



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1412044 **Name:** -Creativity techniques

**Credits:** 6,00 **ECTS Year:** The course is not offered this academic year **Semester:** 2

**Module:** Mention in Artistic Expression: Music and Plastic Education.

**Subject Matter:** Artistic Expression: Musical and Plastic Education **Type:** Elective

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Mention in Artistic Expression: Music and Plastic Education.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Artistic Expression: Musical and Plastic Education	30,00	Active music listening in the school context	6,00	This elective is not offered in the academic year 24/25
		-Art techniques in the school setting	6,00	This elective is not offered in the academic year 24/25
		-Creativity techniques	6,00	This elective is not offered in the academic year 24/25
		Elaboration of teaching materials for the classroom	6,00	This elective is not offered in the academic year 24/25
		Getting to know ourselves through rhythm and dance	6,00	This elective is not offered in the academic year 24/25

## Recommended knowledge

Not required



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows and knows how to structure the musical, plastic and corporal expression fundamentals of the curriculum of the early childhood education stage, as well as the theories on the acquisition and development of the corresponding learning.
- R2 The student knows how to promote sensitivity to plastic expression and artistic creation, as well as how to develop didactic proposals that promote perception, drawing and creativity.
- R3 The student knows how to use games as a didactic resource, as well as how to design learning activities based on ludic principles.
- R4 The student knows how to apply the plastic techniques of early childhood education and their corresponding adaptations from 0 to 6 years old.
- R5 The student knows how to analyze audiovisual languages and their educational implications.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				X
SPECIFIC		Weighting			
		1	2	3	4
E55	To know the fundamentals of corporal expression of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learning.	X			
E56	To know and use songs to promote aural and rhythmic education.				X
E57	To know how to use games as a didactic resource, as well as to design learning activities based on ludic principles.				X
E58	To elaborate didactic proposals that promote perception and expression, motor skills, and creativity.		X		
E59	To analyze audiovisual languages and their educational implications.				X
E60	To promote sensitivity to artistic expression and creation.				X
EEAR1	To know how to develop didactic proposals that promote perception, drawing and creativity.				X
EEAR2	To develop sensitivity to plastic expression and artistic creation.				X



EEAR3 To know how to apply the plastic techniques of early childhood education and their corresponding adaptations from 0 to 6 years old.				X
EEAR4 To develop the different possibilities of the plastic language in the elaboration of didactic materials.				X
EEAR5 To know and develop plastic games.			X	
EEAR6 To perceive the plastic reality and its different ways of visual and tactile representation.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	50,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R5	20,00%	Oral presentation of group and individual work.
R1, R5	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1	20,00%	Non-final written exams: individual or group directed work.

### Observations

**ADDITIONAL INFORMATION:** The final mark will be the weighted average of the results obtained in each of the projects, conditional to having passed them individually with a minimum mark of 5. All the projects will have a deadline to be done and handed in. The written assignments such as Reports / Portfolios, will be assessed according to the document “Level C1 (Common European Framework of Reference for Languages) in the Teaching Degree Preschool and Primary”. Practical activities can be recorded in order to produce evidence for the assessment.

**CRITERIA FOR MENTION OF DISTINCTION:** The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. According to the legislation, one mention of Distinction can be granted per 20 students or fraction. (Royal Decree 1125/2003).

**SINGLE ASSESSMENT:** Exceptionally, those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it to their teacher within the first month of each semester, may opt for this assessment system. In this case, they will be assessed in the following way:

- Completion of a theoretical-practical report on the aspects dealt with in the subject.  
(According to the UCV assessment regulations, the single assessment consists of a set



of papers and/or exam/s that allow the student to assess the acquisition of all the competences of the subject by the student, and must be agreed upon by the teaching team of the subject).

### CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M4 APPRENTICESHIP CONTRACTS
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING



- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK







## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R5	18,00	0,72
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M4, M5, M6	R3, R4	37,00	1,48
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R1, R2	2,00	0,08
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2	R1, R2, R3, R4, R5	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M10	R3, R5	52,00	2,08
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M9	R1, R4	38,00	1,52
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
DIDACTIC UNIT I:	Unit 1: The concept of creativity and its importance in the development of childhood. Unit 2: Creativity in the field of early childhood education.
DIDACTIC UNIT II:	Unit 3: Plastic materials for the development of creativity. Unit 4: Artistic resources for creative development and imagination.
DIDACTIC UNIT III:	Unit 5: Preparation of didactic proposals that encourage creativity.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I:	5,00	10,00
DIDACTIC UNIT II:	22,00	44,00
DIDACTIC UNIT III:	3,00	6,00



## References

### Basic bibliography

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- Agra, M.J. (2007). *La educación artística en la escuela*. Barcelona: Graó.
- Albers, J. (1990). *La interacción del color*. Madrid: Alianza.
- Angoloti, C. (1990). *Cómics, títeres y teatro de sombras. Tres formas plásticas de contar historias*. Madrid: de la Torre.
- Arnheim, R. (1993). *Consideraciones sobre la educación artística*. Barcelona: Paidós.
- Badia, M. (2003). *Figuras, formas, colores: propuestas para trabajar la educación plástica y visual*. Barcelona: Graó.
- Bellocoq, G. y Gil, M.J. (2010). *Tocar el arte*. Madrid: Kaleida Forma.
- Belver, M. (2005). *Arte infantil en contextos contemporáneos*. Madrid: Eneida.
- Barbe-Gall, F. (2009). *Como hablar de arte a los niños*. San Sebastián: Nerea.
- Conde M. (1989). *El espacio, los materiales y el tiempo en la educación infantil*. Madrid: Ministerio de Educación y Ciencia, Dirección General de Renovación Pedagógica.
- Eisner, E.W. (1995). *Educar la visión artística*. Barcelona: Paidós.
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- Freinet, E. (1979). *Dibujos y pinturas de niños*. Barcelona: Laia.
- Gardner, H. (1994). *Educación Artística y desarrollo humano*. Barcelona: Paidós.
- Gasca, L. y Gubern, R. (2011). *El discurso del cómic*. Madrid: Cátedra.
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- Kandinsky, W. (1996). *Punto y línea sobre el plano*. Barcelona: Paidós.
- Kellogg, R. (1979). *Análisis de la Expresión Plástica en Preescolar*. Madrid: Cincel.
- Lurçat, L. (1980). *Pintar, dibujar, escribir, pensar: el grafismo en el Preescolar*. Madrid: Cincel.
- Lowenfeld, V. (1973). *El niño y su arte*. Buenos Aires: Kapelusz.
- Lowenfeld, V. y Lambert W. (1980). *Desarrollo de la capacidad creadora*. Buenos Aires: Kapelusz.
- Malaguzzi L. (2005). *Los cien lenguajes de la infancia*. Barcelona: Associació de Mestres Rosa Sensat.
- Mccloud, S. (2012). *Hacer cómics*. Bilbao: Astiberri.
- Nuere, S. (2012). *Arte, juego y creatividad*. Madrid: Eneida.
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- Romaguera, J. (1989). *El cine en la escuela*. Barcelona: Gustavo Gili.
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Stangos, N. (2000). *Conceptos de arte moderno*. Barcelona Destino.  
Stern, A. (2008). *Del dibujo infantil a la semiología de la expresión*. Valencia: Carena.  
VV.AA. (2001). *La Educación visual y plástica hoy. Educar la mirada, la mano y el pensamiento*. Barcelona: Graó  
Vigotsky, L.S. (1982). *La imaginación y el arte en la infancia*. Madrid: Akal  
Raquejo, T. (1998). *Land art*. San Sebastián: Nerea.

### **Related web sites**

Museo Ivam, Valencia. Apartado de Didáctica.

<http://www.ivam.es/actividades>

Museo de Bellas Artes, Valencia. Apartado de Didáctica.

[http://museobellasartesvalencia.gva.es/index.php?option=com\\_content&view=category&layout=blog&id=82&Itemid=41&lang=es](http://museobellasartesvalencia.gva.es/index.php?option=com_content&view=category&layout=blog&id=82&Itemid=41&lang=es)

Museo Reina Sofía, Madrid. Apartado de educación.

<http://www.museoreinasofia.es/pedagogias/educacion>

Museo del Prado, Madrid. Apartado de educación.

<https://www.museodelprado.es/educacion>

Museo Pedagógico de Arte Moderno.

<https://mupai.wordpress.com>

Museo de los niños, Milán.

<https://www.muba.it>

Museo Thyssen-Bornemisza, Madrid. Educación.

<http://www.educathyssen.org>

Galería de imágenes sobre Historia del Arte.

<http://www.arssummum.es>

Web Gallery of Art

<http://www.wga.hu>

Página web Christo-Jeanne Claude. (Land art)

<http://www.christojeanneclaude.net>

### **Video**

Clouzot H.G. (Director). (1956). *El misterio de Picasso* [DVD]. Francia: Filmsonor.

Harris E. (Productor y Director). (2004). *Pollock* [DVD]. Estados Unidos: Columbia Tristar Home Entertainment.

Houseman J. (Productor), y Minelli, V. (Director). (1956). *El loco del pelo rojo* [DVD]. Estados Unidos: Metro-Goldwyn-Mayer.