

26530 - Visual and Plastic Education

Syllabus Information

Academic year: 2023/24

Subject: 26530 - Visual and Plastic Education

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 3

Semester: Second semester

Subject type: Compulsory

Module:

1. General information

The general goal of the subject is the training in the didactics of visual and plastic education and the future teachers of Early Childhood Education to know and value Artistic Expression as an essential element in the integral formation of the human being through the visual and plastic language and its materials, as elements of representation and communication in the realization of artistic productions and didactic and curricular resources with a special relevance of the technologies of the information. The following are identified as specific goals (SLOs):

- OBE1. To know, accept and value Artistic Expression as a fundamental fact in the formation and development of the whole human being.
- OBE2. To investigate the possibilities of the image as an element of representation and communication, as a language, and to use it to express, value and know facts, ideas and feelings. Identify the scope and importance of aesthetic and heritage education in childhood.
- OBE3. To know and handle basic materials of the artistic-plastic languages.
- OBE4. Maintain an attitude of personal and collective search, articulating perception and imagination, and reflecting when making different artistic productions and didactic material.
- OBE5. To know and experience the possibilities of visual and audiovisual media and information and communication technologies.
- OBE6. Perform artistic productions individually and cooperatively developing different techniques.
- OBE7. To learn about resources and didactic strategies to promote the artistic development of children from Early Childhood Education.
- OBE8. Become familiar with and apply resources, instruments, criteria and evaluation processes in accordance with the goals of artistic learning.
- OBE9. To make curricular didactic proposals in which the contents developed in the subject are applied, focused on the future implementation in the classroom both in the Practicum and in their future teaching work.

These approaches and goals can be understood as "aligned" with the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), such that the acquisition of the learning results of the subject can provide training and competence to contribute to some extent to their achievement. As the practices and projects are open thematic frameworks and it is the students who specify the theme to be represented or to be projected, they necessarily emerge around the Sustainable Development Goals. In any case, means the following: Goal 1: End poverty; Goal 2: Zero hunger; Goal 3: Health and wellness; Goal 5: Gender equality; Goal 10: Reduction of inequalities; Goal 11: Sustainable cities and communities; Goal 12: Responsible production and consumption; Goal 13: Climate action; Goal 14: Underwater life; Goal 15: Life of terrestrial ecosystems; Goal 16: Peace, justice and solid institutions.

2. Learning results

In order to pass this subject, the student must demonstrate the acquisition of the following learning results (RA):

- RA1. Appreciates the cultural fact in general and the artistic fact in particular, having skills and attitudes that allow access to its various manifestations, as well as sensitivity and aesthetic sense to understand and appreciate them.

- RA2. Acquires knowledge about the elements of plastic and visual language and demonstrates their competence to apply them in the realization of artistic productions and the elaboration of didactic proposals.
- RA3. Knows, elaborates and handles materials and instruments of the artistic-visual language through active knowledge, reflection and its application, to use them for expressive and communicative purposes.
- RA4. Explain the concepts of Visual and Plastic Education in the educational context, being able to propose and program activities of artistic character with didactic purposes related to the theoretical and conceptual contents of the subject.
- RA5. Analyzes the drawings of children in the infant stage.
- RA6. Knows the different possibilities of the visual and audiovisual media and of the information and communication technologies in which the image is involved, and uses them as resources for observation, information search and the elaboration of own productions.

3. Syllabus

Contents:

- History of Art Education; concepts and traditions in contemporary debates arising in postmodernity.
- Children's drawing; characteristics, research and evolutionary stages.
- Visual perception and intelligence.
- Curricular design in visual and plastic arts education in early childhood education (regulations, evaluation, methodologies Art education for children).
- Non-formal art education, museums and heritage; aesthetic education, analysis of works of art as a pedagogical tool and transmission of cultural values.
- Contemporary artistic techniques and practices.
- Intercultural art education.
- Didactic resources, media and artistic materials for art education, both analog and digital.
- The game in the infantile stage through art.

