



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162032 **Name:** Development and assessment of capabilities, motor skills and body expression

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 1

Module: Qualifying Mention in Physical Education

Subject Matter: Specialization in Physical Education **Type:** Elective

Field of knowledge: Social and legal sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OEF5A16	<u>Fernando García Pascual</u> (Responsible Lecturer)	fernando.gpascual@ucv.es
OEF5Z16	<u>Mauro Alberola Albors</u> (Responsible Lecturer)	mauro.alberola@ucv.es
OEFEXTG	<u>Fernando García Pascual</u> (Responsible Lecturer)	fernando.gpascual@ucv.es
OMUEXTA	<u>Mauro Alberola Albors</u> (Responsible Lecturer)	mauro.alberola@ucv.es



Module organization

Qualifying Mention in Physical Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specialization in Physical Education	6,00	Development and assessment of capabilities, motor skills and body expression	6,00	3, 4/1
Biological and physiological bases of movement	6,00	Biological and physiological bases of movement and physical abilities	6,00	3, 4/2
The Didactics of Physical Education	6,00	Didactics and planning of physical education I	6,00	4/2
Games and sports	6,00	Individual and group sports and games	6,00	4/2
Physical activity and health	6,00	Treatment of physical activity, health and special educational needs	6,00	4/2

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 The students demonstrate knowledge of the structure and function of the human body through a written test and/or practical case solving and/or oral presentation.
- R2 El alumnado diseña unidades de programación, de manera individual o grupal, teniendo en cuenta el componente cuantitativo del movimiento, expresado mediante las capacidades físicas básicas.
- R3 El alumnado expone un caso teórico-práctico que demuestra el dominio de los contenidos teórico-prácticos de la asignatura, así como de la gestión y dinámica de grupos.



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
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.			X	
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.		X		
SPECIFIC		Weighting			
		1	2	3	4
EEF1	Understand and value the principles that contribute to cultural, personal and social education through Physical Education.				X
EEF2	Master the school curriculum of Physical Education.				X
EEF3	Acquire and know how to apply resources to promote lifelong participation in sporting activities in and out of school.				X



Year 2023/2024

1162032 - Development and assessment of capabilities, motor skills and body expression

EEF4	Develop and assess curriculum content through appropriate teaching resources and promote the corresponding competences in students.			X
EEF5	To know and master the fundamentals of psychomotor development, perceptual-motor skills, basic skills and body expression, to know how to use play as a didactic resource and as teaching content.			X
EEF8	To know the aspects that relate physical activity to leisure and recreation in order to establish the basis for the use of free time: theatre, dance, sports, outings, etc.			X
EEF13	To relate physical activity to the different areas that make up the primary school curriculum, focusing on the development of creativity and the different expressive-communicative manifestations.			X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3	40,00%	Written tests: Objective tests with short and extended responses.

Observations

The **EVALUATION TESTS** will be as follows:

- Practical presentation (10%)
- Completion of a written work on a Learning Situation (20%).
- Completion of a portfolio of autonomous work in the classroom (10%)
- Completion of a dossier of sessions (20%)
- Multiple-choice exam (40%)

The evaluation includes several well-differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, as long as all have passed with a grade of at least 5.

All works will have execution and due dates.

All oral and written production of students will be evaluated at the formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teaching Degrees in Early Childhood and Primary Education".

The defenses of the practical assumptions could be recorded in video format

Criteria for granting a grade of A with honors:



The grade can be granted to those students who have attained a grade of 9,5 (1 per 20 students). In case of two identical marks, it will be taken into consideration the results in the other assessment tools in order of percentage.

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 | Participatory Master Class |
| M2 | Case Study |
| M3 | Project-based Learning |
| M6 | Problem-based Learning |
| M7 | Cooperative/Collaborative Work |
| M9 | Group and Individual Tutoring |
| M10 | Individual Tutoring |



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1, M7	R1, R2, R3	20,00	0,80
Practical Class M2, M6, M7	R1, R2, R3	35,00	1,40
Tutoring M9, M10	R1, R2, R3	2,00	0,08
Evaluation M2, M7	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M6, M7	R1, R2, R3	60,00	2,40
Individual work M2, M6, M7	R1, R2, R3	30,00	1,20
TOTAL		90,00	3,60

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual tutoring (e-learning mode)		60,00	2,40
TOTAL		60,00	2,40



ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work		90,00	3,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1st UNIT: PERCEPTIVE-MOTOR CAPACITIES AND BASIC MOTOR ABILITIES	1st ITEM. Capacities, abilities, skills and tasks. 1.1.1. Differences between abilities, skills, capacities and tasks. 2.1.2. Interaction between motor capacities and abilities. 3.1.3. Evolution of capacities, abilities and skills. 4.1.4. Motor tasks analysis. 2nd ITEM. Resources for action 1.2.1. Conceptualization, material, spatial and didactic resources 2.2.2. Playgrounds 3rd ITEM. Body awareness 1.3.1. Body schema 2.3.2. Body awareness 3.3.3. Laterality 4.3.4. Attitude 5.3.5. Breathing 6.3.6. Relaxing 4th ITEM. Spatiotemporal perception 1.4.1. Spaciality 2.4.2. Temporality 5th ITEM. Basic motor abilities 1.5.1. Locomotive abilities 2.5.2. Manipulative abilities 3.5.3. Stability abilities 6th ITEM. Coordination 1.6.1. Types of coordination 2.6.2. Resources for the development of coordination



2nd UNIT: EXPRESSIVE ABILITIES IN THE PRIMARY EDUCATION CURRICULUM

7th ITEM. BODY LANGUAGE

- 1.7.1. Conceptualization of body language
- 2.7.2. Origin and evolution of body language
- 3.7.3. Educational goals
- 4.7.4. Body language and spatiotemporal relation
- 5.7.5. Body awareness
- 6.7.6. Body language games
- 7.7.7. Rhythm
- 8.7.8. Dramatization
- 9.7.9. Improvisation
- 10.7.10. Body language disciplines

Temporary organization of learning:

Block of content	Number of sessions	Hours
1st UNIT: PERCEPTIVE-MOTOR CAPACITIES AND BASIC MOTOR ABILITIES	20,00	40,00
2nd UNIT: EXPRESSIVE ABILITIES IN THE PRIMARY EDUCATION CURRICULUM	10,00	20,00



References

- A.A.V.V. (2001). *Programación de la Educación Física en Primaria*. (vol. 1,2,3,4,5,6). Inde.
- A.A.V.V. (2002). *Fichero de juegos dinámicos de interior*. Inde
- A.A.V.V. (2002). *Educación física de base*. Inde
- Arteaga, M. Vicianá, V. Conde, J. (1997). *Desarrollo de la expresividad corporal (colección la educación física en...reforma.)* Inde.
- Batalla, A. (2000). *Habilidades Motrices*. Inde.
- Campo, J. J. (2002). *Fichero de juegos sensoriales, de equilibrio y esquema corporal*. Inde.
- Castañer, M. y Camerino, O. (1992). *Unidades didácticas para primaria*. Inde.
- Conde Caveda L. (2001). *Cuentos motores*. Paidotribo.
- Castañer, M. y Camerino, O. (2001). *La Educación Física en la enseñanza primaria*. Inde.
- Castañer, M. y Camerino, O. (2006). *Manifestaciones básicas de la motricidad*. Edicions de la Universitat de Lleida.
- Díaz Lucea, J. (1999). *La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas*. Inde.
- Fernández, E. (2007). *Evaluación de las habilidades motrices básicas: determinación de escalas para la evaluación de desplazamientos, giros y manejo de móviles*. Inde.
- Florence, J. (1995). *Tareas significativas en la educación física escolar*. Inde.
- Granda, J. (2002). *Manual de aprendizaje y desarrollo motor: una perspectiva educativa*. Paidós.
- Guitard Aced, R. (1999). *Jugar y divertirse sin excluir. Recopilación de juegos no competitivos*. Graó
- Learreta, B; Sierra, M.A.; y Ruano, K. (2005). *Los contenidos de expresión corporal*. Inde
- Mateu, M. (1992). *1000 ejercicios y juegos aplicados a las actividades corporales de expresión*. Vol 1 y 2. Paidotribo.
- Mc Clenaghan, B. y Gallahue, D. (1985). *Movimientos fundamentales: su desarrollo y rehabilitación*. Médica Panamericana.
- Méndez, A. y Méndez, C. (2000). *Los juegos en el currículum de la educación física*. Paidotribo
- Motos, T. (2007). *Prácticas de dramatización*. Ñaque
- Motos, T. (2005). *Prácticas de la expresión corporal*. Ñaque
- Navas, M. (2007). *Fichero de habilidades motrices básicas*. Inde.
- Ortiz, M. (2002). *Expresión corporal; Una propuesta didáctica para el profesorado de Educación Física*. Grupo Editorial Universitario.
- Ruiz, L. M. (2004). *Desarrollo motor y actividades físicas*. Grada Gymnos.
- Sánchez, F. (1992). *Bases para una Didáctica de la educación física y el deporte*. Gymnos
- Segarra, L., Gallego A. F. y Monroy, A.J. (2018). *Habilidades y destrezas básicas en el medio acuático*. Ediciones Paraninfo
- Schinca, M. (1989). *Psicomotricidad, ritmo y expresión corporal*. Amarún Ediciones.



