

Degree	Type	Year
Primary Education	OB	3

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Teachers

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Teaching groups languages

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

Prerequisites

it is recommended to have passed the subject MUSICAL EDUCATION AND VISUAL second year.

Objectives and Contextualisation

Educational objectives:

The nature of artistic processes and resources to be formalized.

Educational interventions in the field of performative arts education: image, object and space.

Interpretation, listening and musical creation as a basis for musical understanding.

Didactic applications in the field of music around audition, song and creation.

Competences

- Acquiring resources to encourage lifelong participation in musical and plastic arts activities inside and outside of the school.

- 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.
- Know the school's arts curriculum, in its plastic, audiovisual and musical aspects.
- 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.
- Understand the principles that contribute to cultural, personal and social education in terms of the arts.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Acquire knowledge and skills and abilities in the productive and perceptive dimension of the visual and musical arts.
2. Acquire the artistic knowledge on the school curriculum.
3. Be able to work in a team.
4. Develop creative and innovative capacities.
5. Develop critical knowledge and skills with respect to culture and education.
6. Experience music in relation to the social and cultural context.
7. Implementing projects that include different artistic disciplines in their process.
8. Know and use technological resources in scheduled activities.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Recognising one's own emotions and those of others, and their value in art education in the school.
11. Recognising the value of the arts in educating the individual, and the critical role that the school plays as the entity responsible for this condition.
12. Understand, analyse and produce teaching materials applied to arts education.
13. Understand the value of arts education in the development of people and society.

Content

Part I. Art and education. CULTURAL AND PERFORMATIVE DIMENSION

1. Works of art as a source of knowledge:

1.1- Research, analysis and reflection on artists and their creations.

Part II. Training in the practice of art. PRODUCTIVE AND PERFORMATIVE DIMENSION

1. Practices and projects related to different cultural contexts and artistic movements.

2. Understanding and experimenting with the practice of art as a process of knowledge.

Part III. Arts education in school. Educational intervention in a context of performative education methodology.

1. The curriculum in the area of art and its implementation in schools: methodologies, processes and strategies.

2. School, museums and cultural centers.

Part IV. Music and education. CULTURALDIMENSION

1. The music in relation to the social and cultural context.

Part V. Training in musical practice. DIMENSION AND PRODUCTIVE perceptive MUSIC

1. The interpretation, listening and creating music through voice, of dance or instruments sound different materials.

1.1 The song as a basic element of musical practice.

1.2 The hearing music and understanding music

1.3.- The application of musical elements in creation.

Part VI. Musical education at school. DIMENSION Teaching Music

1. The arts education and cultural competence basic communicative

2. Fundamental methodological principles, resources, materials and strategies.

3. The interdisciplinarity between music and other curricular areas,

4. The role of music in schools. Specialist versus generalist, the necessary cooperation.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presencial large grup	15	0.6	2, 13, 12, 8, 3, 6, 1, 5, 4, 11, 10
Seminars	23	0.92	2, 13, 12, 8, 3, 4, 7, 10
Type: Supervised			
Tutorials and other supervised activities	25	1	13, 12, 3, 6, 1, 5, 4, 7, 11, 10
Type: Autonomous			
Design and creation of educational interventions	32	1.28	2, 12, 8, 3, 1, 5, 4, 7, 9, 10
Theoretical considerations	30	1.2	2, 13, 12, 8, 3, 6, 5, 9, 11, 10

AUTONOMUS ACTIVITIES:

Design and creation of educational interventions

theoretical reflections

DIRECTED ACTIVITIES:

Classes in large group

Exhibitions by teachers of content and basic issues on the agenda. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.

Planning and organization of exercises and activities that are subsequently carried out in seminars.

Making collective musical activities of musical practice.

Transnatura Project. ARTS VISUALS EDUCATION.

Transnatura is the title of the multidisciplinary project designed by the teaching teams of five of the subjects in 3rd year of the Degree in Primary Education. It consists of a two days trip and a night out in nature aimed at providing an intense and formative experience in the natural environment which, besides working specific objectives of each of the disciplines, it also facilitates the approach of transversal aspects such as sustainability, healthy living, coexistence and the relationship between school and nature, among others. Subjects involved: Didactics of Experimental Sciences, Learning and Development II, Visual Music Education and learning, Physical Education and its Didactics I, Languages and learning.

First information about the activity:

Location: Vall de Núria

Departure dates: October 13th and 14th (groups 21 and 71) and October 16th and 17th (groups 31 and 41) 2025.

Price: to be confirmed, it will be between 50 and 60 euros (includes the rack railway, lunch, dinner and dinner on the second day).

During the 1st quarter the UAB opens a call for grants to finance the trip.

Informative tutorial: To be determined in September.

Attendance is mandatory. In case someone is unable to attend it, he/she will have to prove the reason for missing it and perform a compensatory work previously agreed with the teaching team. The activities carried out during the trip will be part of the continuous evaluation of the different subjects. At the beginning of the course each teacher will specify the learning evidences and the corresponding evaluation criteria. Details regarding timetables, price, itinerary and luggage will be provided at least 10 days before the departure.

Seminars

Workspaces in small groups supervised by the teacher where by document analysis, <spanid="result_box" lang="en">viewing of artistic projects, proposals for creation, ... is deepening in the contents, already worked in the large group.

Conducting exercises and activities designed in large group sessions.

Musical and visual and plastic in specific activities of practical exercises seminar work.

Oral activities, individual or group exhibitions. Comments and reviews the results.

Trips to museums or other art centers and musical performances.

SUPERVISED ACTIVITIES:

Tutorials and other planned activities.

*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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
BLOCK I. Art and education. CULTURAL DIMENSION_VISUAL. INDIVIDUAL	10%	0	0	2, 13, 3, 5, 7, 11
BLOCK II. Training in the practice of art. PRODUCTIVE DIMENSION_VISUAL. INDIVIDUAL	20%	0	0	8, 3, 6, 1, 4, 7, 10
BLOCK III. Arts education in school. EDUCATIONAL INTERVENTIONVISUAL. GROUP	20%	0	0	2, 13, 12, 8, 3, 5, 4, 7, 9, 11, 10
BLOCK IV. Music and education. CULTURAL DIMENSION.	10%	0	0	13, 6, 5
BLOCK V. Training in musical practice. DIMENSION AND PRODUCTIVE PERCEPTIVE MUSIC.	15%	0	0	8, 1, 10
BLOCK VI. Music education in schools. DIMENSION TEACHING MUSIC.	25%	0	0	2, 13, 12, 8, 3, 6, 1, 5, 4, 7, 9, 11

The evaluation of the course will be carried out throughout the academic year by means of the activities shown in the grid below.

Class attendance is necessary as this subject is of a practical nature and focuses on working on teaching competence in the visual and musical domain. Class attendance makes it possible to observe and analyse the teaching model and the teaching process, which we consider essential for the success of the course.

In order to pass the course, students must have passed each of the two subjects it consists of, visual and plastic education (50%) and music education (50%). The final grade will be the arithmetic average between the two parts.

VISUAL: Students who during the course have done an adequate follow-up of the subject and still have some aspect not achieved will be given the opportunity to pass the subject, doing additional independent work or redoing some of the activities delivered or performed. Each case should be reviewed according to the situation of each student.

MUSIC: The failed evaluation activities will be averaged except for the oral exam, which must obtain a minimum grade of 5. If the oral exam is failed, a re-evaluation will be available in order to average with the rest of the grades. The maximum grade of the re-evaluation will be a 5. People with vocal problems that prevent them from singing will have to bring a medical report explaining the situation and adaptations will be made to the oral exam. In case of not bringing a diagnosis, despite having vocal problems, it will be necessary to take the exam and if failed, the rest of the grades will be averaged.

The total or partial plagiarism of one of the evaluation activities and / or copying in an evaluation test is a direct reason for failing the course.

TRANSNATURE PROJECT: Nature as a source of learning in the initial formation of teachers. Education of the visual arts.

A dossier will be delivered with all the information and learning activities to do before, during and after the departure.

The process of artistic creation, which will begin in the Transnatura, will resume in February with the beginning of the subject.

EVALUATION AND RECOVERY TASKS AND DATES:

MÚSICA

Type of activities

Treball d'audició_10%	Group	march	3 july
Treball cançó i interdisciplinarietat_10%	Group	april	
Concept map didactic concert_5%	Individual	april	
Treball creació_12,5%	Grupal	in the end of may	
Examen oral_12,5%	Individual	18 june	

* The didactic concert will take place in the morning and there will be a small cost.

**The oral exam consists of singing repertoire songs that we have been working on in the classroom, as well as carrying out the teaching-learning process of the song.

Oral singing (collective and individual) and musical practice and experience is an essential part of the development of the subject that all students must be able to do.

