



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410103 **Name:** Art Education and its Teaching

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

Module: Music and plastic expression

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

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

141A	<u>Encarnacion Monteagudo García</u> (Responsible Lecturer)	encarna@ucv.es
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Module organization

Music and plastic expression

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

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 carries out plastic projects through different materials, techniques and procedures appropriate to the playful, expressive and globalizing learning of children's education.
- R2 The student develops artistic and didactic proposals that enhance the expressiveness and the psychomotor and cognitive development of the child, paying special attention to the processes involved in their graphic development.
- R3 The student designs resources and didactic materials by means of teaching-learning tools and strategies based on the curricular parameters.
- R4 The student elaborates systematized documentation based on his/her artistic and didactic projects in early childhood education, showing his/her command of written and visual language, using the terminology of the subject.



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):

BASIC		Weighting			
		1	2	3	4
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.		X		
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				X
GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.			X	
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				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			
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



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R4	30,00%	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.
R1, R2, R3	60,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

The final grade will be the weighted average of the results obtained in each of the indicated projects, provided that each one has been passed separately with a minimum grade of 5. All the works will have a concrete execution and delivery date. The written production by the students Report / Portfolios, will be evaluated at a formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teacher Degrees in Early Childhood and Primary Education". The practical activities may be recorded in audiovisual support with the exclusive purpose of generating evidence for the evaluation. In order to pass the subject, it is necessary to demonstrate an advanced level linguistic command in all oral and written productions, so that level C1 is achieved at the end of the Degree, which requires the official report of the degree. For this reason, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.

The instrument corresponding to 30% consists of a portfolio where the theoretical-practical development of the projects carried out in the classroom will be evidenced, as well as the theoretical and didactic investigations carried out by the student. Through this instrument, the analytical reading of a book related to The matter. The instrument corresponding to 60% consists of analysis, research, development and individual or group exhibition of artistic and didactic projects. The instrument corresponding to 10% assesses attendance and participation in face-to-face classes as well as personalized tutoring.



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
- M5 WORK AT SEMINARS
- 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, R2	15,00	0,60
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	R1, R2, R3	40,00	1,60
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, R4	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	3,00	0,12
TOTAL		60,00	2,40



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	R1, R2, R3, R4	40,00	1,60
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, R2, R3, R4	50,00	2,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I: Arts and crafts. Planning of artistic expression in the curriculum for preschool	Unit 1: Contributions to the knowledge and human development of art education Unit 2: Arts and Crafts in the school curriculum Unit 3: Stages of child development Unit 4: The game as a learning resource
DIDACTIC UNIT II: Artistic techniques and resources applied to school	Unit 5: Basics of artistic expression Unit 6: Dimensional space Unit 7: Three dimensional space Unit 8: Other means of artistic expression
DIDACTIC UNIT III: Artistic knowledge applied to children's intellectual development and expression	Unit 9: Pedagogical proposals

Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: Arts and crafts. Planning of artistic expression in the curriculum for preschool	3,00	6,00
DIDACTIC UNIT II: Artistic techniques and resources applied to school	22,00	44,00
DIDACTIC UNIT III: Artistic knowledge applied to children's intellectual development and expression	5,00	10,00



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). *Educar 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
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.