

BASIC DETAILS:

Subject:	TEACHING ARTS AND MUSIC (DIDÁCTICA DE LA EXPRESIÓN PLÁSTICA, VISUAL Y MUSICAL)		
Id.:	32498		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL/INFANT EDUCATION. PLAN 2015 (BOE 17/08/2015)		
Module:	MÚSICA, EXPRESIÓN PLÁSTICA Y CORPORAL		
Subject type:	OBLIGATORIA		
Year:	3	Teaching period:	Segundo Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	67	Individual study:	83
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

PRESENTATION:

This subject will provide the student with the knowledge of the fundamental theory of teaching Visual Arts and Music in the Early Childhood stage. It will bring the necessary theoretical and methodological foundations in order to recognize and increase the development aspects of these stages related to perception and visual, manual and musical expression. It will help reflect on the Early Childhood artistic possibilities inside a wide conceptual frame, covering social concerns -as they refer to Cultural Heritage- as well as the individual concerns-referred to in the development of Personal Creativity.

This subject will approach the curricular content of Artistic Education. It will help to acquire the resources to promote the child participation in visual, manual and musical activities both inside and out of the school environment.

Students will be expected to produce materials and teaching units appropriate for learners Years 0 - 5, and in accord with the current Educational Legislation in Aragon for children at those key stages.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	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. (Should foreign students require accreditation 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.)
	G07	Capacity for interpersonal communication in English (oral and written) 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.
Specific programme competences	E19	Understand that the daily dynamic in preschool education changes as a result of each pupil, group or situation and know how to be flexible when working.
	E20	Assess the importance of stability and regularity in the school environment, timetable and teachers' mood as contributory factors to the harmonious holistic progress of the pupils.
	E21	Know how to work on assistance for each pupil in a team with other professionals inside and outside the school, in addition to the planning of learning sequences and organising the work being done in the classroom and play area - identifying the characteristics of the 0-3 and 3-6 age groups.
	E22	Attend to pupils' needs and inspire security, calm and affection.

	E33	Know the scientific, mathematical and technological foundations of the curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.
	E41	Foster the first steps into information and communication technologies.
	E53	Know the musical, manual and body language foundations of the curriculum at this stage as well as the theories on acquisition and development of the corresponding material learnt.
	E54	Know and use songs to favour auditory, rhythmic and vocal learning.
	E55	Know how to use play as a didactic resource, and to design learning activities based on recreational principles.
	E56	Create didactic proposals that encourage musical perception and expression, motor skills, drawing and creativity.
	E57	Analyse the audiovisual languages and their educational implications.
	E58	Encourage sensitivity towards manual expression and artistic creation.
Regulated profession competences	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P04	Foster harmony in the classroom and outside, and tackle the peaceful solution of conflicts.
	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	P06	In a group, contemplate acceptance of rules and respect towards others.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P09	Effectively address language learning situations in multicultural and multilingual situations.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P11	Know the educational implications of information and communication technologies and, particularly, television in early childhood.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.

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.

In the case the student is doing at the same time several subjects that have the same schedule, he or she must attend the new enrolment subject. On the other cases, students have to be up to date with work.

SUBJECT PROGRAMME:

Subject contents:

1 - Visual arts
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.
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.

2 - Music

2.1 - Music as a teaching-learning methodology

- 2.1.1 - Music in Educational law: Aragon's currículo
- 2.1.2 - Music methodologies

2.2 - Teaching to listen in early childhood education

- 2.2.1 - Listening methodologies: musical audition analysis, teaching-learning about musical instruments and movement in teaching values.
- 2.2.2 - History of music genres

2.3 - Teaching to perform in early childhood education

- 2.3.1 - Basics of the musical theory
- 2.3.2 - Rythm and signing as essential components of musical language
- 2.3.3 - Harmony as the basis of feeling
- 2.3.4 - Informatic resources in learning music

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	8
	Coursework presentations	3
	Workshops	40
Individual study	Individual coursework preparation	25
	Group cosework preparation	25
	Project work	33
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Individual work:	30	%
Team work:	30	%
Project:	40	%
TOTAL	100	%

*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:

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

Recommended bibliography:

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

Recommended websites:

ICT resources in music education	www.musictechteacher.com
Museo Goya (Camón Aznar)	https://museogoya.ibercaja.es/jose-camon-aznar.php
Museo Nacional de arte de Cataluña	https://www.museunacional.cat/es
Museo Pablo Serrano	http://www.iaacc.es/
Museo Sorolla	http://www.culturaydeporte.gob.es/msorolla/inicio.html
Teaching activities - Orff method	https://teachingwithorff.com/
Teaching activities in music education	www.redmusicamaestro.com



Teoria.com	www.teoria.com
The International Society for Education Through Art	www.insea.org

* Guía Docente sujeta a modificaciones