

Degree	Type	Year
Early Childhood Education	OB	3

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

No prerequisites are required to take this course.

Objectives and Contextualisation

The main objectives of this course are:

- To know the components of art and visual language.
- Using art and visual language to express personal and collective understanding of cultures.
- To perceive, interpret, create, express and produce art and visual languages
- Applying learning and teaching strategies in the field of visual arts: image, object and space.
- Developing experiences and create events for performative education through arts.

Competences

- Analyse audiovisual languages and their educational implications.
- Be familiar with the music, plastics and body language curriculum at this stage as well as theories on the acquisition and development of the corresponding learning.
- Critically analyse personal work and use resources for professional development.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Promote awareness of artistic expression and artistic creation.

- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
2. Be familiar with the visual and plastic arts curriculum in different stages of infant education.
3. Being able to promote emotional singularity in infant education.
4. Being able to use expressive languages of an artistic nature for educational purposes.
5. Having the capacity for self-criticism in the carrying out of the professional activity.
6. Having the resources to promote artistic sensitivity and creativity.
7. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
8. Master audiovisual languages for use in education.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.

Content

Section I. CULTURAL DIMENSION: Art and education foundations

- 1.1. Arts education in the human development of the person.
- 1.2. Relations between art and education.
- 1.3. Historical, social and cultural contexts
 - 1.3.1. The audiovisual society.
- 1.4. Artworks as a source of knowledge
 - 1.4.1. Perception, representation and interpretation of art.

Section II. PRODUCTIVE DIMENSION: Training in the practice of art

- 2.1. Visual thinking and artistic development: creative processes.
- 2.2. Practices and projects related to different cultural contexts and artistic movements.
- 2.3. Understanding and experimenting with the practice of art as a process of knowledge.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentations by the professor / guest speakers / outings	12	0.48	4, 5, 6
Proposals for artistic practice (seminars)	18	0.72	1, 8, 9, 5, 6, 10

Type: Supervised			
Artistic creation processes	10	0.4	1, 8, 9, 4, 5, 6, 10
Type: Autonomous			
Design and art studio: art and visual language	30	1.2	1, 2, 8, 9, 3, 4, 5, 6, 10
Theoretical reflections: art and education	30	1.2	1, 2, 8, 9, 3, 4, 5, 6

ACTIVITIES:

Autonomous

- Reading of texts and viewing of audiovisual documentaries on the cultural dimension: art and education.
- Artistic design and creation: the artistic creation processes will begin in the workshop (seminars) and can be continued independently in other spaces such as nature, the library, etc.
- Visit to an art exhibition. This will be decided at the beginning of the course and will depend on the exhibitions scheduled in Barcelona at that time. Students will need to attend on their own and cover the cost of admission, if applicable.

Guided

Large Group

- Lectures given by the professor.
- Field trips to social, cultural, and/or educational institutions, with a reduced cost for students.
- Conferences and workshops with guest professionals from the fields of early childhood education and contemporary art.

Seminars

- Artistic practice: small group work sessions (maximum 25 students), supervised by faculty, where individual and group proposals specific to the subject area will be developed. These sessions will deepen the contents and themes explored in the large group.
- Reflections based on texts and audiovisual documentaries related to the subject.
- Work on the artistic creation process: analysis of both the process and the results.

Supervised

- Individual or small-group tutorials to monitor the proposals (in-person or virtual).
- Work on the artistic creation process: analysis of both the process and the results.

SPECIFIC MATERIAL FOR THE DEVELOPMENT OF ACTIVITIES

The sessions of this course are based on research and experimentation with materials by the students. This work requires investigation supported by image documentation and the recycling of materials for artistic education. Furthermore, the adopted methodology requires students to bring specific materials to class for the realization of artistic activities (brushes, paints, etc.).

The faculty will recommend the most suitable materials for the scheduled activities, aiming for affordability and the possibility of sharing among students. Mechanisms will be sought to ensure all students have access to the necessary materials, even in cases of limited personal resources.

Given the current context of climate emergency, scarcity of natural resources, and economic imbalance, the teaching team of the Didactics of Visual Expression Unit will promote artistic skills from an eco-social and ecofeminist perspective.

Priority will be given to the use of natural and recycled materials during workshop sessions and in individual and/or collective artistic creations. By using natural materials and creating resources from them, the aim is to generate environmental awareness among students, fostering sensitivity and critical thinking to perceive the natural and material environment around us, and to act in the face of attitudes, situations, and events that contribute to improving care for the planet.

