

Actividades De Musica Para Secundaria

Engracia Olivares Jiménez

Musica. Volumen Ii. Profesores de Educacion Secundaria. Unidades Didacticas Ebook ,2004-03-09

Aprendizaje activo: experiencias educativas innovadoras. XXIII Premios Francisco Giner de los Ríos a la mejora de la calidad educativa ,2009 La calidad de la educación es el objetivo central de la institución escolar. Su consecución precisa de orientaciones y experiencias educativas innovadoras y relevantes. Para estimular su desarrollo, las sucesivas convocatorias de los Premios Francisco Giner de los Ríos a la Mejora de la Calidad Educativa, iniciados en 1983 y convocados conjuntamente por el Ministerio de Educación y la Fundación BBVA, han tratado de reconocer y difundir algunos de los mejores enfoques y prácticas educativas propiciados por el personal docente de nuestros centros públicos y privados. La presente publicación recoge los trabajos premiados en la vigésima tercera convocatoria; una valiosa selección de experiencias educativas innovadoras, que pueden servir de inspiración y referencia a todos cuantos participan en la tarea educativa.

Música 3o ESO. Libro del profesor ,2007-08-23

Plan provincial de formación del profesorado. Curso 1993-1994. Dirección Provincial de Albacete ,

Música. Complementos de formación disciplinar Andrea Giráldez Hayes,Cristina Arriaga Sanz,Susana Flores

Rodrigo,Gotzon Ibarretxe Txakartegi,María Loizaga Cano,Auro Ramírez de Loaysa Escudero,Ana María Alberdi Alonso,Pep Alsina Masmitjà,Miquel Alsina Tarrés,2010-12-23 Ofrece un panorama general de algunas de las cuestiones y los problemas que afectan actualmente a la enseñanza de la Música en la educación secundaria obligatoria y el bachillerato. Su objetivo es ofrecer un marco teórico a partir del cual los profesores y las profesoras de Música puedan examinar críticamente tanto sus propias ideas como las de diferentes autores respecto a la educación musical en dichas etapas educativas. Este volumen se complementa con otros dos que componen la obra -Didáctica de la Música y Música. Investigación, innovación y buenas prácticas-- y conforman una unidad en la que teoría y práctica se conjugan equilibradamente.

Programar y organizar actividades en I.E.S. Matías Regodón Jiménez,Benito Vaquero Ortega,1997-08-29 Los pequeños «hacen»/«crean» arte para conocer, explorar, experimentar y, en definitiva, descubrir su mundo. El arte les permite descubrir el misterio, la creatividad, la alegría, la frustración. Lo que para ellos importa es el proceso del arte, no el resultado. El libro contiene más de 200 procesos completos de experiencia artística, ordenados por estaciones del año y

divididos en meses. Las ideas plásticas son de dibujo, pintura, modelado de masa y arcilla, artesanía y construcción. Los trabajos, perfectamente descritos y secuenciados, pueden ser utilizados del modo más conveniente para cada contexto.

Guía de las escuelas municipales de música Fernández-Coronado González, Myriam,Vázquez de Lucas, Marisol (Dir.),Martí Borrás, Guillem,Faura Salvador, Montse,Farràs i Vilaginés, Carles,Casanovas Roig, Dolors (Reds.),Fargas Castanys, Joan (Coord.),Gávez Caravaca, Manuel,Gómez Santos,2010 Esta obra pretende ayudar a los responsables locales a diseñar y desarrollar un servicio, educativo y cultural, de calidad. La guía incluye anexos con normativa de carácter legal y diferentes modelos de Escuelas Municipales de Música que pueden servir como ejemplos de buenas prácticas.

