

MÓDULO	MATERIA	CURSO	SEMESTRE	CRÉDITOS	TIPO
Module 8: Teaching and Learning of Music and Visual Arts	Teaching and Learning of Visual Arts	1º	1st	9	Mandatory
PROFESORES ⁽¹⁾			DIRECCIÓN COMPLETA DE CONTACTO PARA TUTORÍAS (Dirección postal, teléfono, correo electrónico, etc.)		
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			Información actualizada en el directorio UGR		
GRADO EN EL QUE SE IMPARTE			OTROS GRADOS A LOS QUE SE PODRÍA OFERTAR		
Primary Education			Early Childhood Education, Pedagogy.		
PREREQUISITES AND RECOMMENDATIONS (in case)					
The students should achieve an acceptable level of visual literacy. They should be able to express concepts and ideas through visual media, using different techniques and instruments. By the end of the course they will have a good command of different forms of artistic communication.					
CONTENTS (BRIEF DESCRIPTION)					
Visual arts as a form of knowledge: personal, social and cultural implications. Artistic development and learning process through the stages of graphic representation. Principles, theories and approaches in Visual Arts Education for elementary school.					

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/))

The curriculum in Visual Arts Education. Teaching and Learning keys for children's visual, perceptive and creative development.
Assessment criteria and procedures in Visual Arts Education.

COMPETENCES (GENERAL AND SPECIFIC)

C1: To know the curricular areas in Elementary Education, the interdisciplinary relations, the assessment criteria and the didactic knowledge about the teaching and learning procedures concerned.

CDM8.1 To comprehend the principles in arts that contribute to the personal, social and cultural training.

CDM8.2 To know the Art Education curriculum.

CDM8.3 To have a good command of the resources and means available to be part of the musical and artistic activities throughout life, both in the classroom and beyond.

OBJETIVOS (EXPRESADOS COMO RESULTADOS ESPERABLES DE LA ENSEÑANZA)

The main objective of the course is the Initial Teacher Training in the field of Visual Arts in Elementary Education. This course is the only mandatory training in Art Education that future teachers are expected to attend. The course tries to provide conceptual, procedural and attitudinal knowledge for the students' basic training as Elementary Education Teachers. Specifically, the course deals with the artistic training from the essential contents of the Visual Arts discipline.

The desirable objectives of the teaching/learning process are:

- To critically evaluate the different theories around Art Education throughout history.
- To know the psychopedagogical and methodological principles and rules in Visual Arts in Elementary Education.
- To know the different teaching models in Visual Arts and learn to value them as complementary pedagogical methods as well as to be able to implement them for different objectives.
- To comprehend and to use artistic languages as unique forms of knowledge and expression, understanding that art is a way of knowledge of the world and our stance on it.
- To learn classical artistic techniques and materials such as drawing, painting, sculpturing, photography, engraving, etc. and to develop from them projects of artistic creation, both individually and in groups.
- To learn about contemporary art techniques and materials such as video, digital photography, TV, phone, etc., and to develop from them projects of artistic creation, both individually and in groups.
- To develop general knowledge related to Visual Expression. To know the fundamentals of art and visual expression as well as the didactics related, so that they are used as learning tools.
- To be sensitive to the aesthetic and visual messages and enjoy, appreciate and critique art-works and artistic images in general, paying special attention to contemporary creations.
- To use visual languages in order to teach, document, describe, build stories and narratives that help us to reveal and understand in depth the complexity of life and visual expressions. Likewise, to use different procedures and various expressive means of representation and communication (as well as designing and using teaching and learning tools based on the images).
- To awaken an interest in Visual Arts and acquire personal skills to be used as pedagogical tools in the classroom in order to promote the integral development of students in elementary education.
- To develop the models proposed by the current legislation so that they might be effectively adapted to the possible educational situations.
- To strengthen the skills for critical analysis and planning in order to integrate and interrelate the visual content to other subjects in the speciality, and thus developing the ability to work in an interdisciplinary team.
- To reflect on and to verbalize the problems of art and the solutions provided by different cultures.
- To appreciate the observation of the environment as a stimulating means of representation and artistic creation.



- To draw up creative didactic units which develop content, objectives, methods and assessment in the Teaching and Learning of Visual Arts.
- To launch initiatives that relate the contemporary art and its social actors to the prevailing education.

