

## SUBJECT TEACHING GUIDE

G298 - Plastic Expression and Didactics in Infant School Education

Double Degree in Teaching in Early Childhood Education and Primary Education  
Degree in Early Childhood Education

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Compulsory. Year 1 Compulsory. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Music and Plastic and Corporal Expression Module: Training in Teaching and the Discipline				
Course unit title and code	G298 - Plastic Expression and Didactics in Infant School Education				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
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### 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

#### 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	1 -Visual theory: psychology of the image and visual language. Analysis of child drawing and plastic arts. Fundamentals of art education.
2	2 -Analysis of form and representation systems: artistic and geometric drawing.Design of 3D projects and their didactic application.
3	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
<b>TOTAL</b>				<b>100,00</b>

### Observations

It will be necessary to pass (5 points or more) the practical and theoretical activities as a whole to pass the subject.

Class attendance is mandatory in order to carry out, resolve doubts and deliver all the practical and theoretical activities that are proposed.

The delivery of the proposed activities will take place on the dates that are determined during the course, not admitting deliveries out of date.

These deliveries will be made in person or virtually as established throughout the semester.

To pass the course, all the activities delivered (practical and theoretical) must have obtained a grade of 5 points or more. The delivery and overcoming of the proposed activities during the semester count as ordinary exam. Therefore, students who fail or do not deliver an activity may recover it when performing it or present it directly (depending on the type of activity) in the extraordinary exam.

The final grade for the course results from the average between 60% of the average of the practical activities (continuous assessment) and 40% of the average of the theoretical activities (continuous / final evaluation).

In order to take advantage of the virtual part of the subject, each student must know that the improvement of digital competence is transversal, so the fact of searching, obtaining, selecting, treating, and analyzing various communications (iconic or linguistic) as well as transforming them into knowledge through digital media such as Moodle, YouTube, Google Drive ... Photoshop, Gimp, Word, Adobe PDF ..., as platforms and tools for the presentation and treatment of images and texts, is something that it can be within the reach of the students.

For this reason, it must reinforce the aforementioned competence for the monitoring of distance learning that is offered in the virtual version of the subject, or the delivery of activities that are determined by that means.

In addition, for the correct performance of the theoretical activities, the Board of the Board of the Faculty of Education has approved the following agreements regarding spelling, plagiarism and citation standards.

### ORTHOGRAPHY

We understand that university students have assumed linguistic abilities in relation to oral and written expression . Therefore, spelling correction (spelling, accentuation and punctuation), grammatical and lexical, is essential and mandatory in the works and exams carried out, as an essential condition to pass the subject.

### PLAGIARISM

Regarding the fraudulent performance (plagiarism) of the evaluation tests, the qualification will conform to the provisions of article 32 of the Regulation of the evaluation processes at the University of Cantabria: 'The fraudulent performance of the tests or activities of evaluation will directly imply a failure grade '0' in the subject in the corresponding call, thereby invalidating any grade obtained in all evaluation activities for the extraordinary call '.

### CITATION RULES

The APA Norms are assumed as citation criteria for all academic works . Although these standards have different editions , as an initial reference we refer to the following BUC link:

<https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?q=28>

Observations for part-time students

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.

**8. BIBLIOGRAPHY AND TEACHING MATERIALS**

BASIC

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- 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.
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- 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.
- CONTINO, A., Niños, objetos, monstruos y maestros. Ed. Grao, Barcelona, 2009.
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- KELLOG, R, Análisis de la expresión plástica en el preescolar, ed. Kapelusz, Buenos Aires, 1981
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- STERN, A., Del dibujo infantil a la semiología de la expresión, Bilbao, ed. Carena, 2008.
- THORNE, K., Motivación y creatividad en clase, Ed. Graó, Barcelona, 2008.
- VELA VICO, P., Piezas sueltas. El juego infinito de crear. Litera Libros, Albuixech, 2019.
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