

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

Code: 101992  
ECTS Credits: 4

| Degree                            | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500797 Early Childhood Education | OB   | 3    | 1        |

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

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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

## Teachers

Emilia Maria Verger Fransoy

## Prerequisites

No prerequisites are required to take this course.

## Objectives and Contextualisation

The main objectives of this course are:

- To know the components of art and visual language.
- Using art and visual language to express personal and collective understanding of cultures.
- To perceive, interpret, create, express and produce art and visual languages
- Applying learning and teaching strategies in the field of visual arts: image, object and space.
- Developing experiences and create events for performative education through arts.

## Competences

- 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.
- Critically analyse personal work and use resources for professional development.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Promote awareness of artistic expression and artistic creation.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
2. Be familiar with the visual and plastic arts curriculum in different stages of infant education.
3. Being able to promote emotional singularity in infant education.
4. Being able to use expressive languages of an artistic nature for educational purposes.
5. Having the capacity for self-criticism in the carrying out of the professional activity.
6. Having the resources to promote artistic sensitivity and creativity.
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. Master audiovisual languages for use in education.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.

## Content

### Section I. CULTURAL DIMENSION: Art and education foundations

- 1.1. Arts education in the human development of the person.
- 1.2. Relations between art and education.
- 1.3. Historical, social and cultural contexts
  - 1.3.1. The audiovisual society.
- 1.4. Artworks as a source of knowledge
  - 1.4.1. Perception, representation and interpretation of art.

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

- 2.1. Visual thinking and artistic development: creative processes.
- 2.2. Practices and projects related to different cultural contexts and artistic movements.
- 2.3. Understanding and experimenting with the practice of art as a process of knowledge.

## Methodology

### ACTIVITIES

#### Self-employed

Text readings and viewing of audiovisual documentaries on the cultural dimension: Art and education.

Design and artistic creation: the processes of artistic creation will begin in the workshop (seminars) and can be followed autonomously in other spaces: nature, library, ...

Visit to an art exhibition, it will be decided at the beginning of the subject and will depend on the exhibitions that are scheduled in Barcelona at this time. The student will have to go on his / her own and make the payment of the ticket, if applicable.

## Virtual sessions

Presentations by teachers of the contents and basic questions of the syllabus. They will be done with the whole group virtually.

There will be (virtual) debates on issues in the area.

## Seminars

Art practice: small group work spaces (maximum 25 students) supervised by the teachers where proposals specific to the area will be made: individually and in groups. It delves into the contents and topics worked on in the large (virtual) group.

Reflections from the texts and viewings of audiovisual documents related to the subject.

Work of the artistic creation process: analysis of the processes and results.

## Supervised

Individual or small group tutorials to follow the proposals (face-to-face or virtual).

Work of the artistic creation process: analysis of the processes and results.

## SPECIFIC MATERIAL FOR THE DEVELOPMENT OF ACTIVITIES

The sessions of this course are based on research and experimentation with materials by students, which requires an investigation based on image documentation and of the recycling of materials for art education. Moreover, the methodology adopted requires for a good development that students bring to the classroom specialised materials for the developing of art 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 you do not have the necessary resources.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title                                      | Hours | ECTS | Learning Outcomes    |
|--------------------------------------------|-------|------|----------------------|
| Type: Directed                             |       |      |                      |
| Exhibitions by the teacher.                | 8     | 0.32 | 4, 5, 6              |
| Proposals for artistic practice (seminars) | 25    | 1    | 1, 8, 9, 5, 6, 10    |
| Type: Supervised                           |       |      |                      |
| Artistic creation processes                | 10    | 0.4  | 1, 8, 9, 4, 5, 6, 10 |
| Type: Autonomous                           |       |      |                      |

|                                                |    |      |                            |
|------------------------------------------------|----|------|----------------------------|
| Design and art studio: art and visual language | 30 | 1.2  | 1, 2, 8, 9, 4, 3, 5, 6, 10 |
| Theoretical reflections: art and education     | 27 | 1.08 | 1, 2, 8, 9, 4, 3, 5, 6     |

## Assessment

There will be continuous assessment: 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 before November 15th
- . the second delivery will be the third week of January. The final portfolio is the latest delivery (content and presentation will be assessed).
- . the re-evaluation will be the fourth week of January.

The teacher will specify the assignments to be delivered, the format and the exact date of deliveries.

During the three weeks following the delivery of evidence, we will inform students of their marks (virtual campus) and we will specify a date for the revision of the marks and feedback for the assignments.

The assessment will focus on the evaluation of the cooperative and teamwork competences, as well as it 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 or vehicular languages reflected in the syllabus. It will be necessary to show as an essential requirement, aptitudes and attitudes compatible with the educational profession, such as: active listening, responsibility, respect, active participation, cooperation, empathy, kindness, punctuality, non-judgmental, arguing, proper use of electronic devices (mobile, computer, etc.) and critical thinking. There will be necessary behaviors that favor a friendly and positive environment in the classroom, with a democratic functioning and where the differences are respected and valued.

The maximum recovery note will be 5.

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

## Assessment Activities

| Title                                                                                                                  | Weighting | Hours | ECTS | Learning Outcomes             |
|------------------------------------------------------------------------------------------------------------------------|-----------|-------|------|-------------------------------|
| Activities based on readings and viewings (Section I. Art and Education. CULTURAL DIMENSION. INDIVIDUAL                | 20%       | 0     | 0    | 2, 7, 8, 6, 10                |
| Art education portfolio (Section I and II). INDIVIDUAL                                                                 | 20%       | 0     | 0    | 1, 2, 7, 8, 9, 4, 3, 5, 6, 10 |
| Bidimensional and tridimensional art studio practices (Section II. Training in Art studio). INDIVIDUAL ACTIVITIES      | 30%       | 0     | 0    | 4, 6                          |
| Two-dimensional and three-dimensional artistic practices (Block II. Training in the practice of art). GROUP ACTIVITIES | 30%       | 0     | 0    | 4, 6                          |

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## Software

Video, audio and image editors.