



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: Teaching and Learning of Physical Education, Plastic Arts, and Music

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.
	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 70% consists of analysis, research, development and individual or group exhibition of artistic and didactic projects.

The 10% instrument corresponds to recorded attendance and training activities and participation in them.

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 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.

Single evaluation: Exceptionally, students who, for unforeseen, justified, and accredited reasons, cannot submit to the continuous assessment system may opt for this assessment system and request it from the Specialty Coordinator when 80% attendance has not been reached. This exceptional type of assessment will be explicitly explained on the first day of class, and students will be notified when they are two absences away from losing the minimum attendance requirement established for the subject. In the second sitting, students who have completed the single assessment will have the same conditions as in the first sitting and may choose to retain the grades corresponding to the learning outcomes passed in that sitting by completing or submitting only the assessment tests for the remaining RAs. In this case, the assessment will be assessed as follows: 40% Completion of a theoretical-practical report on the aspects covered in the subject. Learning outcomes associated with R4 60% Design and development of practical and theoretical projects and activities, justified by presenting documentation on processes and results. Learning outcomes associated with R1, R2, and R3.

Regarding the use of AI

Students may use AI for: - Answering questions about training activities - Assisted learning (alternative explanations or self-assessment exercises) - Searching for alternative resources and references for study

Students may not use AI for: - Recording or transcribing, in whole or in part, any classroom activity in order to obtain summaries or notes created by AI - Generating text and images in work related to any type of project or portfolio - Presenting work generated by AI as their own - Providing AI with statements, exercises, or assessment tests to obtain automated responses Citation and attribution criteria - If AI is used in any of the activities, the part of the activity, which AI was used, and what it was used for (source consultation, style analysis, knowledge expansion, etc.) must be cited.



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:

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|-----|------------------------------------|
| 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	5,00	10,00
DIDACTIC UNIT II: Artistic techniques and resources applied to school	20,00	40,00
DIDACTIC UNIT III: Artistic knowledge applied to children's intellectual development and expression	5,00	10,00



References

Basic bibliography

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- 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.
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- Gasca, L. y Gubern, R. (2011). *El discurso del cómic*. Madrid: Cátedra.
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- Lurçat, L. (1980). *Pintar, dibujar, escribir, pensar: el grafismo en el Preescolar*. Madrid: Cincel.
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- 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.
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Stangos, N. (2000). Conceptos de arte moderno. Barcelona Destino.
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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)
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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.
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