

COURSE PROGRAM

Academic Year: 2024/2025

Identification and characteristics of the course			
Code	501627 FEYP 501676 FFP 502863 FFP-B 502048 CUSA	ECTS Credits	6
Course name (English)	Artistic Expression and its Didactics in Primary		
Course name (Spanish)	Expresión Plástica y su Didáctica en Primaria		
Degree programs	Primary Education Degree		
Faculty/School	FACULTY OF EDUCATION AND PSYCHOLOGY (BADAJOZ) TEACHER TRAINING FACULTY (CÁCERES) UNIVERSITY OF SANTA ANA (ALMENDRALEJO)		
Semester	5º	Type of course	Mandatory
Module	Didactic-Disciplinary		
Matter	Teaching and learning of the artistic and visual expression		
Lecturer/s			
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Zacarías Calzado Almodóvar (G1)	1.21 (Badajoz)	zcalzado@unex.es	www.unex.es
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Subject Area	Didactics of the Artistic Expression		
Department	Didactics of the Musical, Artistic, Corporal Expression		
Coordinating Lecturer	Juana Gómez Pérez		
Competencies			

CG10. Reflecting on classroom practices to innovate and improve teaching. Acquiring habits and skills for an autonomous and cooperative learning and promoting them to the students.
CE46. Knowing how to speak, read and write correctly in the official languages of the (*) Autonomous Community
CE53. Understand the principles that contribute to the cultural, personal and social formation through the arts.
CE54. Knowing the school curriculum of the artistic education regarding its artistic, audio-visual and musical domain.
CE55. Acquiring skills to improve the participation along the life in musical and artistic activities either within a classroom or outside this one.
CE56. Developing and assessing the contents of the curriculum through appropriate learning resources and promoting the corresponding competences in the students (Musical, artistic and visual education).
CT1.3. Using the new technologies of the information as an intellectual work instrument and as an essential element to get information, learn and communicate between each others.
CT2.4. Keeping an innovating and creative attitude in the exercise of their profession.
Contents
Course outline
<p>This subject will facilitate the development of competences in the students in the fields of plastic and visual language, these will facilitate the design of didactic strategies in the Primary Education stage, in order to favour the enrichment of the communicative and expressive competences of the students through the graphic-plastic and visual language in this stage.</p> <p>It will be developed in a theoretical-practical way the contents on Didactics of Plastic and Visual Expression exposed in the syllabus. For the development of the practical activities, techniques, materials and tools, both traditional and technological, will be used.</p> <p>The practical activities will enable students to analyse and synthesize plastic and visual languages, to solve problems in this area, to make decisions, and to work in teams, promoting creative development and autonomous learning.</p>
Course syllabus
<p>Name of lesson 1: Plastic and visual arts: historical, didactic, social and cultural aspects.</p> <p>Contents of lesson 1: Plastic and visual arts in Art Education. Historical trajectory of the teaching of plastic and visual arts: theories and currents. The importance of the plastic and visual arts in Primary Education. The plastic and visual arts in the regulated context: Primary Education.</p> <p>Plastic and visual arts education in social and cultural contexts. Innovation and new pedagogical trends in the plastic and visual arts.</p> <p>Description of the practical activities of lesson 1: Practices of plastic and visual artistic development related to the contents of the subject to be determined by each teacher.</p>

Name of lesson 2: Elements and structural foundations of plastic and visual language.
Contents of lesson 2: Image and communication: concepts, theories and approaches. Morphological foundations of plastic and visual language. Composition in plastic and visual language: two-dimensional and three-dimensional spaces. Geometry for plastic and visual language. Classical artistic disciplines: drawing, painting, engraving, sculpture, mixed techniques and new means of artistic creation. Artistic disciplines in industrial societies: design, photography, cinema and new technological trends.
Description of the practical activities of lesson 2: Practices of plastic and visual artistic development related to the contents of the subject to be determined by each teacher.

Name of lesson 3: Didactics of Plastic Expression in Primary Education.
Contents of lesson 3: Creativity, imagination, visual perception and other artistic behaviours in Primary Education. Art as a means of interpretation of artistic and visual maturation of children. Evolution of the graphic-plastic development of the child in Primary Education. The role of the teacher in plastic and visual education. Methodologies of plastic and visual arts for the primary classroom. Evaluation in plastic and visual arts in Primary Education.
Description of the practical activities of lesson 3: Practices of plastic and visual artistic development related to the contents of the topic to be determined by each teacher.

