

Childhoods: Inclusive Narratives through Art

Code: 106073
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

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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

Prerequisites

To be enrolled in this subject, it is recommended to pass the following compulsory subjects, previously, according to the degree:

Primary education degree: "Musical and visual education" and "Musical and visual education, and learning"

Early Childhood education degree: "Visual Arts Education I" and "Visual Arts Education II".

Objectives and Contextualisation

This subject belongs to the mention on Performative education of the arts, which main objective is to train future educators in early childhood and primary education through art education, based on the idea of constructing embodied learnings from a transdisciplinary view. The mention is constituted by this groups of subjects, which are clearly related among them:

Didactic innovation in the visual arts; Audiovisual languages and artistic expression; Artistic projects; Childhood: Inclusive Narratives Through the Arts; Territories of contemporary art as learning spaces*

In the case of this subject, we wish to achieve three specific goals:

1. Approaching to childhood, from a non adultcentric and decolonizing perspectives, in other words, from the analysis of power relations that intervene in the positions of age, gender, race-ethnicity, other capabilities, social class and sexual diversity;
2. Knowing the tactics of arts-based educational research in a dialogue with the identities of children represented and experimented by artists, educators, researchers, from a perspective of social justice and inclusion;
3. Creating collaborative experiences of inclusive education to produce multiple stories of childhood through the arts and learning how to share them.

Competences

Early Childhood Education

- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- 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.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Primary Education

- Analyse and recognise one's 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.
- 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 sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 the capacity to organize both personal and group work to perform the tasks required of the subject.

Content

This subject is structured through five main topics:

1. Visual archaeology of childhood and the historical production of art in Modernity
2. The construction of children's identities from a decolonial gaze. The "other" childhood
3. Narrators of childhood: transdisciplinary stories from contemporary arts and visual culture
4. Childhood, *agencement* and learnings from inclusive art education
5. Collaborative projects of performative art education as a mode of empowering children's life.

Methodology

Performative Arts Education places the focus on people's learning processes through the arts, eschewing traditional teaching methodologies.

A change of perspective that leads us to talk about a pedagogy of the event and transformation scenarios, where the interaction of knowledge is prioritized, presences-identities and artistic languages. In addition to rethinking the conceptions of time and space in the learning of the arts, we propose to live artistic creation and participate in collaborative projects, connecting with current changes in innovation-oriented education.

The teaching strategies are based on the performative pedagogies of the arts, in arts-based educational research, and the narrative construction of learnings, identities and diversity.

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 | | | |
| Childhood and diversity: Auto-biographical stories and otherness | 15 | 0.6 | 8, 9 |
| Theoretical presentations and readings on the visual history of diverse childhood | 30 | 1.2 | 8, 4 |
| Type: Supervised | | | |
| Contemporary narratives of childhood in contemporary arts and visual culture | 30 | 1.2 | 9, 2, 4 |
| Type: Autonomous | | | |
| Inclusive art education projects and counter-narratives of childhood | 75 | 3 | 8, 6, 3, 4 |

Assessment

The activities should be delivered according to the following prevision:

- Individual activity 1. At the beginning of topic 1.
- Group activity 1. At the end of the topic 2.
- Individual activity 2. At the end of the topic 3.
- Collaborative project. At the end of the course.

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.

Only the individual activities and/or evidence could be re-assessed (the date of the re-assessment delivery will be one week later of the last ordinary deliverable). There is not possibility for re-assessment when plagiarism.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|-------------------|
| Collaborative project with children towards an inclusive art education (work in group evidence) | 30% | 0 | 0 | 8, 1, 9, 2, 6, 3 |
| Group activity 1: Creating a textile collaborative story | 20% | 0 | 0 | 8, 7, 3, 4 |
| Individual activity 1. Writing an auto-biographical account of childhood | 20% | 0 | 0 | 9, 2, 5 |
| Individual activity 2. Critical reflection based on a reading about childhood | 30% | 0 | 0 | 2, 7, 4 |

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Software

Text and image editors.