

**COURSE DATA****Data Subject**

Code	33623
Name	Teaching art and visual education at nursery school
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	3	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	3	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	18 - Teaching art and visual education in preschool education	Obligatory
1324 - Degree in Preschool Education (Ontinyent)	18 - TEACHING ART AND VISUAL EDUCATION IN PRESCHOOL EDUCATION	Obligatory

Coordination

Name	Department
PORTALES RAGA, MARIA MATILDE	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

The subject of *Teaching Art and Visual Education at Nursery School* is a core, compulsory, theoretical and practical subject, taught in the third year of the *Degree in Preschool Education* at the University of Valencia in the Musical, Visual and Bodily Expression Teaching Department (Art Educacion Academic Unit).



As a subject related to the field of Art, and belonging to the Department of Musical, Visual and bodily expression Teaching, it aims to develop the expressive and creative skills of students through the study of the key concepts of the languages of Art and contemporary Visual Culture. It also aims to develop educational and methodological guidelines for the analysis of the drawings of children attending Preschool Education. Future teachers must be sensitive and aware of the cultural and social importance of Art, and therefore, learn to promote its didactic and educational contributions. They will also need to understand the meaning and value of Art experiences and their role in the integral development of the human being.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

This subject requires a minimum of sensitivity towards the expressive manifestations of children in the first ages and a good predisposition towards artistic learning, since they can contribute to teaching and learning.

OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.



- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Appreciate the educational value of art.
- Develop perceptive and sensory skills using resources inside and outside the classroom.
- Know how to plan plastic activities and relate them to the theoretical contents.
- Use and integrate all types of materials in plastic proposals.
- Develop the necessary skills so that plastic materials and techniques become a means of expression.
- Be able to analyse the drawings of children from 0 to 6 years of age.
- Show interest in participating in the socio-cultural environment (museums, conferences, exhibitions, etc.)
- Be able to reflect and argue in an understandable and organised manner.
- Be able to work globally with the other subjects.
- Be able to work in a group and solve conflicts collectively.

LEARNING OUTCOMES

- To appreciate the aesthetic, expressive and communicative values of art works.
 - To understand art and visual language through creative processes and strategies.
 - To know the graphic-artistic development of children in their different stages, to adapt the contents and methodology to the different teaching and learning situations.
 - To reflect on the concepts and intentions prior to experimentation with bi-dimensional and three-dimensional plastic materials and techniques.
 - To know the concepts of space, volume, structure, shape, material and texture, and know how to apply them in practical work.
 - To know the concepts of painting and colour, and know how to make plastic compositions.
 - To know how to analyze and read the different functions of the image.
 - To learn to develop the collaborative construction of knowledge and meaning making.
 - To develop the possibilities of interdisciplinarity, globalization and cooperative work of the subject.
 - To know how to propose and schedule of plastic activities with didactic purposes related to the contents of the subject.
 - To be able to come up with methodological proposals.



DESCRIPTION OF CONTENTS

1. 1. The educational value of visual expression and visual culture

- a. The artistic expression as an educational instrument in the culture of image.

2. 2. Children's graphic development

- a. Introduction to the different theories about spontaneous children's drawing.
- b. Stages of graphic development from 0 to 6 years (Scribble, Pre-schematic, Schematic).
- c. Theoretical-practical analysis of drawings of children from 0 to 6 years old.

3. 3. Volume in children's education

- a. Concepts: space, volume, structure, form, matter and texture.
- b. Methodological applications. Materials and techniques
- c. Activities: modeling, construction, installations.

4. 1. Color in Early Childhood Education.

- a. Definition of Painting: Composition and Colour.
- b. Methodological applications. Materials and Techniques
- c. Activities: processes of observation, expression and experimentation with gouache, tempera, wax, acrylic, etc.

5. 6. The image in Early Childhood Education.

- a. Reading and interpretation of images.
- b. Methodological applications. Materials and techniques.
- c. Activities: creation of images (illustrations, posters, digital media).

**6. 7. Didactics of Art & Visual Education**

- a. Critical analysis and reflection on the curriculum of Early Childhood Education: Contents, objectives, sequencing, motivation and evaluation.
- b. Art spaces (school-classroom, museums, social context, etc.).
- c. Application of IT in the development of the subject.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The proposed methodology is developed, mainly, through in class teaching, and it has a theoretical-practical nature.

