

Audiovisual Languages and Artistic Expression

Code: 102031
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Joanna Genevieve E. Empain
Email: JoannaGenevieve.Empain@uab.cat

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

To study this subject it is recommended to have passed the compulsory subjects:

- "Musical and visual education". EP2
- "Music education, visual and learning." EP3"Visual Arts Education I". EI3
- "Visual Arts Education II". EI3

This subject is part of the mention of *Performative Arts Education*

Objectives and Contextualisation

Contextualization

In the image-world in which we live, it is necessary to be aware of all those languages and tools that build the visual culture that surrounds us. To awaken a critical gaze over this avalanche of images, and learn strategies to create alternative visual narratives, in this course students will learn/experiment the expressive possibilities of the different audiovisual languages (photography, video, new media, animation, etc.). Resources will also be offered in the teaching of the visual arts in early childhood education, deepening in the knowledge and foundations of art, artistic expression and audiovisual languages.

Objectives:

- To deepen in the knowledge and foundations of art, plastic expression and audiovisual languages.
- To use artistic and audiovisual languages for personal and collective expression and understanding of cultures (perception, interpretation, creation, expression and production).
- To understand and develop the curriculum of visual arts education for early childhood through educational projects (cycles 0-6 and 6-12).
- To study the interconnection of artistic languages with other languages and capacities of children in the 0-12 years stage.
- To acquire criteria for the assessment and understanding of the arts and their application in teaching in early childhood education.

- To be aware of the role of education in the non-transmission of gender stereotypes, and social transformation.

Competences

Early Childhood Education

- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Consider classroom practical work to innovate and improve teaching.
- Develop strategies for autonomous learning.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Work in teams and with teams (in the same field or interdisciplinary).

Primary Education

- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

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 capacity for creation and reflection in carrying out artistic projects.
4. Demonstrate competence in the comprehension and dissemination of the different artistic manifestations in different communicative and multicultural formats.
5. Demonstrate competence in understanding and disseminating the various manifestations of art in different communicative and multicultural formats.
6. Displaying creative and reflective capabilities in the implementation of art projects.
7. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
8. Guide parents regarding family education in the 0-6 period.
9. Have knowledge of the appropriate digital technology for artistic practice.
10. Have the capacity to organize both personal and group work to perform the tasks required of the subject.
11. Know in depth about suitable procedures and techniques for artistic practice.
12. Understand the right digital techniques for the practice of art.

Content

BLOC I. Cultural dimension: artistic languages and visual (audio)visual culture

- Contextualization of audiovisual media.
- Audiovisual media as an artistic language.
- Analysis of works of art made in different audiovisual languages.
- Knowledge of women's contributions to audiovisual culture.

BLOCK II. Productive dimension: experimenting with (audio) visual languages

- Artistic production with still images: photography and new medias.
- Artistic production with moving images: video and animation.

BLOCK III. Performative dimension: contemporary art and educational intervention

- Application of audiovisual language in the field of early childhood education.
- Resources for working with audiovisual languages in school: Museum Education Departments, Cultural Centers, Art Schools, Associations, etc.
- Interdisciplinary projects

Methodology

Teaching and learning activities

- Presentations by teachers of the contents and basic questions of the syllabus.
- Carrying out a cultural activity or compulsory trip (Museums, art exhibitions, conferences, audiovisuals, etc.) at a cost not exceeding € 5 (transport not included) and at the hours corresponding to the subject. At the beginning of the subject, the day and place of the cultural activity will be specified. In the event that students are unable to attend, we must notify them in advance and must do the activity on their own.
- Reading and reflections of texts and audiovisual documents related to the subject.
- Tasks related to the process of artistic and audiovisual creation (analysis of processes and results) and to the educational intervention in the classroom.
- The methodology adopted requires for its good development that the student brings to the classroom specialized materials for the realization of the artistic activities (brushes and paintings, among others). Teachers will recommend the most appropriate material for the scheduled activities, which will have a sustainable cost and can be shared among students. Mechanisms will be sought to ensure that the student can have it at his disposal in the event that the necessary resources are not available.
- The methodological dynamics of performative arts education will be followed.
- All sessions will be face-to-face instruction (review schedule)
- The proposed teaching methodology and assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face in groups	45	1.8	1, 10, 9, 12, 11, 7, 6
Type: Supervised			
Tutored activities and creative practices	30	1.2	10, 9, 12, 11, 2, 6, 3
Type: Autonomous			
Design and creation in the audiovisual and educational fields	75	3	10, 11, 6, 3, 5

