

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

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

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

BLOCK I. Cultural dimension: artistic languages, (audio)visual culture and education

- Contextualisation of the audiovisual medias: from the still image to the moving image.
- Audiovisual medias as an artistic language.
- Analysis of artistic works produced in different audiovisual languages.

- Relationship between audiovisual arts and education (early childhood and primary school).

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

- Production of artistic projects using still images: photography and other techniques.
- Production of artistic projects using moving images: video and animation.

BLOCK III. Performative dimension: contemporary art and educational intervention.

- Application of audiovisual languages in the field of early childhood and primary education.
- Resources for working with audiovisual languages at school: Educational Departments of Museums, Cultural Centres, Art Schools, Associations, etc.
- Interdisciplinary projects.

Activities and Methodology

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

Teaching and learning activities

- Presentations by the teaching staff on the contents and basic questions of the syllabus.
- Carrying out a compulsory cultural activity (museums, art exhibitions, conferences, audiovisuals, etc.) at a cost of no more than €5 (transport not included) and during the hours corresponding to the subject. The day and place of the cultural activity will be specified at the beginning of the course. If students are unable to attend, it will be necessary to notify us in advance and they will have to do the activity on their own.
- Reading and reflection on texts and audiovisual documents related to the subject.
- Tasks related to the process of artistic and audiovisual creation (analysis of processes and results) and educational intervention in the classroom.
- The methodology adopted requires for its proper development that the student brings specific materials to the classroom. The teaching staff will recommend the most appropriate material for the programmed activities, which will have a sustainable cost and can be shared among the students. Mechanisms will be sought to ensure that the student can have it within their reach in the event that the necessary resources are not available. The methodological dynamics of interactive arts education will be followed.
- All sessions will be face-to-face (see timetable).
- The teaching methodology and evaluation activities may undergo some modification depending on the restrictions on in-person attendance imposed by health authorities.
- Approximately 15 minutes of a class will be allocated to answer the surveys to evaluate the teaching performance and evaluate 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Bloc I. Cultural dimension: Visual narrative (individual activity)	35%	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. (grup work)	40%	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

Continuous assessment

Block I. Cultural dimension: creation of a visual narrative. (35%) Delivery date: 4th week of class. (individual activity) (individual activity)

Block II. Productive dimension: Analysis of a practice or artistic work of contemporary art and reflection on its pedagogical interest. (25%) Delivery date: 7th 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.). (40%) Delivery date: last week in class. (grup activity)

Unique assessment (delivery on 4th June 2025)

Block I. Cultural dimension: Visual narrative (35%)

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.). (40%)

Continuous assessment and unique assessment:

Students who have followed the course properly and, nevertheless, still have some aspect not achieved (marks between 3.5 and 4.9/10), will be given the opportunity to pass the subject by doing additional independent work or by redoing some of the activities handed in or completed. It is necessary to study each case according to the situation of each student. The delivery will be agreed with the teaching staff. A student who has not handed in two thirds of the assessment tasks of the subject and/or who has failed with a mark lower than 3.5/10 will be considered as not assessable.

The teaching staff will return the assessment activities within a maximum of 20 working days.

Copying or plagiarism of material constitutes an infraction that will be penalised with a zero in the activity and in the subject, and there will be no option to resit the task. Remember that "copying" is considered to be a work that reproduces all or a large part of the work of another classmate and "plagiarism" the fact of presenting all or part of an author's text as one's own, without citing the sources, whether on paper or in digital format.

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.

Bibliography

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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.

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

Ewald, W. (2002). *I Wanna Take Me a Picture: Teaching Photography and Writing to Children*. Beacon Press.

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

Recursos en línia:

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

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

Escoleta de cinema (Barcelona): <https://escoletadecinema.wixsite.com/escoleta-de-cinema>

Software

Specific software is not used in this course.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	afternoon
(PCAM) Field practices	1	Catalan	first semester	afternoon
(TE) Theory	1	Catalan	first semester	afternoon