

Musical and Visual Education and Learning

Code: 102035
ECTS Credits: 5

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

Contact

Name: Jaume Barrera Fusté
Email: Jaume.Barrera@uab.cat

Use of languages

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

Teachers

Mar Morón Velasco
Gemma Paris Romia
Cristina González Martín
Nuria Molins Macau
Josep Oriol Mora Romagosa
Ruth Ortin Lozano

External teachers

Rosa Fillat

Prerequisites

It is advised to have passed the subject MUSICAL EDUCATION AND VISUAL second year.

Objectives and Contextualisation

Educational objectives:

The nature of artistic processes and resources to be formalized.

Educational interventions in the field of performative arts education: image, object and space.

Interpretation and musical listening as the basis of musical understanding

Educational applications in the field of music around and hearing the song.

Skills

- Acquiring resources to encourage lifelong participation in musical and plastic arts activities inside and outside of 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, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop autonomous learning strategies.
- Know and apply information and communication technologies to classrooms.
- Know the schools arts curriculum, in its plastic, audiovisual and musical aspects.
- 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.
- Understand the principles that contribute to cultural, personal and social education in terms of the arts.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Acquire appropriate curricular, methodological, evaluative and skills-related knowledge for professional application.
2. Acquire basic skills in the practice for performing, listening to and creating music to become a good model.
3. Acquire knowledge and skills and abilities in the productive and perceptive dimension of the visual and musical arts.
4. Acquire the artistic knowledge on the school curriculum.
5. Be able to work in a team.
6. Develop creative and innovative capacities.
7. Develop critical knowledge and skills with respect to culture and education.
8. Experience music in relation to the social and cultural context.
9. Implementing projects that include different artistic disciplines in their process.
10. Know and use technological resources in scheduled activities.
11. Organise the autonomous part of learning effectively and productively.
12. Recognising ones own emotions and those of others, and their value in art education in the school.
13. Recognising the value of the arts in educating the individual, and the critical role that the school plays as the entity responsible for this condition.
14. Understand, analyse and produce teaching materials applied to arts education.
15. Understand the value of arts education in the development of people and society.

Content

Part I. Art and education. CULTURAL AND PERFORMATIVE DIMENSION

1. The works of art as a source of knowledge: analysis of the work of art.

1.1 Perception, representation and interpretation of art.

Section II. Training in the practice of art. PRODUCTIVE AND PERFORMATIVE DIMENSION

1. Practices and projects related to different cultural contexts and artistic movements.

2. Understanding and experimenting with the practice of art as a process of knowledge.

Block III. Arts education in school. Educational intervention in a context of performative education

methodology.

1. The curriculum in the area of art and its implementation in schools: methodologies, processes and strategies.

2. School, museums and cultural centers.

Section IV. Music and education. CULTURAL DIMENSION

1. The music in relation to the social and cultural context.

Block V. Training in musical practice. DIMENSION AND PRODUCTIVE perceptive MUSIC

1. The interpretation, listening and creating music through voice or instruments sound different materials.

1.1 The song as a basic element of musical practice.

1.2 The hearing music and understanding music

Block VI. Musical education at school. DIMENSION Teaching Music

1. The arts education and cultural competence basic communicative

2. fundamental methodological principles, resources, materials and strategies.

3. The interdisciplinarity between music and other curricular areas,

4. The role of music in schools. Specialist versus generalist, the necessary cooperation.

Methodology

AUTONOMUS

Design and creation of educational interventions

theoretical reflections

DIRECTED

Classes in large group

Exhibitions by teachers of content and basic issues on the agenda. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.

Planning and organization of exercises and activities that are subsequently carried out in seminars.

Making collective musical activities of musical practice.

seminars

Workspaces in small groups supervised by the teacher where by document analysis, case resolution or various activities delved into the contents and themes, worked in the large group.

Conducting exercises and activities designed in large group sessions.

musical and visual and plastic in specific activities of practical exercises seminar work.

