

# STUDY GUIDE

## Visual and Artistic Language: resources and applications

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

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**Academic Year 2025-26**  
**3<sup>rd</sup> Year – 1<sup>st</sup> Term**

## STUDY GUIDE

Nombre de la asignatura:	<b>Visual and Artistic Language: resources and applications</b>
Código:	<b>520013</b>
Titulación en la que se imparte:	<b>Degree in Primary Teacher Training Bilingual Programme</b>
Departamento y Área de Conocimiento:	<b>Teaching Specific Sciences/ Didácticas Específicas</b>
Carácter:	<b>Compulsory</b>
Créditos ECTS:	<b>6</b>
Curso y cuatrimestre:	<b>3<sup>rd</sup> Year, 1<sup>st</sup></b>
Profesorado:	<b>Alfredo Palacios Garrido</b>
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Idioma en el que se imparte:	<b>Inglés</b>

### 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 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.

This subject is linked to the "Development of Academic Skills in Degree Programme" in this case: reading of articles and books. It Therefore, includes specific activities that will be evaluated which will be explained in due course.

When carrying out any academic work, it is important to ask 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 authorization, 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 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	Credits
<b>Module 1: Art education foundations</b> <ul style="list-style-type: none"> <li>The development of artistic learning. Drawing development theories, drawing and visual culture.</li> <li>The language of art and aesthetical education: understanding works of art and learning to see. Artistic creativity from a gender perspective.</li> <li>Art materials and techniques: drawing, collage, painting, sculpting, photography, art and nature.</li> </ul>	2
<b>Module 2: Art education in primary education</b> <ul style="list-style-type: none"> <li>Curriculum models and historical references. Critical review of art teaching ideas.</li> <li>Curriculum fundamentals and didactic applications. Design of learning activities.</li> </ul>	1
<b>Module 3: Core principles of teaching in art education</b> <ul style="list-style-type: none"> <li>Observation as a core tool for learning and creating. Cross-curricular aspects of observation.</li> <li>Development of creative thinking and personal expression.</li> <li>Understanding works of art and visual culture. The development of thinking and critical skills.</li> </ul>	3

### 4. TEACHING -- LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

#### 4.1. ECTS Distribution

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

## 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 suitable idea of the didactics of art, being able to design didact proposals.
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. Understands the development of artistic learning and its 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 understand the principles that contribute to the cultural, personal and social learning through art.	<ul style="list-style-type: none"> <li>Understands the fundamentals of the art education curriculum and has built a suitable idea of the didactics of art, being able to design didactic proposals.</li> <li>Shows interest for learning, participates, and have autonomy to go further in his/her learning.</li> <li>Understand and analyze artworks and images from visual culture, developing a critical point of view, including a gender perspective.</li> </ul>
To know the art education school curriculum in its artistic, audiovisual and musical aspects.	<ul style="list-style-type: none"> <li>Understands the fundamentals of the art education curriculum and has built a suitable idea of the didactics of art, being able to design didactic proposals.</li> <li>Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.</li> </ul>
To obtain resources to foster lifelong involvement in artistic and musical activities, inside and outside school.	<ul style="list-style-type: none"> <li>Shows interest for learning, participates, and have autonomy to go further in his/her learning.</li> <li>Understands the fundamentals of the art education curriculum and has built a suitable idea of the didactics of art, being able to design didactic proposals.</li> </ul>
To develop and to assess curriculum contents through the appropriate didactic resources and to promote the corresponding students' competences.	<ul style="list-style-type: none"> <li>Understands the fundamentals of the art education curriculum and has a personal and has built a suitable idea of the didactics of art, being able to design didact proposals.</li> <li>Creates artistic works with a sufficient level of personal involvement and creativity and with a good command of artistic and expressive resources.</li> <li>Understand the development of artistic learning and its educational implications.</li> </ul>
To know how to prepare quality educational materials, in digital medium, for the development of primary education curriculum.	<ul style="list-style-type: none"> <li>Understands the fundamentals of the art education curriculum and has built a personal and suitable idea of the didactics of art, being able to design didact proposals.</li> </ul>

