

Musical and Visual Education

Code: 102036
ECTS Credits: 9

Degree	Type	Year	Semester
2500798 Primary Education	OB	2	A

Contact

Name: Ruth Ortin Lozano
Email: ruth.ortin@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Mar Moron Velasco
Gemma Paris Romia
Berta Menen Ortin
Carmen Carrillo Aguilera
Oriol Mora Romagosa
Joan Lluís Cepria Honorato
Ruth Ortin Lozano

Prerequisites

No prerequisites are required to take this course.

Objectives and Contextualisation

- To understand the nature of artistic processes (performance for the arts and music) and resources to be executed.
- To be sensible of educational interventions in the field of: image, object and space.
- To learn the musical contents applied in primary education and some of the educational applications in the field of music.

Competences

- Acquiring resources to encourage lifelong participation in musical and plastic arts activities inside and outside of the school.
- 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.
- Know and apply information and communication technologies to classrooms.

- Know the school's 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 one's 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 art education in developing the person.
2. Relations between art and education.
3. Historical, social and cultural.
- 3.1 The audiovisual company.

Part II. Training in the practice of the arts.

PRODUCTIVE AND PERFORMATIVE DIMENSION.

1. Visual thinking and artistic development: two and procedures and techniques dimensional.
2. Practices and projects related to different cultural contexts and artistic movements.
3. Understanding and experimenting with the practice of art as a process of knowledge.

Part III. The visual and art education at school.

EDUCATIONAL DIMENSION: EDUCATIONAL INTERVENTION.

1. The curriculum of art education: visual and plastic.
2. Methodologies, processes and strategies.

Part IV. Music and Education.

CULTURAL DIMENSION.

1. Music: art and language between people and cultures.
2. Music in relation to the social and cultural context.

Part V. Training in musical practice.

PRODUCTIVE AND PERCEPTIVE MUSIC DIMENSION.

1. The musical performance through voice and instruments or related materials.

- 1.1 The song as a basic element of musical practice.
- 1.2 Introduction to gesture direction.
2. Listening to music in the process of awareness and knowledge for the achievement.
3. The sound creation. Oral transmission coding.

Part VI. Musical education at school.

TEACHING MUSIC DIMENSION.

1. The teaching and learning of music.
 - 1.1 Fundamental Principles methodology, resources, materials and strategies.
 2. Music and its implications in the physiological level, psicomotos, emotional and cognitive

Methodology

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

SUPERVISED

- Tutored tutoring and other activities.

AUTONOMOUS

- Making proposals: theory and practice of art education: music and visual and plastic.

DIRECTED

Classes in 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.
- Coordination and interdisciplinary approach between plastic and musical activities.
- Making collective musical activities.

Seminars:

- Workspaces in small group (1/2 or 1/3 of the large group) supervised by faculty where by analysis documents, case resolution or various activities delved into the contents and themes, worked in the large group.
- Conducting exercises and activities designed in large group sessions.
- Completion of exercises and activities specific seminar work.
- Oral activities, individual or group exhibitions. Comments and reviews the results.

TRIPS: Trips to museums or other art centers and musical workshops. The trip to the Musical Museum and Gamelan workshop will cost 5 euros approximately per student. If the student is unable to make the trip, the following alternatives will be proposed: go to the trip on another day, with another group, or look for an alternative to the trip in a complementary work format.

MATERIAL: The teacher can ask the purchase of some materials to carry them different activities that will cost approximately 10-15 euros.

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

Presentation in group	27	1.08	2, 13, 6, 1
SEMINARS	41	1.64	2, 12, 5, 4, 11, 10
Type: Supervised			
Tutorials and other supervised activities	45	1.8	13, 3, 6, 1, 4, 7
Type: Autonomous			
Making proposals: theory and practice of art education: visual music.	112	4.48	13, 3, 6, 1, 4, 7

Assessment

- Class attendance is mandatory: the student must attend at least 80% of classes (so, only can be missed 5 music sessions and 5 visual sessions) otherwise will be considered not evaluated. The people who have done all the evaluation tasks but did not comply with the assistance can not pass the subject.
- In order to pass the subject, each of the two parts must be passed: the visual and plastic education, and the music education. The final grade will be the arithmetic mean between the two parts.
- It is necessary to show an attitude compatible with the educational profession, developing basic skills such as participation, cooperation, empathy, argumentation and respect for others. The student has to be responsible and rigorous in self-employed work, and show critical thinking and behaviors that promote a friendly and positive, democratic environment where differences are respected.
- 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.
- The use of electronic devices in class will only be accepted for academic use.
- The total or partial plagiarism of one of the evaluation activities and / or the copy in an evaluation test is a direct reason for suspending the subject.
- The delivery of the different evaluation tasks must be done on the marked day or before, in no case will subsequent deliveries be accepted.
- In the case of music, the student must have passed the written exam to pass.
- People with vocal problems that prevent them from singing should bring a medical report explaining the situation and adaptations to the oral exam. If you don't have a diagnosis, despite having vocal problems, you will need to take the exam and if you fail, you will be averaged with the other grades.
- The recovery can only be approved if a score of at least 5 is achieved (without rounding). At the same time, the maximum score that can be obtained in the recovery will be 5. In the case of music, only the evaluation tasks of the exam (oral and content) will be eligible for recovery, the rest will average. In the case of visual, it will be agreed with the / the teacher in an individual tutoring the tasks to perform / improve to recover the subject.