Oral activities, individual or group exhibitions. Comments and reviews the results.

Trips to museums or other art centers and musical performances.

SUPERVISED

Tutorials and other planned activities.

NOTE:

"The sessions of this course are based on a research and experimentation with materials by students, which requires an investigation based on documentation with images and recycling of materials for art education. In addition also the methodology adopted requires for its good development that the student take the specialized materials classroom for the realization of artistic activities (brushes and paints, among others). teachers recommend the most suitable material for planned activities, which will have a sustainable cost and may be they shared among students. mechanisms to ensure that the student can have it at your fingertips if not available the necessary resources will be sought. "

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Presencial large grup	15	0.6	4, 1, 15, 10, 5, 8, 7, 13, 12
Seminars	23	0.92	4, 2, 15, 14, 10, 5, 6, 9, 12
Type: Supervised			
Tutorials and other supervised activities	25	1	2, 15, 14, 5, 8, 3, 7, 6, 9, 13, 12
Type: Autonomous			
Design and creation of educational interventions	32	1.28	4, 1, 14, 10, 3, 11, 9
Theoretical considerations	30	1.2	4, 1, 14, 10, 8, 7, 13, 12

Evaluation

The evaluation of the course will be held throughout the academic year through the activities shown in the grid below. Attendance at classes and seminar course is compulsory: the student must attend at least 80% of classes, otherwise it will be considered absent.

In order to pass the course must have passed each of the two subjects that comprise the visual and plastic education and music education. The final will be the average between the two sides.

Students taking the course have adequate monitoring of the course and still remains some way not achieved will be given the opportunity to pass the subject, making a further independent study or redoing some of the activities given or made. Must study each case depending on the situation of each student.

Plagiarism all or part of an assessment of the activities and / or copy a direct assessment test is cause to suspend the course.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Block IV. Music and education. CULTURAL DIMENSION	10%	0	0	15, 8, 7
Part I. Art and education. CULTURAL DIMENSION	10	0	0	4, 15, 5, 7, 11, 9, 13
Part II. Training in the practice of art. PRODUCTIVE DIMENSION	20	0	0	15, 10, 5, 8, 3, 6, 9, 13, 12
PART III. Arts education in school. Educational intervention	20	0	0	4, 1, 15, 14, 7, 6, 12
PART IV. Music education in schools. DIMENSION TEACHING MUSIC	25	0	0	4, 10, 5, 9
PART V. Training in musical practice. DIMENSION AND PRODUCTIVE perceptive MUSIC	15	0	0	2, 10, 3, 12

Bibliography

PERFORMATIVE EDUCATION OF THE ARTS

ACASO, MARÍA (2009). La educación artística no son manualidades. Nuevas prácticas en la enseñanza de las artes y la cultura visual. Madrid: Catarata

AGUIRRE, I. (2005). Teorías y prácticas en educación artística. Navarra. Universidad Publica de Navarra.

APLLE M.W. (2004): Ideology and currículum (3rd ed.). New York: Routledge. (De l'original 1979)

ARNHEIM, R.(1993): Consideraciones sobre la educación artística. Barcelona. Paidós Estética 22.

BERGER, R. (1979): Arte y comunicación. Barcelona: G.G.S.A.

creatividad. Buenos Aires: Paidós.

CHALMERS,F.G.(2003): Arte, educació i diversidad cultural. Barcelona, Paidós.

CHOMSKY, N. (2003): Chomsky on democracy education (C.P. Otero, Ed.). New York: Roudledge Falmer.

DE BARTOLOMEIS, FRANCESCO(1994) El color de los pensamientos y de los sentimientos. Ediciones Octaedro, S.L. Barcelona.

DEWEY, J. (2008). El arte como experiencia. Barcelona: Paidós

DUBORGEL, B. (1981): El dibujo del niño. Estructuras y símbolos. Paidós. Barcelona.

EFLAND, A. (1979). Arte y percepción visual. Madrid: Alianza.