Different systems or didactic resources are used:

Master classes, seminars, workshops, oral presentations, projection of illustrative images of the topics shown, opinion debates, image analysis, problem-solving based learning, collaborative learning, good practice analysis, project learning, reading and bibliographic commentary, analysis of methodological proposals for its didactic application in the classrooms of Early Childhood Education.

The practical activities are both individual and in groups, and are organized for the reinforcement and assimilation of the theories studied as well as to promote experimental learning processes.

There will also be some activities outside the classroom (museums, exhibitions), some of them will take place during the Complementary Weeks of the Faculty of Teacher Training.

Team work:



- Aims: to promote participation and collaboration among students, as well as individual contribution.
- The public exhibition and defense of the works within the classroom will be encouraged.
- In the case of oral presentations, they can be done in the classroom or in tutorials and seminars.

Tutorials:

The individual and collective tutorials will be a means to coordinate students who need it, in individual and group tasks, also to evaluate individual progress, attitudes and teaching methodology.

Study and autonomous work:

- The student's intellectual autonomy and academic initiative will be promoted.
- Students should organize and manage their study time, inside and outside the classroom, in individual and group activities, as well as in the preparation of assessment tests.
- Regarding the dynamics of participation in the Complementary Weeks, the teacher will determine the concrete proposals and propose the evaluation process.
- In one of the Complementary Weeks, an activity is scheduled with a thematic line common to all the groups of the same subject. Each teacher can propose the activity within this topic, or be ascribed to other activities proposed by other teachers from other academic fields.

EVALUATION

The assessment process will take into account the knowledge acquired by the students (topics studied and developed in methodological proposals), regarding the contents and the results of the learning, both theoretical and practical, as well as the reflection and assimilation of the concepts presented in the theoretical debates.

There are two types of evaluation: A) continuous evaluation and B) final exam.



The evaluation system used in in-class sessions will be the CONTINUOUS EVALUATION (which consists of the initial, the formative and the summative assesment).

Initial evaluation: is the one that is carried out at the beginning of the course to check the previous knowledge of the student with respect to the subject.

Formative evaluation: the one that takes place during the whole course, through the observation and verification of the results that the students present each day in the classroom.

Summative evaluation: includes the previous ones and is the sum and conclusion of all of them.

CONTINUOUS EVALUATION requires that students attend at least to 80% of in-class sessions.

Students who do not fulfill this requirement for continuous assessment may be submitted to a test or final exam of the whole subject (theory and practice). In the continuous evaluation process all the knowledge acquired by the students will be taken into account: cognitive, procedural and behavioral contents. The positive attitude towards the subject and the good predisposition for teaching-learning will also be valued.

Cognitive contents:

- Understanding of the concepts and theories of the syllabus topics.
- Bibliographic comments.
- Exchange of opinions and criteria regarding art and visual culture.

Procedural contents:

- Knowledge and correct use of the plastic techniques shown in class.
- Proper and correct presentation of practical work in the time established by the teacher.
- Correct interpretation and analysis of images.
- Process carried out by the students in the making of the activities, both in and out the classroom, in the teaching time.

Valued Behavior:

- Interest to learn.
- Participation in class and in the exchange of opinions on the topics discussed.



- Respectful coexistence and good collaborative predisposition.
- Correct behavior and good manners.
- Solidarity among colleagues.

All the aforementioned aspects will be contemplated, both in the individual and in the group evaluation.

REMARKS:

Each teacher can establish grade percentages within the following ranges:

- 90% - 100% of the grade corresponds to the evaluation of individual and group work.
- The percentage of both will be 50% + - 20% for each of the modalities, to be agreed by each teacher.
- Each project, activity or work can be weighted (counterbalanced, balanced) according to its complexity, duration, etc.
- Between 0 and 10% attendance to class.
- Between 0 and 5% by negotiation with the students to consider other types of evaluation: coevaluation, reciprocal evaluations, consensual rubrics, self-evaluation.
- No assistance justification is accepted, as long as it is documented by the signature and official stamp of the competent authority. Judicial summons, driving tests, language school, other studies, health problems....

Evaluation of the work developed during the **Complementary Weeks**:

- Attendance at scheduled activities as well as the presentation, in writing, of a reflection work related to the topics covered will be assessed

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