Assessment

Individual work (55%):

- Block I. Cultural dimension: Activity 1 (30%), Creation of a photographic visual narrative about childhood (delivery date: week 5).
- Block II. Productive dimension: Activity 2 (25%), Analysis of a practice or artistic work of contemporary art and reflection on its pedagogical interest. (delivery date: week 9).

Group work (45%):

- Block III. Performative dimension: Activity 3 (45%), design, creation and realization of an audiovisual artistic piece for educational purposes (photography, video, installation, video-performance, etc.) (delivery date: week 18).

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered not presented.

Students who have made a proper follow-up of the subject during the course and still have some aspect not achieved will be given the opportunity to pass the subject, doing additional independent work or redoing some of the activities delivered. or performed. Each case must be studied according to the situation of each student.

The results of each of the assessments will be returned to the student within a maximum period of 21 days after delivery, and a review date will be offered within 10 days of publication.

One of the necessary criteria to pass this subject will be to show, throughout the course, that the student has developed some personal and social skills essential to be a teacher: active participation in classes, responsibility and rigor in independent work, not judging, arguing, appropriate use of electronic devices (mobile, computer, etc.), critical thinking and behaviors that favor a friendly and positive environment, democratic and where differences are respected. The teacher of the subject will be observing, documenting the sessions and writing down evidence in relation to these personal and social skills of the students; and will be evaluated throughout the course.

It is also necessary that the student shows a good general communicative competence, both orally and in writing, and a good command of the language or languages that appear in the teaching guide. The assessment will also focus on skills for cooperative and teamwork and will be gender sensitive.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Bloc I. Cultural dimension: visual narratives of childhood (Individual work)	30%	0	0	10, 9, 12, 11, 2, 6, 4
Bloc II. Productive dimension: Reflective written work (individual work)	25%	0	0	10, 2, 6, 5, 4
Bloc III. Performative dimension: contemporary art and educational intervention (group work)	45%	0	0	8, 1, 10, 9, 12, 11, 7, 6, 3, 4

Bibliography

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- Paris, G. (2015). Els meus desitjos. La fotografia contemporània com a mitjà expressiu en la formació de professorat. *Temps d'educació*, 48, 215-232.
- París, G. (2018). Art i joc, processos de creació a la infància. *Infància*, 225, 37-42.
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- Proujansky, A. (2018). Go photo! An activity book for kids. New York: Aperture
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Childhood education journals:

- AULA D'INFANTIL (Graó). <https://cat.grao.com/ca/productes/revista-aula-infantil>
- COMUNICAR (Educación en Medios de Comunicación).
<https://www.revistacomunicar.com/index.php?contenido=online>
- COMUNICACIÓN Y PEDAGOGÍA.
<http://www.centrocp.com/category/comunicacion-y-pedagogia/numeros-comunicacion-y-pedagogia/>
- GUIX D'INFANTIL (Graó). <https://cat.grao.com/ca/guix-dinfantil>
- MAKING OFF (números especiales sobre cinema i inclusió-números 132-135).
<http://www.centrocp.com/making-of-no-134-135-especial-cine-e-inclusion-ii/>

Online resources:

- A BAO A QU. <http://www.abaoaqu.org/>
- Agora (Tecnologies de la Comunicació i Orientació). www.uhu.es/agora
- Cinescola (cinema i educació). <http://cinescola.info/category/lilibres/> (Recursos sobre el tema de cinema i educació)
- Drac Màgic (divulgació de la cultura audiovisual). <https://www.dracmagic.cat/>
- Encyclopédie des Nouveaux Médias. www.newmedia-art.org
- Tendances de la Photographie Contemporaine, Centre Pompidou, París (2006).
<https://www.centrepompidou.fr/cpv/resource/cKxrLn/r5pAk7e>
- A Home In Progress Film (animació experimental i pedagogia). <http://ahomeinprogressfilm.com/>