

MODULE	SUBJECT	ACADEMIC YEAR	SEMESTER	CREDITS	TYPE
Module 8: Teaching and Learning of Music and Visual Arts	Teaching and Learning of Visual Arts	1º	1st	9	Compulsory
PROFESSORS <sup>(1)</sup>			FULL CONTACT ADDRESS FOR TUTORIALS		
<ul style="list-style-type: none"> <li><a href="#">Fernando Pérez Martín</a> (Tlf.: 958-243955. Desp. 114 Aulario). E-mail: <a href="mailto:fernandoperez@ugr.es">fernandoperez@ugr.es</a></li> </ul>			Dpto. Didáctica de la Expresión Musical, Plástica y Corporal. Facultad de Ciencias de la Educación. Aulario. DP. 18071. Granada.		
			TUTORIAL HOURS: Click in the link to access his file in the directory, with his tutorial hours.		
			Updated information: <a href="https://directorio.ugr.es/static/PersonalUGR/*/show/e778ae33b9fc94c9c75a655c13f7e706">https://directorio.ugr.es/static/PersonalUGR/*/show/e778ae33b9fc94c9c75a655c13f7e706</a>		
DEGREE IN WHICH IT IS TAUGHT			OTHER DEGREES IN WHICH COULD BE OFFERED		
Primary Education–Bilingüal group (Grado en Educación Primaria)			Early Childhood Education, Pedagogy. (Grado en Educación Infantil, Grado en Pedagogía).		
PREREQUISITES AND/OR RECOMMENDATIONS (if applicable)					
It is considered advisable that the students of this subject have achieved a minimum level of visual and artistic literacy and are able to express themselves through visual and material means with different techniques and instruments and master the minimum elements of the different forms of artistic communication.					
BRIEF DESCRIPTION OF CONTENTS (ACCORDING TO GRADE VERIFICATION REPORT)					
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. The curriculum in Visual Arts Education. Key elements for children’s visual, perceptive and creative development. Assessment criteria and procedures in Visual Arts Education.					

<sup>1</sup> 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/))

## GENERAL AND SPECIFIC COMPETENCES

C1: To know the curricular areas in Elementary Education, the interdisciplinary relations between them, 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 learning.

CDM8.2 To know the Art Education curriculum in its plastic/artistic, audiovisual and musical aspects.

CDM8.3 To acquire resources to encourage lifelong participation in musical and artistic activities in and out of school.

## OBJECTIVES (EXPRESSED AS EXPECTED LEARNING OUTCOMES)

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 compulsory 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 fundamental 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 psycho pedagogical 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, puppetry, 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, installations, happenings, performance, land art, TV, phone, etc., and to develop from them projects of artistic creation, both individually and in groups.
- To develop general knowledge related to Visual/Artistic 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 relates the contemporary art and its social actors to the prevailing educational world.



## DETAILED COURSE SYLLABUS

We propose an outline of 15 topics organized into 5 blocks of theoretical and practical contents:

### 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, Cultural Heritage, Museums and Art Institutions, Artistic Creation.

1.2. Educational theories and models in Art Education during compulsory education throughout history: copy of art-prints, education for the art, creative self expression, visual literacy and communication, disciplinary models, post modernity, 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, puppetry, design and architecture.

2.2. Contemporary models of creation and channels of diffusion of visual images: digital photography, video, installations, happening, performance, land art, 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, puppetry, 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: a) Officially approved textbooks for students in Spain and in other European countries. b) Specific computer resources for visual arts and artistic learning. c) 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.



