

STUDY GUIDE

Visual and Artistic Language: resources and applications

**Degree in Primary Teacher Training
Bilingual Programme
C.U. Cardenal Cisneros
Universidad de Alcalá**

Academic Year 2020-21
3rd Year – 1st Term

STUDY GUIDE

Nombre de la asignatura:	Visual and Artistic Language: resources and applications
Código:	520013
Titulación en la que se imparte:	Degree in Primary Teacher Training Bilingual Programme
Departamento y Área de Conocimiento:	Teaching Specific Sciences/ Didácticas Específicas
Carácter:	Compulsory
Créditos ECTS:	6
Curso y cuatrimestre:	3rd Year, 1st
Profesorado:	Alfredo Palacios Garrido
Horario de Tutoría:	Monday 12h to 14h
Número de despacho	31
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Idioma en el que se imparte:	Inglés

1. INTRODUCTION

Cardenal Cisneros University College guarantees its students that, if, due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process, and will retake face-to-face teaching as soon as these requirements should cease.

Art education covers a fundamental aspect of human development and provides a type of specific knowledge that can hardly be obtained from other subjects. The arts make vital contributions to children's education: developing the full variety of human intelligence, the ability for creative thought and action, the education of feeling and sensibility, the exploration of values, the understanding of cultural change and differences and the development of physical and perceptual skills.

Art education is not only a question of knowing other languages that offer the child new means of and opportunities for perception, expression and communication. Understanding art also provides children with access to culture and heritage from a critical and more in-depth point of view.

According to this framework, this subject tries to provide students with a full knowledge about art education and also with a wide range of contents, skills and attitudes that enable them to develop their future professional competences suitably.

Requisites and Recommendations

It is required for students have successfully passed the Access Test to the Bilingual Programme (B1 level), and be committed to pursuing B2 Level along this academic year. To ensure success in this subject continuous work during the whole term is required, therefore, it is important to have an active and participative attitude during lessons.

2. COMPETENCES

Generic competences:

1. Ser capaces de recoger e interpretar datos relevantes de las distintas áreas de estudio y de emitir juicios que incluyan una reflexión sobre temas relevantes de índole socioeducativa, científica y ética. (C6 transversal al Título de Grado)
2. Adquirir habilidades de aprendizaje necesarias para ampliar sus estudios con autonomía. (C8 transversal al Título de Grado)
3. Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos. (C1 propia del Título de Grado)
4. Diseñar, planificar y evaluar procesos de enseñanza aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro.(C2 propia del Título de Grado)
5. Mantener una relación crítica y autónoma respecto de los saberes valores y las instituciones sociales, públicas y privadas. (C8 propia del Título de Grado)
6. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes. (C10 propia del Título de Grado)
7. Conocer y aplicar en las aulas las tecnologías de la información y la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural. (C10 propia del Título de Grado)

Specific Competences:

1. To understand the principles that contribute to the cultural, personal and social learning through art.
2. To know the art education school curriculum in its artistic, audiovisual and musical aspects.
3. To obtain resources to foster lifelong involvement in artistic and musical activities, inside and outside school.
4. To develop and to assess curriculum contents through the appropriate didactic resources and to promote the corresponding students' competences.
5. To know how to prepare quality educational materials, in digital medium, for the development of primary education curriculum.

3. CONTENTS

Contents	Hours
<p>Module 1: Art education foundations</p> <ul style="list-style-type: none"> • The development of artistic learning. Drawing development theories, drawing and visual culture. Artistic learning, diversity and special needs. • The language of art and aesthetical education: understanding works of art and learning to see • Art materials and techniques: drawing, collage, painting, sculpting, land art, installations. 	<ul style="list-style-type: none"> • 8 hours
<p>Module 2: Art education in primary education</p> <ul style="list-style-type: none"> • Curriculum models and historical references • Design of learning activities • Educational materials 	<ul style="list-style-type: none"> • 12 hours
<p>Module 3: Core principles of teaching practice</p> <ul style="list-style-type: none"> • Understanding works of art and visual culture. Pedagogical Applications. Museums and art education. Heritage education. Art and environment. • Creativity and its development. • Learning trough art and cross-curricular projects 	<ul style="list-style-type: none"> • 28 hours