Name of lesson 4: Materials, resources and procedures of plastic and visual arts in the primary classroom.
Contents of lesson 4: Materials, resources and plastic procedures. Materials, resources and visual procedures. Materials, resources and mixed procedures for plastic and visual expression.
Description of the practical activities of lesson 4: Practices of plastic and visual artistic development related to the contents of the topic to be determined by each teacher.

Educational activities

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	37	7				5	1,5	17,5
2	37	7				5	1,5	17,5
3	37	7				5	1,5	17,5
4	37	7				15	3	30
Assessment	2	2						
TOTAL	150	30				30	7,5	82,5

L: Lectures (85 students)
 HI: Hospital internships (7 students)
 LAB: Laboratory or field practices (15 students)
 COM: Computer room or language laboratory practices (20 students)
 SEM: Problem classes or seminars or case studies (40 students)
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies

Tutorials
 1. Academic tutorials (face-to-face, forums, chats, virtual campus...). In addition to solving doubts, pedagogical help will be provided to follow up on the activities proposed

in the classroom. They will also serve to guide in the elaboration of didactic works and to advice on the use of bibliographic and computer resources.

2. Individual or small group activities (ECTS). Non-presently activity of student learning aimed at the elaboration of monographic works that integrate conceptual and instrumental learning, search strategies and synthesis of information. Study of the subject taught and consultation of bibliographic sources for the evaluation tests. Project design. This activity aims to guide and coordinate different aspects of the project (delimitation of the object of the work, bibliographic selection, structure, etc.) to be carried out autonomously, individually or in small groups, by the student.

Face-to-face sessions

1. Verbal presentation. Directive teaching. Large group classes aimed at the exposition of the different concepts and procedures associated to the subject with the help of bibliographic and audio-visual materials.

2. Reading of documents prior to the professor's oral exposition.

3. Discussion and debate on current issues related to the subject, so that they can build new concepts from known concepts (related to other subjects already taken or to other subjects of the program with which there are important interrelationships).

4. Viewing, analysis and discussion of visual and audio-visual materials (documentaries, films, etc.).

5. Realization and exhibition of monographic works and projects. This activity is programmed for students to exhibit or present the work and materials developed autonomously.

6. Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewing of real situations, scientific and technical documentaries and exposition of resources; analysis of the same. These activities are aimed to introduce theoretical notions and to apply competences of the subjects included from practical assumptions.

7. Project design. This activity aims to guide and coordinate different aspects of the project (delimitation of the object of the work, bibliographic selection, structure, etc.) in an autonomous way, individually or in small groups.

8. Guidance, decision making and resolution of doubts raised by the student. Follow-up of the student's non-attendance work. Follow-up of individual or small group work. Individual and group consultation and advice.

9. Search and consultation of bibliographic material for projects.

10. Realization of monographic works and projects.

11. Study of the subject and preparation of written and visual tests.

12. Performance of written and visual tests. The purpose of this activity is to evaluate the results of the students' learning in relation to the objectives or competences set out in the teaching plan of the subjects that make up the subject.

Learning outcomes

- Ability to understand and recognize the value and use of the image in primary education and in the communicative-visual supports used in the teaching-learning process of the degree.

- Capacity for reflection through the use of didactic means of plastic expression.

- Knowledge of the universal language of children's drawing as a means of development through real drawings of children in real contexts.

- Design of didactic strategies oriented to the enrichment of the communicative and expressive competences of the students through exercises of artistic manipulation with plastic and visual materials in the classroom.

Assessment systems *

Modalities of evaluation

According to the regulations in force at the University of Extremadura (Resolution of October 26, 2020, Evaluation Regulations of the Official Undergraduate and Master's Degrees of the UEX) two evaluation modalities are recognized: continuous and final global.

Students will choose the type of evaluation during the first quarter of the teaching period of the same, in a space provided for this purpose in the virtual campus, as stated in the aforementioned evaluation regulations. When a student does not officially make his/her decision explicit, it will be understood that he/she chooses the continuous evaluation. Once the type of evaluation has been chosen, the student will not be able to change it in the ordinary call of that semester and will abide by the evaluation regulations for the extraordinary call.

