



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280102 **Name:** Body Language

Credits: 6,00 **ECTS** **Year:** 1 **Semester:** 1

Module: 2) Obligatory Formation module

Subject Matter: Manifestations of human motor skills **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

281A	<u>Maria Farqueta Espert (Responsible Lecturer)</u>	maria.fargueta@ucv.es
281B	<u>Cristina Monleon Garcia (Responsible Lecturer)</u>	cristina.monleon@ucv.es
281C	<u>Maria Farqueta Espert (Responsible Lecturer)</u>	maria.fargueta@ucv.es
281D	<u>Cristina Monleon Garcia (Responsible Lecturer)</u>	cristina.monleon@ucv.es
281X	<u>Maria Eugenia Garcia Sottile (Responsible Lecturer)</u>	eugenia.garcia@ucv.es



Module organization

2) Obligatory Formation module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Manifestations of human motor skills	18,00	Body Language	6,00	1/1
		Perceptual Motor Skills	6,00	1/2
		Physical Activity in Nature	6,00	2/2
Sports Fundamentals	42,00	Adapted Sport and Inclusive Physical Activity	6,00	2/2
		Adversary Sports	6,00	2/1
		Individual Sports	6,00	2/1
		Motor Learning and Development	6,00	1/1
		Native Sports and Games	6,00	1/2
		Team Sports	6,00	2/2
		Training Theory and Practice in PA	6,00	2/2



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 Design, adapt, implement, and evaluate planning and programming processes for expressive activities across different ages and contexts, addressing diversity.
- R2 Create and represent expressive bodily activities in a creative manner.
- R3 Experiment, contrast, and manage resources related to different movement manifestations.

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):

Weighting			
1	2	3	4



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	20,00%	Written and/or practical tests.
R1, R2, R3	30,00%	Individual or Group Work / Project.
R3	50,00%	Oral tests or presentation.

Observations

Students may keep the assessment instruments they have passed for three years after their first registration.

A 50% grade on all assessment instruments is required to pass the course, including the midterm grades. Failure to meet this criterion will result in a maximum grade of 4.5.

Attendance at all practical sessions indicated in the schedule is mandatory. Failure to attend 80% of these will result in the student failing both sessions of the course and having to make up the exams during the following registration period.

This course is NOT eligible for a single assessment, pursuant to Article 10.3 of the GENERAL REGULATIONS FOR THE EVALUATION AND GRADING OF OFFICIAL COURSES AND DEGREES OF THE UCV.

OTHER CLARIFICATIONS

Written/oral and/or practical tests

Single final exam. Multiple-choice multiple-choice questions (15-25 questions) with standard penalty system* and 1-5 short essay questions.

Oral tests or presentations.

Presentations and performances of various in-person activities.

Individual or Group Work/Project.

Completion and submission of group assignments. If only one student is enrolled in a failing group, they must contact the instructor to make the appropriate adjustments.

Detailed explanations (assignment procedures) as well as assessment tools (sheets or rubrics) for each section will be posted on each group's platform for the student's use.

*Standard Penalty System

No options = No subtractions

2 options = 1 incorrect subtracts 100%

3 options = 1 incorrect subtracts 50%

4 options = 1 incorrect subtracts 33.3%



5 options = 1 incorrect subtracts 25%
6 options = 1 incorrect subtracts 20%





Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity , students should consult the faculty responsible for the course.

Learning activities

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

- M1 Attendance at practices.
- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M2, M5	R1, R3	7,00	0,28
PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity. M2, M4, M6, M7	R1, R2, R3	41,00	1,64
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2	R1	8,00	0,32
TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M2, M3	R1, R2, R3	4,00	0,16
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring. M2, M7	R1, R2, R3	50,00	2,00
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces. M2	R1, R2, R3	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
1 Theoretical framework of Body Expression	1 Theoretical framework of Body Expression
2 Body Expression as a content in the curricular area in PE	2 Body Expression as a content in the curricular area in PE
3 Body Language	3 Body Language
4 The body: Body image	4 The body: Body image
5 The dramatization	5 The dramatization
6 Resources for Body Expression	6 Resources for Body Expression
7 Different Manifestations of Body Expression	7 Different Manifestations of Body Expression



Temporary organization of learning:

Block of content	Number of sessions	Hours
1 Theoretical framework of Body Expression	2,00	4,00
2 Body Expression as a content in the curricular area in PE	2,00	4,00
3 Body Language	5,00	10,00
4 The body: Body image	5,00	10,00
5 The dramatization	5,00	10,00
6 Resources for Body Expression	5,00	10,00
7 Different Manifestations of Body Expression	6,00	12,00



