

SUBJECT TEACHING GUIDE

G307 - Plastic Expression and Didactics in Primary Education

Degree in Primary Education Teaching

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Teaching and Learning of Musical, Plastic and Visual Education Module: Training in Teaching and the Discipline				
Course unit title and code	G307 - Plastic Expression and Didactics in Primary Education				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
Name of lecturer	LORNA BEATRIZ ARROYO JIMENEZ
E-mail	lornabeatriz.arroyo@unican.es
Office	Edificio Interfacultativo. Planta: + 1. PROFESORES DE DIBUJO 192 (192)
Other lecturers	RICARDO GONZALEZ GARCIA VICTOR ALBA RODRIGUEZ JUAN RAMON CALLEJA PEREDO MARGARITA RUIZ GONZALEZ

3.1 LEARNING OUTCOMES

- Analyze and understand heterogeneous areas of visual expression.
- Use basic elements of artistic language and its structural and compositional standards.
- Develop visual products using artistic systems.
- Identify and discriminate styles of artistic expression.
- Understand the relationship between visual image and knowledge.
- Understand and analyze the evolution of child artistic language, the different stages and universal typological forms

Page

4. OBJECTIVES

- Acquisition of basic knowledge on visual language.
- Development of the students perceptual and creative capacity.
- Knowledge of children's art.
- Training materials means for access to visual images .
- Sensitization to art, the natural environment and cultural heritage.
- Development of skills and abilities on art experimentation.
- Acquisition of positive attitudes towards artistic education.
- Interpretation of image from the interplay of form and space.
- Identify and distinguish the basic principles of composition.

6. COURSE ORGANIZATION

CONTENTS

1	-Visual theory: psychology of the image and visual language. -Analysis of child drawing and plastic arts. -Fundamentals of art education.
2	-Analysis of form and representation systems: artistic and geometric drawing. -Design of 3D projects and their didactic application.
3	-Analysis of artistic values: color, painting techniques, texture, composition, and its didactic application

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
The evaluation will be continuous through laboratory works	Laboratory evaluation	No	Yes	100,00
TOTAL				100,00
Observations				
<p>It will be necessary to approve the works and practices as a whole</p> <p>The Board of the Faculty of Education has approved the following agreements relating to spelling, plagiarism and citation rules:</p> <p>Orthography We understand that the university students have assumed the linguistic abilities in relation to the oral and written expression. Therefore, correctness in spelling, punctuation and grammar in the works and exams carried out is an essential and obligatory condition to overcome the subject.</p> <p>Plagiarism In case of fraudulent (plagiarism) of the evaluation tests, the qualification will conform to the established in the article 54.1 of the Regulation of the evaluation processes in the University of Cantabria: 'The fraudulent accomplishment of the tests or evaluation activities will directly suppose the qualification of suspense '0' in the subject'.</p> <p>Citation rules. The APA Standards are assumed as a citation criterion for all academic works . Although these rules have different editions, as an initial reference we refer to the following link of the BUC: http://www.buc.unican.es/node/9388/</p>				
Observations for part-time students				
<p>The evaluation procedure for part-time students who do not go to class regularly will consist in an exam and / or written works which delivery will be indicated by the teacher, on the date established by the Faculty for the examination of the subject. Those who go to class will be eligible for the same assessment as all students.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- ACASO, M., La educación artística no son manualidades: nuevas prácticas en la enseñanza de las artes y cultura visual. Ed. Los Libros de la Catarata, Madrid, 2014.
- AGRA PARDIÑAS, M. J., La educación artística en la escuela. Ed. Graó, Barcelona, 2007.
- AGIRRE, I., Teoría y prácticas en educación artística: ideas para una revisión pragmatista de la experiencia estética. Ed. Octaedro, Barcelona, 2005.
- ANTÚNEZ, N., ÁVILA, N. y ZAPATERO, D., El arte contemporáneo en la educación artística. Ed. Eneida, Madrid, 2008.
- ARHEIM, R., Arte y percepción visual, psicología del ojo creador, Ed. Alianza Forma, Madrid, 1983
- ARMSTRONG T., Inteligencias múltiples en el aula, Barcelona, Paidós, 2006
- BAMFORD A., El factor ¡Wuuu!. El papel de las artes en la educación, Barcelona, Octaedro, 2009.
- BERNABEU, N. y GOLDSTEIN, A., Creatividad y aprendizaje: el juego como herramienta pedagógica. Ed. Narcea, Madrid, 2009.
- BRUNER, J., Y HASTE, H., La elaboración del sentido: la construcción del mundo por el niño, ed. Paidós, Barcelona, 1990
- CALAF, R., Cómo enseñar arte en la escuela. Ed. Síntesis, Madrid, 2010.
- CALAF, R. et al., Ver y comprender el arte del siglo XX, Madrid, Editorial Síntesis, 2000.
- CHALMERS, F. G., Arte, educación y diversidad cultural, Barcelona, Paidós, 2003.
- EFLAND, A.D., Una historia de la educación del arte, Barcelona, Paidós, 2002
- EFLAND, A. D., La educación en el arte posmoderno, Barcelona, Paidós, 2003
- EFLAND, A.D., Arte y cognición: la integración de las artes visuales en el currículum, Barcelona, Octaedro, 2004
- EISNER E. W., El arte y la creación de la mente, Barcelona, Paidós, 2004
- FREEDMAN, K., Enseñar la cultura visual: currículum, estética y la vida social del arte. Ed. Octaedro, Barcelona, 2006.
- FONTAL MERILLAS, O., Educación de las artes visuales y plásticas en Educación Primaria. Ed. Paraninfo, Madrid, 2015.
- GARCÍA DEL MORAL, A., La enseñanza de la Expresión Plástica Infantil en las Escuelas de Magisterio. El Álbum ilustrado como método de enseñanza, Sevilla, Universidad de Sevilla, 2009
- GARDNER H., La inteligencia reformulada, Barcelona, Paidós, 2001
- GIRÁLDEZ HAYES, A., La competencia cultural y artística. Ed. Alianza, Madrid, 2007.
- GOMBRICH, E.H., et al., Arte, percepción y realidad, Barcelona, Paidós, 1983.
- GREENE, M., Liberar la imaginación: ensayos sobre educación, arte y cambio social. Ed. Graó, Barcelona, 2005.
- KELLOG, R, Análisis de la expresión plástica en el preescolar, ed. Kapelusz, Buenos Aires, 1981
- LOWENFELD, V., Desarrollo de la capacidad creadora, Ed. Kapelusz, 1980
- MARÍN VIADEL, R., Didáctica de la educación artística para Primaria. Ed. Pearson Prentice Hall, Madrid, 2013.
- MARTINEZ, E. Y DELGADO, J., La afirmación de la expresión en niños de 6 a 8 años, Madrid, Cincel, D.L., 1982.
- MIRZOEFF, N., Una introducción a la cultura visual, Barcelona, Paidós, 2003.
- STERN, A., Del dibujo infantil a la semiología de la expresión, Bilbao, ed. Carena, 2008.
- THORNNE, K., Motivación y creatividad en clase. Ed. Graó, Barcelona, 2008.
- WENHAM, M., Entender el arte: una guía para el profesorado. Ed. Graó, Barcelona, 2011.