

BASIC DETAILS:

Subject:	TEACHING ARTS AND MUSIC (DIDÁCTICA DE LA EXPRESIÓN PLÁSTICA, VISUAL Y MUSICAL)		
Id.:	32498		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. 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:	55	Individual study:	95
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.
	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	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.
	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
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.

	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	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.
Learning outcomes	R01	Know the Preschool visual, manual and music education curriculum.
	R02	Know the theories on the acquisition and development of the learning process with regard to the curricular content.
	R03	Recognise that manual, visual, artistic and musical expression is a tool in the holistic development of the child.
	R04	Develop didactic initiative which favours creativity, taste and interest in art in its different forms inside and outside the classroom using different expressive techniques and platforms.
	R05	Critically assess the didactic material available.
	R06	Create their own material for the development of teaching-learning for visual, manual and musical expression.

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 - Why art matters in infant education
1.1.1 - Introduction into teaching how to observe
1.1.2 - What a quality art curriculum should do
1.1.3 - The Seven Elements of Visual Language: An overview
1.2 - Inspiration is a real thing. Examples of good practice
1.2.1 - Children's sequential development. What can I expect?
1.2.2 - Teaching for creativity
1.2.3 - The importance of reference and information in the creative process
1.2.4 - The use of reference materials in the creative process
1.3 - Materials and the Artroom
1.3.1 - The survivalist's guide to materials and the creative space
1.3.2 - The Seven Elements of Visual Language in 0-5 years
1.3.3 - Working with the Seven Elements of Visual Language in with learners under 5
1.3.4 - Art History Timeline. How to use artists with early learners
1.4 - The Teaching Unit for the under fives
1.4.1 - Designing an art project
1.4.2 - Following a scheme of work
1.4.3 - The effective use of language in the art class
1.5 - Educational Legislation in Aragon for 0 -5 years
1.5.1 - Defining objectives and assessment criteria
1.5.2 - Cross curricular links
1.5.3 - Opportunities for quality art education
1.6 - Printmaking
1.6.1 - Simple print making techniques
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 - History of music: main works and composers
2.2.2 - Listening methodologies: musical auditions analysis
2.3 - Teaching to perform in early childhood education
2.3.1 - Basics of musical theory
2.3.2 - Rythm and singing as essential components of musical language
2.3.3 - Teaching-learning about musical instruments
2.3.4 - Dance, theatre and movement in teaching values
2.3.5 - 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	30
	Coursework presentations	3
	Films, videos, documentaries etc.	3
	Workshops	3
Individual study	Tutorials	5
	Individual study	10
	Individual coursework preparation	13
	Group cousework preparation	10
	Project work	13
	Research work	5
	Compulsory reading	15
	Recommended reading	9
	Portfolio	15
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Teaching Units (Visual Arts):	35 %
Teaching Units (Music):	25 %
Portfolio (Music):	25 %

Written Assignments (Visual Arts):	15 %
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:

ELORRIAGA, A. Manual de Conocimiento musical para Educación Infantil y Primaria. La Rioja: UNIR Editorial, 2015.
MORGAN, Margaret. Art 4 - 11. Art in the early years of schooling. Stanley Thornes. Cheltenham, 1995.
GOPAL, Emily. Teaching Primary Art and Design. London. Bloomsbury, 2017

Recommended bibliography:

ASCASO, María. 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. Madrid: Alianza, 1985
VIGOTSKY, L. S. La imaginación y el arte en la infancia. Madrid: Akal, 2000
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.
KANDINSKY, V. De lo espiritual en el arte. Barcelona: Paidós. 2003

Recommended websites:

Museo del Prado	www.museodelprado.es/educacion
Museo Reina Sofía	www.museoreinasofia.es/pedagogias/educacion
Museo Thyssen	www.educathyssen.org
MoMA	www.moma.org/learn/index
Tate Modern	www.tate.org.uk/learnonline/
Teaching activities - Orff method	teachingwithorff.com/
ICT resources in music education	www.musictechteacher.com
Teaching activities in music education	www.redmusicamaestro.com
Music Tales	fernandopalacios.es/la-mota-de-polvo-cuento/

* Guía Docente sujeta a modificaciones