



Course Guide Didactics of Drawing: Plastic and Visual Arts

PI-02-F-16 ED. 00

COURSE GUIDE

**Official Master Teacher Training Secondary, bachelor's degree,
Vocational Training and Language Teaching
(MOPS)**

Didactics of Drawing: Plastic and Visual Arts

Universidad Católica de Valencia

Academic Year 2023-24



COURSE GUIDE TO DIDACTICS OF DRAWING: PLASTIC AND VISUAL ARTS

		ECTS
MODULE: Specific Module of Drawing: Plastic and Visual Arts		6
FIELD: Learning and teaching of Drawing: Plastic and Visual Arts		12
SUBJECT: Didactics of Drawing: Plastic and Visual Arts		24
TYPE OF LEARNING: COMPULSORY	YEAR: MPS SEMESTER: 1º	
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SUBJECT ORGANIZATION

Didactics of Drawing: Plastic and Visual Arts	24 ECTS
<p>Duration and temporal location within the curriculum:</p> <p>This subject, specific module within the Drawing: Plastic and Visual Arts, intended to inform the future teacher the basic concepts and processes of knowledge construction that affect the learning process of the students at this stage, as well as acquainted with the models and specific learning strategies of drawing, Plastic and Visual Arts.</p> <p>Similarly it is intended that students will be able to design appropriate teaching methods and strategies that facilitate meaningful learning in students of the contents of drawing, plastic and visual arts.</p> <p>For each of the specialties of MOPS is designed a specific module. In the case of Drawing, Plastic and Visual Arts, subject Didactics of Drawing, Plastic and Visual Arts aims to address the following content related to Drawing, Plastic and Visual Arts:</p> <ol style="list-style-type: none">1- Creativity: research, innovation and evaluation project.2- The organization of the classroom: space of interaction and communication.3- Teaching and learning of artistic techniques in secondary education.4- Education and education of the Volume in secondary education.5- Teaching and learning of audiovisual and multimedia languages in secondary education.6- Teaching and learning Technical drawing in secondary education.	



Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ Semester
Learning and teaching of didactics drawing	6	Didactics of Drawing: Plastic and Visual Arts	6	1/1

COURSE GUIDE TO THE SUBJECT: DIDACTICS OF DRAWING: PLASTIC AND VISUAL ARTS

Prerequisites: without Prerequisites

GENERAL GOALS

- Identify the specific characteristics of Drawing: Plastic and Visual Arts education in the field of secondary education.
- Recognize and analyze psycho and social elements that influence the teaching-learning process of Drawing: Plastic and Visual Arts.
To identify, analyze and properly apply the legal rules relating to the Drawing: Plastic and Visual Arts.
- Develop a teaching program on a subject or field of Drawing: Plastic and Visual Arts.
- Understand, use and evaluate the techniques and procedures characteristic of Drawing: Plastic and Visual Arts and potential educational applications.
- Use correct the locality and the environment as a teaching resource.
- Establish common centers subjects and working with materials from other areas of knowledge.
- Enhance learning through the use of new technologies.
- Promoting independent learning of students and their participation in it.



CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
	1	2	3	4
G1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study;			X	
G2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments;				
G3 Knowledge of effectively communicating summations (and sustaining relative rational or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.			X	
G4 Having learned skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances;				
G5 To Know the curriculum related to the specialization and the didactics of teaching and learning. A knowledge of the different professions will be included for vocational training.				X
G6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals.				X
G7 To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process.				X
G10. To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.			X	
G11. To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution.		X		
G15. To inform and advise families about the process of teaching and learning and personal counseling, to know the academic and professional development of their children.				
G9. To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.				X
G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.		X		
G12. To design and carry out formal and informal activities that make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and		X		



coordinated way. Participate in the evaluation, research and innovation of teaching and learning.				
G13. To know the rules and institutional organization of the education system and models of quality in schools.				
G14. To know and analyze the historical characteristics of the teaching profession, its current status, perspectives and interaction with the social reality of the time.				

SPECIFIC COMPETENCES				
	1	2	3	4
1. To know the cultural and educational value of the specific subjects and the content that is taught.				
2. To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.				
3. To know contexts and situations in which the various course content is used or applied.				X
4. To know the theoretical and practical processes in teaching and learning different classroom subjects.				X
5. To transform the educational plan in work activities.				X
6. To acquire some criteria to select and develop educational resources.				X
7. To foster a climate that facilitates learning and evaluates the contributions of the students.			X	
8. To integrate in the teaching-learning process a training for the use of media studies.			X	
9. To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.			X	
10. To know and apply innovative teaching proposals in the field of specialization.			X	
11. To analyze critically the process of teaching, the practicum and the direction using quality indicators.		X		
12. To identify the problems of teaching and learning and to propose alternatives and solutions.				X
13. To understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.				
LEARNING OUTCOMES	COMPETENCES			
RA. The student recognizes and applies the correct legal framework and curriculum (overall objectives, content and evaluation criteria of curriculum) in the areas of Drawing: Plastic and Visual Arts in the stages of secondary and high schools in Valencia.	G1, G4, G5, G6, G10, G11, G8, G12, G15, E2, E3, E4, E6, E7, E8, E9, E11, E12, G13			



