UAB
Universitat Autònoma de Barcelona

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Audiovisual Languages and Art in Early Childhood Education

Code: 101996
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood 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: No

Some groups entirely in Spanish: No

Prerequisites

It is recommended to have passed the subjects of Education of visual arts in early childhood education I and II.

Objectives and Contextualisation

Context

Resources for education and knowledge of the visual arts education to children in the field of audiovisual languages.

In the world-image in which we live, it is necessary to know all the languages and tools that build much of the imagery that surrounds us, in order to awaken the critical spirit before this avalanche of images, and order learn strategies to use different languages that form. This course will study the expressive possibilities of different visual languages (photography, video, graphics and animation), creating artistic proposals both individually and in group, which offers its students to use their potential in the early education environments.

Teaching objectives

- Deepening the knowledge and fundamentals of art, artistic expression and visual languages.
- Using the art language and visual languages for personal and collective expression and for the understanding of cultures (perception, interpretation, creation, expression and production).
- Knowledge and curriculum development of expression and visual art education for children through projects (Cycles 0-3 and 3-6).
- Interconnection of art language and visual languages with other languages and abilities of children in the 0-6 years period.
- Acquisition of criteria for the assessnent and the understanding of the arts and audiovisual languages in applied teaching at the early childhood education stage.
- Awareness of the role of education in the non-transmission of gender stereotypes and social class.

Skills

- Analyse audiovisual languages and their educational implications.

- 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.
- Critically analyse personal work and use resources for professional development.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Develop strategies for autonomous learning.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Know and use songs to promote hearing, rhythmic and vocal education.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote awareness of artistic expression and artistic creation.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Acquire musical knowledge to apply to hearing education.
2. Acquire the appropriate curricular, methodological and evaluative skills and knowledge for professional application to the field of audiovisual languages ??and its interaction with the arts.
3. Acquire the innovative sense necessary for the teaching of audiovisual languages.
4. Be able to analyse and interpret visual languages and their educational applications.
5. Be able to autonomously produce artistic strategies in the field of audiovisual languages.
6. Be able to produce teaching materials applied to the perceptive and productive field of music, art and corporal expression.
7. Be prepared for inclusive and global education in the cognitive, emotional, psychomotor and developmental dimensions, through use of artistic languages.
8. Implementing audiovisual projects that include different artistic disciplines in their process.
9. Knowing how to transmit sensitive and creative values using the audiovisual artistic languages.
10. Knowing how to use audiovisual resources critically for your profession.
11. Master the theoretical foundations and apply them to corporal, musical and plastic languages in early childhood.
12. Using audiovisual methodologies as expressive and communicative support in infant education.
13. Using strategies for audiovisual learning in an autonomous and cooperative way in students.

Content

SECTION I. CULTURAL DIMENSION

1.1 Context of the media.

1.2 Audiovisual media as an artistic language.

1.3 Analysis of art works created in different visual languages.

1.4. Knowledge of the women's contributions on the audiovisual culture.

SECTION II. PRODUCTIVE DIMENSION

2.1 Production of art projects from static images: photography and computer graphics.

2.2 Production of art projects from moving images: video and animation.

SECTION III. PERFORMATIVE DIMENSION: EDUCATIONAL ACTION

3.1 Applications of audiovisual language in early childhood education

Methodology

Teaching and Learning Activities

- Presentation of content by teachers and basic issues of the syllabus.
- Development of individual and collective art activities: t visits (museums, art exhibitions ..), lectures, audiovisual ...
- Reflections based on the readings of texts and audiovisual documents related to the matter.
- Tasks related to the process of artistic and audiovisual creation (analysis of processes and outcomes) and the educational intervention in the classroom.

The sessions of this course are based on research and experimentation with materials by students, which requires an investigation based on image documentation and recycling of 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 art and audiovisual activities. 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 access to the materials in case they do not have the necessary resources.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Whole class attendance	45	1.8	4, 5, 3, 8, 9, 10
Type: Supervised			
Tutoring sessions and other supervised activities	30	1.2	4, 5, 3, 8, 9, 10
Type: Autonomous			
Design and production in the audiovisual and educational fields	75	3	5, 3, 8
Theoretical reflections	0	0	9, 10

Evaluation

Assessment activities

Evaluation activities split into an individual part (50%) and a group part (50%) for its value.

On the individual part:

- The first activity (10%) will be linked to the first block content and it will be delivered at the end of February (from the 25th of February to the 1st of March).
- Along the following block contents, theoretical-practical activities will be assessed (20%) durint the months of March, April and May. Apart from that, the students will have to do a final reflection on the educational intervention through the arts and audiovisual languages (20%) that will be delivered the first quinzena of June (the week of the 3rd to the 14th of June).

On the group part:

- Splitted on small groups, the students will have to carry out a workshop of design, creation and realization of audiovisual and educational interventions (50%) that will be presented on the last day of the subject (the week of the 17th to the 21st of June).

Class attendance is mandatory: the student must attend at least 80% of classes, otherwise it will be considered absent.

Students who have completed the course properly and still remains in some way not achieved outcomes, they wil have the opportunity to pass the subject, making a further independent study or redoing some of the activities given or made. We must study each case depending on the situation of the student.

The results of each assessment activity will be returned to students within 21 days after their release, and we will offer a date for review tha marks within 10 days following its publication.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
CULTURAL DIMENSION: Art and education	10%	0	0	1, 9, 10
PERFORMATIVE DIMENSION: educational action in schools	40 %	0	0	11, 7, 4, 5, 6, 3, 2, 8, 9, 10, 13, 12
PRODUCTIVE DIMENSION: design and creation of the audiovisual	50 %	0	0	11, 7, 4, 5, 6, 3, 9, 13

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COMUNICAR. Revista de Educación en Medios de Comunicación (números del 1 al 21).

COMUNICACIÓN Y PEDAGOGÍA (todos los números).

On-line sources:

Agora. Revista on line de Tecnologías de la Comunicación y Orientación www.uhu.es/agora

Comunic. Revista de educación y comunicación www.grupo-comunicar.com

Debate feminista http://www.debatefeminista.com/.

Edutec. Revista Electrónica de Tecnología Educativa http://www.uib.es/depart/gte.revelec.htm

Encyclopédie des Nouveaux Médias www.newmedia-art.org

Espiral. Nuevas tecnologías y educación http://www.pangea.org/org/espiral

Mediateca Caixaforum http://www.mediatecaonline.net/mediatecaonline/SHome?ID_IDIOMA=ca

Píxel bit. Revista de medios de comunicación http://www.us.es/sav

Quaderns digitals. Revista de enseñanza http://www.seric.es/-quaderns/quadern4/porta-da.htm

Quipus. La tecnología de la enseñanza http://www.quipus.com.mx/artant.htm

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