

Regions of Contemporary Art as Learning Spaces

Code: 106074
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	2
2500798 Primary Education	OT	4	2

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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 take this subject, it is recommended to have passed the compulsory subjects in the area, the EP Degree and .
This subject is part of the mention of PERFORMATIVE ARTS EDUCATION

Objectives and Contextualisation

To learn the educational potential of different types of cultural institutions: museums, art centers, galleries, etc.

Access to resources for educational intervention from cultural contexts.

To create synergies between educational institutions and cultural institutions to learn through the arts.

Competences

Early Childhood Education

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- 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.
- Consider classroom practical work to innovate and improve teaching.
- 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.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- 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.
- 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. Be open to signs of aesthetic, social and cultural changes that make it possible to avoid aesthetic or didactic stereotypes.
2. Demonstrate capacity for creation and reflection in carrying out artistic projects.
3. Demonstrate competence in the comprehension and dissemination of the different artistic manifestations in different communicative and multicultural formats.
4. Demonstrate competence in understanding and disseminating the various manifestations of art in different communicative and multicultural formats.
5. Displaying creative and reflective capabilities in the implementation of art projects.
6. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
7. Guide parents regarding family education in the 0-6 period.
8. Have knowledge of the appropriate digital technology for artistic practice.
9. Have the capacity to organize both personal and group work to perform the tasks required of the subject.

Content

I. CULTURAL DIMENSION

1.1 Culture as a space for critical thinking.

1.2. Different types of cultural institutions: museum, art center, production center, art gallery, foundation. Characteristics, functions and mapping of cultural institutions in Catalonia.

1.3. The Education Departments of the museums in the city of Barcelona and surroundings; reference centers for arts education.

II: PRODUCTIVE DIMENSION

2.1. Execution of artistic projects based on exhibitions seen in museums and / or other cultural institutions.

III. DIDACTIC DIMENSION

3.1. Relationship between artistic institutions and educational institutions: unique national and international projects, resources, etc.

Methodology

The development of the subject will be carried out by means of methodological dynamics of the PERFORMATIVE EDUCATION OF THE ARTS: placing the focus in the processes of learning of the people through the arts, fleeing from the traditional methodologies of teaching. It is a change of perspective that leads us to talk about a pedagogy of the event and transformation scenarios, where the interaction of knowledge, presences, identities and artistic languages is prioritized. In addition to rethinking the conceptions of time and

space in learning the arts, it aims to experience artistic creation and participate in collaborative projects, connecting with current changes in innovation-oriented education.

All the sessions will be face-to-face (review schedule), and there will be some outings to cultural institutions in Barcelona, which will be essential for the development of the subject. Attempts will be made to ensure that visits do not overlap with other subjects.

Carrying out a cultural activity or compulsory trip (museums, art exhibitions, conferences, audiovisuals, etc.) at a cost not exceeding € 5 (transport not included) and at the hours corresponding to the subject. At the beginning of the subject, the day and place of the cultural activity will be specified. In the event that students are unable to attend, they will need to be notified in advance and will have to do the activity on their own.

Learning activities:

SELF-EMPLOYED

Design and creation of educational interventions.

Theoretical reflections.

Visit to exhibitions in different artistic institutions.

DIRECTED

General presentation and approach of the subject and of the contents and basic questions of the syllabus by the teacher.

Making theoretical / reflection and practical proposals.

Reading and reflection of texts and audiovisual documents related to the subject.

Oral, individual or group exhibition activities. Comments and critiques of the results.

Outings / visits (Museums, art exhibitions ..)

Conferences

Audiovisuals

Research work

SUPERVISED

Tutorials and other tutored activities

Note: 15 minutes of a class will be reserved, within the calendar established by the center / degree, for the completion by the students of the surveys of evaluation of the performance of the teaching staff and of evaluation of the subject. / module.

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			

Individual and group work	50	2	9, 8, 1, 6, 5, 4
sessions	50	2	9, 6, 5, 4
Type: Supervised			
oral presentations and tutorials	40	1.6	9, 8, 1, 6, 4

Assessment

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 teacher: active participation in classes, responsibility and rigor in independent work, not judging, arguing, proper 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.
 Class attendance is mandatory: the student must attend a minimum of 80% of the sessions.
 The evaluation activities will be of different formats: written works, oral presentations, etc.

I assessment activities will be handed in one month after the start of the course. The works of II and III will be delivered during the course.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Individual work: cultural context	20%	2	0.08	9, 1, 4, 3
2. Group work: productive dimension	40%	4	0.16	9, 8, 1, 5, 2
3. Individual work: didactic dimension	40%	4	0.16	7, 9, 1, 6, 3

Bibliography

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HUERTA, R., DE LA CALLE, R. (ed.) (2008). *Mentes sensibles. Investigar en educación y museos*, Valencia: Universitat de Valencia Didàctica en institucions artístiques 2012 - 2013 3

LIDON BELTRAN,C.(ed.) (2005) *Educación como mediación en centros de arte contemporáneo*, Salamanca: Universidad de Salamanca

MACAYA, A, RICOMA, R, SUAREZ, M. (coord.) (2007). *El museu i l'educació per a la diversitat cultural de les arts*. Tarragona: Museu d'Art modern de Tarragona.

SANDELL, R. (ed.). (2002). *Museums, Society, Inequality*. Oxon: Routledge

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