

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

Code	33648
Name	Art and visual education teaching at primary school
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	2	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	9 - Teaching art and visual education in primary education	Obligatory

Coordination

Name	Department
SILVESTRE VAÑO, RICARD	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

Art and Visual Education teaching at Primary School is a core, compulsory, theoretical and practical subject, taught in the second year of the *Degree in Primary School Education* at the University of Valencia.

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 the Primary school.



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

The subject requires some basic knowledge about:

- Art and Visual languages.
- Materials and techniques of expression and communication through images.
- It also requires an open interest and willingness to learn the experimental processes of the artistic creation, to appreciate Art educational values, and to be able to express properly, both, orally and in writing, in the official languages of the Valencian Community.

OUTCOMES

1305 - Degree in Primary School Education

- 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; multicultural and intercultural issues; 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 aesthetic, significant and communicative values of works of art.
- Acquire the basics of plastic language.
- Develop perceptive and sensory skills.
- Know the techniques of plastic expression in two and three dimensions.
- Use and integrate different types of artistic materials to carry out different plastic proposals.
- Know how to plan plastic activities and relate them to the theoretical contents.
- Be able to analyse the drawings of children aged 6 to 12.
- Be able to reflect, review and give a well-argued presentation on the subjects dealt with in the classroom, both orally and in writing.
- Be able to interrelate subjects so as to practise teaching in the future from a comprehensive perspective.
- Be able to provide plastic education involving the student's socio-cultural environment (museums, conferences, exhibitions, nearby architecture, road sculptures, etc.).

LEARNING OUTCOMES

- To support students cooperative work, creativity, responsibility, autonomy, and problem solving ability.
- To recognize the identity of the child and its unique development path, as well as its cognitive, psychomotor, communicative, social and emotional characteristics, respecting its own learning natural rhythms, and fostering the use and development of their inner personal resources.
- To design, plan and evaluate theoretical and practical teaching methods in inclusive and multicultural environments, in order to guide each student, and also to cooperate with other teachers, inside and outside the center, to manage learning and work organization in the school.
- To know and carry out research methodologies and techniques in the Education field, being able to design educational innovation projects through the use of evaluation indicators.
- To accept systematic observation as basic tool to get to reflect critically on Education practice and improvement, focussing on mindful attention as a future ability for teachers.



- To be able to write theoretical papers with academic rigor, and also to make well argued oral presentations.
- To appreciate the aesthetic, meaningful and communicative values of Art works, and the fundamentals of Visual and Art languages.
- To learn the bi/three-dimensional artistic techniques of expression and to have perceptual and sensory abilities to create artistic projects and to appreciate the artistic process and evolution of the 6-12 years old children's drawing.
- To understand and promote classroom interaction and communication processes, and to consider the new changes and trends in teacher's contemporary professional profile.
- To use reliable information and communication technologies as tools of work.
- To promote artistic learning processes involved in the socio-cultural environment of the student (museums, conferences, exhibitions ...).
- To be able to develop cross-learning methods in Education so as to perform in the future educational practices with a holistic vision.

DESCRIPTION OF CONTENTS

1. Introduction: What is Art Education?

Educational values: contribution of Art education to the school curriculum and to human development.

2. Perception, Expression and Communication.

- Observation of Nature and the world of Art.
- Qualities of image: representation, symbolization and abstraction.
- Visual memory: learning through the use of images.

3. Art language and Visual Literacy

- Key Concepts: visual literacy and multimedia.
- Elements of the image: point, line, shape, texture, color, space and volume.
- The artistic composition.

4. Experimental processes: Bi-Tridimensional expression.

- Art materials and techniques: drawing, painting, collage, modeling, performance art, installations, interventions, body art, graffiti ...

**5. Analysis of Children's drawing development in the Primary Curriculum.**

- Stages of graphic expression: Doodle, Pre-schematic, Schematic, Realism and Naturalism.
- Getting an understanding of children's artistic creative work.

6. Methodological Aspects: Art and Visual Expression in the Primary Education Curriculum.

- Analysis of the Primary curriculum.
- Artistic expression in the classroom schedule.
- Teaching resources and activities in Art Education.