4. TEACHING -- LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. ECTS Distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: 48	<p>30 hours of whole-group theoretical lessons</p> <p>15 hours of half group practical lessons</p> <p>3 hours of seminars</p>
Number of hours of independent learning: 102	102 hours

4.2. Methodological strategies, materials and didactic resources

The teaching-learning methodology will be based on the Content and Language Integrated Approach (CLIL). Thus, students will be improving their competence in the English language at the same time they are learning about the content area. In addition, students will also be helped to reflect on the “mechanics” of this approach, enabling them to transfer their learning experience to their teaching practice.

Methodology will vary according to the type of grouping; however, it will mainly be active, and require the student’s participation. Creativity, critical thinking and reflective practice will be enhanced. The teacher will act as a facilitator of learning, providing resources and explanations, whilst the assistant teacher will support the linguistic area and enhance cooperative work. Activities will be student-centered and based on cooperative and collaborative learning.

Activities will cover a wide range of skills from analysis and comment on written texts and artwork, to the design of educational materials and the creation of artistic works.

Resources and materials

Depending on the type of activity different materials and resources will be used, from laptops to artistic materials according to the aims of the activity and the methodology. As a basic tool to follow the subject, both the lecturer and the learners will make wide use of the Centro Universitario Cardenal Cisneros virtual platform.

In this subject, some classes will be conducted as interdisciplinary learning experiences in collaboration with other subjects from the semester study programme.

This subject is linked to the “Development of Academic Skills in Degree Programmes project.

5. ASSESSMENT

In the following tables students can find the specific competences the subject deals with, the assessment criteria set and the appraisal criteria the lecturer will apply to measure these outcomes and, finally, the assessment system, divided into the tools which will be used.

Assessment criteria

The **assessment criteria** describe what the student is expected to know, understand and be able to do after successful completion of a learning process. To achieve these goals, some continuous assessment activities will be suggested to facilitate the learner’s progress during the course. Some of these activities will be done in class, with the lecturer’s assessment, and others, on the learner’s side on a self-study basis.

At the end of the term, students will be assessed according to following criteria:

1. Understands the fundamentals of Art Education and is able to reflect and build a well-reasoned and coherent personal idea about the didactic of art education in primary education.
2. Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.
3. Designs artistic educational projects and didactic materials suitable for primary education, showing creativity and coherence according to aims, contents, methodology and assessment.
4. Shows interest for learning, participates and have autonomy to go further in his/her learning, establishing new connections between what he/she has learned and other areas.
5. Understand artworks and images from visual culture, being able to analyze meanings and to establish relationships with the educational, cultural and social contexts.

Specific Competences	Criteria
<p>To understand the principles that contribute to the cultural, personal and social learning through art.</p>	<ul style="list-style-type: none"> • Understands the fundamentals of Art Education and is able to reflect and build a well-reasoned and coherent personal idea about the didactic of art education in primary education. • Shows interest for learning, participates and have autonomy to go further in his/her learning, establishing new connections between what they he/she has learned and other areas.
<p>To know the art education school curriculum in its artistic, audiovisual and musical aspects.</p>	<ul style="list-style-type: none"> • Understands the fundamentals of Art Education, and is able to reflect and build a well-reasoned and coherent personal idea about the didactics of art education in primary education. • Designs artistic educational projects and didactic materials suitable for primary education, showing creativity and coherence according to aims, contents, methodology and assessment. • Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.
<p>To obtain resources to foster lifelong involvement in artistic and musical activities, inside and outside school.</p>	<ul style="list-style-type: none"> • Shows interest for learning, participates and have autonomy to go further in his/her learning, establishing new connections between what they he/she has learned and other areas. • Understands artworks and images from visual culture, being able to analyze meanings and to establish relationships with the educational, cultural and social contexts. • Understands the fundamentals of Art Education and is able to reflect and build a well-reasoned and coherent personal idea about the didactic of art education in primary education.
<p>To develop and to assess curriculum contents through the appropriate didactic resources and to promote the corresponding students' competences.</p>	<ul style="list-style-type: none"> • Understands the fundamentals of Art Education and is able to reflect and build a well-reasoned and coherent personal idea about the didactic of art education in primary education. • Designs artistic educational projects and didactic materials suitable for primary education, showing creativity and coherence according to aims, contents, methodology and assessment. • Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.
<p>To know how to prepare quality educational materials, in digital medium, for the development of primary education curriculum.</p>	<ul style="list-style-type: none"> • Designs artistic educational projects and didactic materials suitable for primary education, showing creativity and coherence according to aims, contents, methodology and assessment.