EFLAND, A. (1993). Consideraciones sobre la educación artística. Barcelona. Paidós

EFLAND, A. (2002) Una historia de la educación del arte. Tendencias intelectuales y sociales en la enseñanza de las artes visuales. Barcelona: Paidós

EFLAND, A. (2004): Arte y cognición. La integración de las artes visuales en el currículum. Barcelona: Octoedro

EFLAND, A. FREEDMAN, K. SRUHS, P. (2003) Laeducación y el arte posmoderno. Barcelona: Paidós

- EISNER, E. W. (1995): Educar la visión artística. Barcelona, Paidós. Col. Paidós Educador n1 115.
- EISNER, E. W. (1998). El ojo ilustrado. Indagación cualitativa y mejora de la práctica educativa. Barcelona: Paidós.
- EISNER, E. W. (2004): El arte y la creación de la mente. Barcelona: Paidós.
- enseñanza de las artes visuales. Barcelona, Paidós.
- FARAH, M.J. (1985): "Psychophysical evidence for a shared representational medium for mental images and percepts", en Journal of Experimental Psychology: General, vol. 114. pp. 91-103.
- GARDNER, H. (1994): Educación artística y desarrollo humano. Paidós. Barcelona.
- GARDNER, H. (1999): Inteligencias múltiples. La teoría en la práctica. Barcelona: Paidós.
- GARDNER, H. (2000) La educación de la mente y el conocimiento de las disciplinas. Barcelona: Paidós
- HERNÁNDEZ, F. (1997): Educación y cultura visual. Publicaciones MCEP. Sevilla.
- JUST, A., y CARPENTER, P. (1985): "Cognitive coordinate systems: Accounts of mental rotation and individual differences in spatial ability" en Psychological Review, vol. 92, pp. 137-172.
- LOGAN, L. (1980): Estrategias para una enseñanza creativa. Barcelona. Oikos-Thau.
- LÓPEZ FERNÁNDEZ CAO, M. (coord.) (2006). Creación y posibilidad. Aplicaciones del arte en la integración social. Madrid: Editorial Fundamentos.
- MALINS, F. (1983): Mirar un cuadro: para entender la pintura. Madrid, Hermann Blume.
- MARÍN, RICARDO (2005): Investigación en Educación Artística. Universidad de Granada. Universidad de Sevilla.
- MATTHEWS, J. (2002): El arte de la Infancia y la Adolescencia. La construcción del significado. Barcelona, Paidós.
- RODARI, GIANNI (2004) Gramàtica de la fantasia, introducció a l'art d'inventar històries. Columna Edicions, S.A. Barcelona.
- ROGERS, CARL ROGERS (1978). Libertad y creatividad en la educación. Barcelona: Paidós Educador Contemporáneo
- TATARKIEWICZ, W. (2002): Historia de seis ideas, Ed. Tecnos, Col. Meliópolis.
- TONUCCI, F. (1986) A los tres años se investiga Hogar del Libro S.A. Barcelona 1986
- VIGOTSKY, L. S. (1982). La imaginación y el arte en la infancia. Madrid: Akal.
- WILSON, BRENT / HURWITZ, AL / WILSON MARJORIE.(2004) La enseñanza del dibujo a partir del arte. Editorial Paidós, Barcelona.

WEB RESOURCES

Art Education from Democratic Life. www.naea-reston.org/olc/pub/NAEA/home/

Asociación para la educación de las artes. www.aep-arts.org

A Critical Enlaces Tool Kit. El aprendizaje de las Artes y conocimientos académicos del estudiante y desarrollo social. www.aep-arts.org/resources/toolkits/criticallinks/

Sin dejar a ningún sujeto detrás. www.aep-arts.org/resources/advocacy.htm

L'art del segle XX a l'escola. www.xtec.cat/~mmoron/

National Art Education Association. NAEA. www.naea-reston.org

NESTA. Nacional Endowment for Science, Technology and Arts. Organismo independiente con la misión de hacer actividades innovadoras en el Reino Unido. <http://www.nesta.org.uk>

