

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

Code	36304
Name	Physical, Artistic and Musical Education and their Teaching in Situations of Special Educational Needs
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	4	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	27 - Especialista en Pedagogía Terapéutica	Optional

Coordination

Name	Department
MENESCARDI ROYUELA, CRISTINA	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

The current educational system proposes an inclusive school model, facing a segregated education. With this premise in mind, this subject has the purpose to contribute to Therapeutic Pedagogy students with specific connections and approaches of the areas of physical, plastic and musical education, maintaining a multidisciplinary approach.

In the current study plan context, this subject supposes a integral development of competencies and skills for the professional work observance of the diversity of the students and with the appropriate training for the specific teaching skills.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No previous requirements

OUTCOMES

1305 - Degree in Primary School Education

- 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 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.

LEARNING OUTCOMES

After completing the course, students should be able:

- To know resources based on arts and artistic languages to design educational interventions for students with SEN (Special education Needs).
- To know, analyze, evaluate and identify the characteristics of physical, plastic and musical education and its didactics in SEN.
- To look for references and bibliography in academic journals and uses ICT to find information according to the needs of an educational context.



- To apply available digital resources to carry out academic tasks, both individually and in groups.
- To assess how physical, art and music education can address students' SEN.
- To use new technologies for searching information, educational resources, and realization of practical works individually and in groups.
- To value the creative expression as a sample of the abilities that enhance the integral development of the subjects affected with a disability.
- To design educational or therapeutic interventions based on arts and artistic languages.
- To integrate creative and expressive resources in the educational programs of students with SEN.
- To select and apply educational resources in the practical cases resolution.
- To express himself/herself correctly in written works and oral presentations.
- To collaborate in group in the realization of theoretical and practical works.
- To make reports addressed to other professionals in the educational field to attend to students with SEN.

DESCRIPTION OF CONTENTS

1. Corporal expression and its didactics in special educational needs

- 1.1. Physical education for students with educational needs.
- 1.2. Visual diversity and its treatment from Physical Education.
- 1.3. Auditory diversity and its treatment from Physical Education.
- 1.4. Motor diversity and its treatment from Physical Education.
- 1.5. Intellectual diversity and its treatment from Physical Education.
- 1.6. Generalized developmental disorders and their treatment from Physical Education.
- 1.7. Affective-social and cultural diversity and its treatment from Physical Education.
- 1.8. The importance of Physical Education for a comprehensive education and the achievement of an inclusive education.

2. Plastic expression and its didactics in special educational needs

- 2.1. Therapeutic Pedagogy and Art Therapy as methodological approaches in special educational needs. Working models and possibilities of intervention in the school context.
- 2.2 Didactics of plastic education from an inclusive perspective: the workshops.
- 2.3 Creative expression and functional diversity in the inclusive school.
- 2.4 The role of artistic languages and audiovisual media in the learning of students with SEN.
- 2.5 Education through art as an approach to cognitive, psychomotor and socio-affective development in SEN.
- 2.6 Affective-social and cultural diversity. Dialogical methods in arts education to attend SEN.

**3. Musical expression and its teaching in special educational needs**

- 3.1. Antecedents of the intervention and sensory stimulation with rehabilitative techniques of musical expression.
- 3.2. Psychoevolutionary characteristics from music education.
- 3.3. Generalities and specific guidelines for musical intervention in SEN from Music Didactics.
- 3.4. The construction of symbolic language from hearing: pictograms, musicograms, songs and stories.
- 3.5. Symbolology of musicalized movement: Rhythmic.
- 3.6. Instrumental interpretation as a cooperative work tool for socio-emotional contact in SEN.
- 3.7. Music therapy resources applicable in the classroom of Therapeutic Pedagogy and Hearing and Language.

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 methodologies will be active and cooperative. The proposal will contemplate the three disciplines together, without divisions or separations.