Appraisal criteria

Appraisal criteria	%
Understands the fundamentals of Art Education and is able to reflect and build a well-reasoned and coherent personal idea about the didactics of art education in primary education.	25
Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.	35
Designs artistic educational projects and didactic materials suitable for primary education, showing creativity and coherence according to aims, contents, methodology and assessment.	20
Shows interest for learning, participates and have autonomy to go further in his/her learning, establishing new connections between what they he/she has learned and other areas.	10
Understands artworks and images from visual culture, being able to analyze meanings and to establish relationships with the educational, cultural and social contexts.	10

Assessment system

The assessment system is based on the “Normativa reguladora de los procesos de evaluación de los aprendizajes” of the University of Alcalá. These regulations establish the following:

1. This subject has one ordinary examination in January and another extraordinary examination in June.
2. The ordinary examination follows the continuous assessment system.
3. If any student cannot do the continuous assessment for the ordinary examination, he/she must ask the lecturer of the subject for the extraordinary examination. This request has to be asked in the first two weeks of the term and it will be accepted or not by the University College headmaster.
4. The description of both the continuous and the final assessment are detailed in this study guide.

For further explanations about assessment regulations in the University of Alcalá, please visit the following website:

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

The method of evaluation is continuous assessment through the collection of information provided by different means. Students who are unable to attend regularly and/or submit works within the submission deadline set should choose **final assessment**.

Continuous assessment implies lesson attendance and active participation in all the activities developed throughout the term. In this case, the final grade will be an average obtained by adding the different assessment criteria carefully considered all through the teaching-learning process.

Students who have chosen continuous assessment will have to undergo **re-sit examination (convocatoria extraordinaria)** in **final assessment** if they don't attend at least 75% of the lessons and if, after the 8th week, they haven't submitted at least 75% of the compulsory activities.

Continuous assessment (ordinary and re-sit examination)

Assessment tools Appraisal criteria	Theoretical activities	Artistic Activities	%
Understands the fundamentals of Art Education and is able to reflect and build a well-reasoned and coherent personal idea about the didactics of art education in primary education.	X		15
Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.		X	35
Designs artistic educational projects and didactic materials suitable for primary education, showing creativity and coherence according to aims, contents, methodology and assessment.	X		25
Shows interest for learning, participates and have autonomy to go further in his/her learning, establishing new connections between what they he/she has learned and other areas.	X	X	20
Understands artworks and images from visual culture, being able to analyze meanings and to establish relationships with the educational, cultural and social contexts	X		5
TOTAL	50	50	100

Notice that **these percentages are estimated** and **may change** slightly depending on the characteristics of the teaching and learning process.

Final assessment (ordinary and re-sit examination)

Appraisal criteria	Assessment tools		
	Activities	Exam	%
Understands the fundamentals of Art Education and is able to reflect and build a well-reasoned and coherent personal idea about the didactics of art education in primary education.	X	X	20
Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.		X	35
Designs artistic educational projects and didactic materials suitable for primary education, showing creativity and coherence according to aims, contents, methodology and assessment.	X	X	25
Shows interest for learning, participates and have autonomy to go further in his/her learning, establishing new connections between what they he/she has learned and other areas.	X		10
Understands artworks and images from visual culture, being able to analyze meanings and to establish relationships with the educational, cultural and social contexts	X	X	10
TOTAL	60%	40%	100%

In order to pass the subject, students must demonstrate through certain assessment criteria that they have achieved **all of the competences set out in the study guide**. Students are required to complete all of the assessed work presented in this study guide. This applies both to continuous and final assessment, and the ordinary and extraordinary examination periods.

