



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160305 **Name:** Art Education and its Teaching

Credits: 6,00 **ECTS** **Year:** 3 **Semester:** 2

Module: Teaching and learning of Music, Art and Visual Education

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

Field of knowledge: Social and Legal Science

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

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English, Spanish

Lecturer/-s:

1163A	<u>Santiago Tena Medialdea</u> (Responsible Lecturer)	santiago.tena@ucv.es
1163B	<u>Encarnacion Monteagudo García</u> (Responsible Lecturer)	encarna@ucv.es
1163G	<u>Encarnacion Monteagudo García</u> (Responsible Lecturer)	encarna@ucv.es
1163Z	<u>Santiago Tena Medialdea</u> (Responsible Lecturer)	santiago.tena@ucv.es
116DI5B	<u>Maria Amparo Fernandez Vidal</u> (Responsible Lecturer)	mariaamparo.fernandez@ucv.e
116DI5C	<u>Fernando Jose Perez Beltran</u> (Responsible Lecturer)	fernandojose.perez@ucv.es
116DI5Z	<u>Eva Muñoz Guinea</u> (Responsible Lecturer)	eva.munoz@ucv.es



Year 2025/2026

1160305 - Art Education and its Teaching

116OL3 Eva Muñoz Guinea (Responsible Lecturer)

eva.munoz@ucv.es

1414PD Santiago Tena Medialdea (Responsible Lecturer)

santiago.tena@ucv.es





Module organization

Teaching and learning of Music, Art and Visual Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Music Education and its Didactics	6,00	Music Education and its Teaching	6,00	2/1
Art education and its didactics	6,00	Art Education and its Teaching	6,00	3/2

Recommended knowledge

Basic knowledge of the different artistic languages ??that make up the subject is recommended: graphic, plastic, visual and audiovisual.

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 expresses themselves orally and in writing, demonstrating their linguistic competence
- R2 The student communicates through artistic codes using all kinds of compositions, including images accompanied by symbols and texts
- R3 The student creates plastic projects individually and/or in groups, selectively applying the contents and establishing relationships of cooperation and tolerance
- R4 The student experiments with different materials, procedures, and techniques, knowing the expressive qualities they will use for their plastic creations in the classroom
- R5 The student develops projects based on knowledge of audiovisual techniques
- R6 The student designs didactic tools to develop teaching-learning processes and their evaluation, using the necessary networks and information channels (websites, libraries)



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
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
CE51 Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.			X	
CE52 Understand the principles contributing to cultural, personal, and social formation through arts.				X
CE53 Know the school curriculum of artistic education in its plastic, musical, and audiovisual aspects.			X	
CE54 Acquire resources to encourage lifelong participation in musical and artistic activities inside and outside of school.		X		



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4	30,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1	15,00%	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, R4, R6	15,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R2, R3, R4, R5, R6	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R5, R6	30,00%	Projects. Development and/or design works.

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 R1, R2 y R6

60% Design and development of practical and theoretical projects and activities, justified by presenting documentation on processes and results. Learning outcomes associated with R2, R3, R4, R5 and R6.

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).

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4	30,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1	15,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R4, R6	15,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R2, R3, R4, R5, R6	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).



R5, R6 30,00% Projects. Development and/or design works.

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 R1, R2 y R6

60% Design and development of practical and theoretical projects and activities, justified by presenting documentation on processes and results. Learning outcomes associated with R2, R3, R4, R5 and R6.

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 Participatory Master Class
- M3 Project-based Learning
- M4 Learning Contracts
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring
- M10 Individual Tutoring
- M11 Participatory Master Class
- M15 Project-based Learning
- M16 Learning Contracts



- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring





IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7, M9	R1, R2, R3	5,00	0,20
Theoretical Class M1	R1	10,00	0,40
Practical Class M3, M4, M7	R2, R3, R4, R5	35,00	1,40
Seminar M3, M4, M7	R1, R3, R6	5,00	0,20
Tutoring M9, M10	R1, R3, R6	2,00	0,08
Evaluation M4	R1, R2, R3, R5, R6	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7, M9	R1, R2, R4, R5, R6	40,00	1,60
Individual work M4, M10	R1, R2, R3, R4, R5, R6	50,00	2,00
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1	15,00	0,60
Practical class (e-learning mode) M15, M16, M18	R2, R3, R4, R5	32,00	1,28
Seminar (e-learning mode) M15, M16, M18	R1, R3, R6	8,00	0,32
Individual tutoring (e-learning mode) M19, M20	R1, R3, R6	2,00	0,08
Evaluation (e-learning mode) M16	R1, R2, R3, R5, R6	3,00	0,12
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M16, M20	R1, R2, R3, R4, R5, R6	50,00	2,00
Group Work (e-learning mode) M18, M19	R1, R2, R4, R5, R6	40,00	1,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Plastic education and its didactics. (General content block)	The didactics of plastic, visual and audiovisual expression in Primary. Aspects of the curricular content and didactic resources. Basic elements of visual language and its syntax. Figurative and abstract plastic compositions. Two-dimensional and three-dimensional representation techniques.
DIDACTIC UNIT 1: Artistic-Plastic Education. Planning of Plastic and Visual Expression in the Primary Education curriculum. Methodology.	Topic 1: - Plastic Education in the school curriculum. Contributions to knowledge and human development. Topic 2: - Analysis and didactic proposals based on the school curriculum. Resources: audiovisual material, museums and exhibition spaces.
DIDACTIC UNIT 2: Basic concepts of plastic and visual language and its application through the use of plastic techniques.	Topic 3: - Composition: point, line and plane. Color, texture and shape. Topic 4: - Two-dimensional expression: drawing, painting and collage. Topic 5: - Three-dimensional expression. Modeled-molded. Construction, installation and material-conceptual experimentation. Topic 6: - Other means of artistic expression.
DIDACTIC UNIT 3: Plastic knowledge of artistic styles and their perception.	Topic 7: - The artistic concept. Didactic adequacy of artistic-plastic styles in primary school. Topic 8: - Aesthetic appreciation: social representations, audiovisual media and symbols. Appreciation of the natural and artificial environment.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Plastic education and its didactics. (General content block)	0,00	0,00
DIDACTIC UNIT 1: Artistic-Plastic Education. Planning of Plastic and Visual Expression in the Primary Education curriculum. Methodology.	4,00	8,00
DIDACTIC UNIT 2: Basic concepts of plastic and visual language and its application through the use of plastic techniques.	20,00	40,00
DIDACTIC UNIT 3: Plastic knowledge of artistic styles and their perception.	6,00	12,00



