

**Musical and Visual Education and Learning**

Code: 102035  
ECTS Credits: 5

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

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: No  
Some groups entirely in Spanish: No

### Teachers

Maria Immaculada Pla Sorribes  
Cristina González Martín  
Glòria Vives Xiol  
Nuria Molins Macau  
Laia Noves Alejandro  
Blanca Pujol Corominas  
Ruth Ortin Lozano

### Prerequisites

it is recommended 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, listening and musical creation as a basis for musical understanding.

Didactic applications in the field of music around audition, song and creation.

### Competences

- 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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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 knowledge and skills and abilities in the productive and perceptive dimension of the visual and musical arts.
2. Acquire the artistic knowledge on the school curriculum.
3. Be able to work in a team.
4. Develop creative and innovative capacities.
5. Develop critical knowledge and skills with respect to culture and education.
6. Experience music in relation to the social and cultural context.
7. Implementing projects that include different artistic disciplines in their process.
8. Know and use technological resources in scheduled activities.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Recognising ones own emotions and those of others, and their value in art education in the school.
11. 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.
12. Understand the value of arts education in the development of people and society.
13. Understand, analyse and produce teaching materials applied to arts education.

## 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.

Transnature Project. ARTS VISUALS EDUCATION. Transnatura is the title of the multidisciplinary project designed by the teaching teams of four of the subjects in 3rd year of the Degree in Primary Education. It consists of a two days trip and a night out in nature aimed at providing an intense and formative experience in the natural environment which, besides working specific objectives of each of the disciplines, it also facilitates the approach of transversal aspects such as sustainability, healthy living, coexistence and the relationship between school and nature, among others. Subjects involved: Didactics of Experimental Sciences, Learning and Development II, Visual Music Education and learning, Physical Education and its Didactics I.

The departure will be held on 20 and 21 de setember for groups 31 and 41, and on 27 and 28 de setembre for groups 21 and 71, so it's an overnight stay. Attendance is mandatory. In case someone is unable to attend it, he/she will have to prove the reason for missing it and perform a compensatory work previously agreed with the teaching team. The activities carried out during the trip will be part of the continuous evaluation of the different subjects. At the beginning of the course each teacher will specify the learning evidences and the corresponding evaluation criteria. Details regarding timetables, price, itinerary and luggage will be provided at least 10 days before the departure.

First information about the activity:

Location: Vall de Núria (we are directly at the rack railway station).

Departure dates: 20th and 21st September (groups 31 and 41) and 27th and 28th September (groups 21 and 71)

Price: 45 euros (includes the rack railway, lunch, dinner and dinner on the second day).

During the 1st trimester the UAB opens a call for grants to finance the trip.

Informative tutorial: Thursday 9 September at 13:00 (morning groups) and 15:00 (afternoon groups). In this tutorial you will have to make the payment.

### Seminars

Workspaces in small groups supervised by the teacher where by document analysis, viewing of artistic projects, proposals for creation, ... is deepening in the contents, already 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. "

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			
Presencial large grup	15	0.6	2, 12, 8, 13, 3, 6, 1, 5, 4, 11, 10
Seminars	23	0.92	2, 12, 8, 13, 3, 4, 7, 10
Type: Supervised			
Tutorials and other supervised activities	25	1	12, 13, 3, 6, 1, 5, 4, 7, 11, 10

Type: Autonomous			
Design and creation of educational interventions	32	1.28	2, 8, 13, 3, 1, 5, 4, 7, 9, 10
Theoretical considerations	30	1.2	2, 12, 8, 13, 3, 6, 5, 9, 11, 10

## Assessment

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.

TRANSNATURE PROJECT: Nature as a source of learning in the initial formation of teachers. Education of the visual arts.

A dossier will be delivered with all the information and learning activities to do before, during and after the departure.

The process of artistic creation, which will begin in the Transnatura, will resume in February with the beginning of the subject.

### EVALUATION AND RECOVERY TASKS AND DATES:

#### MÚSICA

##### Type of activities

AVALUATION TASKS	Avaluation date	Recovery date	
Audition work_10%	Group	23 i 24/03/2022	Evaluation task, you can recovered on 02 and 03/06/2022
Work song_10%	Group	27 i 28 /04/2022	
Work creation_12,5%	Group	4 i 5/05/2022	
Oral exam_12,5%	Individual	8 i 9/06/2022	

\*Work concert didàctica\_5%\_INDIVIDUAL\_abril 21

#### VISUAL

LEARNING FOLDER	Type of activities	Avaluation date	Recovery date
CULTURAL DIMENSION. Texts reflection_5%	Individual	20/04/2022 (21 i 31)	22/06/2022 (21 i 31)
		21/04/2022 (41 i 71)	23/06/2022 (41 i 71)
PRODUCTIVE DIMENSION. Process of artistic creation. Transnature_15%	Individual	20/04/2022 (21 i 31)	* Delivering the learning folder with revision of unfinished tasks.
		21/04/2022 (41 i 71)	
EDUCATIONAL DIMENSION. Interdisciplinary and inclusive educational intervention through the Arts_15%	Group	4/05/2022 (21 i 31)	
		5/05/2022 (41 i 71)	
FINAL DELIVERY OF THE LEARNING FOLDER_15%	Individual	15/06/2022 (21 i 31)	
		16/06/2022 (41 i 71)	

\*Students who have a grade between 4 and 5 must define with the teacher (tutoring) those aspects to improve the subject and they will be delivered on the day of the recovery. The note will be a maximum of 5.

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 good teacher": active participation in classes, responsibility and rigor in autonomous 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 subject teacher will observe, document the sessions and write 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.

TEACHERS TEAM:

	MUSICA	VISUAL
G21	Ruth Ortín	Laia Novés
G31	Cristina González	Glòria Vives
G41	Blanca Pujol	Imma Pla

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
BLOCK I. Art and education. CULTURAL DIMENSION_VISUAL. INDIVIDUAL	10%	0	0	2, 12, 3, 5, 7, 11
BLOCK II. Training in the practice of art. PRODUCTIVE DIMENSION_VISUAL. INDIVIDUAL	20%	0	0	8, 3, 6, 1, 4, 7, 10
BLOCK III. Arts education in school. EDUCATIONAL INTERVENTIONVISUAL. GROUP	20%	0	0	2, 12, 8, 13, 3, 5, 4, 7, 9, 11, 10
BLOCK IV. Music and education. CULTURAL DIMENSION.	10%	0	0	12, 6, 5
BLOCK V. Training in musical practice. DIMENSION AND PRODUCTIVE PERCEPTIVE MUSIC.	15%	0	0	8, 1, 10
BLOCK VI. Music education in schools. DIMENSION TEACHING MUSIC.	25%	0	0	2, 12, 8, 13, 3, 6, 1, 5, 4, 7, 9, 11

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## **Software**

Video, audio and image editing software.