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## RECOMMENDED LINKS

### Art education, Resources (Lesson Plans), artists and Museums:

Acción Cultural Española: <https://www.accioncultural.es/>

Arte para Aprender: <https://www.arteparaaprender.org/>

CECA (International Committee for Education and Cultural Action): <http://network.icom.museum/ceca/L/1/>

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

ICOM (International Council of Museums): <https://icom.museum/en/>

INSEA (International Society for Education through Art) International Society for Education through Art: <https://www.insea.org/>

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

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

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

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

### Children's Art

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

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>



**Photography:**

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

**Cultural mediation, interculturality and international art**

Cultural Mediation Website (Canada): <https://www.culturepourtous.ca/professionnels-de-la-culture/mediation-culturelle/>  
Intercultural Cities. Governance and policies for diverse communities: <https://bit.ly/2subUrk>

**International dialogue through the arts and culture:**

IFACCA (International Federation of Arts Councils and Culture Agencies): <https://ifacca.org/es/>  
International Arts Movement: <http://www.internationalartsmovement.org>

**TEACHING METHODOLOGY**

Previous alumni knowledge will be considered and students will carry out 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” (and often merge together), seminar activities will often be considered theoretical and practical. The aim of these art-teaching practices is to introduce students to visual concepts/materials 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 and art practices 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. Students will carry out creative tasks as well as critical and artistic analysis 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 development of the course will be specified in a series of works (developed throughout the classroom sessions and autonomous work of students throughout the course) related to the contents of the subject. These, gathered in a portfolio will reflect the learning processes based on images and on the critical and well-founded reflection of the texts and debates. Text and image, as well as theory and practice, must be intimately linked and show the acquisition of sufficient visual and material artistic skills to face the professional tasks that Primary Education teachers will encounter.

- Theoretical-practical sessions through sessions of creation, analysis, criticism and artistic evaluation, exhibitions and explanations, debates, cultural visits, etc., in which the theoretical contents are dealt with, sometimes presented by teachers or students both individually and in groups.
- Theoretical-practical sessions in which real situations will be presented in which to develop specific and concrete didactic guidelines and behaviours to work on Visual and Plastic Education in Primary Education with clear examples of activities aimed at developing specific objectives and contents.
- Seminars for small groups, in which activities and tasks are developed in which it is essential to have a more individualized classroom methodology and a more personalized work and to attend to doubts or questions that may arise during the student's training process and require work that is closer to the students and their productions.
- Study and group work. This work will involve readings, didactic proposals, critical analysis, curricular adaptations, and other presentations through group dynamics.
- Autonomous work that includes the study of images, texts and other documents that may be considered necessary for the acquisition of knowledge, skills and competences related to the subject matter of this course.



This autonomous work will include those tasks that complement those carried out in the classroom during the face-to-face sessions and that require further and more in-depth development by the students depending on their personal situation and abilities. Likewise, this autonomous work will include self-evaluation processes or the preparation of exams/tasks, training exercises or other complementary activities that may be proposed.

#### EVALUATION (EVALUATION INSTRUMENTS, EVALUATION CRITERIA AND PERCENTAGE ON THE FINAL GRADE, ETC.)

##### ASSESSMENT CRITERIA:

- EV-C1 Verification of the mastery of the contents, both theoretical and practical, and their critical elaboration.
- EV-C2 Assessment of the work carried out, individually or in teams, taking into account the presentation, writing and clarity of ideas, structure and scientific level, creativity, justification of what is argued, capacity and richness of the criticism made, and updating of the bibliography consulted.
- EV-C3 Degree of involvement and attitude of the students expressed in their participation in the consultations, presentations and debates; as well as in the elaboration of the works, individually or in teams, and in the sharing sessions.
- EV-C4 Attendance at classes, seminars, conferences, tutorials, group sessions.

##### ASSESSMENT TOOLS:

- EV-I1 Written assignments: essay, short answer, objective, cases or assumptions, problem solving.
- EV-I2 Oral assignments: presentation of work (individual or in groups), interviews, discussions.
- EV-I3 Observation scales.
- EV-I4 Portfolio, diary, reports.

##### ASSESSMENT PERCENTAGES:

Theoretical contents: 40%

Practical contents: 60%

For the extraordinary call, the criteria and percentages will be the same.

