

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

Code	33692
Name	Teaching proposals in art education
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	3	Second term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	20 - Specialist in arts and humanities	Optional

Coordination

Name	Department
HUERTA RAMON, RICARD VICENT	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

The syllabus of "pedagogical proposals on Arts Education" is part of the itinerary of Arts and Humanities to offer in the three-year Degree in Teacher in Primary Education.

Access to this subject, optional in nature, can be done through third year of the above-mentioned qualifications. Integrated in the materials of the area of arts, it is intended to give continuity and to increase knowledge acquired in the core subject that is taught in second grade.

The subject, theoretical-practical, aims to develop perceptive, expressive and creative skills in the students, by means of the study of visual images and their applications in education. It also aims to develop the active observation and thoughtful analysis, the study and programming of pedagogical proposals and practical exercises that make the concepts studied more understandable to them.



Artistic education and lessons through the art contribute to the personal, cultural and social formation of the human being, and future teachers have to be aware of the importance of these educational tools to the challenges of a society where image has an important role.

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 some basic knowledge about visual and artistic language, and the technical processes oriented to the creation of artistic compositions. The meanings that the images convey in different contexts and the roles they can play in education are also involved.

It also requires an open interest and willingness towards learning and the modes of expression and communication through the image.

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.
- Use information and communication technologies as a teaching resource for arts and humanities in the primary school classroom.
- Develop and evaluate teaching proposals for the contents of the art education curriculum.
- Know the historical evolution of plastic, visual and musical arts and their reflection in school contents.
- Know the joint historical evolution of some artistic and literary ideas and their reflection in school contents.

LEARNING OUTCOMES

Implement the perceptual and sensorial capacities as a source of knowledge.

Use the expressive possibilities of the artistic materials and the various techniques for carrying out creative processes.

Perform artistic-plastic compositions and know how to analyze artistic compositions by other artists.

Interpret messages of visual culture.

Use the imagination as a way of thinking.

Participate actively in group work.

Argue and exchange views with regard to the pedagogical proposals studied.

Exercise the reflection and the criterion and respect the contributions and approaches presented from other points of view.

Plan and programme pedagogical proposals to know how to adapt them to the various situations of the teaching and learning of artistic disciplines.

Exchange proposals and teaching and learning resources in relation to other subjects to encourage a interdisciplinary learning.

Assess the socio-cultural environment as a source of knowledge suitable for learning.

Understand the importance of visiting museums, exhibitions or other places where works of art are exhibited and study the contributions that these activities provide to teaching.

**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 mainly achieved in classes, in both theoretical and practical lessons by means of oral and slide presentations, individual or group practical work, discussions of opinion and analysis of pedagogical proposals. Other activities outside the classroom, such as visits to museums and art exhibitions, will be carried out, too.

EVALUATION

Assessment should take into account the knowledge acquired, relating to the topics discussed and developed in the methodological proposals with regard to the contents and the results of learning as well as the assimilation of the concepts presented in the theoretical debates.

The system of evaluation used will be the continued assessment (which includes the initial, formative and summative evaluation), in response to:

Continuous assessment: will take into account the attendance and participation in class, the process carried out by students in the implementation of the activities, both in and outside the classroom, the time devoted to teaching and the attitude and predisposition to learning.

Evaluation of the work developed during the flexible weeks:

- Attendance to the scheduled activities.
- Submission of written work of reflection related to the themes dealt with.

COMMENTS:

All of these aspects will be included both in individual and group assessment.

To implement the continuous assessment, students must attend at least 80% of the total attending classes.

Students who do not conform to the dynamic established for the ongoing assessment may be submitted to a final test of the entire subject.