6. BIBLIOGRAPHY

Basic Bibliography

Aguirre, I. (2005). *Teorías y prácticas en la educación artística*. Barcelona: Octaedro.

This book summarizes the main theories that base the curricular models of art education. We can find in it the more important ideas taken from pedagogy, psychology or aesthetic to answer the question: how to teach art.

Eisner, E. (1972). *Educating artistic vision*. New York: Macmillan Publishing

A good reference book. Published in the 70's in the USA, this book renewed the foundations of art education. It is still considered an essential contribution to the pedagogy of art. There is a Spanish version published by Paidós: *Educar la vision artistica* (1995)

Fontal, O; Marín, S. y García, S. (2015). *Educación de las artes visuales y plásticas en educación primaria*. Madrid: Paraninfo

This book offers an updated view on Artistic Education including theoretical foundations and a practical approach.

Gardner, H. (1994). *Educación artística y desarrollo humano*. Barcelona: Paidós

Gardner is a very well-known cognitive psychologist that has made an important contribution to the understanding of learning development in art. In this book, he integrates his research findings with insights about effective educational practice to suggest promising approaches for education in the arts.

Hernández, F (2010). *Educación y cultura visual*. Barcelona: Octaedro

This book offers an updated view on Artistic Education, based on the approach of Art understanding and visual culture.

Huerta, R. (2019). *Arte para primaria*. Barcelona: UOC

New approaches to art education taking into account the current social and cultural issues.

Lowenfeld, V. y Lambert, W. (1975). *Creative and Mental Growth*. New York: Macmillan Publishing

Despite having been published in the 50's, the Lowenfeld and Lambert's book is still a very important reference in the bibliography of art education. The authors describe the child development in art and explain how to teach art to foster creativity and self-expression. There is a Spanish version published by Kapelusz: *Desarrollo de la capacidad creadora* (1980)

López Fdez. Cao, M. (2015). *Para qué el arte*. Madrid: Fundamentos

This book offers a current and personal point of view about art and art education that encompasses the importance of emotions and creativity, and reclaims women's contribution to art history.

Marín, R. (coord) (2003). *Didáctica de la Educación Artística para primaria*. Madrid: Pearson Educación.

A good textbook intended to be used by Teacher Training Degree Students taking subjects on Art Education. The contents covers the full topics of this subject: art education history, creativity, drawing development, research in art education, art curriculum, etc.

Parsons, M. J. (2002). *Cómo entendemos el arte: una perspectiva cognitivo-evolutiva de la experiencia estética*. Barcelona: Paidós.

In this book Parsons addresses a question which is of interest to researchers and art teachers at any level: How does the aesthetic sense develop?

VVAA (2009). *Posibilidades de ser a través del arte*. Creación y Equidad. Madrid: Eneida

Suggestions for activities for learning based on the work of artists and put into practice in schools. A useful resource for planning educational experiences based around art.

Teacher's blog:

<http://arteducationbox.blogspot.com/>

Websites to look for artworks

<http://www.wikiart.org>

Drawing development

<http://www.dibujoinfantil.com/>

<http://www.early-pictures.ch/en/index.html>

Art Education scientific journals:

Arte, individuo y Sociedad

<https://revistas.ucm.es/index.php/ARIS>

Arteterapia. Papeles de arteterapia y educación artística para la inclusión social

<https://revistas.ucm.es/index.php/ARTE>

EARI

<https://ojs.uv.es/index.php/eari/index>

Observar

<https://www.observar.eu/index.php/Observar>