4. Academic activities

The **training activities** offered to the student to help him/her achieve the expected results are divided into:

1. **Theoretical sessions.** These sessions connect the contents of the syllabus with the development of practices and projects, using the contents in such a way that they have a didactic expression. The contents will be implemented, in their great majority, in practical sessions and projects, deepening in the processes, inquiry and experimentation.
2. **Internships.** The practices (individual and/or group) will favor a procedural approach, of inquiry and of experimentation of an eminently didactic-artistic nature.
3. **Projects.** The projects (individual and/or group) will favor an approach of research, inquiry and experimentation, so that students develop a deeper understanding of the contents of the subject with the use of methodologies such as Project Based Learning or the Workshop Method.
4. **Tutoring.** They may be individual and/or group.

Likewise, at least one of the practical activities or projects must include the design of curricular proposals, in the form of didactic units, workshops or didactic-artistic projects by the students.

5. Assessment system

1. Type of tests and their value in the final grade.

Continuous assessment is promoted where students must demonstrate that they have achieved the learning results expected. Students will be able to obtain the maximum grade only with the continuous evaluation through the activities of learning, for which they must have an attendance of at least 75%. Continuous evaluation may include practical exercises, projects and a theoretical test (individual exam model).

The practices and projects will be presented on the date stipulated by the teacher, meeting the requirements defined with in advance in the classroom. They will be carried out individually or in groups (depending on the students) and will be evaluated by responding to the evaluation criteria indicated for each one.

2. Assessment criteria:

The student's work will be monitored through internships and projects, since in this subject the processes are especially relevant processes have a particularly significant relevance in this subject.

Whether or not to take the theory test (individual continuous assessment exam model) is at the discretion of the faculty of same

campus. In this case, the teacher must indicate at the beginning of the course the characteristics of this test with its corresponding evaluation criteria.

The internships and projects will be presented on the date provided by the teacher well in advance. Failure to submit internships and projects on the established date, as well as defects in form and content, will result in their non-evaluation. If the student does not present or does not show up for any of the continuous evaluation tests, this will be failed (or will be recorded as "not presented").

3. Grading criteria and requirements for passing the subject

To pass the subject by continuous evaluation it is necessary to complete at least 75% of the attendance and to have a grade equal to or higher than 5 in each of the detailed blocks, both in the evaluation with theoretical test (model individual continuous evaluation exam) (1, 2 and 3) or without theoretical test (without model individual evaluation exam continuous evaluation) (2 and 3).

A. Continuous evaluation mode with theoretical test (1) Theoretical test: 20% (2) Internships: 35% (3) Projects: 45%

B. Continuous evaluation mode without theoretical test (2) Practical: 40% (3) Projects: 60%

The final grade will be given by the weighted average of the grades obtained in the evaluation activities of the previous paragraph, provided that each of the blocks (1, 2 and 3, or 2 and 3), has a grade equal to or higher than 5 (within the range 0 to 10 points).

At the same time, in order to make the weighted average of the activities that make up the blocks, it is essential that each of them is valued with a grade equal to or higher than 5 points. In case of not having reached the minimum requirement of attendance or not having completed or passed one or more evaluable activities, students may take the established GlobalTest.

For each activity, the teacher will establish evaluation criteria that will guide the student's performance on the scope of what is asked of him/her.

4. Global test, first, second and subsequent summons.

Those who do not pass or do not take advantage of the continuous evaluation may sit for the global test. The global test will take place on day published by the Faculties of the three campuses where the subject is taught and will consist of an objective test that will have a value of 100% of the subject that, depending on the campus, will deal with any or all of the following sections:

- Short theoretical-practical comprehension questions on the contents of the subject.
- Questions for the development of specific topics on the contents of the subject.
- Cases of didactic-artistic applicability on contents and processes of the subject.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.