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. UNESCO.
<http://www.unesco.org/es/education>

Iwai, K. (2003). La contribución de la educación artística en los niños.
<http://www.ibe.unesco.org/publications/Prospects/ProspectsPdf/124s/iwas.pdf>

Conferencia Mundial sobre la Educación Artística: construir capacidades creativas para el siglo XXI. Hoja de ruta para la Educación Artística. (2006)
http://portal.unesco.org/culture/es/ev.php-URL_ID=39546&URL_DO=DO_TOPIC&URL_SECTION=201.html

Unitat de Didàctica de les Arts Plàstiques
<http://www.uab.cat/servlet/Satellite/el-departament/didactica-de-les-arts-plastiques-1243492964927.html>

CURRICULUM I EDUCACIÓ PRIMÀRIA:

<http://phobos.xtec.cat/edubib/intranet/index.php?module=Pages&func=display&pageid=2>

EDUCACIÓ, CURRICULUM : educació primària I. Catalunya. Departament d'Educació II. Catalunya. Servei d'Ordenació Curricular 1. Educació primària - Catalunya - Currículums 373.312.14(467.1):

http://phobos.xtec.cat/edubib/intranet/file.php?file=docs/primaria/curriculum_ep.pdf

MUSICAL EDUCATION

ANDREU, M.; GODALL, P. (2010). La música integrada en el currículum de primària i la adquisició de competències bàsiques. Aula de innovació educativa. 190:16-20.

BLACKING, J. (1994): Fins a quin punt l'home és músic? Vic. Eumo

BONAL, E; CASAS, M; CASAS, N. (2005): Diversitat. Cançons, danses... activitats i recursos per a la convivència en la diversitat. Barcelona: Generalitat de Catalunya. Fundació Bofill. (inclou 2 CDs)

CASELLES, M; MANENT, R.; ROMA, R.; VILAR, R. (2001) Cançoner de butxaca. Tarragona. Edicions el Mèdol i Generalitat de Catalunya.

DDAA: Cançons populars i tradicionals a l'escola. Propostes didàctiques i metodològiques. Generalitat de Catalunya. Departament d'Ensenyament.

HARGREAVES, D. J. (1998): Música y desarrollo psicológico. Barcelona. Graó.

MAIDEU, J. (1996): Assaig. Cançons i exercicis. Barcelona: Eumo editorial.

MAIDEU, J. (1997). Música, societat i educació. Berga: Amalgama.

MALAGARRIGA, T; VALLS, A. (2003): La audició musical en la Educació Infantil Barcelona: CEAC (inclou CD)

SMALL, C. (1989). Música, sociedad y educación. Madrid: Alianza.

SWANWICK, K. (1991): Música, pensamiento y educación. Madrid: Morata y MEC.

TAFURI, J. (2006): ¿Se nace musical? Barcelona: Graó.

ULRICH, M. (1982). Madrid. Atlas de música. Alianza Editorial. Colección Atlas.

VALLS, A., CALMELL, C. (2010). La música contemporània catalana a l'escola. Barcelona: Dinsic.

EDUCATIONAL RESOURCES

XTEC.Escola oberta. <http://www.xtec.cat/recursos/musica/index.htm>

El raconet de musica: <http://phobos.xtec.net/clopez13/>

El calaix de músic: <http://grups.blanquerna.url.edu/musical/>

Cançoners: <http://www.prodiemus.com/>

Crestomatia (Cançoners: Joaquim Maideu) <http://www.xtec.cat/recursos/musica/crestoma/crestoma.htm>

Cançons populars i tradicionals a l'escola:

[http:// www20.gencat.cat/docs/Educacio/Documents/ARXIUS/doc_20517154_1.pdf](http://www20.gencat.cat/docs/Educacio/Documents/ARXIUS/doc_20517154_1.pdf)