Regulations for the evaluation and qualification of students at the University of Granada (BOUGR No. 112, November 9, 2016. (Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada (BOUGR núm. 112, de 9 de noviembre de 2016)

- Article 8. Final single call (Evaluación única). In order to benefit from the final single evaluation, the student, in the first two weeks of the course, or in the two weeks following his/her enrolment if it has taken place after the beginning of the course, will request it, through the electronic procedure, to the Director of the Department or to the Coordinator of the Master's Degree, alleging and accrediting the reasons for not being able to follow the system of continuous evaluation.

- Article 9. Evaluation by incidents (Evaluación por incidencias). Students who cannot attend the ordinary or extraordinary assessment test on the date assigned by the Faculty may request the Director of the Department to carry out an incidental assessment, in the cases established in Article 9 of the Regulations for the Assessment and Qualification of Students at the University of Granada. These cases must be properly accredited when the application is submitted to the Director.



DESCRIPTION OF THE TASKS THAT WILL BE PART OF THE FINAL SINGLE EVALUATION ESTABLISHED IN THE "NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA"

A) THEORETICAL TOPICS TESTS

They will deal with the topics of the course programme and will be carried out in written form:

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.

MATERIAL TO DEVELOP THE PRACTICAL PART OF THE EXAM

It will be determined in advance, informing each group, preferably by Prado II or email by the teacher in charge.

The examination shall consist of a theoretical and a practical test.

The evaluation of the theoretical test is 60%.

The evaluation of the practical test is 40%

For the extraordinary call the criteria and percentages will be the same.

SCENARIO A (FACE-TO-FACE AND NON FACE-TO-FACE TEACHING AND LEARNING)

TUTORIAL ASSISTANCE

SCHEDULE	TOOLS FOR TUTORIAL ASSISTANCE
<ul style="list-style-type: none"> <li>• The tutoring schedule is specified in the directory profile of each of the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial assistance preferably online or, if necessary, respecting the recommended security measures to the extreme. It is very important to make an appointment in any case.</li> <li>• Email @ugr</li> <li>• Prado II</li> <li>• Google Meet or other videoconferencing systems.</li> <li>• Other means specified by each teacher.</li> </ul>





MEASURES TO ADAPT THE TEACHING METHODOLOGY

- There would be no alterations to the theoretical syllabus and the teaching of these contents would be carried out in person, combined in certain sessions with online teaching through the systems described and according to the indications made by the teacher of the subject, so the methodology will be adapted to the context of reception and online participation in certain sessions. In the online part, it is very important to communicate to the teacher any problem of connection, access to information or any other circumstance that hinders the normal monitoring of the subject.

EVALUATION ADAPTATION MEASURES (Instruments, criteria and percentages on the final rating)

Ordinary call (Convocatoria Ordinaria)

- The ordinary evaluation criteria are maintained, with the delivery of work or tests of a face-to-face nature specified by each teacher.

Extraordinary call (Convocatoria Extraordinaria)

- The evaluation criteria are maintained, with the delivery of work or tests of a face-to-face nature specified by each teacher.

Single final evaluation (Evaluación Única Final)

- The evaluation criteria are maintained, with the delivery of work or tests of a face-to-face nature specified by each teacher.

SCENARIO B (SUSPENSION OF FACE-TO-FACE ACTIVITY)

TUTORIAL ASSISTANCE

SCHEDULE

- The tutoring schedule is specified in the directory profile of each of the teachers.

TOOLS FOR TUTORIAL ASSISTANCE

- Tutorial assistance exclusively online or, if necessary, respecting the recommended security measures to the extreme. It is very important to make an appointment in any case.
- Email @ugr
- Prado II
- Google Meet or other videoconferencing systems.
- Other means specified by each teacher.

MEASURES TO ADAPT THE TEACHING METHODOLOGY

There would be no alteration of the theoretical syllabus. The activities referred to the seminars will be carried out by means of practical exercises oriented to the adaptation of the contents of the subject to the domestic context and of reception and participation online, in such a way that they allow the acquisition of similar results in the learning processes.