7. Aesthetic appreciation and analysis of Art Movements.

- Use of visual culture works and productions as a teaching strategy.
- Critical reading of images.
- Non-formal and informal environments as a resource of learning: museums, galleries, shopping centers, schools, television, Internet...

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	8,00	0
Development of group work	20,00	0
Development of individual work	12,00	0
Study and independent work	19,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	4,00	0
Resolution of online questionnaires	2,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The methodology is based on:



- Attending theoretical and practical classes.
- Practical individual and team projects.
- Discussions, reading and commentaries on bibliography.
- Analysis of methodological proposals to be implemented in the Primary Classroom.

There will be other activities in outdoor classes, such as visits to museums and Art exhibitions (some of them will be held during the Complementary Weeks of the Faculty of Teaching).

EVALUATION

The evaluation will take into account both the knowledge relating to issues studied and developed in the classroom learning outcomes, as well as reflection and knowing of the concepts presented in the theoretical discussions.

There are two types of evaluation:

A) continuous assessment, or b) final exam.

Type A. CONTINUOUS ASSESSMENT

To implement continuous assessment, students must attend at least 80% of the classes (maximum 6 unjustified absences).

The evaluation system will use a continuous assessment (including initial, formative and summative evaluation).

Initial evaluation: carried out at the beginning of the course to learn the previous knowledge of students in relation to the subject.

Formative assessment: that is carried out throughout the course.

Summative evaluation: it includes the previous reviews and it's the global conclusion of them all.

Continuous assessment requires:

- In-class attendance and participation.
- The monitoring of work process carried out by the student, both, in the classroom and outside of during the time devoted to teaching.
- The attitude and willingness to learn.
- The evaluation of the work developed during Weeks Complementary through:



- Assistance to planned activities.
- Delivery of written and reflection work related to the studied topics.

Criteria for ongoing assessment:

There is need to get a pass in all the projects. There is an average rate of the sum of all the work developed.

Each teacher may establish mark percentages within the following ranges:

-80% - 100% of the rating will correspond to the evaluation of collaborative and individual work.

The weight of individual and collaborative work will represent 50% / $\pm$ 20% (for each of the two modalities) to be decided and defined by each teacher. Each project, activity or unit can be valued depending on their complexity, duration, etc...

0% -5% To be discussed between the teacher and the student in particular regarding other types of evaluation: co-evaluation, classmates assessment, consensual assessment, self-evaluation, behavioral aspects.

-0-20%. Class attendance.

Non-attendance will be accepted in particular cases if documented by certification signed by the a competent authority.

COMMENTS:

All these issues will considered, both, in individual assessment and in teamwork evaluation.

Type B. FINAL EXAM

Students not following the dynamics for the continuous assessment can be submitted to a final test with the global contents of the subject using Type B evaluation.

The test will be theoretical and practical respecting the same proportion of theory and practice of the whole course.

REFERENCES

Basic

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- YENAWINE, P. (2013).Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines. Massachussetts: Harvard Education PR

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Contenidos

- Se adaptan los contenidos de la asignatura a las necesidades especiales de trabajo del alumno vía online con una dinámica de trabajo de cariz autonòma, autodirigida, dinámica y colaborativa por parte del alumnado y el profesor, que actuará como guía del aprendizaje.
- Se plantean 2 BLOQUES DE TRABAJO, vehiculados por un concepto de desarrollo progresivo, en base a un instrumento general concretado en el formato de LIBRO De ARTE (teórico-práctico) que el alumno irá construyendo, de manera flexible, a lo largo del curso.
- Se seleccionan los conceptos indispensables para adquirir las competencias, ubicándolos en estos 2



BLOQUES DE TRABAJO, para que el alumno pueda lograrlos estructuradamente a lo largo del curso.

- El bloque teórico se desarrollará, esencialmente, en no-presencialidad. El bloque práctico (de taller) se impartirá, preferentemente, de manera presencial en las aulas de la Facultad, planteando también -según la necesaria materialidad plástica de la actividad- sesiones de taller online a través de una operatividad digitalizada.

