

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

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Teaching groups languages

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

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 Arts 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 visuality 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

I. 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

- II. 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

- III. 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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentations 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, 4, 6, 5

The course will follow an active and participatory pedagogy, based on the performative education of the arts. The sessions will alternate between:

- Presentations of innovative art education projects by the professor and other invited professionals.
- Artistic practice proposals to be carried out in the workshop: individually and in groups.
- Tutorials to share the research projects being developed.
- Preparation of a Service-Learning (SL) project involving all students.
- Dialogic practices on topics related to "didactic innovation in visual arts", based on texts, audiovisual documentaries, or exhibition visits.
- Visits to social, cultural, or educational institutions. Travel will be undertaken individually and at the students' own expense.

In 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 competencies from an 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.

Through the use of natural materials and the creation of resources from them, the aim is to raise environmental awareness among students, developing sensitivity and critical thinking to perceive the natural and material environment that surrounds us, and to act in response to attitudes, situations, and events that help improve 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
I. Retro-future Innovation: Pasts to come in Art Education. Collective mural. CULTURAL FIELD (GROUP)	20%	0	0	8, 2, 10, 9, 7, 6, 4, 5
I. Text and audiovisual reflection. CULTURAL FIELD (INDIVIDUAL)	15%	0	0	8, 1, 2, 10, 3, 7, 6, 4, 5
II. Experimentation with an artistic proposal for application in a Learning and Service Project (LSP). EDUCATIONAL INTERVENTION (INDIVIDUAL)	15%	0	0	8, 1, 2, 10, 9, 3, 7, 4, 6, 5
II. Learning and Service Project implementation. EDUCATIONAL INTERVENTION. (GROUP)	15%	0	0	8, 1, 2, 10, 9, 3, 7, 6, 4, 5
III. Lab journal with the processes carried out during the course. PRODUCTIVE AREA (INDIVIDUAL)	35%	0	0	8, 1, 2, 10, 9, 3, 7, 4, 6, 5

The assessment of the course will be carried out continuously.

Attendance to classes is recommended, given the active and participatory methodology of the sessions.

SUBMISSIONS. Throughout the course, there will be two assignment submissions:

- First submission: during the last week of March. The activities to be submitted are:
 - Retrofuturistic innovation: pasts for the future of art education. I. Cultural area (group work)
 - Reflection on texts and audiovisuals. I. Cultural area (individual work)
- Second submission: during the third week of June. This submission must be accompanied by the laboratory journal, which will be assessed based on both content and presentation:
 - Experimentation with an artistic proposal to apply in a Service-Learning Project (SLP). II. Educational intervention (individual work)

Implementation of the Service-Learning Project. II. Educational intervention (group work)

Laboratory journal covering the course processes. III. Productive area (individual work)

RECOVERY. The recovery period is set for the last week of June. The recoverable activities are:

- Reflection on texts and audiovisuals. Cultural area (individual)
- Laboratory journal covering the course processes. Productive area (individual)

The maximum grade in the recovery will be a 5.

A student will be considered "not assessable" if they do not submit all assessment evidence on the virtual campus.

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

Students can expect feedback on assessment activities within a maximum of 20 working days, and a specific date will be set for grade review and return of assignments.

To pass this course, students must demonstrate good general communicative competence, both oral and written, and a solid command of the language(s) established as the medium of instruction in the course syllabus.

Assessment will also consider skills related to cooperative and team work and will be sensitive to gender perspective.

Students must demonstrate, as an essential requirement to pass the course, aptitudes and attitudes 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, computer, etc.), and critical thinking.

Behaviors that contribute to a kind and positive classroom environment will be necessary, fostering a democratic functioning in which differences are respected and valued.

Single assessment:

Students may request single assessment, which will take place at the end of the course (see schedule).

The assessment tasks will be the same as those for continuous assessment, but group assignments will have to be completed individually.

The same recovery system will apply, and the final grade review will follow the same procedure as in the continuous assessment.

Copying and plagiarism:

Copying or plagiarism of materials, whether in assignments, practices, or exams, constitutes a serious offense and will be penalized with a 0 as the final grade of the course.

Presenting another author's text as one's own without citing the source-either in paper or digital format-will be considered plagiarism. Reproducing all or part of another student's work will be considered copying.

Use of Artificial Intelligence:

The use of Artificial Intelligence (AI) technologies is allowed in this course as part of the development of assignments, as long as the final result reflects a significant contribution from the student in terms of analysis and personal reflection.

Students must clearly identify which parts have been generated with AI, specify the tools used, and include a critical reflection on how these influenced the process and final result.

Lack of transparency in the use of AI will be considered academic dishonesty and may result in penalties or sanctions depending on the severity of the case.

AI use entails significant energy consumption. Therefore, responsible and efficient use of these tools in the educational context must be encouraged, prioritizing applications that generate a positive impact and avoiding unnecessary use.

This helps minimize environmental impact and preserves the uniqueness of each person's critical and narrative thinking.

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Other resources

Polièdrica Magazine <https://www.poliedrica.cat/>

Art Education from Democratic Life. Recuperat de: www.naea-reston.org/olc/pub/NAEA/home/

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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
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(PCAM) Field practices	1	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed