

Teaching Innovation in the Visual Arts

Code: 102034
ECTS Credits: 6

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

Contact

Name: Mar Moron Velasco

Email: mar.moron@uab.cat

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

Mar Moron Velasco

Prerequisites

To take this subject, it is recommended to have passed the compulsory subjects in the area, the EP Degree and / or the EI Degree: "Music and visual education", EP2; "Music, visual and learning education", EP3; "Visual Arts Education I", EI3 i "Education of the Visual Acts II", EI3.

This subject is part of the mention of PERFORMATIVE ARTS EDUCATION:

<https://www.uab.cat/ca/didactica-musical-plastica-corporal/noticies/20220909/noticia-1>

Objectives and Contextualisation

Currently, the school as an institution is being transformed according to the social and cultural changes and emerge further discussions on the role of knowledge, identity construction and visibility in training children. In this context of change and once reached the skills related to the practice of art and artistic languages, students should be able to reflect and intervene as educators in accordance with the opportunities and challenges facing the school, from the perspective of innovation through art and visual culture.

This course provides students with the foundation for innovation in teaching visual arts and its application in the classroom, understanding that changes in art education do not arise from an individual initiative but

collaboration among multiple stakeholders in practice (children, educators, artists and cultural workers, mainly). Therefore, the subject is closely linked to the practicum fourth course, and be able to guide the student in planning and educational intervention in this context of change.

Ultimately, in this subject are raised as main objectives:

- . research artistic education projects that are currently being carried out n
- . design interdisciplinary and inclusive projects to educate in the arts and
- . know institutions and professionals linked to artistic education.

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.
- 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

- 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 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. 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 knowledge of the appropriate digital technology for artistic practice.

10. Have the capacity to organize both personal and group work to perform the tasks required of the subject.

Content

CULTURAL SKILLS: Contemporary Visions of art education

- 1.1. Debates and state of education in the visual arts
- 1.2. Art education curricula in the international context
- 1.3. Networks and innovation projects in arts education

EDUCATIONAL INTERVENTION: Innovation, curriculum and research in education through visual arts

- 2.1. Basis for innovation in teaching visual arts and their application in the classroom
- 2.2. Strategies and processes aimed at building an innovation project through art (planning and development)
- 2.3 The role of evaluation in arts education
- 2.4. visual research methodologies

PRODUCTION AREA: Collaboration and dialogic practices in visual arts education

- 3.1. based on dialogue among educators, artists and cultural workers Projects
- 3.2. Learning to collaborate: the interpretation in the production of art and visual culture
- 3.3. Search through art at the Faculty of Education Sciences.

Methodology

THE SUBJECT WILL FOLLOW AN ACTIVE PEDAGOGY.

The sessions will be intercalated between:

- exhibitions of innovative projects of artistic education by the teacher,
- proposals for artistic practices for the workshop: individual and in groups,
- tutorials to share the research work being carried out, and final exhibitions in class,
- preparation of an ApS project (Learning and Service) among all students: it will consist of designing, conducting and evaluating artistic interventions for children at the Bellaterra school.
- dialogic practices on topics related to "the didactic innovation of the visual arts", from texts, audiovisual documentaries or visits to exhibitions.
- visit exhibition.

ATTENDANCE AT THE SESSIONS IS IMPORTANT FOR THE ACHIEVEMENT OF THE SUBJECT COMPETENCES.

*Due to the current "climate alarm", "lack of natural resources" and "economic imbalance" that we are experiencing on the planet, the team of teachers of the Didactic Unit of Plastic Expression will promote artistic skills from an eco-social and eco-feminist point of view. Priority will be given to natural and recycled materials during the workshop sessions and individual and/or group artistic creations. With the use of natural materials and the elaboration of others from them, the aim is to generate environmental awareness among the students,

which implies developing sensitivity and critical ability to perceive the natural and material environment that surrounds us, and to know and react to attitudes, situations and events that contribute to improve the care of the planet.

If other materials are needed, teachers will recommend what is appropriate for the planned activities, which will have a sustainable cost and can be shared among the students. Mechanisms will be sought to ensure that everyone has them.

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			
Expositions by teachers	45	1.8	8, 1, 2, 10, 9, 3, 7, 6, 4, 5
Type: Supervised			
Seminars on research, analysis and production.	30	1.2	8, 1, 2, 10, 9, 3, 7, 6, 4, 5
Type: Autonomous			
Research and fieldwork	75	3	8, 1, 2, 10, 9, 3, 7, 6, 4, 5

Assessment

The evaluation of the course will be carried out throughout the academic year by means of the activities shown in the table. The student must have passed all the assignments in order to pass the course. Class attendance is recommended for the active methodologies that are developed during the sessions, as well as participation in the realization of group work. The teacher is committed to give the necessary indications to the students so that they can pass the course and to supervise and tutor the realization of the work. Halfway through the course, the teacher will give feedback on the individual and group learning process.