Whatever the modality chosen by the student, it is guaranteed that he/she will be able to achieve the maximum grade "Outstanding-10".

Continuous evaluation mode

Evaluable activities or projects will be carried out during the development of the course, delivered in person or sent through the classroom in the virtual campus of the UEX. The practical activities of continuous assessment may be recoverable throughout the semester, always at the explicit request of the students and under the indications of the teacher, except for those practices or projects whose delivery coincides with the last two weeks of the semester. Written and/or visual tests on the theoretical and practical contents of the discipline may be taken; such tests are not recoverable. This modality may also include a final test, understood as the set of evaluation activities that have their celebration conditioned to the official date of examination for each call.

Evaluation percentages:

1. Continuous learning 40%: The formative activities in which the student performs and presents in class some type of work or activity.
2. Written or visual test 60%: The evaluation of knowledge, procedures and individual study of the student will be evaluated through one or more written or visual tests in which the resolution of practical problems related to the subject will be demonstrated based on the specific-didactic characteristics of the subject. These tests will evaluate the knowledge and know-how of the students.

Global evaluation mode

Students who choose this modality, and inform the faculty in writing during the first quarter of the first semester, (in the space provided for this purpose in the virtual campus), must take a global test as stated in the current regulations of the University of Extremadura (Resolution, October 26, 2020). The date for the tests will be published by the Dean's Office in the official exams. In order to pass this course, students must complete all the assignments and projects proposed throughout the semester and pass a global test, which will evaluate the theoretical and practical contents of the subject, as well as the acquisition of the competencies that the student must have achieved.

Evaluation of competencies

- The ability to understand and recognize the value and use of the image in primary education and in the communicative-visual supports used in the teaching-learning process of the degree will be evaluated.
- The capacity to reflect with the use of didactic means of plastic expression will be evaluated.
- The knowledge of the universal language of children's drawing as a means of development through real drawings of children in real contexts will be evaluated.
- The design of didactic strategies oriented to the enrichment of the communicative and expressive competences of the students through exercises of artistic manipulation with plastic and visual materials in the classroom will be evaluated.
- The elementary competences for the good use of the procedures in the plastic workshop of the primary classroom with both traditional and technological tools will be evaluated.

Observations

- To calculate the final grade (weighted average of the tests taken) all the parts must be approved, both in the continuous evaluation and in the global evaluation.
- Plagiarism will be monitored and penalized (with suspension of the right to evaluation in the subject) in the work presented, both in texts and images.
- In oral presentations and written exams, correct and adequate oral expression and spelling will be taken into account.

Bibliography (basic and complementary)

- ACASO LÓPEZ-BOSCH, M. (2009). La educación artística no son manualidades: Nuevas prácticas en la enseñanza de las artes y la cultura visual. Madrid: Los Libros de la Catarata.
- BALADA, M. (1987). La educación visual en la escuela. Buenos Aires: Paidós.
- BARBE-GALL, F. (2014). Como hablar de arte a los niños. San Sebastián: Nerea. CAJA, J. (2007) La educación visual y plástica hoy: educar la mirada, la mano y el pensamiento. Barcelona: Graó.
- FONTALY, O. y OTROS (2015). Educación de las artes visuales y plásticas en Educación Primaria. Madrid: Paraninfo.
- HERNÁNDEZ, F. (2007). Espigador@s de la cultura visual: Otra narrativa para la educación de las artes visuales (1ª ed.). Barcelona: Octaedro
- LOWENFELD, V. y LAMBER. (1982). Desarrollo de la capacidad intelectual y creadora. Buenos Aires: Kapelusz.
- MARIN, R. (coord.) (2003). Didáctica de la Educación Artística para Primaria. Madrid: Pearson Educación
- TORRE, S. De la. (1982). Educación en la creatividad. Recursos para desarrollar la creatividad en el medio escolar. Madrid: Narcea.

Other resources and complementary educational materials

The electronic resources (links to pages of interest, online articles, videos, video tutorials, documentaries, etc.), as well as the complementary materials offered by the teaching staff, are housed in the virtual campus of the University of Extremadura, in the spaces managed by the teaching staff that teaches in this subject. You can access them once enrolled in the subject of Plastic Expression and its Didactics in Primary.