canciones para la escuela y para casa		Ciencias de la Educación Preescolar y Especial	Madrid	978-84-7869-770-0	2010
Graetzer, G. y Yepes, A	Introducción a la práctica del Orff-Schulwerk		Barry	Buenos Aires		1969
Grout, D.J. & Palisca, C.V.:	Historia de la Música Occidental		Alianza	Madrid		2004
Hargreaves, D.J.	Infancia y educación artística		Morata	Madrid		1991
Hargreaves, David J.	Música y desarrollo psicológico		Graó	Barceloma	84-7827-185-6	2002
Hemsey de Gainza, Violeta	La iniciación musical del niño		Ricordi	Buenos Aires	950-22-0203-1	1964
Heras, R. de las	Trébol. Juegos musicales para la educación		Ara	Madrid		1996
Hernández Vázquez, María Dolores	La Alegría de aprender música en el cole		Editorial Popular	Madrid	84-86524-23-7	1986
Hernández, J. R., De Moya, M. V., Bravo, R., Cachinero, J	La música nos hace personas. Actas digitalizadas del I Congreso Internacional de Competencias Básicas		Servicio de Publicaciones de la Universidad de Castilla La Mancha	Ciudad Real		2009
Hidalgo Montoya	Cancionero Popular infantil español.		Carmona	Madrid		1979
Hidalgo Montoya, J	Cancionero de Navidad		Carmona	Madrid		1969
Iglesias y Martín Baró, M y A.,	Grandes músicos		Casa Erviti (9ª edición)	San Sebastián		2007
Iglesias, Mercedes	Canciones de flauta I y II		Casa Erviti	San Sebastián	84-7086-143-3 (o.c.)	1991
Lacárcel Moreno, J.	Psicología de la música y educación musical.- Colección Aprendizaje		Visor Distribuciones S. A	Madrid		1995
Lines, David. K. (com.),	La educación musical para el nuevo milenio : el futuro de la		Ediciones Morata	Madrid	978-84-7112-531-6	2009
Lizaso, B.	Técnicas y juegos de expresión musical		Alhambra	Madrid		1990
Maersch y otros	Atlas de los instrumentos musicales		Alianza	Madrid	84-206-6211-9	2005
Murray Schafer, R.:	Hacia una educación sonora		Conaculta/Radio Educación	México		2005

Muñoz Cortés, L.	La música contemporánea en el aula				1996
Müller, A. y Moreno, L.:	La Música en el aula. Globalización y Programación	MAD	Sevilla		2000
Müller, A. y Moreno, L.	La canción y los instrumentos. Didáctica y Metodologías en la Educación Musical	MAD	Sevilla		2000
Olga Aguirre de Mena y Ana de Mena González	Educación Musical. Manual para el profesorado	Algibe	Málaga	84-87767-07-9	1999
Palacios, Fernando	Piezas gráficas para la educación musical	Ateneo Obrero Fundación Municipal de Cultura,	Gijón	84-87958-12-5	1993
Pascual Mejía, Pilar	Didáctica de la música	Pearson Prentice Hall	Madrid	978-84-8322- 716-9	2010
Saitta, C	El lenguaje musical en la música contemporánea				1998
Fuertes, M. y Zamora, A.:	Danzas. Formación rítmico- musical	San Pablo	Madrid		1996
Fuertes, Mariano	Taller de danzas de animación	CCS	Madrid	84-9842-015-6	2006
Giraldez, A.	Contribuciones de la educación musical a la adquisición de las competencias básicas				2007
Sanuy, Montse (1935-)	Aula sonora : hacia una educación musical en primaria	Morata	Madrid	84-7112-390-8	1996
Schafer, R. Murray	Cuando las palabras cantan	Ricordi Americana, S.A.E.C.	Buenos Aires	950-22-0241-4	1970
Schafer, R. Murray	El compositor en el aula	Ricordi	Buenos Aires	950-22-0243-0	1998
Soler Fiérrez, Eduardo	La educación sensorial en la escuela infantil	Rialp	Madrid	84-321-2890-2	1992
Swanwick, Keith	Música, pensamiento y educación	Ministerio de Educación y Ciencia Morata	Madrid	84-7112-365-7	1991
Swanwick, Keith	Música, pensamiento y educación	Ministerio de Educación y Ciencia Morata	Madrid	84-7112-365-7	1991
Szonyi E.	La educación musical en Hungría a través del método Kodaly	Corvina	Budapest		1976
Varios autores	Músicas en la escuela. Guía de Competencias (Consejo de los Centros de Formación de Músicos que Intervienen en la escuela ¿Sistema Educativo Francés	Fuzeau	Courlay (Francia)		2004
Vázquez Morcillo, Ángel	Cinco piezas para guitarra	[s. n.]	Ciudad Real	84-8416-820-4	1998
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Wagner, C.	Cómo enseñar a cantar	Juan Gili	Barcelona		1970
Willems, Edgar	El Ritmo Musical	Eudeba	Buenos Aires		1993
Sanjosé Huguet, Vicente	Didáctica de la expresión musical para maestros : según el	Piles	Valencia	84-89595-78-X	1997
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Willems, Edgar	Guía didáctica para el maestro	Ricordi	Buenos Aires		1966
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