VISUAL

<tdvalign="top" width="85">Type of activities

WEB Avaluation date Recovery date

CULTURAL DIMENSION. Texts reflection_5%	Individual	april	3 july
PRODUCTIVE DIMENSION. Process of artistic creation. Transnature_15%	Individual	april	* The web will be handed in with the revision of the tasks not passed.
EDUCATIONAL DIMENSION. Interdisciplinary and inclusive educational intervention through the Arts_15%	Group	may	
FINAL DELIVERY OF THE LEARNING FOLDER_15%	Individual	18 june	

*The processes and results of the proposals made during the Transnatura (FIELD DIARY) will be evaluated at the beginning of the course and will be 5% of the final grade.

**This course includes activities for the DEVELOPMENT OF THE TEACHER'S DIGITAL COMPETENCE.
FROM VISUAL: All the evaluation evidences of the visual part will be given to the teacher in web format (the link of the web space will be given to the teacher and she will review it twice during the course).

FROM MUSIC: Students must build a musicogram digitally and they can post it on a web platform. Students will make oral presentations of the work, in performance format, and to make the explanations of the process of construction of these performances they can use digital media.

USE OF AI:

MUSIC.Restricted use: "For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks such as bibliographic or information search and text correction of all assessment activities. It will be very important for the student to clearly identify which parts have been generated with this technology, specify the tools and the final result of the activity. Non-transparency of the use of AI in this assessable activity will be considered academic dishonesty and may lead to a partial or total penalty in the mark for the activity, or higher penalties in serious cases". INADEQUATE USE OF THE IA WILL LEAD TO A REPETITION OF THE WORK.

VISUAL: In this part of the course, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, as long as the final result reflects a significant contribution of the student in the analysis and personal reflection. Non-transparent use of AI will be considered academic dishonesty and may result in a penalty in the grade of the activity, or higher penalties in serious cases. minimize environmental impact and preserve the environment.

RECOVERY:

VISUAL: Students who have a grade between 4 and 5, will have to define with the teacher (tutoring) those aspects of the subject to improve, and deliver the date scheduled for the recovery The maximum grade of the recovery will be a 5.

MUSIC: Students who obtain a final mark of between 4 and 5 for each part of the course will be able to opt for a make-up, defining with the teacher (in a tutorial) those aspects to be improved. The date of delivery will be agreed with the teacher and the maximum mark that can be obtained is a 5.

One of the criteria necessary to pass this subject will consist of demonstrating, throughout the course, that the student has developed the personal and social skills essential to be 'a good teacher' / 'a good teacher': active

participation in classes, responsibility and rigour in independent work, not judging, arguing, appropriate use of electronic devices (mobile, computer, etc.), friendly and positive, democratic and where differences are respected. The teacher of the subject will observe, document the sessions and note down evidence in relation to these personal and social skills of the students;

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(s) listed in the teaching guide.

Assessment will also focus on competences for cooperative and team work and will be gender sensitive.

'This subject/module does not foresee a single assessment system, no synthesis test'.

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EDUCATIONAL, INTERDISCIPLINARY AND INCLUSIVE INTERVENTION OF EDUCATION THROUGH THE ARTS

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El raconet de musica. Recuperat de: <http://phobos.xtec.net/clopez13/>

El calaix de música. Recuperat de: <http://grups.blanquerna.url.edu/musical/>

Cançoners. Recuperat de: <http://www.prodiemus.com/>

Crestomatia (Cançoners: Joaquim Maideu). Recuperat de:
<http://www.xtec.cat/recursos/musica/crestoma/crestoma.htm>

Cançons populars i tradicionals a l'escola. Recuperat de:

http://www20.gencat.cat/docs/Educacio/Documents/ARXIUS/doc_20517154_1.pdf

Software

Video, audio and image editing software.

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	211	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	212	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	213	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	311	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	312	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	313	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	411	Catalan	second semester	afternoon
(PLAB) Practical laboratories	412	Catalan	second semester	afternoon
(PLAB) Practical laboratories	413	Catalan	second semester	afternoon
(PLAB) Practical laboratories	711	English	second semester	afternoon
(PLAB) Practical laboratories	712	English	second semester	afternoon
(PLAB) Practical laboratories	713	English	second semester	afternoon
(TE) Theory	21	Catalan	second semester	morning-mixed
(TE) Theory	31	Catalan	second semester	morning-mixed

(TE) Theory	41	Catalan	second semester	afternoon
(TE) Theory	71	English	second semester	afternoon