Specification of the evaluation activities

Evaluation activity	Typology of activities		Evaluation date	Recovery date
Exhibition task (Part I)	Individual	15%	January 2023	
Artistic processes project (Part II)	Collective	15%	December 2022	

Interdisciplinary project(Part II)	Collective	10%	January 2023
Educational project (Part III)	Individual	10%	March 2023
Article reflections (Part IV)	Individual	4%	January 2023
Music Museum task (Part IV and V)	Collective	6%	November 2022
Concert attendance task (Part IV)	Collective	3%	January 2023
Written music exam (Part V and VI)	Individual	20%	December 2022
Interdisciplinary project (Part V and VI)	Collective	7%	January 2023
Oral music exam (Part V)	Individual	10%	January 2023

The failed evaluation task could be recovered in April 2023.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
PART II. Art and education. CULTURAL DIMENSION AND PERFORMATIVE	15	0	0	12, 5, 9, 11
PART III. Arts education in school. Educational dimension: educational intervention	10	0	0	2, 8, 13, 3, 7, 10
PART IV. Music education in schools. DIMENSION TEACHING MUSIC	10	0	0	2, 3, 4, 11, 10
Part II. Training in the practice of art. PRODUCTIVE AND PERFORMATIVE DIMENSION	25	0	0	2, 3, 1, 4, 7
Part V. Training in musical practice. PRODUCTIVE AND RESPONSIVE	30	0	0	3, 6, 1, 4,

Bibliography

VISUAL ART EDUCATION

<http://www.uab.cat/servlet/Satellite/el-departament/didactica-de-les-arts-plastiques-1243492964927.html>

Acaso, M., Megías, C. (2017). *Art Thinking. Cómo el arte puede transformar la educación*. Barcelona: Paidós

Atkinson, D. (2011). *Art, Equality and Learning: Pedagogies Against the State*. Rotterdam: Sensepublishers

Agra, M. J. (2007). *La educación artística en la escuela*. Barcelona: Graó

Arnheim, R. (1993). *Consideraciones sobre la educación artística*. Barcelona. Paidós

Bauman, Z. (2008). *Els reptes de l'educació en la modernitat líquida*. (Tr. J. Sampere). Barcelona: Arcàdia

- (2008). *L'educació en un món de diàspores*. *Debats d'Educació*. Recuperat de:
<https://www.fbofill.cat/publicacions/educacio-en-un-mon-de-diaspores>

Chomsky, N. (2003). *Chomsky on democracy education* (C.P. Otero, Ed.). New York: Roudledge Falmer.

- (2009). *La (des) educación (3ª edición)* Barcelona: Crítica.

Efland, A. (2002). *Una historia de la educación del arte. Tendencias intelectuales y sociales en la enseñanza de las artes visuales*. Barcelona: Paidós.

- (2004). *Arte y cognición. La integración de las artes visuales en el currículum*. Barcelona: Ed. Octoedro.

Eisner, E. (2004). *El arte y la creación de la mente*. Barcelona, Paidós

- (2005). *Educar la visión artística*. Barcelona: Paidós.

Freire, H. (2008). *Arte infantil y transformación social. El rapto de Europa. Pensamiento y creación*. 13, 23-38

Gardner, H. (1994). *Educación artística y desarrollo humano*. Barcelona: Paidós.

- (1995). *Inteligencias múltiples. La teoría en la práctica*. Barcelona: Paidós.

Gompertz, W. (2015). *Piensa como un artista*. Barcelona: Taurus

Marín, R. (2005). *Investigación en Educación Artística*. Granada: Univ. de Granada y Sevilla.

Munari, B. (2018). *Fantasia*. Barcelona: Gustavo Gili.

París, G. (2018). *Art i joc, processos de creació a la infància*. *Infància*, 225, 37-42.

París, G., i Morón, M. (2019). *Quan l'art entra a l'escola la creativitat surt per la finestra*. *Guix*, 453, 41-45.

Rodari, G. (2017). *Escuela de fantasía*. Barcelona: Blackie Books.

Torres, M., Juanola, R. (1998). *Dibuixar: mirar i pensar*. Barcelona: Rosa Sensat.

Ungerer, T. (2019). *Així és la vida*. Barcelona: Blackie Books.

MUSICAL EDUCATION

Blacking, J. (1994). *Fins a quin punt l'home és music*. Vic: Eumo Editorial.

Bonal, E., Casas, M., Casas, N. (2005). *Diversita't. Cançons, danses... activitats i recursos per a la convivència en la diversitat*. Barcelona: Generalitat de Catalunya. Fundació Bofill. (inclou 2 CDs)

DDAA: Cançons populars i tradicionals a l'escola. Propostes didàctiques i metodològiques. Generalitat de Catalunya. Departament d'Ensenyament.

Hargreaves, D.J. (1998). *Música y desarrollo psicológico*. Barcelona: Graó.

Hennessy, S. (1995). *Music 7-11. Developing primary teaching skills*. Londres: Routledge.

Maideu, J. (1996). *Assaig. Cançons i exercicis*. Barcelona: Eumo Editorial.

Malagarriga, T., Valls, A. (2003). *La audición musical en la Educación Infantil*. Barcelona: CEAC (inclou CD).

Swanwick, K. (1991). *Música, pensamiento y educación*. Madrid: Morata y MEC.

Tafari, J. (2006). *¿Se nace musical?*. Barcelona: Graó.

CURRICULUM EDUCACIÓ PRIMÀRIA: <http://xtec.gencat.cat/ca/curriculum/primaria/curriculum/>

Software

No specific software is used in this subject.