Tercera edad Pilar Pont Geis,2012-07-11 La actividad física para la tercera edad es un tema relevante, incluso estratégico, tanto desde el punto de vista personal e individual como desde una visión global de la sociedad. Así, el hecho de que una persona adulta se plantee iniciar, continuar o potenciar una actividad física, puede suponerle por una parte un cambio sustancial en su vida interior, ya que le ayudará a aumentar su equilibrio personal, mejorar su estado de ánimo y su salud, potenciar sus reflejos y proporcionarle una agilidad que podía tener estancada o mermada y, en definitiva, mejorar su calidad de vida. Así, este libro supone una aportación decisiva en el campo de la actividad física para la tercera edad, que parte de una experiencia consolidada a lo largo de los últimos años, y que puede sin duda contribuir a potenciar, el papel de la tercera edad dentro de la sociedad mejorando a la vez la calidad de vida individual. El contenido de este libro consta de dos partes generales: una primera parte basada en conocimientos y aspectos teóricos y una segunda parte en la que se desarrollan los contenidos de forma práctica. En cuanto a la teoría, se desarrolla el tema de la tercera edad desde diferentes vertientes: un estudio de todos aquellos aspectos físicos, psíquicos y socio-afectivos que caracterizan a estas personas; la alimentación; la necesidad de la práctica de la actividad física, etc. Asimismo, se detallan aquellos elementos que intervienen para llevar a cabo un programa, o sea aquellos aspectos metodológicos que todo profesional de la actividad física debe conocer. Por último, en la segunda parte, se desarrollan las actividades agrupadas por su forma y por los objetivos que se pretenden conseguir.

Música. Investigación, innovación y buenas prácticas Andrea Giráldez Hayes,Susana Flores Rodrigo,Ma Angeles Galán Bueno,Begoña Garamendi Ibarra,Irene González Mendizabal,Adolf Murillo Ribes,Cristóbal Luis Nuez García,Ma Carmen Ortega Prada,Sergio Pedrera Llosa,Pep Alsina Masmitjà,Carmen De Las Cuevas Hevia,Maravillas Díaz Gómez,2010-12-28 Más allá de conocer la teoría y los principios didácticos que sustentan los procesos de enseñanza y aprendizaje musical en la educación secundaria, investigar e innovar constituyen dos imperativos para cualquier docente que quiera mejorar su propia práctica educativa. Partiendo de esta premisa, *Música. Investigación, innovación y buenas prácticas* pretende orientar a los profesores y las profesoras de Música para que puedan conocer y aplicar propuestas innovadoras en el ámbito de la educación musical, analizar críticamente su práctica docente, identificar problemas relativos a la enseñanza y el aprendizaje

musical y plantear alternativas y soluciones, y diseñar y desarrollar proyectos de investigación, innovación y evaluación.

Otro mundo es posible, otro mundo es necesario, 2005 Trabajo galardonado con el Primer premio Nacional de Innovación Educativa 2004. Recoge la experiencia realizada por el IES Agora de Alcobendas (Madrid), desarrollando una programación completa que tenía como núcleo central las temáticas de la Educación para el Desarrollo.

Hacer música en grupo María Inés Ferrero, Mónica Martín, Amanda Meclazcke, 2020-01-15 Hacer música en grupo abre caminos aún poco explorados; pero, además, brinda un cúmulo de conocimientos de gran utilidad para diversos actores de la especialidad: educadores musicales (tanto de nivel secundario, especializado con modalidad en arte, como de artística superior y universitario); especialistas responsables en el área de la formación de formadores; coordinadores de grupos musicales y estudiantes en formación del área de la producción. Es un trabajo coordinado en el cual se han desarrollado temáticas con respecto a la formación grupal en las instituciones formales, el arreglo como herramienta para la enseñanza y el aprendizaje y los recursos e instrumentos de evaluación de las producciones musicales grupales. Las autoras han emprendido una tarea controvertida y de alta dificultad como es la coordinación y evaluación de la práctica musical de conjunto. En este sentido, Hacer música en grupo se posiciona como una obra de consulta substancial e ineludible para profesionales especializados en el campo de la pedagogía musical.

La alimentación, actividad del ser humano Engracia Olivares Jiménez, 1993-10-05 Una interesante Unidad Didáctica interdisciplinar, para que el alumnado capte la idea de que la alimentación es una actividad humana, consciente y voluntaria, que implica todas las dimensiones de la persona. Consta de una guía para el profesorado con orientaciones metodológicas y para la evaluación, guías de trabajo para el alumnado y documentos informativos para realizar las actividades.

Boletín de música y artes visuales, 1950

Infancia y juventud en riesgo social Agustín Bueno Bueno, 2010 Este libro aborda el conflictivo lugar que ocupan los niños y los jóvenes en la sociedad de nuestros días. Diversos profesionales (psicólogos, trabajadores sociales, profesores), especializados en distintos programas de intervención comunitaria, reflexionan sobre los riesgos a los que se expone habitualmente la población infantil y juvenil. Los estudios recogidos aquí abogan por unos presupuestos económicos que tiendan a paliar las deficiencias del sistema, pero también por la necesidad de desarrollar programas concretos y de formar a profesionales bien preparados, capaces de afrontar los retos que plantea el siglo XXI. Agustín Bueno es doctor en Psicología por la Universidad Complutense y profesor de Psicología Social en la Escuela de Trabajo Social de Alicante desde hace más de treinta años.

Plan provincial de formación del profesorado. Curso 1992-1993. Dirección Provincial de Madrid. Subdirección Territorial Madrid-Centro, Los Planes Provinciales de Formación deben ser el marco coherente en que se plasmen las actuaciones formativas de cada provincia, teniendo en cuenta las necesidades que el sistema educativo genere en cada

ámbito provincial.

La Gaceta Honduras,1967

Plan provincial de formación del profesorado. Curso 1992-1993. Dirección Provincial de Madrid. Subdirección Territorial Madrid-Este , Los Planes Provinciales de Formación deben ser el marco coherente en que se plasmen las actuaciones formativas de cada provincia, teniendo en cuenta las necesidades que el sistema educativo genere en cada ámbito provincial.

La formación de intérpretes profesionales en los conservatorios en el marco de la reforma educativa María del Mar Gutiérrez Barrenechea,2007 Adecuación de las enseñanzas musicales que se imparten en el Real Conservatorio Superior de Música de Madrid para adaptarlas al marco de la Declaración de Bolonia.

Didáctica de la Música Andrea Giráldez Hayes,Jaime Berrade Leza,Gumersindo Díaz Lara,Natalia González Fernández,Lluís Marc Herrera Llop,Ramon Llanes Bordes,Silvia Raquel Malbrán Alustisa,Auro Ramírez de Loaysa Escudero,M.a Elena Riaño Galán,Ana María Alberdi Alonso,Pep Alsina Masmitjà,Ana Isabel Aranguren Aramburu,2010-12-29 El objetivo es orientar a los docentes de Música de la educación secundaria obligatoria y del bachillerato sobre lo que supone enseñar música «musicalmente». Difiere, por tanto, de los manuales de didáctica de la Música convencionales, ya que este libro orienta al lector no sólo acerca de cuáles pueden ser los métodos y la estrategias más adecuados para la enseñanza, sino también respecto a cuestiones tales como para qué enseñar música, qué enseñar, qué se enseña y se aprende dentro y fuera del aula, o a quién se enseña. Enlace al material complementario.

Encuentro de investigación del alumnado (EIDA 2017) Christian Roith,Margarita Isabel Asensio Pastor,Teresa García Gómez,María Jesús Lirola Manzano,Manuel José López Martínez,2017-12-13 Encuentro de investigación del alumnado (EIDA 2017) es un libro en el que se presentan diversos trabajos científicos de investigación procedentes de estudiantes preocupados por la educación que desarrollan su formación en distintos Grados, Máster y Programas de Doctorado de la Universidad de Almería. Este libro viene a consolidar la labor de impulso de la investigación en educación que iniciara la Comisión de Investigación del Departamento de Educación de la Universidad de Almería en 2015 entre los estudiantes, así como la transferencia de conocimientos entre estos y los propios docentes universitarios con encuentros mensuales y que venían a cerrar el trabajo de esta Comisión con la organización de una jornada dedicada a la investigación en educación.

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