

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:	57	Individual study:	93
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 visual perception, aesthetic 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 (from 0 to 5 years old), 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	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.
	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.

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 its 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 - MUSIC
1.1 - Music as a teaching-learning methodology
1.1.1 - Music in Educational law: Aragon's currículo
1.1.2 - Music methodologies
1.2 - Music
1.3 - Teaching to perform in early childhood education
1.3.1 - Basics of the musical theory
1.3.2 - Rhythm and signing as essential components of musical language
1.3.3 - Harmony as the basis of feeling
1.3.4 - Informatic resources in learning music
1.4 - Teaching to listen in early childhood education
1.4.1 - Listening methodologies: musical audition analysis, teaching-learning about musical instruments and movement in teaching values.
1.4.2 - History of music genres
2 - VISUAL ARTS
2.1 - Introduction to the subject adapted to the infant kid's perception of the world
2.1.1 - What is art? complexity of human aspects related.
2.1.2 - Sintaxis of visual elements, perception, symbols and aesthetical taste.
2.1.3 - The creative process experience.
2.1.4 - Analysis of the Official Curriculum compared to infant artistic stages of development.
2.2 - Proposal or art valuable classes in infant level
2.2.1 - Strategies to program art clases: Timing, resources and methodology.
2.2.2 - The use of differentiated artistic actions/spaces as an art teaching methodology.
2.2.3 - Programing ideal art clases: competences and goals.
2.2.4 - Programing detailed art clases: literal instructions and critical practice.
2.2.5 - Self assesment and adjustment of art teaching programs.
2.3 - Critical revision of Art Teaching Methods
2.3.1 - Reflection about art teaching problems, bad practices and researchers. "La educación artística NO son manualidades", (María Acaso).
2.3.2 - The lag of innovation: Art History compared to History of Art Education.
2.3.3 - Review of innovative strategies: "El currículum vibrante" (Ricard Huerta)
2.3.4 - Creativity, solving problem attitude and cognitive skills developed in art practice.

2.3.5 - Emotional, social and holistic skills developed in art practice.

2.3.6 - Digital competence and contemporary artistic demanded professions. The future of the Visual Culture

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	15
	Practical work, exercises, problem-solving etc.	4
	Workshops	30
	Other practical activities	5
	Tutorials	3
Individual study	Individual coursework preparation	25
	Group coursework preparation	25
	Project work	43
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:

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Recommended bibliography:

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Giráldez, A. (2014). Música: complementos de formación disciplinar. Ministerio de Educación de España. [https:// elibro.net/ en/ lc/ usj/ titulos/ 49218](https://elibro.net/en/lc/usj/titulos/49218)

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