BLOC I. TEORÍA

La educación artística y la alfabetización visual al SXXI

- Educación artística y cultura visual: desarrollo de las competencias críticas, estéticas y creativas
- Lectura e interpretación de imágenes: elementos y principios de la gramática visual
- Desarrollo gráfico en Educación Primaria. Aproximación teórico-práctica a los dibujos de los niños
- La didáctica de la Educación Plástica al currículum

BLOC II. TALLER

Técnicas y procedimientos de expresión artística en Educación Primaria

- El libro de Arte. Definición y tipologías
- Conceptos generales
- Prácticas de aula: recursos y metodologías

2. Volúmen de trabajo y planificación temporal de la docència

- Adaptación de actividades priorizando aquellas más dinámicas y autónomas, manteniendo el volumen de trabajo que marca la guía docente original.



- Se mantiene el horario lectivo oficial y se trabajará según la propuesta del 50% alterno, guiando el seguimiento de las actividades programadas con sincronía, realizándolas los estudiantes de forma autónoma y responsable (en el aula y en casa).

- Las tutorías se realizarán presencialmente o vía online, pudiendo superar el 50% (si hace falta según el escenario), previa aprobación formal en el horario determinado.

3. Metodología docente

Para sustituir la docencia presencial en las clases y el formato de LECCIÓN MAGISTRAL y adaptarla a un contexto semi-presencial, la docencia de la asignatura 33648 se adaptará al trabajo telemático mediante diferentes recursos, priorizando:

- Subida de materiales (presentaciones del profesor, ejercicios y preguntas, apuntes personales...)
- Propuesta de actividades y tareas en el aula virtual (individuales/grupales)
- Videoconferencia síncrona/asíncrona BBC
- Desarrollo de proyectos teórico-prácticos
- Tutorías por videoconferencia
- Foro en Aula Virtual
- Recomendación de libros y artículos en formato digital de libre acceso en la web
- Acceso a material artístico en línea: museos virtuales y enlaces a links/videos
- Grabación de videos con ejemplos prácticos
- Transparencias con locución
- Problemas/ejercicios resueltos

Cada profesor usará los recursos idóneos según las necesidades de los contenidos del curso que esté impartiendo, y realizará un seguimiento híbrido con los alumnos.

- Estructuralmente, el marco de trabajo se concretará en un LIBRO De ARTE (teórico-práctico) que el alumno irá construyendo a lo largo del curso, donde estén consideradas actividades que sea posible realizar de manera individual y grupal.

4. Evaluación



Se aplicarán los criterios y porcentajes generales indicados en la guía, esto en base a una evaluación continua, por proyectos:

El porcentaje de la nota equivalente a la asistencia presencial se valorará dentro del contexto de trabajo en línea como un ítem de “presencialidad del alumnado” en la asignatura, atendiendo a las variables de calidad de comunicación telemática y seguimiento alumno-profesor, valorándose, especialmente, las competencias de autogestión y responsabilidad en la hora de cumplir las tareas, resolver los problemas y realizar los proyectos con calidad académica (individual/grupo)

Se podrá solicitar a los alumnos:

- Pruebas de evaluación por trabajos académicos
- Pruebas de evaluación por proyectos
- Pruebas objetivas (tipo text) y cuestionarios en aula virtual
- Prueba escrita abierta (examen tradicional) pero distribuida en aula virtual

Respecto a la prueba final para aquellos alumnos que no superan la docencia regular (priorizando la presencialidad en la primera y segunda convocatoria de exàmen de la materia según la evolución del escenario) se realizará:

- una prueba teórica individual sobre los principales contenidos de la asignatura ubicados a los 2 bloques de trabajo. Solo si excepcionalmente fuera necesario debido a la evolución de la pandemia, se podrá pedir al alumno un examen-exposición oral por videoconferencia de alguna parte de los contenidos de la asignatura.

La entrega del LIBRO De ARTE se realizará a través de la plataforma del aula Virtual y constará de un único PDF con los dos BLOQUES de contenidos realizados por el alumnado en semi-presencialidad o bien un modelo telemático (según evolucione el escenario).

Ambas partes tendrán una autoevaluación final –producto de la media de los 2 bloques- que englobe los conocimientos y competencias adquiridos a lo largo del curso.

Este será el principal instrumento de evaluación del alumno, conjuntamente con la nota de la evaluación



continúa en base a 3 variables-síntesis de las principales competencias, en línea con las necesidades del Espacio Europeo de Educación Superior:

liderazgo (de autogestión y responsabilidad) / emprendimiento (creatividad e innovación) y trabajo colaborativo.