RB. The student is able to identify the characteristics of the specific teaching of the CCSS, Drawing: Plastic and Visual Arts with respect to the other sciences.	G1, G2, G5, G7, G8, G12, G14, E1, E2, E3, E4,
RC. The student knows and applies different specific techniques of assessing CCSS the conditions of correct use in teaching.	G1, G2, G3, G4, G7, G10, E2, E3, E4, E8, E9, E10, E12, E13
RD. The student develops educational programming properly a subject or area of the CC. SS., Plastic and Visual Arts of the ESO and Baccalaureate curriculum according to the official in the Valencian Community.	G1, G2, G3, G5, G6, G7, G8, G9, G12, G13, G15, E1, E2, E3, E4, E5, E7, E8, E9, E10, E11, E12, E13
RE. The student knows and develops various teaching strategies Drawing: Plastic and Visual Arts	G1, G2, G4, G8, G9, G10, G11, E1, E3, E4, E5, E7, E9, E11, E13
RF. The student knows how to analyze and develop training materials relating to the teaching and learning of Drawing: Plastic and Visual Arts	G1, G2, G3, G4, G5, G7, G9, G12, G13, E4, E5, E6, E8, E9, E10, E11,
RG. The student designs and complementary activities in the teaching - learning environment taking as reference, interdisciplinarity and social problems.	G1, G3, G4, G5, G6, G7, G8, G9, G10, G12, E1, E3, E4, E5, E6, E7, E8, E9, E10, E11, E13
RH. The student learns to raise theoretical and practical strategies integrating ICT in classroom dynamics in the areas Drawing: Plastic and Visual Arts in the stages of secondary and high schools in Valencia	G1, G4, G7, E4, E5, E8, E9, E10, E13

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	2,4 ECTS (40%)
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	RA, RB, RC, RD, RE, RF, RG, RH	1,15 (48%)
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	RA, RB, RC, RD, RE, RF, RG, RH	0,97 (40%)
SEMINAR	Supervised monographic sessions with shared participation	RA, RB, RC, RD, RE, RF, RG, RH	0,06 (2,5%)
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	RA, RB, RC, RD, RE, RF, RG, RH	0,06 (2,5%)



OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	RA, RB, RC, RD, RE, RF, RG, RH	0,04 (1,6%)
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	RA, RB, RC, RD, RE, RF, RG, RH	0,12 (5%)
Total			(2,4*)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	3,6 ECTS (60%)
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	RA, RB, RC, RD, RE, RG, RH, RI, RJ, RL, RM	1,44 (40%)
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	RB, RC, RD, RE, RF, RG, RH, RI, RJ, RL	2,16 (60%)
Total			(3,6*)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Tasks and individual and cooperative activities required in the course.	RA, RB, RC, RD	70%
Exhibition and presentation of group work	RA, RC, RE, RG, RH, RI, RJ RL	10%
Assistance to at least 80% of the class sessions and active participation in the development of the different activities of the subject. ¹	RC, RE, RH, RI, RJ RL, RM	20%

Note: In order to pass the subject the student must pass both the theoretical and the practical content separately.

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

DESCRIPTION OF CONTENTS	COMPETENCES
1. Creativity: research, innovation and evaluation project. Phases and model of the creative process. Application of the method and of the same activity in different levels. Adaptability internivelar.	G1, G2, G4, G5, G7, G8, G10, G13, G14, G15 E1, E2, E3, E4

¹ Attendance at lectures is mandatory. In any case, the student must attend at least 80% of them, justifying his absences documented forever. Should the student exceed 20% of unexcused absences, you must take a written test in which proven to have achieved the objectives and powers of the subject.



<p>2. The organization of the classroom: space for interaction and communication.</p> <p>The organization of space, time, materials and resources. The first classes. The classroom as a space for action and communication. Classroom climate and coexistence. Methodological strategies.</p>	<p>G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13</p>
<p>3. Teaching and learning of artistic techniques in secondary education.</p> <p>Methodological strategies and considerations for evaluation.</p>	<p>G1, G2, G3, G4, G5, G7, G8, G9, G10, G11, G12, G14, E1, E2, E3, E4, E5, E7, E8, E10, E11, E12, E13</p>
<p>4. Teaching and learning the Volume in secondary education.</p> <p>Playful modeling practice with a focus on social integration.</p>	<p>G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13</p>
<p>5. Teaching and learning of audiovisual and multimedia languages in secondary education</p> <p>Audiovisual literacy. Audiovisual and multimedia languages within the curriculum.</p>	<p>G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13</p>
<p>6. Teaching and learning Technical Drawing in secondary education.</p> <p>Theoretical-practical development of the Technical Drawing curriculum.</p>	<p>G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13</p>



TEMPORARY LEARNING ORGANIZATION (First registration students):		
	BLOCK OF CONTENT / TEACHING UNIT	Nº SESSIONS (2,5 horas)
1	Creativity: research, innovation and evaluation project	1
2	The organization of the classroom: space for interaction and communication	1
3	Teaching and learning of artistic techniques in secondary education.	2
4	Volume Teaching and Learning in Secondary Education.	2
5	Teaching and learning of audiovisual and multimedia languages in secondary education.	3
6	Teaching and learning Technical drawing in secondary education	2



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- Páginas Web relacionadas:
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 - 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


Addendum to the Course Guide of the Subject “Didactics of Drawing: Plastic and Visual Arts”

Master of Secondary Education Training, Professional Training and Teaching of Languages

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



Blackboard Collaborate Ultra



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 onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



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

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.

The 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.