References

AA.VV. (2001). *La Educación visual y plástica hoy. Educar la mirada, la mano y el pensamiento*. Barcelona: Graó.

AA.VV. (1997). *El arte moderno. Arte del S. XX*. Madrid: Akal.

Aguirre, I. (2005). *Teorías y prácticas en educación artística*. Barcelona: Octoedro.

Agra, M.J. (2007). *La educación artística en la escuela*. Barcelona: Graò.

Antúnez, N. (2005). *El arte contemporáneo en educación artística*. Barcelona: Octoedro.

Argan, G.C. (2004). *El arte moderno. Del ilusionismo a los movimientos contemporáneos*. Madrid: Akal.

Arheim, R. (1993). *Consideraciones sobre la educación plástica*. Barcelona: Paidós.

Arheim, R (1986). *El pensamiento visual*. Barcelona: Paidós.

Balada, M. y Juanola, R. (1987). *La educación visual en la escuela*. Barcelona: Paidós.

Bellocq, G y Gil, M.J. (2012). *Tocar el arte*. Madrid: Kaleida Forma.

Berrocal, M. (2005). *Menús de educación visual y plástica*. Barcelona: Graó.

Contino, A. (2008). *Nens, objectes, monstres y mestres*. Barcelona: Graò.

Dondis, D.A. (1976). *La sintaxis de la imagen*. Barcelona: Gustavo Gili.

Ederfield, J. (1993). *El fauvismo*. Madrid: Alianza.

Eisner, E.W. (1995). *Educar la visión artística*. Barcelona: Paidós.

Eisner, W. (1998). *El cómic y el arte secuencial*. Barcelona: Norma.

Fatas, G. y Borrás, G. (1999). *Diccionario de términos de arte*. Madrid: Alianza.

Figueras, M. (2000). *Traçtacats: experiències plàstiques amb l'art*. Barcelona: Traç.

Freinet, C. (1970). *Los métodos naturales II. El aprendizaje del dibujo*. Fontanella- Estella. Barcelona.

Frutiger, A. (1981). *Signos, símbolos y señales*. Gustavo Gili. Barcelona.

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

Gasca, L y Gubern, R. (2011). *El discurso del cómic*. Madrid: Cátedra.

Golging, J. (1993). *El cubismo*. Madrid: Alianza. Gombrich, E.H. (1979). *Historia del arte*. Madrid: Alianza.

Hargreaves, D.J. (1991). *Infancia y educación artística*. Madrid: Morata.

Lowenfeld, V. y Lambert Brittain, N (1985). *Desarrollo de la capacidad creadora*. Buenos Aires: Kapelusz.

Marin R. (coord.) (2003). *Didáctica de la educación artística*. Madrid: Pearson.

Matisse, H. (2010). *Escritos y consideraciones sobre arte*. Barcelona: Paidós.

Micheli, M. (2006). *Las vanguardias artísticas del siglo XX*. Madrid: Alianza Editorial.

Mccloud, S. (2012). *Hacer cómics*. Bilbao: Asteberri.

Munari, B. (1976). *Diseño y comunicación visual*. Barcelona: Gustavo Gili.

Munari, B. (1968). *El arte como oficio*. Madrid: Alianza.

Ortega y Gasset, (1999). *La deshumanización del arte*. Madrid: Espasa.

Torres, M. y Juanola, R. (1998). *Dibuixar: mirar i pensar. Consideracions sobre educació artística*. Barcelona: Rosa Sensat.



Torres, M. y Juanola, R. (1998). Una manera d'ensenyar arts plàstiques a l'escola. 140 exercicis per a educació infantil i primària. Barcelona: Rosa Sensat.

Raquejo, T. (1998). Land art. San Sebastián: Nerea.

Rewald, J. (1994). Historia del impresionismo. Barcelona: Seix Barral.

Rewald, J. (2008). El postimpresionismo: de Van Gogh a Gauguin. Madrid: Alianza Editorial.

Romanega, J. (1989). El cine en la escuela. Elementos para una didáctica. Barcelona: Gustavo Gili.

Sáinz, A. (2003). El arte infantil conocer al niño a través de sus dibujos. Madrid: Eneida.

Sánchez, J.I. (2002). Historia del cine. Teorías y géneros cinematográficos, fotografía y televisión.

Madrid: Alianza.

Stangos, N. (2000). Conceptos de arte moderno. Barcelona: Destino.

Vigotsky, L.S. (1982): La imaginación y el arte en la infancia. Madrid: Akal

Wong, W. (1982). Fundamentos del diseño bi- y tri-dimensional. Barcelona: Gustavo Gili.

Páginas Web relacionadas:

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=categor&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/aprende/pradoeducacion>