

Audiovisual Languages and Artistic Expression

Code: 102031
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	1
2500798 Primary Education	OT	4	1

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Debora Martinez Sanchez

Prerequisites

To study this subject it is recommended to have passed the compulsory subjects:

- "Musical and visual education". EP2
- "Music education, visual and learning." EP3"Visual Arts Education I". EI3
- "Visual Arts Education II". EI3

This subject is part of the mention of *Performative Arts Education*

Objectives and Contextualisation

Contextualization

In the image-world in which we live, it is necessary to be aware of all those languages and tools that build the visual culture that surrounds us. To awaken a critical gaze over this avalanche of images, and learn strategies to create alternative visual narratives, in this course students will learn/experiment the expressive possibilities of the different audiovisual languages (photography, video, new media, animation, etc.). Resources will also be offered in the teaching of the visual arts in early childhood education, deepening in the knowledge and foundations of art, artistic expression and audiovisual languages.

Objectives:

- To deepen in the knowledge and foundations of art, plastic expression and audiovisual languages.

- To use artistic and audiovisual languages for personal and collective expression and understanding of cultures (perception, interpretation, creation, expression and production).
- To understand and develop the curriculum of visual arts education for early childhood through educational projects (cycles 0-6 and 6-12).
- To study the interconnection of artistic languages with other languages and capacities of children in the 0-12 years stage.
- To acquire criteria for the assessment and understanding of the arts and their application in teaching in early childhood education.
- To be aware of the role of education in the non-transmission of gender stereotypes, and social transformation.

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.
- Consider classroom practical work to innovate and improve teaching.
- 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.
- Know and apply information and communication technologies to classrooms.
- 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.
- 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. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Be open to signs of aesthetic, social and cultural changes that make it possible to avoid aesthetic or didactic stereotypes.
4. Demonstrate capacity for creation and reflection in carrying out artistic projects.
5. Demonstrate competence in the comprehension and dissemination of the different artistic manifestations in different communicative and multicultural formats.
6. Demonstrate competence in understanding and disseminating the various manifestations of art in different communicative and multicultural formats.
7. Displaying creative and reflective capabilities in the implementation of art projects.
8. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
9. Guide parents regarding family education in the 0-6 period.
10. Have knowledge of the appropriate digital technology for artistic practice.
11. Have the capacity to organize both personal and group work to perform the tasks required of the subject.

12. Know in depth about suitable procedures and techniques for artistic practice.
13. Understand the right digital techniques for the practice of art.

Content

BLOC I. Cultural dimension: artistic languages and visual (audio)visual culture

- Contextualization of audiovisual media.
- Audiovisual media as an artistic language.
- Analysis of works of art made in different audiovisual languages.
- Knowledge of women's contributions to audiovisual culture.

BLOC II. Productive dimension: experimenting with (audio) visual languages

- Artistic production with still images: photography and new medias.
- Artistic production with moving images: video and animation.

BLOC III. Performative dimension: contemporary art and educational intervention

- Application of audiovisual language in the field of early childhood education.
- Resources for working with audiovisual languages in school: Museum Education Departments, Cultural Centers, Art Schools, Associations, etc.
- Interdisciplinary projects

Methodology

Teaching and learning activities

- Presentations by teachers of the contents and basic questions of the syllabus.
- 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, we must notify them in advance and must do the activity on their own.
- Reading and reflections of texts and audiovisual documents related to the subject.
- Tasks related to the process of artistic and audiovisual creation (analysis of processes and results) and to the educational intervention in the classroom.
- The methodology adopted requires for its good development that the student brings to the classroom specialized materials for the realization of the artistic activities (brushes and paintings, among others). Teachers will recommend the most appropriate material for the scheduled activities, which will have a sustainable cost and can be shared among students. Mechanisms will be sought to ensure that the student can have it at his disposal in the event that the necessary resources are not available.
- The methodological dynamics of performative arts education will be followed.
- All sessions will be face-to-face instruction (review schedule)
- The proposed teaching methodology and assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.
- Approximately 15 minutes of a class will be allocated to answer the evaluation surveys of the teaching performance and the evaluation of the subject or 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			
Face-to-face in groups	45	1.8	1, 11, 10, 13, 12, 8, 7
Type: Supervised			
Tutored activities and creative practices	30	1.2	11, 10, 13, 12, 3, 7, 4
Type: Autonomous			
Design and creation in the audiovisual and educational fields	75	3	11, 12, 7, 4, 6

Assessment

Block I. Cultural dimension: visual narrative. (30%) (group activity)

- Exercise 1: Collective portrait. Delivery date: 3rd week
- Exercise 2: Individual portrait based on the analysis and reflection of the works of authors reviewed in class. Delivery date: 4th week. Face-to-face delivery in class.
- Exercise 3: Self-portrait: Delivery date: 5th week. Face-to-face delivery in class.

