



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412042 **Name:** Elaboration of teaching materials for the classroom

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: General Didactics, Theory of Education and Technological Innovation

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 25/26
		-Art techniques in the school setting	6,00	This elective is not offered in the academic year 25/26
		-Creativity techniques	6,00	This elective is not offered in the academic year 25/26
		Elaboration of teaching materials for the classroom	6,00	This elective is not offered in the academic year 25/26
		Getting to know ourselves through rhythm and dance	6,00	This elective is not offered in the academic year 25/26

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



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.
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).

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.

Use of AI:

The use of AI is permitted for:

- Generating diagrams or concept maps to support study.
- Receiving feedback on the clarity or coherence of one's own text.
- Improving the writing of written documents, provided the original content is the student's own.
- Simulating interviews, questionnaires, or conversations as part of data collection practices.
- Simulating images that exemplify hypothetical actions or projects.

The use of AI is not permitted for:

- Writing sections of the final project or practice reports.
- Formulating hypotheses, objectives, or conclusions of assignments.
- Replacing the qualitative/quantitative analysis process with automated tools without human validation.
- Generating AI avatars as a way to present video/audio work.

Citation and Attribution Criteria: - Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or an appendix).

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:

- 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
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	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
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 1	Unit 1: Introduction to the didactics of plastic education. Unit 2: Fundamentals of plastic expression in the early childhood education curriculum. Unit 3: Didactic material based on the game.
Didactic Unit 2:	Unit 4: Preparation of teaching material. Unit 5: Two-dimensional, three-dimensional expression. Unit 6: Audiovisual expression.
Didactic Unit 3:	Unit 7: Preparation of teaching material.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit 1	5,00	10,00
Didactic Unit 2:	22,00	44,00
Didactic Unit 3:	3,00	6,00



References

Basic bibliography

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- 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.
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- 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.
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- Gardner, H. (1994). *Educación Artística y desarrollo humano*. Barcelona: Paidós.
- 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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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.
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