

**Education of Visual Arts in Early Childhood
Education II**

Code: 101991
ECTS Credits: 4

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	2

Contact

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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

Prerequisites

The student must have successfully completed the course "Education of Visual Arts in Early Childhood I"

Objectives and Contextualisation

Learning objectives:

1. To understand and develop the curriculum of visual arts education for early childhood.
2. To acquire criteria for the assessment and understanding of the arts and their application in teaching in early childhood education.
3. Applying learning-teaching strategies in the field of visual arts: image, object and space.
4. Deepen the nature of artistic processes and resources to be executed.
5. Producing art projects.
6. Developing experiences and creating events for a performative arts education.

Skills

- Be familiar with the music, plastics and body language curriculum at this stage as well as theories on the acquisition and development of the corresponding learning.
- Consider classroom practical work to innovate and improve teaching.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Acquire the appropriate curricular, methodological, and evaluative skills and knowledge for professional application to the plastic and visual field.
2. Be able to promote the autonomy and uniqueness of each child, in terms of visual and plastic education, as factors that educate emotions, feelings and values in early childhood.
3. Being able to work in collaboration with others in artistic processes and projects.
4. Collecting and analysing data from the direct observation of the classroom in order to create a learning sequence proposal adapted to the specific and innovative environment.
5. Design proposals for educational intervention in contexts of diversity that address the particular educational needs of children, gender equality, equity and respect for human rights.
6. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
7. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
8. Know the principles and theories of music education in infant schooling.
9. Produce educational proposals that promote the perception and expression of motor skills and creativity, using other languages such as music and plastics.
10. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
11. Understand and produce didactic material applied to arts education.
12. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.

Content

Section I. PRODUCTIVE DIMENSION: Training in the practice of art studio II.

- 1.1. Visual thinking and artistic development: creative processes.
- 1.2. Practices and interdisciplinary art projects.

Section II. PERFORMATIVE DIMENSION: Educational action.

- 2.1. The curriculum of arts education in ECh: the visual and the arts
- 2.2. Methodologies, processes and strategies: creating environments and learning spaces
- 2.3. The artist as a teacher / pedagogue
- 2.4. Links between schools, museums and cultural centers.

Methodology

Autonomous activities

Students will perform a theoretical and practical part of the course independently, will be agreed during the classes.

Reading texts on the dimensions of the subject.

Whole attendance group sessions

Expositions by teachers on the content and key issues of the syllabus. 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 to be held later in seminars.

Collective artistic activities: trips / visits (museums, art exhibitions ..), lectures, audiovisual ...

Seminars

Workshops in small groups supervised by teachers where there will be specific proposals of the area: individual and group. Delves into the contents and themes worked in the large group.

Reflections of texts and viewing audiovisual documents related to the topics of the subject

Educational projects in the field of art education in Early Childhood education

Supervised activities

Tutoring sessions or small groups for monitoring the design, creation and implementation of educational interventions.

The sessions of this course are based on research and experimentation with materials by students, which requires an investigation based image documentation and of recycling materials for art education. In addition, the methodology adopted for its successful development requires that students bring to the classroom specialised materials for the development of artistic activities (brushes and paints, among others). Teachers will recommend the most suitable material for planned activities, which will have a sustainable cost and can be shared among students. We will search for mechanisms to ensure that the student can have it in case they do not have the necessary resources.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Seminars	25	1	3
Whole group attendance	8	0.32	3
Type: Supervised			
Tutoring sessions and other supervised activities	10	0.4	
Type: Autonomous			
Design and creativity: educational intervention	37	1.48	3
Theoretical reflections	20	0.8	

Evaluation

There will be a continuous assessment; and attendance is compulsory: the student must attend at least 80% of classes, otherwise it will be considered absent.

Throughout the course there will be two deliveries of works:

- The first delivery will be, in early April (during the first week);
- The second delivery will be during the first week of June. This final installment will be accompanied by the portfolio (be valued content and presentation).
- The re-assessment for the students that didn't pass the previous activities will be the third week of June.

The teacher will specify the assignments to be delivered, the format and the exact date of delivery. The return of the works and activities will be in a period not exceeding 20 days after the delivery date.

You can check the rules on assessment:

<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>.

We will also evaluate the competences on teamwork and cooperative work, as well as the assesment will be gender-sensitive.

To pass this course, the student should demonstrate a good general communicative competence, both orally and in writing and a good knowledge of the language and vehicual languages reflected in the syllabus.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Art education activity 1. (Section II. PERFORMATIVE DIMENSION)	20 %	0	0	11, 5, 6, 9, 2
Art education activity 2. (Section II. PERFORMATIVE DIMENSION)	20 %	0	0	11, 5, 6, 9, 2
Art education portfolio (Section 1 and 2)	10 %	0	0	1, 4, 10
Art studio 1. (Section I. PRODUCTIVE DIMENSION)	25 %	0	0	7, 8, 3, 12
Art studio 2. (Sectio I. PRODUCTIVE DIMENSION)	25 %	0	0	7, 8, 3, 12

Bibliography

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

Barbe-Gall, F. (2009). *Cómo hablar de arte a los niños*. Donostia: Nerea.

Barbe-Gall, F. (2010). *Cómo mirar un cuadro*. Barcelona: Lunverg.

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

Bosch, E.; altres (1999). *Fer plàstica un procés de diàlegs i situacions*. Barcelona: Rosa Sensat.

Cabanellas (coord.), I.; Eslava, C. (coord.); Tejada, M.; Hoyuelos, A.; Fornasa, W.; Polonio, R. (2005). *Territorios de la infancia. Diálogos entre arquitectura y pedagogía*. Barcelona: Graó.

Cardó, C.; Vila, B. (2005). *Material sensorial (0-3 años). Manipulación y experimentación*. Barcelona: Graó.

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Contino, A. (2009). *Nens, objectes, monstres i mestres*. Barcelona: Graó.

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

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

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- Wilson, B.; Hurwitz, A.; Marjorie, W. (2004). *La enseñanza del dibujo a partir del arte*. Paidós: Barcelona.

Webs d'interés:

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

Curriculum Educació Infantil. <http://www9.xtec.cat/web/curriculum/infantil>

National Art Education Association. NAEA. <http://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>

Morón, M. (2005). *L'art del segle XX a l'escola*. <http://www.xtec.cat/~mmoron>.

Project Zero. <http://www.pz.harvard.edu/index.cfm>.

Room 13. <http://www.room13scotland.com/>

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

Xarxa telemàtica educativa de Catalunya. Escola Oberta. Visual i Plàstica.
<http://www.xtec.cat/recursos/plastica/index.htm>

Pel·lícules i documentals audiovisuals:

Un toque de creatividad (2006). Redes n. 417. La 2, TVE. Presentador: Eduard Punset.

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