



## Information about the subject

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

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

**Code:** 1412045 **Name:** -Art techniques in the school setting

**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 23/24
		-Art techniques in the school setting	6,00	This elective is not offered in the academic year 23/24
		-Creativity techniques	6,00	This elective is not offered in the academic year 23/24
		Elaboration of teaching materials for the classroom	6,00	This elective is not offered in the academic year 23/24
		Getting to know ourselves through rhythm and dance	6,00	This elective is not offered in the academic year 23/24

## 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



# Course guide

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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).

### CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



## 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 artistic practice in the integral development of the child. Unit 2: Pedagogical methodologies based on art.
DIDACTIC UNIT II:	Unit 3: Graphics and drawing. Unit 4: Dynamics of paper. Unit 5: Color and painting. Unit 6: Modelable materials. Unit 7: Experiences based on contemporary art.
DIDACTIC UNIT III:	Unit 8: Preparation of teaching material based on plastic techniques.

### 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

- Acaso, M. (2009). *La educación artística no son manualidades: nuevas prácticas en la enseñanza de las artes y la cultura visual*. Madrid: Catarata.
- 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.
- Belloq, 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). *Educación la visión artística*. Barcelona: Paidós.
- Eisner, E.W. (1998). *El cómic y el arte secuencial*. Barcelona: Norma.
- 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.
- Hargreaves, D.J. (1991). *Infancia y Educación Artística*. Madrid: Morata.
- Hernández, M. (2000). *Educación artística y arte infantil*. Madrid: Fundamentos.
- Hidalgo, A (2002). *Cartas a Theo. Vincent Van Gogh*. Buenos Aires: Adriana Hidalgo Editora.
- Kandinsky, W. (1996). *De lo espiritual en el arte*. Barcelona: Paidós.
- 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.
- Ortega y Gasset, J. (1999). *La deshumanización del arte*. Madrid: Espasa.
- Read, H. (1982). *Educación por el arte*. Barcelona: Paidós.
- Romaguera, J. (1989). *El cine en la escuela*. Barcelona: Gustavo Gili.
- Torres i Tarrés, M. (1998). *Una manera d'ensenyar arts plàstiques a l'escola. 140 exercicis pera*



*educació infantil i primaria*. Barcelona: Associació de Mestres Rosa Sensat.  
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.



## 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:

The practical part of the subject will be supplemented with the visualization and analysis of both projects and videos, as well as their corresponding explanation and resolution of doubts.



## 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:

There will be no changes in the assessment tools. Assessment tools and percentages are specified in the teaching guide. Assessment tests will be done in the campus or online via specified resources.