

BASIC DETAILS:

Subject:	TEACHING ARTS AND MUSIC (DIDÁCTICA DE LA EXPRESIÓN MUSICAL, PLÁSTICA Y VISUAL)		
Id.:	32549		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)		
Module:	ENSEÑANZA Y APRENDIZAJE DE: EDUCACIÓN MUSICAL, PLÁSTICA Y VISUAL		
Subject type:	OBLIGATORIA		
Year:	3	Teaching period:	Segundo Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	56	Individual study:	94
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

PRESENTATION:

The subject will provide the foundations of teaching Arts to students in the Primary Education Level. 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 it's presented through different visual and musical artistic methodologies to give students tools to approach the curriculum, to program accurated and meaningful artistic activities and to plan new teaching strategies.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	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.
Specific programme competences	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.
Regulated profession competences	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.

SUBJECT PROGRAMME:

Observations:

VISUAL ARTS:

In the area of Visual Arts as we are conscious of how deep and quickly contemporary society is moving in terms of visual digital communication, and those changes are demanding us to train our society with tools not just to communicate visually effectively and enjoying the aesthetic expressive possibilities but also, to develop a critical thinking process to manage the tsunami of images that we are daily consuming. As the majority of the students doesn't have an specific deep artistic training, is key to offer clear strategies to make students feel confidence and fascinated to guide kids, into meaningful artistic experiences, making the focus to enjoy and analyze the creative process and it's possibilities. This would help them to continue practicing and researching during their long term career after the University stage.

By following the specific requirements of this particular stage of development, supported and detailed on the

official Curriculum, the class methodologies and activities will converge into a Project (ARTBook) to program meaningful art teaching activities. Students will sketch the Project from the beginning of the course, and progressively discussed and gradually adjusted. The goal of this approach is for them to observe how **the quality of activities increases as they acquire new practical artistic experience and theoretical knowledge**. Ideally this methodology will guide the students to be able to continue improving and learning by themselves in their future career, while visual culture and its art is constantly changing.

MUSIC:

Regardless the area of music, through the development of this subject we aim to raise awareness of the importance of Music Education due to all that it can contribute to general education. Aspects such as active listening, partnership, emotional intelligence or gestures and movement are key aspects for the development of students. Therefore, with this part of the course we seek to create a base of musical knowledge, as well as basic musical culture, in order to be able to study it in depth when the student considers it appropriate in the future. For this reason, the music class will be divided into two different parts. One part of theory and basic musical knowledge; and a second part that will include all those musical practices to be carried out.

Finally, it should be noted that we expect students to be interested and willing to learn, as the musical quality of the performances or any previous knowledge of music that they may have will not be assessed, so an initial basis will be provided.

Subject contents:

1 - VISUAL ARTS
1.1 - Introduction to the subject adapted to the kid's perception of the world
1.1.1 - What is art? complexity of human aspects related.
1.1.2 - Syntaxis of visual elements, perception, symbols and aesthetical taste.
1.1.3 - The creative process experience in a Primary Level context.
1.1.4 - Analysis of the Official Curriculum compared to infant artistic stages of development.
1.2 - Proposal or art valuable classes in primary level
1.2.1 - Strategies to program art clases: Timing, resources and methodology.
1.2.2 - The use of differentiated artistic actions/spaces, researching and transversal work projects as an art teaching methodology.
1.2.3 - Programing ideal art clases: competences, contents and goals
1.2.4 - Programing detailed art clases: literal instructions and critical practice.
1.2.5 - Assesment, self-assesment and adjustment of art teaching programs.
1.3 - Critical revision of Art Teaching Methods
1.3.1 - Reflection about art teaching problems, bad practices and researchers. "La educación artística NO son manualidades", (María Acaso).
1.3.2 - The lag of innovation: Art History compared to History of Art Education.
1.3.3 - Review of innovative strategies: "El currículum vibrante" (Ricard Huerta)
1.3.4 - Creativity, solving problem attitude and cognitive skills developed in art practice.
1.3.5 - Emotional, social and holistic skills developed in art practice.
1.4 - Digital competence and contemporary artistic demanded professions. The future of the Visual Culture
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 primary level 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 primary level 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 parts: 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.

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.

The classroom activities will be oriented to promote the active learning, so the masterclass contents will be presented in short capsules and intercalated with dynamic and reflective exercises based on CLIL methodologies and microteaching methods.

If students have to do teamwork, they must follow the health instructions: maintain a safe distance, take care of the maximum capacity allowed, wear masks, keep the place and materials cleaned and clean their hands.



Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	16

	Practical work, exercises, problem-solving etc.	4
	Workshops	28
	Other practical activities	5
	Tutorials	3
Individual study	Individual coursework preparation	26
	Group coursework preparation	26
	Project work	42
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.

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Basic bibliography:

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Recommended bibliography:

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Recommended websites:

Teaching activities - Orff method	https://teachingwithorff.com/
ICT resources in music education	www.musictechteacher.com
Teaching activities in music education	www.redmusicamaestro.com
Teoria.com	www.teoria.com
The International Society for Education Through Art	www.insea.org
Museo Sorolla	http://www.culturaydeporte.gob.es/msorolla/inicio.html
Museo Nacional de arte de Cataluña	https://www.museunacional.cat/es
Museo Pablo Serrano	http://www.iaacc.es/
Museo Goya (Camón Aznar)	https://museogoya.ibercaja.es/jose-camon-aznar.php
Blogs de música en la revista Educación 3.0	http://www.educaciontrespuntocero.com/experiencias/blogs-de-musica-para-el-aula-de-infantil-y-primaria/20852.html
Recursos musicales Mª Jesús Camino Rentería	https://mariajesusmusica.wordpress.com/

* Guía Docente sujeta a modificaciones