

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

Prerequisites

This subject does not have any prerequisite

Objectives and Contextualisation

Students should be able to:

- 1- Develop expression and communication capabilities of the body.
- 2- Develop creative possibilities for individual work in a group.
- 3- Learn to build a fictional and dramatic space as a place of application and experimentation of the mechanisms of expression-body communication
- 4- Master the basic procedures for teaching Corporal Expression in Primary Education.
- 5- Acquire favorable attitudes toward an educational conception of corporal expression, essential for the integral formation of the person.

Skills

- Acquiring resources to encourage lifelong participation in sports activities both inside and outside the school.
- 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 and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop autonomous learning strategies.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Adapt teaching and learning programs and activities to pupil diversity, also considering pupils with special educational needs.
2. Establish work teams to develop activities independently.
3. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary education.
4. Learning to work as apart of a team individually, both in theoretical and practical activities, searching for appropriate resources and strategies in every situation.
5. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
6. Presenting work, both individual and from a small group, in formats adjusted to the demands and to personal styles.
7. Programming, organising and applying learning and contents in education for health in physical education health education, designing and developing educational projects or programming units that make it possible to adapt the physical education curriculum to the school and promote the quality of the contexts.
8. Recognising the historical evolution and possibilities of physical education to generate healthy habits and well-being throughout life.
9. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
10. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
11. Using motor skills and body language as elements pertaining to communication skills.
12. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

Content

- Body language and body language.
- The body expressiveness as the study of movement in space.
- The body expressiveness as the study of movement in the space occupied by others.
- The expressive exploration of time.
- The expression of emotions.
- Measurement and evaluation of human expressiveness.
- Creating a fictional and dramatic space.

Methodology

Methodology

The course consists of theoretical and practical sessions:

The theoretical sessions will be conducted mainly through presentations by the teacher in relation to the basic contents of the syllabus. Encouraging student participation.

The practical sessions will involve a major body work experienced by students. This work will be done from the application of various methodologies. The teacher will also provide adequate theoretical support to practice and will encourage the students to reflect from their experience.

The sessions will be conducted basically from the teacher proposals however, in the last classes intervention will be key for students in small groups, choose and develop a project likely to be represented.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Theoretical sessions will be conducted mainly through exhibitions by the teacher in relation to the basic contents of the agenda, encouraging student participation.	45	1.8	1, 11
Type: Supervised			
Supervised practice sessions	20	0.8	1, 11
Type: Autonomous			
Study and personal work	75	3	1, 11
Study and personal work	0	0	3, 6

Evaluation

Evaluation

Assessment tasks:

Individual

- Work, in writing, critical reflection on two shows of theater and / or professional dance (20%)
- Journal of the subject -Activity complementarily (10%)

Couples

- Reasoned, in writing, of each practice session (5%) Comments
- Work, in writing, on an aspect of Body Language (15%)
- Representation of an exercise (10%)

Small groups

- Representation of an exercise (10%)
- Artistic and expressive Project (30%)

Observations

To pass the course:

- Should attend (at least) 80% of the contact hours.
- For maximum rating, you must present complementary activity (10%). This activity, unlike the others, only be taken into account in the final assessment, if it has achieved a score equal to or greater than 5.

Evaluation activities

Title Weight Hours ECTS Learning outcomes

Individual: Journal of the course (complementary activity) 10% / 0 0 6 12

Individual: Work, writing, critical reflection on two shows 20% / 0 0 2, 6, 8, 9, 10, 11, 12

For small groups: artistic and expressive project 30% / 10 0.4 4, 5, 6, 7, 9, 10, 11, 12

-Representation An exercise 10%

For couples: rationale, in writing, of each practice session Commentary.

- Work, in writing, on an aspect of Body Language (15%) / 0 3, 6, 9, 11, 12

- Representation of an exercise 10% / 2, 3, 11, 12

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
For couples: Representation of an exercise	10%	0	0	5, 3, 6, 4, 12, 11
For couples: Work, in writing, on an aspect of Body Language	15%	0	0	1, 5, 10, 4, 12, 11
For small groups: Artistic and expressive project	30%	10	0.4	2, 3, 6, 7, 4, 9, 12, 11
For small groups: Representation an exercise	10%	0	0	1, 5, 10, 3, 6, 4, 12, 11
Individual: Journal of the course (complementary activity)	10%	0	0	3, 6, 11
Individual: Work, in writing, critical reflection on two shows of theater and/or profesional dance	20%	0	0	1, 5, 6, 8, 4, 12, 11
Two-group people: A written comment of each "practica" session	5%	0	0	1, 10, 6, 4, 12, 11

Bibliography

EXPRESSION AND BODY LANGUAGE

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