

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

Gemma Paris Romia

## Prerequisites

To study this subject it is recommended to have passed the compulsory subjects:  
"Musical and visual education". EP2  
"Music education, visual and learning." EP3

## Objectives and Contextualisation

- 1- Using audiovisual languages as a fundamental element of communication during the course.
- 2- Linking artistic practice, instrumental practice, teaching practice and theory.
- 3- Audiovisual languages. Applications in the classroom.
- 4- To train students in the domain of audiovisual tools applied to education.
- 5- Use these tools as artistic resource for classroom application.
- 6- Rummaging audiovisual instruments and their corresponding narratives for educational applications.

## 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.
- Know and apply information and communication technologies to classrooms.
- 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.
6. Understand the right digital techniques for the practice of art.

## Content

### Cultural field

- 1.1. Brief contextualization of audiovisual languages.
- 1.2. Display works of artists using different audiovisual languages as a means of expression.
- 1.3. Visit photography exhibitions and video art

### Productive field

- 2.1. Learning resources photographic and audiovisual language
- 2.2. expressive possibilities of audiovisual languages: photo and video
- 2.3. art projects in both languages. Contemporary Photography and values in school project

### Applicative field

- 3.1. Resources to work audiovisual languages at school: Educational departments of museums, cultural centers, Schools of Photography, associations, ...
- 3.2. Interdisciplinary projects

## Methodology

The methodology will be framed within the dynamics of the performative education, including:

Using audiovisual languages as a fundamental element of communication during the course.

Exemplifying each teaching process.

Create audiovisual productions that interrelate poetic art, audiovisual practice, teaching and theory requirements.

## Activities

Title	Hours	ECTS	Learning outcomes
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**Type: Directed**

directed activities	45	1.8	1, 2, 4
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**Type: Supervised**

supervised activities	30	1.2	6, 5, 3
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**Type: Autonomous**

Activities autonomus	75	3	5, 3
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**Evaluation****Cultural Sphere (20%)**

Individual work: reflection text or picture from a photo exhibition visit / Video

**Scope Production (40%)**

Group work: Artistic projects: Photography and Video + short portfolio process work. Exhibition of final works

Other individual work and group knowledge and experimentation with the language of photography and video.

**Scope of educational interventions (30%)**

Individual work: Acquire criteria and resources to assess and intervene at the stage of primary education. Finding educational resources from audiovisual languages. + Text group: EA proposal and audiovisual languages at school

**Portfolio (10%)**

Minimum attendance: 80% classes

Reassessment: the student can choose to perform a specific job that the teacher will pose as a reassessment, which will cover the three blocks of the course

Teachers will consider linguistic communication skills of the student in all the works submitted and oral presentations of their projects.

assignatura will need to pass in a fifth grade

**Evaluation activities**

Title	Weighting	Hours	ECTS	Learning outcomes
Cultural Sphere	20	0	0	6, 5
Educational interventions	30	0	0	1, 2, 4
Production activities	40	0	0	6, 3

## **Bibliography**

BARTHES, R. (2005) La cámara lúcida. Notas sobre la fotografía. Buenos Aires: Paidós

BENJAMIN, W. (1983) L'obra d'art en l'era de la seva reproductibilitat tècnica. Barcelona: Edicions 62

CAMPANY, D. (2007). Art and photography. New York: Phaidon.

FONTCUBERTA, Joan (1997) El beso de Judas. Barcelona: Gustavo Gili.

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PATMORE, Chris (2004) Curso completo de animación : los principios, práctica y técnicas de un animación exitosa. Barcelona : Acanto

SELBY, Andrew. (2009). Animación : nuevos proyectos y procesos creativos. Barcelona : Parramón

SONTAG, S. (1996). Sobre la fotografía. Barcelona: Edhasa

### **Webs:**

Tendances de la Photographie Contemporaine, Centre Pompidou, París, 2006

[www.centrepompidou.fr/education/ressources/ENSphotocontemporaine/ENS-P.htm](http://www.centrepompidou.fr/education/ressources/ENSphotocontemporaine/ENS-P.htm)

Encyclopédie des Nouveaux Médias

[www.newmedia-art.org](http://www.newmedia-art.org)

Cinema en curs

<http://www.cinemaencurs.org/>

Fotografia en curs

<http://fotografiaencurs.org/>