

SUBJECT TEACHING GUIDE

G512 - Illustration and Graphic Language

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education
Degree in Primary Education Teaching
Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			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	G512 - Illustration and Graphic Language				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	Yes	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	LAURA MIER PEREZ				
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Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (232)				
Other lecturers					

3.1 LEARNING OUTCOMES

- 1. To recognize and differentiate picturebooks from books with images .
- 2. To analyze the parts of a picturebook .
- 3. To interpret the relationship between illustration and text in picturebooks .
- 4. To know the History of the picturebooks .
- 5. To read images and be able to interpret them

4. OBJECTIVES

1. Deepen the knowledge of projects that integrate different artistic languages .
2. Overcome a form of work that encourages the construction of an artistic thought.
3. Encourage the development of creativity and imagination and contribute to an educational pedagogy "in" and "through" the arts.
4. To promote the creativity of the students through an integrative didactic proposal of diverse artistic languages : literature, music and scenic arts.
5. Promote the theoretical and practical knowledge of artistic manifestations that work with diverse artistic languages.
6. Perform dramatization practices and workshops, graphic language and illustration.

6. COURSE ORGANIZATION

CONTENTS	
1	Explanation of the creative language of the album. Iconic language and literary language in the illustrated album. Relationships image / text.
2	Reading and analysis of a series of illustrated albums. Interpretation of image / text relationships in the main albums of the 20th and 21st centuries. The postmodern album.
3	Practical development of a creative project in the field of iconic and textual artistic languages Elaboration of an album based on a wonderful story.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Portfolio	Work	No	Yes	100,00
TOTAL				100,00
Observations				
<p>40% of the final grade would be evaluated before classes end. The extraordinary exam will contemplate the option of using the exam and 100% of the final evaluation.</p> <p>ORTOGRAPHY University students are supposed to master writing and speaking skills, it is important and mandatory the correct writing in all senses of the word, in all the assignments to pass the class. Systematic mistakes in the use of language could justify the failure of the class.</p> <p>PLAGIARISM As for the plagiarism, the final grade will adopt the 'Reglamento de los process de evaluación en la Universidad de Cantabria', articles 31 and 32.</p> <p>QUOTATION AND SOURCES OF INFORMATION APA rules would be applied to all assignments.</p>				
Observations for part-time students				
Part-time students will receive instructions about the final paper they will do to pass the class. They will be able to access the class materials to do so.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Chiuminatto Orrego, M. (2011). Relaciones texto-imagen en el libro álbum. *Revista Universum*, 26 (1), 59-77.
 - Donis, D. A. (1988). *La sintaxis de la imagen*. Barcelona: Gustavo Gili.
 - Flores Redondo, R. (2015). El álbum ilustrado como transmisor de valores en la infancia. *Diseño y creación de un álbum comprometido*. (Trabajo fin de máster). Universidad de Bellas Artes, Granada, España.
 - Gombrich, E. H. (1979). *Arte e ilusión*. Barcelona: Gustavo Gili. • Hart, J. (2007). *The art of storyboard: A Filmmaker's Introduction*. Burlington, MA: Focal Press.
 - Hassett, D. D. y Scott Curwood, J. (2009). Theories and Practices of Multimodal Education: The Instructional Dynamics of Picture Books and Primary Classrooms. *The Reading Teacher*, 63(4), 270-282.
 - Gutiérrez Sebastián, R. (2016). *Manual de literatura infantil y educación literaria*. Universidad de Cantabria, Editorial de la Universidad de Cantabria.
 - Hidalgo Rodríguez, M. C. (2015). The interaction between text and image in picturebooks. *Analysis of story books published in Spain today*. *The International Journal of Visual Design*, 9, 1-14.
 - Kress, G. (2010). *Multimodality: a social semiotic approach to contemporary communication*. Abingdon: Routledge.
 - Kress, G. y Van Leeuwen, T. (1996). *Reading images. The grammar of visual design*. London: Routledge.
 - Madrid, D & McLaren, N. (2004). *Telf in primary education*. Granada: Granada University.
 - Marín, R. (2005). Investigación en educación artística: Temas, métodos y técnicas de indagación sobre el aprendizaje y la enseñanza de las artes visuales. En Marín, R. (ed), *La investigación educativa basada en las artes visuales o arte investigación educativa* (pp.223-274). Granada: Universidad de Granada.
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- Moya Guijarro, A. J. y Pinar, M.J. (2007). La interacción texto /imagen en el cuento ilustrado. Un análisis multimodal. *Revista OCNO S nº 3, 2007*, p. 21-38. ISSN 1885-446X .
 - Nikolajeva, M. y Scott, C. (2006). *How Picture books Work*. New York: Routledge.
 - Nodelman, Perry. (1988). *Words about pictures: the narrative art of children's picture books*. University of Georgia Press, Athens, Georgia.
 - Salisbury, M. (2004). *Ilustración de libros infantiles: Cómo crear imágenes para su publicación*. Barcelona: Editorial Acanto, S.A.
 - Salisbury, M. y Styles, M. (2012). *El arte de ilustrar libros infantiles*. Barcelona: Art Blume, S.L.
 - Senís Fernández, J. (2014). El álbum ilustrado como agente de educación artístico-literaria y de género el caso de Mamá, de Mariana Ruíz Johnson. *Dossiers feministes*, ISSN 1139-1219, nº 19, (ejemplar dedicado a: arte, educación y género), págs. 115-133.
 - Schwarcz, J. (1982). *Ways of the illustrator. Visual communication in Children's Literature*. Chicago and London: American Library Association.
 - Vélez Borja, M. (2015). *Introducing the picture book The Lost Thing in a primary classroom*. (Trabajo fin de grado). Universidad de educación, Granada, España.
- Referencias en la Web
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 - Blackie Books S.L.U. editorial. Recuperado de <https://www.blackiebooks.org/>
 - Kalandraka editorial. Recuperado de <http://www.kalandraka.com/>
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