

## BASIC DETAILS:

<b>Subject:</b>	TEACHING ARTS AND MUSIC (DIDÁCTICA DE LA EXPRESIÓN MUSICAL, PLÁSTICA Y VISUAL)		
<b>Id.:</b>	32549		
<b>Programme:</b>	GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)		
<b>Module:</b>	ENSEÑANZA Y APRENDIZAJE DE: EDUCACIÓN MUSICAL, PLÁSTICA Y VISUAL		
<b>Subject type:</b>	OBLIGATORIA		
<b>Year:</b>	3	<b>Teaching period:</b>	Segundo Cuatrimestre
<b>Credits:</b>	6	<b>Total hours:</b>	150
<b>Classroom activities:</b>	66	<b>Individual study:</b>	84
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>		<b>Email:</b>	

## PRESENTATION:

The subject will provide Primary Education students of learning how to teach Visual arts and Music. In order to do this, there is a properly framework and multiple practical resources which will give the students the necessary skills and knowledge to perform as teachers. To sum up, this subject presents through different methodologies how students must work with the curriculum, prepare accurately the Teaching Units of Visual Art and Music, apply teaching strategies, and so on.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

<b>General programme competences</b>	G01	Capacity to analyse and synthesise information from different sources.
	G02	Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G06	Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means.
	G07	Capacity to communicate in English at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
<b>Specific programme competences</b>	E07	Analyse and understand the educational processes in the classroom and outside for the 6-12 age group.
	E08	Know the basics of primary education.
	E09	Analyse teaching and the institutional conditions that form its background.
	E10	Know the historical evolution of the education system in this country and the political and legislative factors that affect it.
	E11	Know classroom interaction and communication processes.
	E12	Address and solve discipline problems.
	E13	Foster group work and individual work and effort.
	E14	Encourage educational action in values oriented towards preparing an active democratic citizenry.
	E15	Know how to tackle multicultural school situations.
	E16	Design, plan and assess classroom teaching and learning.
	E17	Be aware of and apply innovative primary school experiences.
	E18	Participate in the definition of an educational project and in the general activity at the school, paying heed to quality management criteria.
	E19	Be aware of and apply basic educational research techniques and be able to design projects for innovation, identifying assessment indicators.
	E54	Understand the principles contributing to cultural, personal and social learning through the arts.
	E55	Know the art education curriculum, in manual, audiovisual and musical terms.

	E56	Acquire resources to encourage a lifetime's participation in musical and manual activities at school and beyond.
	E57	Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
<b>Regulated profession competences</b>	P01	Know the curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.
	P02	Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P04	Encourage reading and critical commentary on texts from the diverse scientific and cultural domains in the school curriculum.
	P05	Design and regulate learning zones in contexts of diversity which address gender equality, equity and respecting the human rights which comprise the values of civic education.
	P06	Foster harmony in the classroom and outside, solve discipline problems and contribute to the peaceful solution of conflicts.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P15	Reflect on classroom practices to innovate and improve teaching.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P17	Know and apply information and communication technologies in the classroom.
	P18	Selectively discern the audiovisual information that helps learning, civic competence and cultural enrichment.

### PRE-REQUISITES:

To be able to follow the course, the student should have at least a B1 level in English. Students should attend general English courses within or outside of the University if the level of the course is too difficult for them. For the students who are doing at the same time several subjects that have the same schedule, it is important to know that it is compulsory to attend the new enrolment subject. On the other cases, students have to be up to date with work.

### SUBJECT PROGRAMME:

#### Subject contents:

<b>1 - VISUAL ARTS</b>
1.1 - What is art?
1.1.1 - The value of creativity and visual education in our visual society
1.1.2 - Art practice as a tool to develop human values.
1.1.3 - Art History from traditional to digital.
1.2 - Practice makes perfect.
1.2.1 - Experiencing creativity in art: thinking process to problem solving.
1.2.2 - Discovering, experiencing, portraying and redesigning the real world. Editar Tema Eliminar Tema
1.2.3 - Construction. The main elements of visual language.
1.2.4 - A creative process to organize the creative steps.
1.2.5 - Experiencing art materials and techniques.
1.3 - Designing art lessons.
1.3.1 - Children secuencial development. What can i expect?
1.3.2 - Educational Legislation in Aragon as guideline.
1.3.3 - Digital art and technology at the art class.
<b>2 - MUSIC</b>
2.1 - Teaching to listen in early childhood education
2.1.1 - Listening methodologies: musical audition analysis, teaching-learning about musical instruments and movement in

teaching values

2.1.2 - History of music genres.

2.2 - Teaching to perform in early childhood education

2.2.1 - Basics of the musical theory

2.2.2 - Rhythm and signing as essential components of musical language

2.2.3 - Harmony as the basis of feeling

2.2.4 - Informatic resources in learning music

2.3 - Music as a teaching-learning methodology

2.3.1 - Music in Educational law: Aragon's currículo

2.3.2 - Music methodologies

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

## TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

### Teaching and learning methodologies and activities applied:

This subject is organized in two main issues: Visual arts and Music. Each topic has their own resources, activities and assessment criteria. As it can be seen in the learning activities table, they have also a different schedule, except from the first unit, which supports the necessary reflection about the importance of arts in education.

The learning methodology in this course is based on the student's independence and responsible work (alone and in pairs/ group work), creative thinking, curiosity, research tools, readings and personal effort.

### Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	16
	Practical exercises	7
	Coursework presentations	3
	Workshops	40
Individual study	Individual coursework preparation	25
	Group coursework preparation	25
	Project work	34
Total hours:		150

## ASSESSMENT SCHEME:

### Calculation of final mark:

INDIVIDUAL WORK:	30	%
TEAM WORK:	30	%
PROJECT:	40	%
<b>TOTAL</b>	<b>100</b>	<b>%</b>

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

## BIBLIOGRAPHY AND DOCUMENTATION:

### Basic bibliography:

ELORRIAGA, A. Manual de Conocimiento musical para Educación Infantil y Primaria. La Rioja: UNIR Editorial, 2015.
GÓMEZ-ESPINOSA, J. Didáctica de la música. Manual para maestros de Infantil y Primaria. La Rioja: UNIR Editorial, 2015.
ACASO, M. La educación artística no son manualidades. Nuevas prácticas en la enseñanza de las artes y la cultura visual. Madrid: Catarata, 2009.
EFLAND, A. Arte y cognición: La integración de las artes visuales en el currículum, 2016. EISNER, E. Educar la visión artística, Paidós, 1996.
ARNHEIM, R. Arte y percepción visual: Psicología del ojo creador. Alianza Forma, 2002.
GARDNER, H. Educación artística y desarrollo humano. Paidós, 2013.
EFLAND, A. Una historia de la educación del arte. Tendencias intelectuales y sociales en la enseñanza de las artes visuales. Paidós Ibérica, 2002.
LOWENFELD, V. Desarrollo de la capacidad creadora. Kapelusz. 1975.

### Recommended bibliography:

BOOSEY, L. and HAWKES, R. 333 Elementary Exercises. Zoltn Kodly Choral Method. London: Percy M. Young, 2013.
FRAZEE, J. Discovering Orff: A Curriculum for Music Teachers. Mainz: Schott Music Corporation, 1987.
HOGE-MEAD, V. Dalcroze Eurhythmics in today's music classroom. Mainz: Schott Music Corporation, 1996.
ALSINA, P. La música en la escuela infantil (0-6). Barcelona: Graó, 2008.
COMELLAS, J.L. Historia sencilla de la música. Alcalá, Madrid: RIALP, 2017.
HEMSY DE GAINZA, V. La iniciación musical del niño. Buenos Aires: Ricordi, 2003.
EISNER, E. El arte y la creación de la mente: el papel de las artes visuales en la transformación de la conciencia. Paidós Ibérica, 2004.
GARDNER, H. Arte mente y cerebro. Surcos. 2005.
GOMBRICH, E. La historia del Arte. Phaidon, 2008.
WILSON, B. Evaluación del aprendizaje artístico. En: Bloom, B. Evaluación del aprendizaje. Buenos Aires. 1975.
LIDÓN, C. Situación actual de la enseñanza de las artes visuales en España. 1999.
GARDNER, H. Mentes creativas. Barcelona: Paidós. 2010.
GARDNER, H. Inteligencias múltiples. Barcelona: Paidós. 2012
GARDNER, H. La inteligencia reformulada: Las inteligencias múltiples en el siglo XXI (Biblioteca Howard Gardner) Paidós. 2010.
GOLEMAN, D. Inteligencia emocional. Kairós, 1996
ROBINSON, K. Escuelas creativas: La revolución que está transformando la educación, Grijalbo, 2016.
PIAJET, J. La representación del mundo en el niño. Madrid, Morata, 1984.
DEWEY, J. El Arte como experiencia. Paidós Ibérica, 2008.
KANDINSKY, V. De lo espiritual en el arte. Barcelona: Paidós. 2003
VIGOTSKY, L. S. La imaginación y el arte en la infancia. Madrid: Akal, 2000.
BENJAMIN, B. Características Humanas Y Aprendizaje Escolar, 1976.
AGUIRRE, I. Teorías y prácticas en educación artística. Octaedro/ Universidad pública de Navarra. Barcelona. 2005.
ACASO, M. Art Thinking: Cómo el arte puede transformar la educación. Paidós, 2017.

### Recommended websites:

Teaching activities - Orff method	<a href="https://teachingwithorff.com/">https://teachingwithorff.com/</a>
ICT resources in music education	<a href="http://www.musictechteacher.com">www.musictechteacher.com</a>
Teaching activities in music education	<a href="http://www.redmusicamaestro.com">www.redmusicamaestro.com</a>
Teoria.com	<a href="http://www.teoria.com">www.teoria.com</a>
The International Society for Education Through Art	<a href="http://www.insea.org">www.insea.org</a>
Museo Sorolla	<a href="http://www.culturaydeporte.gob.es/msorolla/inicio.html">http://www.culturaydeporte.gob.es/msorolla/inicio.html</a>
Museo Nacional de arte de Cataluña	<a href="https://www.museunacional.cat/es">https://www.museunacional.cat/es</a>
Museo Pablo Serrano	<a href="http://www.iaacc.es/">http://www.iaacc.es/</a>
Museo Goya (Camón Aznar)	<a href="https://museogoya.ibercaja.es/jose-camon-aznar.php">https://museogoya.ibercaja.es/jose-camon-aznar.php</a> Editar Eliminar bibliografía

\* Guía Docente sujeta a modificaciones