

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Nuria Batlle Rull

Prerequisites

Not prerequisite.

Objectives and Contextualisation

Know how to develop each of the phases of a creative process to realize an artistic project:

- Since finding the first idea concerning search, search of materials, the chosen artistic language, technical resources ... to the end result.

Get and internalize the conceptual resources necessary to create applications of projective character models; to develop his professional activity as teachers.

Skills

- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Develop autonomous learning strategies.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.

Learning outcomes

1. Acquire criteria and resources to advise and intervene at the primary education stage.
2. Be open to signs of aesthetic, social and cultural changes that make it possible to avoid aesthetic or didactic stereotypes.

3. Demonstrate competence in understanding and disseminating the various manifestations of art in different communicative and multicultural formats.
4. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
5. Know in depth about suitable procedures and techniques for artistic practice.

Content

PROJECT 1. THE SECOND SKIN.

The body as a container of experiences, personal, intimate and private space, as support, as packaging and limit ... the axis of artistic productions will become

Some of the movements and artists reference discussed in class: Body art, Land art, Marcel Duchamp, Man Ray, Yves Klein, Bruce Nauman, Vito Acconci, Giuseppe Penone, Gilbert and George,

Otto Muehl, Marina Abramovic, Herman Nitsch, Piero Manzoni, Chris Burden, Dennis Oppenheim, Orlan, Rebecca Horn, Lousie Bourgeois, Ana Mendieta, Cindy Sherman; Kiki Smith, Janine Antoni, Franz West, etc.

ANNOUNCED: Make an art project based on the concept of body.

The project is individual.

Public presentation of five minutes of the result of the work and personal reflection of the process itself.

PROJECT 2. A place to explore.

Space, environment, time, routes, travel, road, landscape ...

Some of the movements and artists reference discussed in class: Situationists, Land Art, Bill Viola, Roman Opalka, On Kawara, etc.

ANNOUNCED: Make an art project from a place to explore, to rediscover, to recognize ...

Reflect and analyze the possibilities of applying this kind of work at school, from an interdisciplinary, multidisciplinary and transdisciplinary project (relating the subject "society and culture" 1st. Course).

Team Project (groups of about five people).

Public presentation of five minutes of the result of the works.

Delivery of Memory (dossier):

The personal reflections of the 2 work done

Reflection on the implementation of these projects at school, analyze changes that could make in schools where we made practical.

Critical reflection of the course and the course

Methodology

interdisciplinary art projects related to the visual and plastic education: students will delve into the interplay of artistic disciplines and productive features cultural knowledge application context.

The classroom will be considered as a creative space. On the one hand they are presented several artistic references

(Pictures, videos and visiting art centers) .Moreover individually supervised tutorials and presentations will be in public project status of each student / a.

DYNAMICS WILL CONTINUE EDUCATION METHODOLOGICAL PERFORMATIVE ARTS

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Explore art as a critical tool of society and of educational models	20	0.8	1, 2, 4, 3
RESEARCH AND APPLICATIONS	55	2.2	1, 2, 3
Research and recognition of subjectivity and its mechanisms of expression	25	1	1, 5, 4, 3
Type: Supervised			
PRODUCTION	20	0.8	5, 4, 3
Type: Autonomous			
Conducting research and project preparation.	20	0.8	1, 2, 3

Evaluation

The evaluation will be ongoing.

We appreciate the work done in class throughout the creative process, as well as research and concepts that comprise.

The presentations and discussions of projects, reflections and analysis.

The final portfolio of work.

To approve the course requires a minimum of 80% attendance at classes.L'avaluació be continued.

We appreciate the work done in class throughout the creative process, as well as research and concepts that comprise.

The presentations and discussions of projects, reflections and analysis.

The final portfolio of work.

To approve the course requires a minimum of 80% attendance.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Project 1. Second Skill	50	5	0.2	1, 5, 2, 4, 3
Project 2. A place to explore	50	5	0.2	1, 5, 2, 4, 3

Bibliography

Project 1

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Pardo, Jose Luis, (1992), Las formas de la exterioridad, Pre-textos.

Project 2

Bruce Nauman, (1994). Museo Nacional Centro de Arte Reina Sofia. Madrid.

Gabriel orozco (2005). Museo Nacional Centro de Arte Reina Sofia, Madrid.

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ARDENNE, P. (2006). Un Arte Contextual. Creaci n art stica en medio urbano, en situaci n, de intervenci n, de participaci n. Murcia: Centro Documentaci n y Estudios Avanzados Arte

AUG ; Marc: Los no lugares. Gedisa, 2004.

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Constantin Brancusi. (1997). Ediciones Polígrafa, S. A. Barcelona.

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STANGOS, N. (1997). Conceptos de arte moderno. Madrid: Alianza Editorial

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