

STUDY GUIDE

VISUAL ARTS IN INFANT EDUCATION

Degree in Infant Teacher Training
Bilingual programme
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic year 2025-26
3th Year – 1st Term

STUDY GUIDE

Subject:	Visual Arts in Infant Education
Code:	510019
Degree:	Degree in Infant Teacher Training Bilingual Programme
Department:	Education
Character:	Compulsory
Credits ECTS:	6
Course and Term:	3 rd year, 1 st term
Lecturer:	Alfredo Palacios Garrido
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Language:	English

1. INTRODUCTION

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 ways 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.

Art education also facilitates global learning, which is very important in infant education because it allows simultaneous work with different capacities, contents and skills.

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.

When carrying out any academic work, it is important to consult the teaching staff about the permitted use of artificial intelligence (AI) tools. If it is not expressly stated in the guide or instructions for the specific activity or practice, it is understood that AI must not be used in any case. It is reminded that the improper use of these technologies, such as the generation of work without express authorisation, may constitute academic fraud. It is therefore recommended

that you review the university regulations on the use of AI, always act responsibly and transparently in the learning process and consult the teaching staff if you have any doubts in this regard.

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 del Título de Grado)
2. Adquirir las habilidades de aprendizaje necesarias para ampliar sus estudios con autonomía. (C8 transversal del Título de Grado)
3. Conocer los objetivos, contenidos curriculares y criterios de evaluación de la Educación Infantil. (C1 propia del Título de Grado)
4. Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. (C2 propia del Título de Grado)
5. 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 en los estudiantes (C11 propia de
6. Título de Grado)

Specific Competences:

1. To know the artistic foundations of the infant education curriculum and the theories about acquisition and development of artistic learning.
2. To prepare activities for learning which foster perception, motor skills, drawing and creativity
3. To analyze audiovisual languages and their educational implications
4. To develop sensitivity in relation to art education and artistic creativity.
5. To know how to prepare quality educational materials, in digital medium, for the development of infant education curriculum.

3. CONTENTS

Contents	Credits
Module 1: Art education foundations <ol style="list-style-type: none"> 1. The development of artistic learning: drawing development theories. Drawing and visual culture. 2. The language of art and aesthetical education: understanding works of art and learning to see. Artistic creativity from a gender perspective. 3. Art materials and techniques: drawing, collage, painting, sculpting, art and nature, installations, light as a creative resource. 	1,5
Module 2: The art education curriculum in infant education <ol style="list-style-type: none"> 1. Curriculum models and historical references in art education. A critical review of art teaching ideas. 2. The Reggio Emilia approach as a contemporary reference. Core principles. Art and creativity in Reggio Emilia. The <i>atelier</i>. 	1,5
Module 3: Core principles of teaching practice <ol style="list-style-type: none"> 1. Creativity and its development. 2. Symbolic play: objects, play and space. Installations for play, provocations. 3. Works of art and visual culture. Developing critical skills. 	3

4. TEACHING -- LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. Credits Distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: 50	30 hours of whole-group theoretical lessons 15 hours of half-group practical lessons 3 hours of seminars 2 hours of assessment tasks
Number of hours of independent learning: 100	100 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 students’ 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.

This subject is linked to the “Development of Academic Skills in Degree Programme Project”, in this case oral presentations. It Therefore, includes specific activities that will be evaluated which will be explained in due course.

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.

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 the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant 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. Shows interest for learning, participates, and have autonomy to go further in his/her learning.
4. Knows the development of artistic learning and recognizes the development stages and their educational implications.
5. Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.

Specific Competences	Criteria
To know the artistic foundations of the infant education curriculum and the theories about acquisition and development of artistic learning.	<ul style="list-style-type: none"> • Understands the fundamentals of the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant education. • Knows the development of artistic learning and recognizes the development stages and their educational implications.
To prepare activities for learning which foster perception, motor skills, drawing and creativity	<ul style="list-style-type: none"> • Understands the fundamentals of the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant education. • Knows the development of artistic learning and recognizes the development stages and their educational implications. • Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.
To analyze audiovisual languages and their educational implications	<ul style="list-style-type: none"> • Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.
To develop sensitivity in relation to art education and artistic creativity.	<ul style="list-style-type: none"> • Understands the fundamentals of the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant education. • Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources. • Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.
To know how to prepare quality educational materials, in digital medium, for the development of infant education curriculum.	<ul style="list-style-type: none"> • Understands the fundamentals of the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant education. • Knows the development of artistic learning and recognizes the development stages and their educational implications.

