

SUBJECT TEACHING GUIDE

G513 - Plastic and Gestural Expression

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

Academic year 2024-2025

1. IDENTIFYING DATA			
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Early Childhood Education First Degree in Nursery Education Teaching Degree in Primary Education Teaching	Type and Year	Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training		
Discipline	Speciality in Development of Artistic Creativity Module: Complementary or Specialised Training		
Course unit title and code	G513 - Plastic and Gestural Expression		
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
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Other lecturers	

3.1 LEARNING OUTCOMES

- Assimilate areas of heterogeneous visual and body expression and comprehension.
- To know and apply the basic elements of the artistic language and its dynamic relations .
- To elaborate visual representations through systems of artistic composition .
- Understand the relationship between visual image and knowledge.
- Identify and discriminate forms and styles of artistic expression.
- Use expressive-gestural resources for communication, interrelation and educational processes.

4. OBJECTIVES

- Development of the perceptive and creative capacity of the student.
- Flexibilization of personal capacities through the acceptance of alternative and divergent cognitive, expressive and aesthetic points of view.
- Knowledge of the codes of the different languages derived from movement , gesture, communication and emotion.
- Direct experimentation through different materials (graphic, chromatic, three-dimensional, somatic and sonorous) and situations
- Sensitization towards art, natural environment and cultural heritage. Appreciation of artistic qualities and styles.
- Development of skills through artistic experimentation.
- Acquisition of positive attitudes towards artistic education.
- Graphic-visual interpretation of reality. Configuration of images from the interaction of form and space.
- Identify and distinguish the basic principles of composition.

6. SUBJECT PROGRAM

CONTENTS

1	Divergent, alternative and non-conventional thinking through art. The historical Avantgard: movements, authors and works. Practical work of reconstruction through a self-portrait.
2	Introduction to the processes of visual documentation and artistic formalization through the techniques of collage and assemblage. Self-expression, artistic introspection and alteration of reality. Creation of an original art work. Defensed and documented justification of the work.
3	Art and knowledge: final project. Study of a theme or concept through the use of visual resources and its artistic formalization. Creation of a documentary file or dossier that shelters polyvalent, critical and / or contradictory positions. Proposal of didactic application.

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Part 1 - Landscape and the form	Laboratory evaluation	No	Yes	30,00
Part 2 - Emotional Landscapes	Laboratory evaluation	No	Yes	30,00
Art intervention. Group work	Work	Yes	Yes	40,00
TOTAL				100,00
Observations				
<p>It will be necessary to carry out all the assignments for the course, with the final qualification being the average qualification for all of them.</p> <p>The College of Education Board has approved the following agreements regarding spelling, plagiarism, and citation standards</p> <p>Orthography We understand that university students have assumed the linguistic abilities in relation to oral and written expression . Therefore, spelling (spelling, accentuation and punctuation), grammatical and lexical correction is essential and mandatory in the work and exams carried out as an essential condition to pass the subject.</p> <p>Plagiarism Regarding the fraudulent performance (plagiarism) of the evaluation tests, the qualification will adjust 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 The evaluation will directly imply a failing grade '0' in the subject in the corresponding call, thus invalidating any grade obtained in all the evaluation activities for the extraordinary call. Said circumstance will be brought to the attention of the Center.</p> <p>Citation rules. APA Standards are assumed as citation criteria for all academic papers . 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</p> <p>If a student does not obtain the minimum grade required to pass an evaluation test, the overall grade for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests 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 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 result in the failure grade '0' in the subject in the corresponding call, thereby invalidating any grade obtained in all evaluation activities for the extraordinary call.</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				

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.

Right of partial enrollment students to a single assessment: the student may undergo a single assessment process. The single evaluation will entitle the student to obtain the same grade as the students who undergo continuous evaluation processes. The single assessment may consist of taking an exam or / and submitting papers, exceptionally being compulsory to attend and pass certain face-to-face activities (laboratory classes, clinical practices, seminars, etc.)

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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- Antúñez, N. Ávila, N. y Zapatero, D. (eds.) (2008). El arte contemporáneo en la educación artística. Eneida.
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- Parsons, M. J. (2002). Cómo entendemos el arte: una perspectiva cognitivo-evolutiva de la experiencia estética. Paidós.
- Serrano, C. (2018). Arte y educación: Experiencias creativas en el aula. Narcea Ediciones.
- Vygotsky, L. S. (2003). La imaginación y el arte en la infancia. Akal.
- Wigam, M. (2007). Pensar visualmente. : Gustavo Gili.