This module is practical and multidisciplinary. Different methodologies will be combined depending on the learning outcomes depending on the learning outcomes to be achieved:

1. The master class or theoretical exposition class. It is an essential methodology to communicate and debate theoretical knowledge, common knowledge or other specific areas. In this sense, the teaching planning consists of monographic sessions and interdisciplinary sessions of each of the three modules of the subject (one for each area of knowledge).

2. Cooperative tasks and evaluation. We use them to develop meaningful autonomous learning. Set the necessary guidelines for the teacher being more effective than self-learning or individual learning. Active methodologies such as discussion groups, workshops, exhibitions, performances, etc. can be implemented.

EVALUATION

The evaluation and qualification regulations and guidelines in force at the University of Valencia will be applied.



The evaluation of the different modules is based on some common aspects, which are the following.

Continuous and formative assessment, applicable to both individual and group activities; be practical or theoretical. Continuous assessment requires regular class attendance, at least 80% of sessions must be attended.

Evaluation of evidence of learning based on the methodology of the sessions.

- practical activities,
- active participation in class and / or in tutoring forums.
- research and information search tasks,
- preparation of practical cases,
- bibliographic consultation,
- design of intervention proposals,
- development of teaching materials or educational resources,
- exposition preparation.

Assessment of the contents and skills of the subject by means of a practical theoretical exam. The exam modality is planned for students who have not attended 80% of the classes and/or have not completed the continuous assessment tasks.

The student evaluation process may include the preparation of a written work and a group exposition of the proposed project in the classroom. In reference to the written work and presentation, the following will be assessed: a) the adaptation of the work to the contents developed in the course, b) clarity in the structure of the work and presence of curricular elements such as objectives, competences, methodology, evaluation, etc., c) correction in writing and written expression, d) inclusive nature of the proposal, and e) reflection of the whole group.

The qualification, the final representation of the evaluation process, should be a reflection of the methodological proposal of the project work, individual/group reflection and constructive critics.

In this sense, the final grade will be derived from the sum of the four parts to be evaluated (physical education, musical and plastic expression) with a proportion of 25% for each of the areas, and 25% corresponding to group work accomplished. Students who do not comply with the dynamics of the established continuous assessment (not attending 80% of the sessions) will have two assessment options depending on their class attendance which may go through passing a written test and/or the development of a theoretical work.



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ADDENDUM COVID-19

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

1. Volume of work and temporary planning of teaching

The estimate of workload for students is maintained according to the competencies and the contents of the guide. If necessary, the workload can be relaxed to prioritize the development of skills. Also, if necessary, the deadline for the delivery of partial assessment works may be made more flexible.

The weight of the different activities is maintained as planned. If necessary, the weight can be relaxed between the different activities of the same module.



The programmed theoretical-practical sessions are kept as planned, with the same duration. If necessary, the relationship and duration between practical and theoretical activities may be relaxed, depending on the circumstances.

2. Teaching methodology

Face-to-face teaching can be replaced by synchronous videoconference activities through the BBC platform. It will also be possible to guide tasks and practical assumptions related to the contents of the subject based on materials available in the Virtual Classroom or in the search for information / research by the students.

Face-to-face teaching can also be replaced by asynchronous activities based on slide shows with voiceover and / or on materials available in the virtual classroom.

Synchronous activities will take place on the day and time of the face-to-face classes. Asynchronous activities will be oriented as part of the non-presential workload of the students, as recognized in the ETCS. The tutorials may be by videoconference at the times established by the teachers, according to the regulations of the UV.

3. Evaluation

Continuous evaluation is maintained as it is stated in the teaching guide. If necessary, all the oriented tasks will be presented only in electronic format and by virtual classroom. Also if necessary, the students will be able to present orally their group or individual works by videoconference through the platform enabled in the virtual classroom. The mentioned oral exhibition may be live or previously recorded on video (in its entirety or only a part). The exhibition of the videos will be one more activity and will be done through videoconference through the platform enabled in the virtual classroom.

The written test modality of the entire subject can be adapted, when necessary, to the open written test or objective test modality through the virtual classroom or other means.

The theoretical-practical exposition can be modified to make a video that contains the theoretical exposition of the work to be shared with the rest of the students.