Appraisal criteria

Appraisal criteria	%
Understands the fundamentals of the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant 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
Shows interest for learning, participates, and have autonomy to go further in his/her learning.	10
Knows the development of artistic learning and recognizes the development stages and their educational implications.	15
Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.	15

The learning outcomes included in the degree verification report for the Bachelor's Degree in Early Childhood Education corresponding to this subject are:

Learning Outcomes: Visual Arts	Code
Understand the fundamentals and theories of motor development in this educational stage.	RAMPC1
Know the keys to motor learning.	RAMPC2
Apply the Information Processing Theory in the development of motor learning didactic proposals.	RAMPC3
Use different scales, profiles, and motor control lists to assess the motor status of students at this stage.	RAMPC4
Apply the fundamentals of motor skills to design playful learning activities.	RAMPC5
Propose different playful activities that promote coordination, spatial-temporal perception, knowledge, and adjustment of the body schema.	RAMPC6
Propose motor tasks that develop basic skills and abilities.	RAMPC7
Create motor proposals that strengthen laterality and body control.	RAMPC8
Establish a database with exercises, games, and motor activities that work on attitude, breathing, and relaxation.	RAMPC9
Develop educational games to apply in class with various contents of visual and plastic arts.	RAMPC11
Critically reflect on audiovisual languages and propose new responses.	RAMPC12
Value the expressive and communicative capacity of plastic arts and be able to create their own works.	RAMPC13
Know and value the educational importance of children's plastic expression.	RAMPC14
Develop work materials in early childhood education, both two-dimensional and three-dimensional and audiovisual.	RAMPC15
Relate the activities and contents of plastic education acquired with the early childhood level and develop curricular proposals.	RAMPC21

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 re-sit 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** in **final assessment** if they don't attend at least 75% of the sessions and if, after the 7th week, they haven't submitted at least 75% of the compulsory activities.

To pass the subject, students must demonstrate through a number of assessment criteria that they have **achieved all of the competences** set out in this study guide. Students are required to achieve a **minimum grade of 5** in the assessment tools with a weight equal to or greater than 20% to make the final average. This applies both to continuous and final assessment, and the ordinary and re-sit examination periods.

Continuous assessment (ordinary and re-sit examination)

Assessment tools Appraisal criteria	Artistic activities	Portfolio	Seminars	Attendance and participation	Other activities	%
Understands the fundamentals of the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant education.			X		X	25
Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.	X	X				35
Shows interest for learning, participates and have autonomy to go further in his/her learning.		X		X		10
Knows the development of artistic learning and recognizes the developmental stages and their educational implications.			X		X	15
Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.			X		X	15
TOTAL	35%	15 %	15 %	10 %	25 %	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)

Assessment tools	Artistic activities	Portfolio	Seminars	Other activities	Exam	%
Appraisal criteria						
Understands the fundamentals of the art education curriculum and has built a personal and suitable idea about the didactic of arts in infant education.			X	X	X	25
Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.	X	X				35
Shows interest for learning, participates and have autonomy to go further in his/her learning.		X		X		10
Knows the development of artistic learning and recognizes the developmental stages and their educational implications.			X		X	15
Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.			X		X	15
TOTAL	30%	10%	12%	18%	30%	100%

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá.

The teaching-learning methodology and the evaluation process will be adjusted when necessary, with the guidance of the CUCC Guidance Service and/or the Unit for Attention to Diversity of the UAH to apply curricular adaptations to students with specific needs, upon submission of documentation certifying such need.

6. BIBLIOGRAPHY

Abad, J. y Ruiz de Velasco, A. (2011). *El juego simbólico*. Graó

Essential book to understand the importance of symbolic play and creativity in childhood and how to design learning spaces for free play.

Abad, J. y Ruiz de Velasco, A. (2019). *El lugar del símbolo. El imaginario infantil en las instalaciones de juego*. Graó

Second part of *El juego simbólico*, with more information about installations for play.

Blasco, V. y Cidrás, S. (2022). *Dibujar el mundo*. Octaedro

A useful and creative collection of ideas for art activities based on drawing.

Eisner, E. (2004). *El arte y la creación de la mente*. Paidós

This book describes the different approaches or models in art education and focuses on analyzing the contribution of the arts to education.

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

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

Hoyuelos, A. (2006). *La estética en el pensamiento y obra de Loris Malaguzzi*. Octaedro

A study that focuses on the importance of the aesthetic dimension in the philosophy of Reggio Emilia through the analysis of Loris Malaguzzi's ideas.

Ignotofsky, R. (2020). *Mujeres en el arte*. Nórdica Libros

This book reveals a large number of women who have contributed to the field of art in all its branches, from painting, design or photography to crafts.

Juan, A. y Martínez, P. (2025). *Cada uno ve lo que sabe*. GG

This book is an invitation to stop, observe and reflect on how we look at the world and the images that surround us. Through the children's picture book, it explores the way in which children appropriate reality by combining all the senses, proposing a reading that goes beyond sight: we also read with our hands, with our ears and even with our mouths.

Lowenfeld, V. y Lambert, W. (1975). *Creative and Mental Growth*. 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)

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

A good textbook intended to be used by Teacher Training Degree Students taking subjects on Art Education. The contents cover 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*. 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*. Eneida

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

Vecchi, V. (2013): *Arte y Creatividad en Reggio Emilia*. Morata.

Vea Vecchi has been one of the most important teachers and “atelieristas” in Reggio Emilia schools. In this book, she offers a broad view on the importance of art and creativity in these schools

Vela, P. y Herrán, M. (2019). *Piezas sueltas: El juego infinito de crear*. Litera Libros.

Beautiful book and easy to read where you can find many suggestions and ideas regarding the use of everyday objects for free play and creativity