References

- Abellán, J. (2019). Una mirada al Aprendizaje-Servicio desde la Didáctica de la Expresión Corporal. En López, M (coord.) Experiencias de Innovación docente en Enseñanza Superior en Castilla-La Mancha (pp. 204-224). Toledo: Universidad de Castilla-La Mancha.
- Alfonso, J. (1984): "Expresión y Creatividad Corporal". Editorial Grup Dissabte.
- Alfonso, J (1985): "Expresión y creatividad corporal". Documentos para una Pedagogía del Tiempo Libre. Editorial Grup Dissabte.
- Aymerich, C. y M. (1985): "Signos de comunicación". Editorial Teide.
- Cañabate, D., & Soler, A. (2017). Movimiento y lenguajes: De la experiencia sensoperceptiva a la conciencia y el pensamiento (Vol. 323). Grao.
- Castillo, C. (2007). Improvisación: El arte de crear el momento. Editorial Ñaque.
- Carriero, A. et al (2020). Nuevas posibilidades y recursos para la enseñanza de la expresión corporal en educación física: internet y los retos virales. Retos: nuevas tendencias en educación física, deporte y recreación. 37, 722-730
- Chauca, P. (2012). El Fashmob: antecedentes y perspectivas como práctica escénica comprometida sociopolíticamente. Arte y Sociedad Revista Investigación, 1.
- Davis, F. (1993): La comunicación no verbal. Editorial Alianza.
- Demarchi, M; Fiore de Cedro e Iris, M (1973): "Expresión Corporal". Primer nivel. Editorial Kapelusz.
- Dorrego, L., Andre's, A. y Humbri'as, S. (2013). Coaching a escena: Recursos teatrales para la transformacion.
- Du, J. (1981): "El cuerpo hablado". Editorial Paid'o's. Barcelona.Kon-traste, y Trigo, E. (1999): "Creatividad y Motricidad". Editorial Inde.
- Kalmar, D., G., M. (2017). El movimiento en la educación. Ediciones Novedades Educativas.
- Koprinarov, L. (2012). El cuerpo comunicativo. José Ortega y Gasset sobre el lenguaje como gesticulación. Revista de Filosofía, 46, 529-535.
- Laferriere, G. (1993): "La improvisación pedagógica y teatral". Editorial Ega.
- Lacuey, J (1996): "La expresión corporal en la Pastoral Juvenil". CCS.
- Linares, P (1989): "La Expresión Corporal y desarrollo psicomotor. Un programa práctico de aplicación". Editorial Unisport.
- Lirola, MJ. et al. (2020). Expresión corporal para una escuela inclusiva. En López, E (coord.) Experiencias innovadoras en la formación inicial del profesorado. Claves para la innovación pedagógica ante los nuevos retos: respuestas en la vanguardia de la práctica educativa ISBN 978-84-18348-22-8 (pp. 2197-2204). Editorial: Octaedro.
- Llamas, V. y Navarro, B.A. (2010). El arte del mimo y su trabajo en el área de Educación Física en Primaria. EFdeportes.como revista digital, 15, 151.
- López Pérez, M. (2018). Ferrari, Helena (2017) Marta Schinca, precursora del teatro de movimiento. Volumen i. Manual del método Schinca de expresión corporal. Madrid: Editorial Funtamentos, 222 pp. isbn: 978-84-245-1356-6.
- Mañà, G. A., Angrill, M. C., Pereda, V. C., i Ortiz, D. C., Feliu, J. C., Solé, X. C., ... & Vicens, P. Y.



- (2020). Movimiento y lenguajes transversales para aprendizajes saludables (Vol. 336). Grao.
- Marcillas, I. (2013): Flashmobs: la transformación de la dramaturgia a través de las redes sociales en José Romera Castillo. Teatro e Internet en la primera década del siglo XXI. Madrid: Editorial Verbum, pp. 235-249.
- Marti'n, M.I. y Lo'pez, V. (2007). Teatro de sombras en educación infantil: un proyecto para el festival de Navidad. Retos: Nuevas Tendencias en Educación Física, Deporte y Recreación, 12, 45-50.
- Motos, T. y Aranda,L.(2001): "Práctica de la expresión corporal". Editorial Ñaque. Ciudad Real
- Motos, T.T. y Ferrandis, D. (2015). Teatro aplicado: Teatro del oprimido, teatro playback, dramaterapia. Octaedro
- Motos, T y Navarro, A. (2005): "El taller de creatividad expresiva corporal: la danza en pareja". Extraído el 2 de Marzo, 2015 de:
<http://www.iacat.com/revista/recrearte/recrearte02/motos-navarro01.htm>
- Ortiz, M. (2000): "Comunicación y lenguaje corporal". Proyecto Sur de Ediciones.
- Pérez, R., Haro, M. y Fuentes, A. (2012). El mimo como recurso en Expresión Coporal a nivel educativo y recreativo. EmásF, revista digital de Educación Física, 3, 14.
- Prieto, M.D, Lo'pez, O. y Ferrandiz, C. (2003): "La creatividad en el contexto escolar". Editorial Pirámide Madrid
- Rebel, G. (2001):"El lenguaje corporal". 4a edición. Editorial Edaf.
- Ridocci, M. (2009). Expresión corporal, arte del movimiento: Las bases prácticas del lenguaje expresivo. Biblioteca Nueva.
- Santillano, A.D., Retamoza, M.G. y Gastélum, M.A. (2013). Festivales de arte callejero como detonantes turísticos.Topofilia. Revista de Arquitectura, Urbanismo y Ciencias Sociales, 4(3), 1-13.
- Stokoe, P. y Schachter, A. (1986):" La expresión corporal". Editorial Paidó's. Buenos Aires
- Trigo, E. y Pineras, S. (2000): "Manifestaciones de la motricidad". Editorial IND.
- Venner, A (1991). Título original: 40 jeux pour l'expression corporelle à l'école. Primera edición en francés: Editions Retz, París, 1991 Traducción y adaptación al castellano: Xavier Moreno Julbe Primera edición en Ediciones Octaedro en la colección «Recursos»: septiembre de 2003.
- Wahlig, H. (2015). Actividades teatrales sobre improvisación individual para nivel de secundaria. Extraído el 20 de Abril, 2015 de:
http://www.ehowenespanol.com/actividades-teatrales-improvisacionindividual-nivel-secundariainfo_230749/
- ENLACES WEBS:**
- Ñaque: <http://elblogdenaque.blogspot.com.es/> Danzaria: <http://danzariablog.blogspot.com.es/>
- PELÍCULAS:**
- Five Days to dance: <http://www.suicafilms.com/five-days-to-dance/>
- Dancing with Maria: <http://www.docsbarcelona.com/es/doc/dancing-with-maria> Pina: <http://www.pina-film.de/en/>
- PROGRAMA DE CINE:**
- <http://www.cinesalbatrosbabel.com/esco.html>