

A dynamic background image showing a splash of water falling into a pool, with many bubbles and ripples. The water is clear and bright blue, set against a lighter blue background.

# International Handbook for the Advancement of Science Vol. 1

Editors

**M.P. Bermúdez**

**M. Guillot-Valdés**



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*Primera edición, 2022*

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*Camino de Galar, 15*

*31190 Cizur Menor (Navarra)*

*ISBN: 978-84-1390-872-4*

*DL NA 1204-2022*

*Printed in Spain. Impreso en España*

*Fotocomposición: Thomson Reuters (Legal) Limited*

*Impresión: Rodona Industria Gráfica, SL*

*Polígono Agustinos, Calle A, Nave D-11*

*31013 – Pamplona*

# VISUAL RESOURCES FOR MUSIC TEACHING: DIDACTICS OF MUSIC APPLIED TO GAMIFICATION AND INNOVATION

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## I. INTRODUCTION

All children are born with innate abilities to respond to music and musical development. However, without proper education, this ability can be diminished. For this reason, it is vitally important that the people involved in the education of children, that is, families and educators, understand musical development and the different ways of communicating musically with children (Pérez-Aldeguer, 2012; Thaut, 2007). The methodology developed by Orff affirm all people have musicality, but it is through education and practice that we can develop and improve our hearing and musical abilities (Orff & Keetman, 1969).

Musical perception is the ability that allows us to appreciate music and internalize it. One of the fundamental contents in the teaching of music is perception through hearing (Fautley, 2010). According to different authors, if we want our students to be participants in the work, to feel it, avoiding being a mere passive receiver, we must rely on active methods, that is, active musical listening (Gardner, 1993; Georgii-Hemming et.al., 2020; Schwarz & Schweppe, 2002). In an active musical audition, students must relate to the piece heard by showing direct stimuli that can be gestural, vocal, bodily, etc.

Musicogram is a resource originally created by Jos Wuytack since the early 1970s. The conventional musical notation is replaced by a simpler and more accessible symbolism for non-musician listeners of any age range, which is intended to help the perception of the total structure of the work. A fundamental principle is that the visual representation should not suggest non-musical images to the listener. In the musicogram are indicated the form and the musical elements, rhythm, melody, texture, timbre, dynamics, time (Wuytack & Boal-Palheiros, 2009).

The use of music charts in the classroom increases attention and concentration on the music that is playing. Didactic innovation of music has its strong point in the search and incorporation of new methodologies didactic tools. In the next innovation project, we use an evolution of the musicogram, the musicovigram based on image + video.