COURSE OUTLINE

We propose an outline of 15 topics organized into 5 blocks of theoretical and practical contents. Each block is divided into 3 sections:

1. THEORIES, HISTORY, FUNDAMENTALS AND CRITICAL PERSPECTIVES IN ART EDUCATION

- 1.1. Concepts, definitions, theories and critical perspectives on the teaching and learning of visual arts: Art Education, Aesthetic Education, Artistic Learning, Creativity, Visual Perception, Looking control systems, Cultural Heritage, Museums and Art Institutions, Artistic Creation.
- 1.2. Educational Theories and Models in Art Education during mandatory education throughout history: copy of art-prints, education for the art, creative selfexpression, visual literacy and communication, disciplinary models, postmodernism, visual culture, material culture and multiculturalism. Contemporary controversies.
- 1.3. Development process in perception, creation, aesthetic thinking, comprehension and critical thinking around the images and forms of visual creation in contemporary societies in school-aged children: description, interpretation and research perspectives.

2. THE CONSTRUCTION OF VISUAL SYMBOLS

- 2.1. Classical disciplines: drawing, painting, ceramics, sculpture, textiles, engraving and printing, design and architecture.
- 2.2. Contemporary models of creation and channels of diffusion of visual images: digital photography, video, cinema, television, mobile phones and the Internet: limitations of the message and its communication.
- 2.3. Sharing and transforming the visual on the web: representation, reproduction, virtuality, communication, simultaneity and digitalization in the new forms of communication.

3. ARTISTIC LANGUAGES IN VISUAL ARTS:

- 3.1. Light and colour in Visual Arts: the look of things.
- 3.2. Concepts, techniques, and procedures of artistic creation in three dimensions: texture, volume and space.
- 3.3. The symbols and the meanings of visual images. Visual poetics and artistic creation. The assessment and critical understanding of the production of collective significations. Mediations and translations of contemporary art.

4. VISUAL IMAGE CREATION AND CULTURE CREATION THROUGH VISUAL AND MATERIAL MEDIA:

- 4.1. Visual descriptions, visual explanations and visual demonstrations: geometry, objective systems of representation of space, photography and cinema as documentation tools, and illustrations in textbooks.
- 4.2. Visual stories, narratives, ideals and beliefs: representations and renderings of human societies in popular culture. Urban, institutional, public and private spaces. Cultural parks, attractions and consumption. Tales, comics and magazines. Crafts, festivals and popular folklore.
- 4.3. Education, recreation and aesthetic joy: moral and aesthetic categories in visual productions aimed at children: games, sweets, cartoons, music videos, videogames, television and advertisements for children.

5. CRITICAL ANALYSIS AND ASSESSMENT OF THE CURRICULAR DESIGN AND CURRICULAR MATERIAL IN ART EDUCATION FOR PRIMARY EDUCATION:

- 5.1. Curricular theories and curriculum models for Art Education in Primary education in the international context nowadays. The Curriculum of Junta de Andalucía: orientations for primary education.



- 5.2. Didactic resources and materials for Art Education in Primary Education. Critical assessment of:
- Officially approved textbooks for alumni in Spain and in other European countries.
 - Specific computer resources for visual arts and artistic learning.
 - Educative art museum projects and other art educative programs in cultural institutions.
- 5.3. Curriculum structure in Art Education and curricular design in Primary Education: objectives, contents, methodologies and assessment.

REFERENCES

MANDATORY READINGS:

- READING 1: Eisner, E.W. (1997). *Educating Artistic Vision*. Reston: NAEA. Introduction to Art Education / Art Education Objectives
- READING 2: Lowenfeld, V. (1957). *Creative and Mental Growth*. New York: MacMillan. Creative Self Expression.
- READING 3: Dobbs, S.M. (1992). *The DBAE Handbook: An Overview of Discipline-Based Art Education*. Los Angeles: Getty Center. Chapter 3: Features / Chapter 5: Teaching
- READING 4: Beljon, J.J. (1993). *Gramática del arte*. Madrid: Celeste. Visual understanding of the concepts / Translate and gloss the concepts
- READING 5 & 6: HURWITZ, A. & DAY, M. (1995). *Children and their Art. Methods for Elementary School*. Fort Worth: Harcourt Brace College. Chapter 3.2: Stages of Graphic Representation, pp. 60-86 Chapter 6: Drawing, pp. 152-173

BASIC REFERENCES:

- ARNHEIM, R. (1991). *Thoughts on Art Education*. Malibu: Getty Center for Education in Arts.
- BELJON, J.J. (1993). *Gramática del arte*. Madrid: Celeste.
- DEWEY, J (2005). *Art as experience*. New York: Berkley.
- EDWARDS, B. (1989). *Drawing on the right side of the brain*. J.P. Tarcher.
- EFLAND, A. (1990). *A history of art education: intellectual and social currents in teaching the Visual Arts*. New York: Teachers College Press.
- EFLAND, A., FREEDMAN, K. & STUHR, P. (1996). *Postmodern art education an approach to curriculum*. Reston: National Art Education Association.
- EISNER, E. (1997). *Educating Artistic Vision*. Reston: National Art Education Association.
- GARDNER, H. (2008). *Art Education and Human Development*. Los Angeles: The Getty Education Institute for the Arts.
- HARGREAVES, J.H. (1989). *Children and the Arts*. Open University Press.
- HURWITZ, A. & DAY, M. (1995). *Children and their Art. Methods for Elementary School*. Fort Worth: Harcourt Brace College.
- LOWENFELD, V. (1957). *Creative and mental growth*. New York: MacMillan.
- MIRZOEFF, N. (1999). *An introduction to visual culture*. London: Routledge.
- MIRZOEFF, N. (2003). *The visual culture reader*. London: Routledge.
- READ, H. (2003). *Education through Art*. New York: Pantheon Books.

ENLACES RECOMENDADOS



Art Education Resources (Lesson Plans)

National Art Education Association: <http://www.arteducators.org/>

The J. Paul Getty Museum Education Resources: <http://www.getty.edu/education/>

Project and lesson plans submitted by teachers: <http://www.artsonia.com/>

Education Resources Information Center (ERIC): <http://www.eric.ed.gov/>

Children's Art

Kinder Art: Art Lessons and Children Art Work Samples: <http://www.kinderart.com/>

Museum of Children's Art (CA): <http://mocha.org/>

Museo pedagógico de Arte Infantil (MUPAI): <http://www.ucm.es/info/mupai/>

Children's Museum of The Arts (NY): <http://cmany.org/index.php>

Cultural mediation, interculturality and international art

Cultural Mediation Website (Canada): <http://mediationculturelle.culturepourtous.ca/en/>

Intercultural Cities. Governance and policies for diverse communities: <http://www.interculturalcities.com/>

International dialogue through the arts and culture: <http://www.ifacca.org/topic/intercultural-dialoguecultural-diversity>

International Arts Movement: <http://www.internationalartsmovement.org/>

Photography:

Web de aprendizaje y enseñanza de la fotografía digital a través de imágenes: www.dialogodeimagenes.org

Exactitudes Project: <http://www.exactitudes.com/>

Art education, artists and Museums:

Sociedad estatal para la acción cultural española (SEACEX): <http://www.seacex.es/Spanish/Paginas/default.aspx>

The Arts Education Partnership: <http://aep-arts.org/>

The J. Paul Getty Museum Education Resources: <http://www.getty.edu/education/>

Junta de Andalucía

Portal Averroes – Recursos educativos de la Junta de Andalucía:

<http://www.juntadeandalucia.es/averroes/impe/web/portadaRecursosEducativos?pag=/contenidos/BancoDeRecursos/>

Curriculum de Educación Primaria de Andalucía

<http://www.juntadeandalucia.es/boja/boletines/2007/156/d/1.html>

METHODOLOGY

Previous alumni knowledge will be considered. Students will carry out oral presentations about issues related to the course. Master classes will introduce concepts, theories and basics to encourage reflection and debate among students. These classes will be supported by practical activities that will facilitate conceptual assimilation and self-learning. Considering that artistic ways of knowledge do not separate “theory” and “practice”, seminar activities will have simultaneously a theoretical and practical load. The aim of these art-teaching practices is to introduce alumni to visual concepts and familiarize them with art making so that it can become a resource to elaborate and transform theories, instruments and pedagogical methodologies. Furthermore, classes will include tasks that will exemplify and contextualize the course content related to the real situations of the classroom of the future Primary Education teacher. Those tasks will promote: an open disposition to aesthetic joy, a constant reflexive attitude towards images of different cultures and a critical approach to assumptions about aesthetic and pedagogical theories. Memory and personal identity will be considered as well as History and other collective cultural forms terms. Alumni will carry out creative tasks as well as critical or artistic analysis and school images both in theoretical classes and in seminars. Individual and small group activities will be proposed in order to promote, respectively, the development of personal criteria and the collective critical debate of ideas and art making.

A fundamental part of the course will consist of the creation of an image-based portfolio. The portfolio will consist of a



series of drawings, photographs and art projects related to the contents of the course. The portfolio will be made during on-site sessions and individual or group homework sessions during the semester. This image-based portfolio will reveal the students' learning process and their critical written reflection about texts and creative experiences. In the portfolio, text and image, -as well as theory and practice- will be closely related and will demonstrate the acquisition of the professional visual artistic competences required for a primary education teacher.