- Wickstrom, R. (1990). *Patrones motores básicos*. Madrid: Alianza Editorial
- A.A.V.V. (2001). *Programación de la Educación Física en Primaria*. (vol. 1,2,3,4,5,6). Inde.
- A.A.V.V. (2002). *Fichero de juegos dinámicos de interior*. Inde
- A.A.V.V. (2002). *Educación física de base*. Inde
- Arteaga, M. Viciano, V. Conde, J. (1997). *Desarrollo de la expresividad corporal (colección la educación física en...reforma.)* Inde.
- Batalla, A. (2000). *Habilidades Motrices*. Inde.
- Campo, J. J. (2002). *Fichero de juegos sensoriales, de equilibrio y esquema corporal*. Inde.
- Castañer, M. y Camerino, O. (1992). *Unidades didácticas para primaria*. Inde.
- Conde Caveda L. (2001). *Cuentos motores*. Paidotribo.
- Castañer, M. y Camerino, O. (2001). *La Educación Física en la enseñanza primaria*. Inde.
- Castañer, M. y Camerino, O. (2006). *Manifestaciones básicas de la motricidad*. Edicions de la Universitat de Lleida.
- Díaz Lucea, J. (1999). *La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas*. Inde.
- Fernández, E. (2007). *Evaluación de las habilidades motrices básicas: determinación de escalas para la evaluación de desplazamientos, giros y manejo de móviles*. Inde.
- Florence, J. (1995). *Tareas significativas en la educación física escolar*. Inde.
- Granda, J. (2002). *Manual de aprendizaje y desarrollo motor: una perspectiva educativa*. Paidós.
- Guitard Aced, R. (1999). *Jugar y divertirse sin excluir. Recopilación de juegos no competitivos*. Graó
- Learreta, B; Sierra, M.A.; y Ruano, K. (2005). *Los contenidos de expresión corporal*. Inde
- Mateu, M. (1992). *1000 ejercicios y juegos aplicados a las actividades corporales de expresión*. Vol 1 y 2. Paidotribo.
- Mc Clenaghan, B. y Gallahue, D. (1985). *Movimientos fundamentales: su desarrollo y rehabilitación*. Médica Panamericana.
- Méndez, A. y Méndez, C. (2000). *Los juegos en el currículum de la educación física*. Paidotribo
- Motos, T. (2007). *Prácticas de dramatización*. Ñaque
- Motos, T. (2005). *Prácticas de la expresión corporal*. Ñaque
- Navas, M. (2007). *Fichero de habilidades motrices básicas*. Inde.
- Ortiz, M. (2002). *Expresión corporal; Una propuesta didáctica para el profesorado de Educación Física*. Grupo Editorial Universitario.
- Ruiz, L. M. (2004). *Desarrollo motor y actividades físicas*. Grada Gymnos.
- Sánchez, F. (1992). *Bases para una Didáctica de la educación física y el deporte*. Gymnos
- Segarra, L., Gallego A. F. y Monroy, A.J. (2018). *Habilidades y destrezas básicas en el medio acuático*. Ediciones Paraninfo
- Schinca, M. (1989). *Psicomotricidad, ritmo y expresión corporal*. Amarún Ediciones.
- Wickstrom, R. (1990). *Patrones motores básicos*. Alianza Editorial



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 course will be completed with the visualization and analysis of both articles 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:

Both the instruments and the percentages established in the teacher's guide are presented. Due to the current situation, no changes will be made to the assessment instruments, but the value of the percentages will be changed. The evaluation tests will be done via telematics through the resources established according to the situation of the university



ONLINE 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: