



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160305 **Name:** Art Education and its Teaching

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Teaching and learning of Music, Art and Visual Education

Subject Matter: Art education and its didactics **Type:** Compulsory

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Teaching and learning of Music, Art and Visual Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Music Education and its Didactics	6,00	Music Education and its Teaching	6,00	2/1
Art education and its didactics	6,00	Art Education and its Teaching	6,00	3/2

Recommended knowledge

Basic knowledge of the different artistic languages ??that make up the subject is recommended: graphic, plastic, visual and audiovisual.

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 expresses themselves orally and in writing, demonstrating their linguistic competence
- R2 The student communicates through artistic codes using all kinds of compositions, including images accompanied by symbols and texts
- R3 The student creates plastic projects individually and/or in groups, selectively applying the contents and establishing relationships of cooperation and tolerance
- R4 The student experiments with different materials, procedures, and techniques, knowing the expressive qualities they will use for their plastic creations in the classroom
- R5 The student develops projects based on knowledge of audiovisual techniques
- R6 The student designs didactic tools to develop teaching-learning processes and their evaluation, using the necessary networks and information channels (websites, libraries)



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
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.		X		
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			X	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	
SPECIFIC		Weighting			
		1	2	3	4
CE51	Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.			X	
CE52	Understand the principles contributing to cultural, personal, and social formation through arts.				X
CE53	Know the school curriculum of artistic education in its plastic, musical, and audiovisual aspects.			X	
CE54	Acquire resources to encourage lifelong participation in musical and artistic activities inside and outside of school.		X		



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	30,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
	15,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
	15,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	30,00%	Projects. Development and/or design works.

Observations

The solution of practical cases (real and/or simulated task execution tests) and projects (development and/or design work) will be evaluated based on the different activities (individual or group) carried out in each of the didactic units that make up the subject. Evidence of the completion of each of the activities carried out throughout the course must be presented in the final portfolio.

Oral presentation of group and individual work (self-assessment systems (oral, written, individual, in group), oral tests (individual, in group, presentation of topics-work), as well as monitoring of student work in sessions not face-to-face / remote: Observation techniques, rubrics, checklists, portfolios) will be evaluated jointly in a final portfolio that will be delivered at the end of the course in digital format through the university platform.

Active participation in theoretical-practical sessions, seminars and tutorials: attitude scale (to collect opinions, values, social and managerial skills, interaction behaviors) will be recorded by the teacher through daily records and evidence of participation in the briefcase.

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).

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	30,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
	15,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
	15,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	30,00%	Projects. Development and/or design works.

Observations

The solution of practical cases (real and/or simulated task execution tests) and projects (development and/or design work) will be evaluated based on the different activities (individual or group) carried out in each of the didactic units that make up the subject. Evidence of the completion of each of the activities carried out throughout the course must be presented in the final portfolio.

Oral presentation of group and individual work (self-assessment systems (oral, written, individual, in group), oral tests (individual, in group, presentation of topics-work), as well as monitoring of student work in sessions not face-to-face / remote: Observation techniques, rubrics, checklists, portfolios) will be evaluated jointly in a final portfolio that will be delivered at the end of the course in digital format through the university platform.

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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	Participatory Master Class
M3	Project-based Learning
M4	Learning Contracts
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class



- M15 Project-based Learning
- M16 Learning Contracts
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring





IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7, M9	R1, R2, R3	5,00	0,20
Theoretical Class M1	R1	10,00	0,40
Practical Class M3, M4, M7	R2, R3, R4, R5	35,00	1,40
Seminar M3, M4, M7	R1, R3, R6	5,00	0,20
Tutoring M9, M10	R1, R3, R6	2,00	0,08
Evaluation M4	R1, R2, R3, R5, R6	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7, M9	R1, R2, R4, R5, R6	40,00	1,60
Individual work M4, M10	R1, R2, R3, R4, R5, R6	50,00	2,00
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1	15,00	0,60
Practical class (e-learning mode) M15, M16, M18	R2, R3, R4, R5	32,00	1,28
Seminar (e-learning mode) M15, M16, M18	R1, R3, R6	8,00	0,32
Individual tutoring (e-learning mode) M19, M20	R1, R3, R6	2,00	0,08
Evaluation (e-learning mode) M16	R1, R2, R3, R5, R6	3,00	0,12
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M16, M20	R1, R2, R3, R4, R5, R6	50,00	2,00
Group Work (e-learning mode) M18, M19	R1, R2, R4, R5, R6	40,00	1,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Plastic education and its didactics. (General content block)	The didactics of plastic, visual and audiovisual expression in Primary. Aspects of the curricular content and didactic resources. Basic elements of visual language and its syntax. Figurative and abstract plastic compositions. Two-dimensional and three-dimensional representation techniques.
DIDACTIC UNIT 1: Artistic-Plastic Education. Planning of Plastic and Visual Expression in the Primary Education curriculum. Methodology.	Topic 1: - Plastic Education in the school curriculum. Contributions to knowledge and human development. Topic 2: - Analysis and didactic proposals based on the school curriculum. Resources: audiovisual material, museums and exhibition spaces.
DIDACTIC UNIT 2: Basic concepts of plastic and visual language and its application through the use of plastic techniques.	Topic 3: - Composition: point, line and plane. Color, texture and shape. Topic 4: - Two-dimensional expression: drawing, painting and collage. Topic 5: - Three-dimensional expression. Modeled-molded. Construction, installation and material-conceptual experimentation. Topic 6: - Other means of artistic expression.
DIDACTIC UNIT 3: Plastic knowledge of artistic styles and their perception.	Topic 7: - The artistic concept. Didactic adequacy of artistic-plastic styles in primary school. Topic 8: - Aesthetic appreciation: social representations, audiovisual media and symbols. Appreciation of the natural and artificial environment.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Plastic education and its didactics. (General content block)	0,00	0,00
DIDACTIC UNIT 1: Artistic-Plastic Education. Planning of Plastic and Visual Expression in the Primary Education curriculum. Methodology.	4,00	8,00
DIDACTIC UNIT 2: Basic concepts of plastic and visual language and its application through the use of plastic techniques.	20,00	40,00
DIDACTIC UNIT 3: Plastic knowledge of artistic styles and their perception.	6,00	12,00



References

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- Aguirre, I. (2005). Teorías y prácticas en educación artística. Barcelona: Octoedro.
- Agra, M.J. (2007). La educación artística en la escuela. Barcelona: Graó.
- Antúñez, N. (2005). El arte contemporáneo en educación artística. Barcelona: Octoedro.
- Argan, G.C. (2004). El arte moderno. Del ilusionismo a los movimientos contemporáneos. Madrid: Akal.
- Arheim, R. (1993). Consideraciones sobre la educación plástica. Barcelona: Paidós.
- Arheim, R. (1986). El pensamiento visual. Barcelona: Paidós.
- Balada, M. y Juanola, R. (1987). La educación visual en la escuela. Barcelona: Paidós.
- Belloq, G y Gil, M.J. (2012). Tocar el arte. Madrid: Kaleida Forma.
- Berrocal, M. (2005). Menús de educación visual y plástica. Barcelona: Graó.
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- Ederfield, J. (1993). El fauvismo. Madrid: Alianza.
- Eisner, E.W. (1995). Educar la visión artística. Barcelona: Paidós.
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- Figueras, M. (2000). Traçocats: experiències plàstiques amb l'art. Barcelona: Traç.
- Freinet, C. (1970). Los métodos naturales II. El aprendizaje del dibujo. Fontanella- Estella. Barcelona.
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Rewald, J. (1994). Historia del impresionismo. Barcelona: Seix Barral.

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Romanega, J. (1989). El cine en la escuela. Elementos para una didáctica. Barcelona: Gustavo Gili.

Sáinz, A. (2003). El arte infantil conocer al niño a través de sus dibujos. Madrid: Eneida.

Sánchez, J.I. (2002). Historia del cine. Teorías y géneros cinematográficos, fotografía y televisión. Madrid: Alianza.

Stangos, N. (2000). Conceptos de arte moderno. Barcelona: Destino.

Vigotsky, L.S. (1982): La imaginación y el arte en la infancia. Madrid: Akal

Wong, W. (1982). Fundamentos del diseño bi- y tri-dimensional. Barcelona: Gustavo Gili.

Páginas Web relacionadas:

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=categor&y&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/aprende/pradoeducacion>



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: