

## SUBJECT TEACHING GUIDE

G514 - Drama and Music Project

Degree in Early Childhood Education  
Degree in Primary Education Teaching

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Early Childhood Education Degree in Primary Education Teaching			Type and Year	Optional. Year 4 Optional. Year 4
Faculty	School of Teacher Training				
Discipline	Speciality in Development of Artistic Creativity Module: Complementary or Specialised Training				
Course unit title and code	G514 - Drama and Music Project				
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	MARIA ELENA RIAÑO GALAN
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Other lecturers	

### 3.1 LEARNING OUTCOMES

- The general learning results are:
- Make innovative and integrative activities through a interdisciplinary focus.
- Know the basic musical and dramatic elements to analyze artistic productions and for use it in the developing of their own artistic productions.
- Assimilate areas of understanding and dramatic and musical expression.
- Collaborate in shares of teamwork, development and educational projects and other pedagogical decisions from an artistic perspective.

Also, according to the proposal of this subject, which works in conjunction with another subject area around an interdisciplinary art project, we note other learning results:

Develop a creative project, able to integrate sound and musical elements along with elements of other languages, in mode creative.

Explore different procedures, resources, techniques and strategies linked to musical language that contribute to the design and development of original and innovative proposals.

- To Promote learning styles based on artistic practice.
- Develop the communicative and interpretive ability for the presentation and staging of the projects.
- To Promote arts education.

### 4. OBJECTIVES

1. Participate in a collaborative experience that enhance the acquisition of basic and generic skills, teamwork and artistic and didactic sensitivity.
2. Enhancing the creativity of students through a form of ARTISTIC project with different expressive languages .
3. Analyze the musical elements at stake in a project of this nature.
4. Develop performances and sound compositions as part of the project to be made.
5. To promote the theoretical and practical knowledge of artistic proposals
6. Encourage the construction of a holistic artistic thinking
7. Encourage the development of creativity and imagination and contribute to educational pedagogy "in" and "through" the arts.

### 6. COURSE ORGANIZATION

#### CONTENTS

1	Creative methodologies. Introduction to Project Based Learning, DesignThinking and STEAM.
2	Design and development of the creative project. First ideas, action plan, necessary tools and development.
3	Creative and collaborative processes and use of digital technology. Basic handling of specific software required for the project. Final production and elaboration of a report based on reflective artistic practice.

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Formative evaluation during period of lessons.	Work	Yes	Yes	100,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>This subject evaluates a single group work (creative project), which is made during the semester and in coordination with the subject 'illustration and graphic language'. So, the participation in the design and development of the project is obligatory.</p> <p>In the case in which a student decide to attend only this subject only (not the other), is necessary he will submit an individual work with characteristics similar to the rest of students. This information it will be public on the beginning of semestre.</p> <p>To pass the course it will be need to pass the minimum qualification related to the guidelines established by Professor for the making of the project The Board of the Faculty of Education has approved the following agreements related to orthography, plagiarism and citation rules:</p> <p><b>ORTHOGRAPHY</b> We understand that all the university students have developed language skills in relation to oral and written expression . It is therefore an essential duty to respect and maintain the adequate use of the orthographic rules, including accents and punctuation, as well as the grammatical and lexical adequacy, in all the works and tests as an essential condition to pass the subject.</p> <p><b>PLAGIARISM</b> In case of fraudulent conduct (plagiarism) of the evaluation tests, the qualification will be adjusted with the provisions of Article 54.1 of the Rules of Evaluation Processes at the University of Cantabria: 'The fraudulent procedures in any test or in any evaluation activities will deserve an automatic qualification of '0' in the subject".</p> <p><b>CITATION RULES</b> APA citation rules as a criterion for all academic work are assumed . Although these rules have different editions , as an initial reference we suggest to use the following citation link of the BUC: <a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a></p>				
<b>Observations for part-time students</b>				
The students that paid partial studies will submit an individual work with characteristics similar to the rest of students. This information it will be public on the beginning of semestre.				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

AAVV. Aprendizaje Basado en Proyectos. Catálogo publicado por el Ministerio de Educación. Disponible en <https://sede.educacion.gob.es/publiventa/PdfServlet?pdf=VP17667.pdf&area=E>

EducarChile. Design thinking para educadores. Disponible en [http://ww2.educarchile.cl/UserFiles/P0001/File/design\\_thinking/design\\_thinking\\_espanol.pdf](http://ww2.educarchile.cl/UserFiles/P0001/File/design_thinking/design_thinking_espanol.pdf)

Gazulla, E. D., & Leinonen, T. (2014). Pensamiento de diseño y aprendizaje colaborativo. Comunicar: Revista científica iberoamericana de comunicación y educación, (42), 107-116.

Rubio Pulido, M (2018) ¿Cueces o enriqueces? Metodologías activas al servicio del que aprende. Emtic. Disponible en: <https://emtic.educarex.es/250-emtic/innovacion-metodologica/3087-3087-cueces-o-enriqueces-las-metodologias-activas-al-servicio-del-que-aprende?t=1&cn=ZmxleGlibGVfcmVjc18y&refsrc=email&iid=628a154c562d4c418303f95d9d7e224f&uid=2269019804&nid=244+289476616>

Vergara, J. J. (2015). Aprendo porque quiero. El Aprendizaje Basado en Proyectos (ABP), paso a paso. Madrid: SM.

En la asignatura se utilizarán algunos software de audio:

Audacity. Editor de audio. En <https://audacity.es/>

Soundcool. Sistema de creación sonora colaborativa. En <http://soundcool.org/es/>

Además, serán necesarios otros software de edición de imagen, video, de diseño o cualquier herramienta online que el alumnado requiera, en función del proyecto a realizar.