



## Information about the subject

**Degree:** Official Master's Degree in Teacher Training for Secondary, Baccalaureate, Vocational Training and Language Teaching

**Faculty:** Teaching and Educational Sciences

**Code:** 1090070

**Name:** Drawing and Plastic Arts Curriculum

**Credits:** 6    **ECTS**    **Year:** 1º    **Semester:** 1º

**Module:** specific

**Subject Matter:**

**Type:** Basic formation

**Department:** Didactics of physical education, music and plastic arts

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

**Language(s) in which it is taught:** spanish

**Lecturer/-s**

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## 6 Module organization

### BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
<b>Didactics</b>		Drawing and Plastic Arts Curriculum	6	1/1
		Teaching of Drawing and Plastic Arts	6	1/1
<b>Classroom resources</b>		Teaching of Drawing and Plastic Arts	6	1/2
<b>Research</b>		Innovation and research in the teaching of Drawing and the Plastic Arts	6	1/2



## 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:

Code	Learning outcomes
R1	Establish the characteristics that define the curricular framework (the general objectives, contents and evaluation criteria of the curricular design) of the subject of Drawing in the stages of ESO, Baccalaureate and FP in the Valencian Community
R2	Critically analyze the curriculum based on the study of curricular materials and interventions promoted in the classroom.
R3	Apply the levels of concreteness of the curriculum and its adaptation according to regulations and context



## Competences

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

Code	General	Weighting			
		1	2	3	4
CG5	Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge around the respective teaching and learning processes. For Vocational training will include knowledge of the respective professions.				x
CG8	Specify the curriculum that is going to be implemented in a teaching center by participating in its collective planning; develop and apply both group and personalized teaching methodologies, adapted to the diversity of students.				x
CG13	Know and analyze the historical characteristics of the teaching profession, its current situation, perspectives and interrelation with the social reality of each era.				x

Code	Specific	Weighting			
		1	2	3	4
CE9	Know contexts and situations in which the various curricular contents are used or applied				x
CE17	Transform curricula into activity and work programs				x
CE21	Know evaluation strategies and techniques and understand evaluation as an instrument for regulation and encouragement of effort.			x	
CE26	Acquire experience in planning, teaching and evaluating the subjects corresponding to the specialization.				x



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

Assessed learning outcomes	Granted percentage	Assessment method
Establish the characteristics that define the curricular framework (the general objectives, contents and evaluation criteria of the curricular design) of the subject of Drawing in the stages of ESO, Baccalaureate and FP in the Valencian Community	30%	Content development or application work
Critically analyze the curriculum based on the study of curricular materials and interventions promoted in the classroom.	30%	Reports/memories of activities carried out
Apply the levels of concreteness of the curriculum and its adaptation according to regulations and context	40%	Project elaboration

**Mention of Distinction:** 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.

**Single evaluation:** Exceptionally, those students who, for unforeseen, justified and accredited reasons, cannot undergo the continuous evaluation system and request it from the Coordination of the specialty, within the first month of teaching, may opt for this evaluation system.

In this case, it will be evaluated as follows:

Preparation of a theoretical-practical report on the aspects covered in the subject



## Learning activities

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

M1	flipped class
M2	Participatory master class
M3	Resolution of exercises and problems
M4	Simulation



IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
Viewing videos or other digital materials	R1, R2	M1, M2	0,5
Active listening to oral presentations carried out by the teacher and elaboration and posing of questions with possible individual work or in small groups to process said information	R1,R2	M2	0,5
Resolution of exercises and problems applying the theory learned	R3	M3	0,5
Participation in simulation situations	R3	M4	0,5
<b>Total</b>			<b>2</b>

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
Viewing videos or other digital materials	R1,R2	M1, M2	0,5
Reflective reading	R1, R2	M1, M2	1
Resolution of exercises and problems applying the theory learned	R3	M3	2,5
<b>Total</b>			<b>4</b>

## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
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<p>-Drawing and the plastic arts in the educational system and their educational and cultural value.</p> <p>-Definition and evolution of curricular aspects in Artistic Education</p> <p>-The curriculum in ESO, Baccalaureate and Vocational Training. Frame legal</p>	<p>Drawing and the Plastic Arts: characteristics, curricular sources and situation of the subject in ESO, Baccalaureate and Vocational Training. The curriculum of Drawing and Plastic Arts in Compulsory Secondary Education, Baccalaureate and Vocational Training:</p> <ul style="list-style-type: none"> <li>- Introduction: what is the resume? Items.</li> <li>- The legal framework.</li> <li>- Psychopedagogical foundations</li> </ul> <p>Curricular approaches and educational practice. Teaching of Drawing and the Plastic Arts.</p> <p>The curriculum of Drawing and the Plastic Arts in the books of text and other curricular materials: critical analysis</p>
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## Temporary organization of learning

BLOCK OF CONTENT/DIACCTIC UNIT	Number of sessions	Hours
Drawing and the plastic arts in the educational system and its educational and cultural value	2	5
Definition and evolution of curricular aspects in Artistic Education	5	12,5
The curriculum in ESO, Baccalaureate and Vocational Training. Frame legal	7	17,5

## References

- AGUIRRE ARRIAGA, I. (2005). Teorías y prácticas en educación artística. Barcelona: Octaedro-EUB.
- CAJA, J.(coord.), BERROCAL, M., FERNÁNDEZ IZQUIERDO, J.C., FOSATI, A., GONZÁLEZ RAMOS, J. M<sup>a</sup>., MORENO, F.M. y SEGURADO, B. (2014). La educación visual y plástica hoy. Educar la mirada, la mano y el pensamiento.Barcelona: Graó.
- DECRETO 87/2015, de 5 de junio, del Consell, por el que establece el currículo y la ordenación general de la Educación Secundaria Obligatoria y el Bachillerato en la Comunitat Valenciana.
- DECRETO 185/2014, de 31 de octubre, del Consell, por el que se establecen veinte currículos correspondientes a los ciclos formativos de Formación Profesional Básica en el ámbito de la Comunitat Valenciana.
- EISNER, E.W.(2012) Educar la visión artística. Barcelona: Paidós.
- HUERTA, R. (ed) (2002) Los valores del arte en la enseñanza. Valencia: UV.
- Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- MORENO, J.M. (2006), "Profesorado de Secundaria y calidad de la educación. Un marco de opciones políticas para la formación y el desarrollo profesional docente", en Revista de Currículo y Formación de Profesorado, 10-1 pp. 1-22.
- REAL DECRETO 1505/2014, de 26 de diciembre, por el que se establece el currículo básico de la ESO y el Bachillerato.
- EARI Educación Artística, Revista de Investigación. Valencia: Instituto de Creatividad e Innovaciones

Educativas de la Universitat de València. Anual. (1er número 2003).

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Cuadernos de Educación Artística. Revista electronica de Arte, Educación e Investigación. Chile (1er número 2012)