- Theoretical and practical sessions of art making, analysis, critic and artistic assessment of exhibitions, debates, explanations, and oral presentations by teachers and students, individually or by groups, that will be focused on art education concepts.
- Theoretical and practical sessions that will perform real art educational situations where students will implement models and theories in their praxis to develop specific pedagogical attitudes to work on Visual and Art teaching in Primary Education. In these sessions students will propose activities with the aim of achieving certain objectives and explaining certain concepts.
- Small group seminars will provide an opportunity to develop activities attentive to individual artwork. Seminars will provide a chance to attend to student's doubts and support their creative process.
- Group study and group work will enhance students to make group readings, presentations, critical analysis, curricular adaptations and other tasks with other peers.
- Individual work that will include image study, art making, texts reading and other documents that will provide the artistic and visual competences related to this course. Individual work will include assignments that will compliment on-site class work.
- Individual and small group art projects will provide students with a significant creative and educational learning experience to be used in their future teaching professional career.

ASSESSMENT (TOOLS, CRITERIA AND PERCENTAGES OF THE FINAL RESULTS)

ASSESSMENT CRITERIA:

- EV-C1 Demonstration of the assimilation of the course contents (theoretical and practical) and the critical ability to reflect on educational experiences.
- EV-C2 Assessment of the work done (tasks, assignments and projects), individually and in groups, considering visual presentation, clarity of ideas in written reflections, critical abilities, mature arguments and bibliographical references.
- EV-C3 Student's commitment and participation in classes, presentations and debates. Quality of individual and group artworks, creativity, time and diversity of aesthetic resources employed.
- EV-C4 Attendance to classes, seminars, tutoring and group sessions.

ASSESSMENT TOOLS

- EV-I1 Brief written assignments.
- EV-I2 Visual/oral presentation of artworks and monographic presentations.
- EV-I4 Portfolio

ASSESSMENT PERCENTAGES:

PORTFOLIO: 75% (Daily work in on-site classes and assignments)

- Readings: 10%
- Activities: 20%
- Assignments: 10%
- Projects: 35%

EXAM: 25%

Regulations for the evaluation and qualification of students at the University of Granada (BOUGR No. 112, November 9,



2016)

ONE-SHOT EVALUATION (Artículo 8. Evaluación única final en convocatorias ordinaria y extraordinaria). According to the article 8 of the UGR regulations on students' evaluation and scoring (Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada), if a student can not follow the standard evaluation system set by the professor s/he has to apply electronically within the first two weeks of class to the head of the Department stating the reasons why that change is demanded.

SPECIAL CIRCUMSTANCES EVALUATION (Artículo 9. Evaluación por incidencias). According to the article 9 of the UGR regulations on students' evaluation and score system (Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada), if a student can not take any of the regular and/or extraordinary exams the date initially set by the professor, they will have to apply electronically to the head of the department for another date stating the reasons and including the necessary documentation that verify the argued circumstances.

FINAL EVALUATION TESTS

A) THEORETICAL TOPICS TESTS

1. THEORIES, HISTORY, FUNDAMENTALS AND CRITICAL PERSPECTIVES IN ART EDUCATION
2. THE CONSTRUCTION OF VISUAL SYMBOLS
3. ARTISTIC LANGUAGES IN VISUAL ARTS
4. VISUAL IMAGE CREATION AND CULTURE CREATION THROUGH VISUAL AND MATERIAL MEDIA
5. CRITICAL ANALYSIS AND ASSESSMENT OF THE CURRICULAR DESIGN AND CURRICULAR MATERIAL IN ART EDUCATION FOR PRIMARY EDUCATION:

(B) PRUEBAS SOBRE EL TEMARIO PRÁCTICO

1. CLASSICAL DISCIPLINES: DRAWING, PAINTING, CERAMICS, SCULPTURE, TEXTILES, ENGRAVING AND PRINTING, DESIGN AND ARCHITECTURE.
2. LIGHT AND COLOUR IN VISUAL ARTS.
3. CONCEPTS, TECHNIQUES, AND PROCEDURES OF ARTISTIC CREATION IN THREE DIMENSIONS: TEXTURE, VOLUME AND SPACE.
4. THE SYMBOLS AND THE MEANINGS OF VISUAL IMAGES. VISUAL POETICS AND ARTISTIC CREATION.

MATERIALS

- Drawing paper format A-3
- Pencil
- paper A-3 format
- Tempest (Magenta, Cyan, Yellow, Black and White)
- Plastic tray pallet
- Brushes
- Mud