Block II. Productive dimension: Analysis of a practice or artistic work of contemporary art and reflection on its pedagogical interest. (25%) Delivery date: last week of class. (individual activity)

Block III. Performative dimension: design, creation and realization of an audiovisual artistic piece for educational purposes (photography, video, installation, video performance, etc.). (45%) Delivery date: last week in class. (individual activity)

Unique assessment

Block I. Cultural dimension: Visual narrative (30%)

Block II. Productive dimension: Analysis of a practice or artistic work of contemporary art and reflection on its pedagogical interest. (25%)

Block III. Performative dimension: design, creation and realization of an audiovisual artistic piece for educational purposes (photography, video, installation, video-performance, etc.). (45%)

Delivery: last day of class.

Continuous assessment and unique assessment:

Students who have adequately monitored the subject and still have some aspect not achieved, will be given the opportunity to overcome the subject, doing additional independent work or redoing some of the activities delivered or carried out. It is necessary to study each case depending on the situation of each student. Delivery Friday February 9th 2024.

The results of each of the assessments will be returned to the students within a maximum period of 21 days after their delivery, offering a revision date within 10 days of publication. Total or partial copying or plagiarism of one of the assessment activities will be a direct reason for suspending the work, with no recovery option.

One of the criteria necessary to pass this subject will consist of demonstrating, throughout the course, that the student has developed personal and social skills essential to being a teacher: active participation in classes,

responsibility and rigor in independent work, not judging, arguing, appropriate use of electronic devices (mobile, computer, etc.), critical thinking and behaviors that favor a kind and positive, democratic environment where differences are respected. The teaching staff of the subject will observe, document the sessions and record evidence in relation to these personal and social skills of the students; and will be evaluated throughout the course.

It is also necessary for the student to show good general communication skills, both orally and in writing, and a good command of the vehicular language or languages listed in the teaching guide. The assessment will also focus on skills for cooperative and team work and will be gender sensitive.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Bloc I. Cultural dimension: Visual narratives (grup activity)	30%	0	0	11, 10, 13, 12, 3, 7, 5
Bloc III. Performative dimension: design, creation and realization of an audiovisual artistic piece for educational purposes. (individual work)	45%	0	0	2, 11, 3, 7, 6, 5
Block II. Productive dimension: Analysis of a practice or artistic work of contemporary art and reflected on its pedagogical interest. (individual activity)	25%	0	0	9, 1, 2, 11, 10, 13, 12, 8, 7, 4, 5

Bibliography

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Baigorry, L. (1995). *El vídeo y las vanguardias históricas*. Barcelona: Edicions Universitat de Barcelona.

Barthes, R. (2005). *La cámara lúcida. Notas sobre la fotografía*. Buenos Aires: Paidós.

Benjamin, W. (1983). *L'obra d'art en l'era de la seva reproductibilitat tècnica*. Barcelona: Edicions 62.

Campany, D. (2007). *Art and photography*. New York: Phaidon.

Ellsworth, E. (2005). *Posiciones en la enseñanza*. Madrid: Akal

Fontcuberta, J. (2010). *La cámara de pandora: la fotografi@ después de la fotografía*. Barcelona: Ed. Gustavo Gili.

Freedman, F. (2006). *Enseñar la cultura visual*. Barcelona: Octaedro.

Hernández, F. (2007). *Espigador@s de la cultura visual. Otra narrativa para la educación de las artes visuales*. Barcelona: Octaedro.

Mäkiranta, M. (2012). Photography as family ritual: visual narratives in a finnish family photo album. *Visual culture & Gender*, 7: 39-48.

Acaso, M.; Ellsworth, E. i Padró, C. (2011). *El aprendizaje de lo inesperado*. Madrid: Catarata

Paris, G. (2015). Els meus desitjos. La fotografia contemporània com a mitjà expressiu en la formació de professorat. *Temps d'educació*, 48, 215-232.

Patmore, C. (2004). *Curso completo de animación : los principios, práctica y técnicas de un animación exitosa*. Barcelona: Acanto

Proujansky, A. (2018). *Go photo! An activity book for kids*. New York: Aperture.

Selby, A. (2009). *Animación : nuevos proyectos y procesos creativos*. Barcelona: Parramón.

Sontag, S. (1996). *Sobre la fotografía*. Barcelona: Edhasa.

Spence, J. (2005). *Más allá de la imagen perfecta. Fotografía, subjetividad, antagonismo*. Museu D'art Contemporani de Barcelona.

Steyerl, H. (2014). *Los condenados de la pantalla*. Buenos Aires: Caja Negra.

Zafra, R. (2014). Arte, feminismo y tecnología. Reflexiones sobre formas creativas y formas de domesticación. *Quaderns de Psicologia*, 16 (1), 97-109.

Online resources:

A BAO A QU: <http://www.abaoaqu.org/>

Agora (Tecnologies de la Comunicació i Orientació): www.uhu.es/agora

Cinescola (cinema i educació): <http://cinescola.info/category/lilibres/>

Drac Màgic (divulgació de la cultura audiovisual): <https://www.dracmagic.cat/>

Encyclopédie des Nouveaux Médias: www.newmedia-art.org

A Home In Progress Film (animació experimental i pedagogia): <http://ahomeinprogressfilm.com/>

Software

Specific software is not used in this course.