

**Childhoods: Inclusive Narratives through Art**

Code: 106073  
ECTS Credits: 6

**2024/2025**

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 be enrolled in this subject, it is recommended to pass the following compulsory subjects, previously, according to the degree:

Primary education degree: "Musical and visual education" and "Musical and visual education, and learning"

Early Childhood education degree: "Visual Arts Education I" and "Visual Arts Education II".

### Objectives and Contextualisation

This subject belongs to the mention on Performative education of the arts, which main objective is to train future educators in early childhood and primary education through art education, based on the idea of constructing embodied learnings from a transdisciplinary view. The mention is constituted by this groups of subjects, which are clearly related among them:

Didactic innovation in the visual arts; Audiovisual languages and artistic expression; Artistic projects; Childhood: Inclusive Narratives Through the Arts; Territories of contemporary art as learning spaces\*

In the case of this subject, we wish to achieve three specific goals:

1. Approaching to childhood, from a non adultcentric and decolonizing perspectives, in other words, from the analysis of power relations that intervene in the positions of age, gender, race-ethnicity, other capabilities, social class and sexual diversity;
2. Knowing the tactics of arts-based educational research in a dialogue with the identities of children represented and experimented by artists, educators, researchers, from a perspective of social justice and inclusion;
3. Creating collaborative experiences of inclusive education to produce multiple stories of childhood through the arts and learning how to share them.

## 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.
- 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.
- 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

- 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.
- 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 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. Acquire criteria and resources to advise and intervene at the primary education stage.
2. Be open to signs of aesthetic, social and cultural changes that make it possible to avoid aesthetic or didactic stereotypes.
3. Demonstrate capacity for creation and reflection in carrying out artistic projects.
4. Demonstrate competence in the comprehension and dissemination of the different artistic manifestations in different communicative and multicultural formats.
5. Demonstrate competence in understanding and disseminating the various manifestations of art 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 the capacity to organize both personal and group work to perform the tasks required of the subject.

## Content

This subject is structured through four main topics:

1. The construction of children's identities from a decolonial gaze. The "other" childhood
2. Narrators of childhood: transdisciplinary stories from contemporary arts and visual culture
3. Childhood, *agencement* and learnings from inclusive art education
4. Collaborative design of performative art education as a mode of empowering children's life.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Childhood and diversity: stories of otherness	15	0.6	8, 9
Theoretical presentations and readings on the visual history of diverse childhood	30	1.2	4, 8
Type: Supervised			
Contemporary narratives of childhood in contemporary arts and visual culture	30	1.2	2, 4, 9
Type: Autonomous			
Arts-based inclusive design in education and counter-narratives of childhood	75	3	3, 4, 6, 8

Performative Arts Education places the focus on people's learning processes through the arts, eschewing traditional teaching methodologies.

A change of perspective that leads us to talk about a pedagogy of the event and transformation scenarios, where the interaction of knowledge is prioritized, presences-identities and artistic languages. In addition to rethinking the conceptions of time and space in the learning of the arts, we propose to live artistic creation and participate in collaborative projects, connecting with current changes in innovation-oriented education.

The teaching strategies are based on the performative pedagogies of the arts, in arts-based educational research, and the narrative construction of learnings, identities and diversity.

Regarding the materials that will be used during the subject in the workshop sessions, priority will be given to natural elements and recycled materials.

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

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group activity 1: Creating a collaborative story	25%	0	0	3, 4, 7, 8
Group activity 2. Collaborative design with children towards an inclusive art education (including individual work evidence)	25%	0	0	1, 2, 3, 6, 8, 9
Individual activity 1. Writing and analysis of an account of childhood	25%	0	0	2, 5, 9
Individual activity 2. Critical reflection and presentation of a reading about childhood	25%	0	0	2, 4, 7

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The activities should be delivered according to the following prevision:

- Individual activity 1. At the beginning of topic 1.
- Group activity 1. At the end of the topic 2.
- Individual activity 2. At the end of the topic 3.
- Group activity 2. At the end of the course.

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 good teacher": active participation in classes, responsibility and rigor in autonomous work, not judging, arguing, appropriate 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, both orally and in writing, and a good command of the language or languages that appear in the teaching guide.

The assessment will also focus on skills for cooperative and teamwork and will be gender sensitive.

Only the individual activities and/or evidence could be re-assessed (the date of the re-assessment delivery will be 07/02/2025). There is not possibility for re-assessment when plagiarism.

The unique assessment will consist of a written essay on the four topics of the subject (the date is: 20/12/2024). The recovery of the unique assessment will consist of an oral essay (the date is the same that of the continuous assessment: 07/02/2025).

Failure to participate in individual and group activities, along with lack of evidence in the written evidence, will result in a non-assessment.

## Bibliography

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## Software

Text and image editors.

## Language list

Name	Group	Language	Semester	Turn
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(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed

PROVISIONAL