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
Activities based on readings and viewings (Section I. Art and Education. CULTURAL DIMENSION. INDIVIDUAL	30%	0	0	2, 7, 8, 6, 10
Bidimensional and tridimensional art studio practices (Section II. Training in Art studio). INDIVIDUAL	30%	0	0	4, 6
Complete structure of the art education portfolio / web / diary (Section I and II). INDIVIDUAL	10%	0	0	1, 2, 7, 8, 9, 3, 4, 5, 6, 10
Full contents of the Art education portfolio / web / diary (Section I and II). INDIVIDUAL	20%	0	0	1, 2, 7, 8, 9, 3, 4, 5, 6, 10
Two-dimensional and three-dimensional artistic practices (Section II. Training in the practice of art). GROUP	10%	0	0	4, 6

The course will be assessed continuously. Attendance is recommended, given the active and participatory methodology of the sessions.

SUBMISSIONS. Throughout the course there will be two submissions of assignments:

The first, during the first half of November. The activities to be submitted are:

- Activities derived from the readings and viewings (Block I. Art and Education. CULTURAL DIMENSION). INDIVIDUAL
- Complete structure of the portfolio / website / artistic education journal (Blocks I and II). INDIVIDUAL

The second, during the third week of January. This final submission will be accompanied by the final portfolio (both the content and the presentation will be assessed). The activities to be submitted are:

- Complete contents of the portfolio / website / artistic education journal (Blocks I and II). INDIVIDUAL
- Two-dimensional and three-dimensional artistic practices (Block II. Training in art practice. PRODUCTIVE DIMENSION). INDIVIDUAL
- Two-dimensional and three-dimensional artistic practices (Block II. Training in art practice). GROUP

RESIT. The resubmission period is scheduled for the last week of January. The activities that can be resubmitted are:

- Activities derived from the readings and viewings (Block I. Art and Education. CULTURAL DIMENSION). INDIVIDUAL
- Complete contents of the portfolio / website / artistic education journal (Blocks I and II). INDIVIDUAL

The maximum grade for resit will be 5.

SINGLE ASSESSMENT. Students may request a single assessment. This will take place at the end of the course (see schedule).

- The assessment tasks for students who opt for single assessment will be the same as for continuous assessment; however, group work will need to be completed individually.
- The same resit system will apply to both continuous and single assessment.
- The review process for the final grade will follow the same procedure as for continuous assessment.

The course instructor will specify the assignments to be submitted, their format, and the exact submission date (a tentative date is provided in the schedule).

Within the three weeks following the submission of the assessment evidence, students will be informed of their grades (via the virtual campus), and a date will be set for grade review and feedback on the assignments.

To pass this course, students must demonstrate strong general communication skills, both oral and written, as well as a good command of the course language(s) specified in the syllabus. The assessment will also consider teamwork and collaborative skills and will be sensitive to gender perspective issues.

As a mandatory requirement to pass the course, students must display attitudes and aptitudes compatible with the teaching profession, such as: active listening, responsibility, respect, active participation, cooperation, empathy, kindness, punctuality, non-judgmental behavior, ability to argue, appropriate use of electronic devices (mobile phone, laptop, etc.), and critical thinking. Conduct that promotes a friendly and positive classroom environment, based on democratic values and the respect and appreciation of diversity, will be required.

A student will be considered not assessable if they fail to submit all the required components (assessment evidence) both on the virtual campus and in their portfolio/website.

Plagiarism or copying of material-whether in assignments, practicals, or exams-is considered a serious offense and will result in a grade of 0 for the entire course. An assignment or activity will be considered "plagiarized" when a part of another author's text is presented as one's own without proper citation, regardless of whether the source is in print or digital. An assignment, activity, or exam will be considered "copied" when it reproduces all or part of another student's work.

In this course, the use of Artificial Intelligence (AI) technologies is permitted solely for support tasks such as bibliographic or information searches, text correction, or translation. Students must clearly identify which parts have been generated using AI, specify the tools used, and include a critical reflection on how these tools have influenced the process and final result of the activity. A lack of transparency in the use of AI will be considered academic dishonesty and may lead to partial or full penalization of the activity's grade, or more serious sanctions in severe cases.

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Software

Video, audio and image editors.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	611	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	612	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	613	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	621	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	622	Catalan/Spanish	first semester	afternoon

(PLAB) Practical laboratories	623	Catalan/Spanish	first semester	afternoon
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan/Spanish	first semester	afternoon