REFERENCES

Basic

- CARITX VILASECA, R.; VALLÈS VILLANUEVA, J. (2019) Desarrollar las competencias artísticas en primaria. Barcelona: Graó.
- HUERTA, R. (2019) Arte para primaria. Barcelona: UOC.
- HERNÁNDEZ, F. (2008) Espigadoras de la cultura visual. Barcelona: Octaedro.
- HUERTA, R. (2021). La imagen como experiencia. Madrid: Aula Magna - McGraw-Hill
- MAJÓ MAS FERRER, F. / BAQUERÓ ALÒS, M. (2014) 8 Ideas Claves Los proyectos interdisciplinarios. Barcelona: Graó.
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Additional

- ARNHEIM, R. (2002) Arte y percepción visual. Buenos Aires. Eudeba.
- CAMPS, V. (2008) Creer en la educación. Barcelona. Península.
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- HUERTA, R.; ALONSO-SANZ, A.; RAMON, R. (2019) De película. Cine para educar en diversidad. València: Tirant lo Blanch.
- GARDNER, H. (1994) Educación Artística y desarrollo humano. Barcelona. Paidós.
- HUERTA, R. (2020). Arte, género y diseño en educación digital. Valencia: Tirant lo Blanch.
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- HUERTA, R. Y ALONSO-SANZ, A. (2015) Educación artística y diversidad sexual. València: PUV.
- MATTEWS, J. (2002) El arte de la infancia y la adolescencia. La construcción del significado. Barcelona. Paidós.
- MIRZOEFF, N. (2003) Una introducción a la cultura visual. Barcelona. Paidós.
- PARINI, P. (2002) Los recorridos de la mirada: Del estereotipo a la creatividad. Barcelona. Paidós.

**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**

Reunido el profesorado responsable de la materia, se mantiene lo que se había previsto en la Guía Docente preparada para el inicio del curso 2020-2021. De hecho, esta asignatura sólo se imparte en segundo cuatrimestre.

Si bien los contenidos se mantienen, el hecho de adecuar la materia a la situación actual provocada por la pandemia y las medidas de seguridad, consideramos que hay que reforzar todas las cuestiones vinculadas al universo digital. Es por ello que incorporamos las reflexiones oportunas sobre las posibilidades que nos ofrecen las herramientas y los lenguajes digitales, especialmente el lenguaje de la imagen, que es nuestro entorno habitual de trabajo, como docentes de educación artística especialistas en cultura visual.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

Se mantiene lo que se había previsto en la Guía Docente preparada para el inicio del curso 2020-2021. Pero debido a la separación del alumnado en aulas distribuidas con sólo la mitad de forma presencial, la planificación resultará más adecuado si valoramos la incorporación de herramientas digitales, dada esta situación. Los proyectos de trabajo incorporan un nuevo elemento: la presentación de forma digital de los resultados. El portfolio, que es el quinto proyecto, y que se desarrolla de forma transversal, ya que se trata de un cuaderno de experiencias, se hará completamente virtual, y por lo tanto se presentará online.

Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las horas destinadas a las clases teóricas y/o prácticas en aula se sustituirán por clases no presenciales, síncronas (mediante BBC o similar) o asíncronas, poniendo material a disposición del alumnado en el aula virtual.

3. METODOLOGIA DOCENTE

Básicamente se mantiene lo que se había previsto en la Guía Docente preparada para el curso 2020-2021. La dinámica de la asignatura sigue centrada en la generación de grupos para realizar Trabajos por Proyectos, por tanto, la metodología se desarrollará a partir de un bloque que el docente trabajará en las clases de carácter teórico-práctico, para posteriormente, y desde la perspectiva de cada grupo, generar su propio conocimiento y resultados. En esta la segunda fase predominará la relación online entre alumnado y profesorado, tanto para coordinar los grupos de trabajo como para hacer las tutorías.

4. EVALUACIÓN

Ateniéndonos a la situación actual, la evaluación, que sigue el mismo espíritu y principios que rigen a la guía docente, por parte del profesorado se habilitarán los sistemas más adecuados para poder llevar a buen término la evaluación.



1. 5. BIBLIOGRAFIA

Se incorporan dos títulos nuevos, a los ya existentes

En las Referencias Básicas añadimos este libro:

Escaño, C. (coord.) (2020). *Lo que no se viene no existe. Artes, imagen y educación para el Desarrollo*. Madrid: UNED.

En las Referencias Complementarias añadimos este libro:

Huerta, R. (2020). *Arte, género y diseño en educación digital*. València: Tirant lo Blanch.