

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

Code	33668
Name	Teaching expressive physical activities
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	17 - Specialist in physical education	Optional

Coordination

Name	Department
GARCIA PUCHADES, WENCESLAO	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

This course aims to deepen the knowledge acquired in the course of Teaching Physical Education in Primary Education and to prepare future teachers in the specialty of Physical Education, gathered in the LOE, in order to develop the skills needed to teach the contents related to the traditionally known as corporal Expression.

This subject will be approached from two aspects. On the one hand takes into account the personal and professional development of future teachers, and otherwise take into account the acquisition of knowledge and skills necessary for teaching body language in the educational context.

As can be seen through the reading skills to be developed, this course will address all the common core competencies for teacher training and specific skills for the development of expressive physical activities as part of the content taught in the curriculum of Physical Education in Primary Education. In this context, Expressive Physical Activity from the study is addressing conceptual, curricular, methodological, practical and cultural.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

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.
- Know the theoretical and practical principles of human movement and physical activities.
- Understand human movement and physical-sports activities as a socio-cultural phenomenon.



- Design, develop and evaluate the curriculum.
- Know the official curriculum of physical education in primary education.
- Design and develop learning and teaching situations in contexts of diversity typical of physical education, with special attention to gender differences.
- Acquire resources to encourage participation in physical-sports activities throughout life.
- Value cooperative work and be able to implement it as a condition for improving professional activity.
- Learn strategies to promote professional development and lifelong learning as a teacher.
- Adopt a self-critical attitude towards the teaching and learning processes, valuing the experiences lived in a reflexive way.
- Assume the deontological dimension specific to an expert in physical education and incorporate the ethical principles to guide the teaching intervention.
- Know and use strategies and techniques for finding information as a tool for professional development and be able to use ICTs for physical education and for promoting physical activity.
- Acquire introductory knowledge of research.

LEARNING OUTCOMES

English version is not available

DESCRIPTION OF CONTENTS

1. Conceptual analysis

- The concept of expression and its implications for understanding the concept of corporal expression.
- The Body Language: expressive physical activities.
- The Body Language in education: Analysis of the impact of its historical evolution.

2. Corporal expression in the curriculum

- Curriculum guidelines for corporal expression.
- Analysis of the official contents of Corporal Expression in the Physical Education curriculum.
- Critical analysis of official content in relation to the educational concept of corporal expression in Physical Education.

3. Physical and Expressive Activities Contents

- Basics elements of expressive movement
- Expression, creativity, improvisation and aesthetic experience
- The expressive play, dance, drama and performance

**4. Programming Expressive Physical Activities**

- Programming classroom: physical expression session
- Innovation in the expressive physical activities
- The assessment in physical expression sessions

5. Models of teaching and learning expressive physical activities

- Teaching and learning models applied to the expressive physical activities
- Teaching styles.
- Teaching the expressive physical activities
- General methodological principles that guide practice.
- Elements of progression in the educational development of body expression.
- ICT in teaching and learning body expression

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	30,00	0
Development of individual work	30,00	0
Study and independent work	30,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

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- Castañer Balcells, M. (2000). Expresión corporal y danza. Barcelona. Inde.
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Additional

- Viciana Ramirez, J. (2002). Planificar en Educación Física. Barcelona. INDE.
- Santiago P. (1985) De la Expresión Corporal a la Comunicación Interpersonal. Narcea, Madrid
- Arnold, P.J. (1991): Educación Física, movimiento y currículum. Ed. Morata. Madrid.
- González Herrero, E. (coord.) (1998): Educación Física en Primaria. Fundamentación y desarrollo curricular, Vol. I-II-III-IV i V. Paidotribo. Barcelona.
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