All the work that will be done throughout the course, must be incorporated into a personal website that each student will design: there will be 2 deliveries from the website: 1st delivery, during the subject (march 24, the web link will be delivered) and the final delivery (June 24).

An ACTIVE, POSITIVE AND RESPONSIBLE ATTITUDE is requested in relation to the area, the attendees, the activities and the spaces.

The recovery will consist of improving those works that have not achieved the requested objectives, the maximum mark of this recovery will be a 5.

There will be a special proposal for those students who want to access an Honors Degree.

If a mistake is detected in any of the activities, the student will not be able to complete the assignment.

EVALUATION ACTIVITIES

CREACIÓ D'UN WEB INDIVIDUAL_CONTINGUT DEL WEB

Data avaluació

Data recuperació

INTRODUCTION. 5%

BLOCK I. CULTURAL AREA. 25%

june (28 juny)

5 july 24

. Reflection on texts and audiovisuals (individual)

. Research work: Innovative Arts Education Projects (group)

BLOCK II. EDUCATIONAL INTERVENTIONS. 30%

march/june (28
juny)

. Learning and Service Project. THE BIG DRAW. ESCOLETA + UAB (group)

. Visit-workshop to the artistic institution_relation museum-school (individual)

BLOCK III. PRODUCTIVE AREA. 20%

march/june (28
juny)

. From monotype to literary creation (individual-group)

. Other artistic practice proposals (individual-group)

TO KNOW MORE... (individual)

june (28 juny)

CONCLUSIONS (individual) Final delivery. 10%

june (28 juny)

Active and participative attitude. 10%

june (28 juny)

RECOVERY: The recovery will consist of improving those works that have not reached the requested objectives, the maximum grade for this recovery will be a 5. The web with the necessary modifications will be delivered 5 July.

SINGLE EVALUATION: the students who obtain this type of evaluation will have to complete all the assignments of the course (they will be specified in the virtual campus); and the group activities will be done individually. THE WEB PAGE WILL BE DELIVERED THE SAME DAY AS THE FINAL EVALUATION OF THE REST OF STUDENTS (28 June) AS WELL AS THE RECOVERY DATE.

One of the necessary criteria to pass this subject will be to demonstrate, throughout the course, that the student has developed personal and social skills essential to be "a good teacher" / "a good 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 promote a friendly and positive environment, democratic and where differences are respected. The teacher of the course will be observing, documenting the sessions and noting evidence in relation to these personal and social skills of the students; and they 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 vehicular language or languages that appear in the teaching guide. The evaluation will also look at cooperative and teamwork skills and will be gender sensitive.

If copying is detected in any of the activities, the student will not be able to pass the course.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation during the course. INDIVIDUAL	10%	0	0	10, 7, 6
BLOCK I. Reflections on texts and audiovisuals. INDIVIDUAL	10%	0	0	8, 2, 10, 7, 6, 4, 5
BLOCK I. Research work: Innovative Arts Education Projects. GROUP	15%	0	0	8, 1, 2, 10, 3, 6, 4, 5
BLOCK II. Learning and Service Project. THE BIG DRAW. ESCOLETA + UAB. GROUP	25%	0	0	8, 1, 2, 10, 9, 3, 7, 6, 4, 5
BLOCK III. Presentation of the process and results of artistic proposals. INDIVIDUAL 10%, GROUP 10%	20%	0	0	8, 1, 2, 10, 9, 3, 7, 6, 4, 5
Conclusions of the subject. To know more ... Bibliography. INDIVIDUAL	10%	0	0	1, 3, 7, 6
Design and creation of an individual website, collection of work done. INDIVIDUAL	10%	0	0	1, 10, 9, 3, 7, 6, 4, 5

Bibliography

Articles and books:

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- Other resources:
- Unitat de Didàctica de les Arts Plàstiques. Facultat de CCEE. UAB. Recuperat de:
<http://www.uab.cat/servlet/Satellite/el-departament/didactica-de-les-arts-plastiques-1243492964927.html>
- Enllaços de interès. Recuperat de:
<https://www.uab.cat/web/la-docencia/educacio-de-les-arts-visuals-1345742628701.html>

Software

Video, audio and image editors.