

**Corporal Expression and Communication**

Code: 102049  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

### 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 study this subject, it is advisable to have a practical base in the field of Body Expression.

### Objectives and Contextualisation

Students should be able to:

- 1- Develop expression and communication capabilities of the body.
- 2- Develop creative possibilities for individual work in a group.
- 3- Learn to build a fictional and dramatic space as a place of application and experimentation of the mechanisms of expression-body communication
- 4- Master the basic procedures for teaching Corporal Expression in Primary Education.
- 5- Acquire favorable attitudes toward an educational conception of corporal expression, essential for the integral formation of the person.

### Competences

- Acquiring resources to encourage lifelong participation in sports activities both inside and outside 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 and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Adapt teaching and learning programs and activities to pupil diversity, also considering pupils with special educational needs.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Establish work teams to develop activities independently.
4. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
5. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary education.
6. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
7. Programming, organising and applying learning and contents in education for health in physical education health education, designing and developing educational projects or programming units that make it possible to adapt the physical education curriculum to the school and promote the quality of the contexts.
8. Propose viable projects and actions to boost social, economic and environmental benefits.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
11. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
12. Using ICTs and CLTs to search for information and to develop and draw up practical work and didactic proposals in the field of Physical Education.
13. Using motor skills and body language as elements pertaining to communication skills.

## Content

- Body language and body language.
- The body expressiveness as the study of movement in space.
- The body expressiveness as the study of movement in the space occupied by others.
- The expressive exploration of time.
- The expression of emotions.
- Measurement and evaluation of human expressiveness.
- Creating a fictional and dramatic space.

## Methodology

### Methodology

The course consists of theoretical and practical sessions:

The theoretical sessions will be conducted mainly through presentations by the teacher in relation to the basic contents of the syllabus. Encouraging student participation.

The practical sessions will involve a major body work experienced by students. This work will be done from the application of various methodologies. The teacher will also provide adequate theoretical support to practice and will encourage the students to reflect from their experience.

The sessions will be conducted basically from the teacher proposals however, in the last classes intervention will be key for students in small groups, choose and develop a project likely to be represented.

In one of the last classes, students will dedicate 15 'to respond to the surveys about the evaluation of teaching activity and on the subject.

IMPORTANT ANNOUNCEMENT:

OUR TEACHING APPROACH AND ASSESSMENT PROCEDURES MAY BE ALTERED IF PUBLIC HEALTH AUTHORITIES IMPOSE NEW RESTRICTIONS ON PUBLIC GATHERINGS FOR COVERED-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			
Theoretical-practical sessions will be conducted mainly through exhibitions by the teacher in relation to the basic contents of the agenda, encouraging student participation.	45	1.8	1, 13
Type: Supervised			
Supervised practice sessions	20	0.8	1, 13
Type: Autonomous			
Study and personal work	75	3	1, 13
Study and personal work	0	0	5

## Assessment

IMPORTANT ANNOUNCEMENT:

THE TEACHING METHODOLOGY I THE EVALUATION PROPOSED MAY EXPERIENCE SOME MODIFICATION DEPENDING ON THE RESTRICTIONS TO THE PRESENTIALITY THAT THE SANITARY AUTHORITIES IMPOSE.

Evaluation

Assessment tasks:

Individual

- Work, in writing, critical reflection on two shows of theater and / or professional dance (20%)
- Journal of the subject -Activity complementarily (10%)

Couples

- Reasoned, in writing, of each practice session (5%) Comments
- Work, in writing, on an aspect of Body Language (15%)
- Representation of an exercise (10%)

#### Small groups

- Representation of an exercise (10%)
- Artistic and expressive Project (30%)

#### Observations

To pass the course:

- Should attend (at least) 80% of the contact hours.
- For maximum rating, you must present complementary activity (10%). This activity, unlike the others, only be taken into account in the final assessment, if it has achieved a score equal to or greater than 5.

#### **Assessment Activities**

Title	Weighting	Hours	ECTS	Learning Outcomes
For couples: Representation of an exercise	10%	0	0	6, 5, 13
For small groups: Artistic and expressive project	30%	10	0.4	2, 11, 3, 4, 5, 7, 9, 8, 10, 12, 13
For small groups: Representation an exercise	10%	0	0	1, 6, 11, 5, 13
For trios: Work on an aspect of Body Language	20%	0	0	1, 2, 6, 11, 3, 4, 9, 8, 12, 13
Individual: Journal/dossier of the course (complementary activity)	10%	0	0	5, 13
Individual: Work, in writing, critical reflection on two shows of theater and/or professional dance	15%	0	0	1, 6, 13
Three-group people: A written comment of each "practica" session	5%	0	0	1, 11, 13

#### **Bibliography**

##### EXPRESSION AND BODY LANGUAGE/DANCE AND DRAMATIZATION

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## **Software**

The Moodle Classrooms of the UAB to perform group activities will be used.