## Appraisal criteria

Appraisal criteria	%
Understands the fundamentals of the art education curriculum and has built a suitable idea of the didactics of art, being able to design didactic proposals.	20
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.	15
Understands the development of artistic learning and its educational implications.	10
Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.	20

## Resultados de aprendizaje

Los resultados de aprendizaje recogidos en la memoria de verificación del título de Maestro de Educación Primaria correspondientes a esta asignatura son:

Learning outcomes: Visual and Artistic Language: Resources and Applications	Code
To create work materials for primary education, including two-dimensional, three-dimensional, and audiovisual resources.	RAMPV 1
To relate the activities and content of visual arts education acquired during the degree to the primary education level and to develop curricular proposals.	RAMPV 2
To critically reflect on audiovisual languages and propose new possibilities for educational work.	RAMPV 3
To value the potential of art for holistic education, as well as its capacity for expression and communication.	RAMPV 4
To feel confident enough to be capable of creating their own artworks.	RAMPV 5

## 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 8<sup>th</sup> 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	Artistic activities	Portfolio	Seminars	Attendance & participation	Other activities	%
<b>Appraisal criteria</b>						
Understands the fundamentals of the art education curriculum and has built a coherent and suitable idea of the didactics of art, being able to design didactic proposals.		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
Understands the development of artistic learning and its educational implications.					X	10
Shows interest for learning, participates, and have autonomy to		X		X		15

go further in his/her learning.						
Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.			X			20
<b>TOTAL</b>	<b>35%</b>	<b>15 %</b>	<b>20 %</b>	<b>10 %</b>	<b>20 %</b>	<b>100%</b>

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)

<div>Assessment tools</div> <div>Appraisal criteria</div>	Artistic activities	Portfolio	Seminars	Activities	Exam	%
Understands the fundamentals of the art education curriculum and has built a coherent and suitable idea of the didactics of art, being able to design didactic proposals.				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					40
Understands the development of artistic learning and its educational implications.				X	X	10
Shows interest for learning, participates, and have autonomy to go further in his/her learning.		X				10
Understands and analyzes artworks and images from visual culture, developing a critical point of view, including a gender perspective.			X	X	X	15
<b>TOTAL</b>	<b>30%</b>	<b>10%</b>	<b>12%</b>	<b>18%</b>	<b>30%</b>	<b>100 %</b>

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

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

### Basic Bibliography

Alsina P. y Giráldez A. eds. (2012). *7 ideas clave. La Competencia Cultural y Artística*. Graó.

This book helps to understand the artistic and cultural competence from the basis on current research, studies and proposals.

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

A useful collection of creative ideas for art activities.

Bamford, A. (2009). *El factor ¡Wuuu! El papel de las artes en la educación*. Octaedro.

Anne Bamford has developed international standards to measure the quality of art education and identifies the educational, social and cultural benefits associated to art education practices.

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.

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

This book offers an updated view on art education including theoretical foundations and a practical approach.

Freedman, K. (2006). *Enseñar cultura visual*. Octaedro.

The author offers a theoretical framework to understand visual culture and to develop a postmodern curriculum of art 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.

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

New approaches to art education considering the current social and cultural issues.

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)

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

Mulvihill, T. M. y Swaminathan, R. (2024). *Investigación educativa basada en las artes*. Narcea

Arts-based educational research (IEBA) incorporates new methodologies for qualitative and educational research that allow us to overcome borders and expand the repertoire of more traditional methods. The authors combine theoretical foundations with activities and their experience with visual representation.

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?

Soto, M<sup>a</sup>. D. (2024). *Educación a través del arte, transdisciplinariedad, diversidad y pensamiento reflexivo*. Graó.

The text proposes various strategies for developing more effective curricular proposals through art. It proposes exploring a project-based approach to arts education teacher education.

Tishman, S. (2017). *Slow Looking: The Art and Practice of Learning Through Observation*. Routledge.

Slow Looking provides a robust argument for the importance of slow looking in learning environments both general and specialized, formal and informal, and its connection to major concepts in teaching, learning, and knowledge.

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

A collection of books with ideas 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.