

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:	66	Individual study:	84
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

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:

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.
	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.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
	Specific programme competences	E13
E17		Be aware of and apply innovative primary school experiences.
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.
	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.
Learning outcomes	R01	Know the Primary School art and music education curriculum.
	R02	Identify the contribution of arts literacy to the holistic education of the child.
	R03	Recognise that manual, visual, artistic and musical expression is a tool in the development of other areas of the curriculum at this stage.
	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. 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:

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. 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.
2 - MUSIC
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 - Rythm 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 %
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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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.
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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	https://teachingwithorff.com/
ICT resources in music education	www.musictechteacher.com
Teaching activities in music education	www.redmusicmaestro.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 Editar Eliminar bibliografía

* Guía Docente sujeta a modificaciones