The delivery of exercises will be carried out by telematic means in Prado II or by e-mail, following the instructions of each teacher. In certain cases, a link will be sent to Google Drive or other systems that may be relevant to the development of the online activity.

Classes are now given through online media or, if specified for certain groups, are replaced by indications of activity and content in Prado II or e-mail. This platform, Prado II, continues to be the preferred way of providing content, activities, readings, images, etc. In some cases, direct classes by videoconference will be replaced by previous recording of contents or other ways of teaching that can be considered for each group. It is very important to communicate to the teacher any problem of connection, access to information or any other circumstance that hinders the normal monitoring of the subject.

#### EVALUATION ADAPTATION MEASURES (Instruments, criteria and percentages on the final rating)

All the evaluation methods and the indications specified here are subject to the guidelines that may be agreed upon and made public by the University of Granada at any given time.

#### Ordinary Call (Convocatoria Ordinaria)

In the evaluation of the subject, in addition to the tasks specified by each teacher -examination or submission of work, the annotations already made in class will be taken into account until the suspension of the classroom activity, in addition to the average grade of works submitted, either physically before the online period, or through Prado II or by email, as indicated by each teacher.

In the online scenario, the evaluation tasks would be maintained, in addition to the reports, portfolios, diaries, etc., that have been specified by each teacher.

Delivery and, if necessary, defense of one or more works related to the contents of the syllabus, indicated by the teacher of the group, following the specific indications required, demonstrating the theoretical and practical capacity and general and specific skills, as well as the objectives of the teaching guide. It is advisable to contact the teacher of the subject beforehand by e-mail or videoconference. In certain groups, this evaluative action can be complemented with an interview or explanation of the work presented through videoconference with the teacher of the group. The evaluation criteria will be based on the assimilation of the content of the subject, the argumentative capacity, the writing and expression, as well as the application of these concepts in the possible practical works of artistic creation that can be developed. The evaluation percentages of the teacher's guide on the subject, relating to theoretical and practical knowledge, are maintained.

#### Extraordinary Call (Convocatoria Extraordinaria)

An objective online task will be carried out on the contents of the subject, which will be complemented by the delivery and, where appropriate, oral or written defense of one or more works linked to the contents of the syllabus, indicated by the teacher of the group, following the specific indications required, demonstrating the theoretical and practical capacity and general and specific skills, as well as the objectives of the teaching guide. It is advisable to contact the teacher of the subject beforehand by e-mail or videoconference. In certain groups, this evaluative action can be complemented with an interview or explanation of the work presented through videoconference with the teacher of the group.

The evaluation criteria will be based on the assimilation of the content of the subject, the argumentative capacity, the writing and expression, as well as the application of these concepts in the possible practical works of artistic creation that can be developed.



The mark of the work will be 100% of the grade, being able to take into account the possible work presented, if necessary, during the period of classes, in coordination with the teacher of each group.

The works may be submitted until the day set for the exam date by the exam calendar adapted to the Contingency Plan published on the website of the Faculty of Education, recommending that they be submitted as far in advance of the deadline as possible.

#### Single final evaluation (Evaluación Única Final)

The students assigned to the single final evaluation, once their application has been approved by the department, will be evaluated according to the same criteria as the extraordinary evaluation, and it is very important that they contact the teacher of the subject. The mark of the exercise or test, together with the works presented and defended, will constitute 100% of the grade of the subject.

#### ADDITIONAL INFORMATION (if applicable)

In the subjects that have different groups and teachers, it will be very important to pay attention to the specificity of the means of teaching, exercises and tasks/tests to be carried out, etc., when adjusting to the correct development of the subject, especially in the online modality.

In those evaluation tests that require or have foreseen the use of audio and/or video during its development, this use will be made according to the guidelines established in the instructions and recommendations for the application of the data protection, personal or home privacy regulations marked by the General Secretary or competent body of the UGR.

