



Universitat de Lleida

# DEGREE CURRICULUM

# **VISUAL ARTS**

Coordination: MOLET CHICOT, CARMEN

Academic year 2021-22

**Subject's general information**

<b>Subject name</b>	VISUAL ARTS		
<b>Code</b>	100883		
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION		
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>
	Bachelor's Degree in Primary Training	2	COMPULSORY
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMPULSORY
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	4	COMPULSORY
<b>Modality</b>	Attendance-based		
<b>Course number of credits (ECTS)</b>	6		
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA
	<b>Number of credits</b>	1.8	4.2
	<b>Number of groups</b>	5	5
<b>Coordination</b>	MOLET CHICOT, CARME		
<b>Department</b>	SPECIAL DIDACTICS		
<b>Teaching load distribution between lectures and independent student work</b>	Face-to-face work (40%) Non face-to-face work (60%)		
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.		
<b>Language</b>	Català		
<b>Distribution of credits</b>	6 ECTS credits Visual Arts		

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MOLET CHICOT, CARME	carme.molet@udl.cat	20,4	
QUIROZ LLOBET, DÀNAE LORENA	danae.quiroz@udl.cat	5,7	
SALVATIERRA MONFORT, LAURA	laura.salvatierra@udl.cat	3,9	

## Subject's extra information

In double bachelor's degree: Degree in Primary Training (R 2018) and Degree in Physical Activity and Sports Sciences; and double bachelor degree: Degree in Pre-school Education and Degree in Primary Training (R 2018) some of the contents come from Visual Arts didactics.

In bilingual plan 3 out of 6 ECTS credits are going to be given in English language.

## Learning objectives

### Learning objectives

1. To know and use the specific basis of the visual language and to appreciate its expressive and communicative possibilities
2. To discriminate and analyse the morphological and syntactical elements of the images and artistic productions, as well as their discursive and aesthetic function.
3. To make use, experimentally, of formal and technical resources of the audiovisual language
4. To recognize the different drawing conceptions of the actual graphic creation, especially in illustration, graphic design, animation and comic
5. To explore different procedures, working methods and specific means of graphic production
6. To deploy skills and resources in order to develop expressive, aesthetic and creative procedures, by cultural and personal experiences
7. To create creative productions using drawing, illustration, photography, digital images or some other artistic methods
8. To contemplate the contribution of the mass media images in the construction of the social and cultural reality, the own subjectivity and the imaginaries
9. To recognize different representation procedures of the mediatic images, especially in relation with gender conventions and alterity categorizations
10. To think about the mediatic influence related to the identity construction of children
11. To develop analytic and comprehensive abilities in the analysis of visual productions
12. To develop interpretative and critical abilities in the analysis of visual productions and texts
13. To explore some relevant aspects of art and aesthetic theories
14. To encourage both independent and collaborative work
15. To write and expound own ideas in an orally and clearly way
16. To use correctly technological resources and methods during the subject tasks
17. To generate critical reflections about the artistic and visual culture education
18. To know and participate as spectators in different art public manifestations

19. DOUBLE BACHELOR'S DEGREE: DEGREE IN PRE-SCHOOL EDUCATION AND DEGREE IN PRIMARY TRAINING: To know and identify different conceptions about the teaching and learning of visual art
20. DOUBLE BACHELOR'S DEGREE: DEGREE IN PRE-SCHOOL EDUCATION AND DEGREE IN PRIMARY TRAINING: To know the scholar curriculum and also the basis and development of the visual didactic and pedagogy
21. DOUBLE BACHELOR'S DEGREE: DEGREE IN PRE-SCHOOL EDUCATION AND DEGREE IN PRIMARY TRAINING: To plan and organise programming units using learning and evaluating strategies considering different scholar levels

## Competences

### Basic

CB1. Possess and comprehend knowledge in an area of study –Education– which expands on one's general secondary education and tends to reach a level which, although supported by advanced textbooks, also includes some aspects involving cutting-edge knowledge from one's field of study.

### General

CG1. Advocate for democratic values, especially tolerance, solidarity, justice and nonviolence, and be familiar with and value human rights.

CG2. Be familiar with the intercultural reality and develop attitudes of respect, tolerance and solidarity towards all different social and cultural groups.

CG3. Be familiar with the right to equal treatment and opportunities between women and men, in particular through the elimination of discrimination against women, regardless of their circumstances or condition, in all spheres of life.

CG4. Be familiar with the measures used to guarantee and implement the right to equal opportunities for people with diverse abilities.

### Specific

CE7. Stimulate and appreciate effort, perseverance and personal discipline in students.

### Cross-disciplinary

CT1. Develop an adequate level of oral and written comprehension and expression of Catalan and Spanish.

CT3. Implement new technologies and information and communication technologies.

## Subject contents

1. Visual literacy. Perception and representation
2. Graphic production methods
3. Introduction to Visual Culture and interpretative artistic methods
4. Introduction to art theory and aesthetics
5. Introduction to educational models in art education
6. Visual art educational projects
7. Double Bachelor's Degrees: Plastic and Visual art curriculum in Primary Education
8. Double Bachelor's Degrees: Design of scholar teaching units around Plastic and Visual art aimed at Primary Education
9. Double Bachelor's Degrees: Art and visual culture in primary school projects

## Methodology

6 ECTS credits, corresponding to 150 working hours for the students

60 presential or virtual hours and 90 hours for autonomy working

Face-to-face working (40%)			
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Teacher expositions and projections	20		
Contents debate and synthesis orientations	10		
Management and realization of practical exercises	20		
Student's expositions: projects and working reports	6		
Follow-up tutorials (small groups)	4		
	<b>60</b>		
<b>Non face-to-face working</b> (60%)		Indiv.	Group
Reading and document analysis		10	5
Study and researching information		5	5
Campus virtual interaction and use of network resources		5	
Finish, revision and extension of practical exercises		10	10
Group tasks: design of teaching units and working projects		5	15
Student's expositions preparation			5
Learning portfolio: reflective journal, synthesis elaborations and evaluations		15	
	<b>90</b>	<b>50</b>	<b>40</b>

## Development plan

Activities designed for Bachelor's Degree in Primary Training. For Double Bachelor's Degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences and Degree in Pre-school Education and Degree in Primary Training, activities will be adapted.

Hours	Contents block	Description	Tasks

5	Introduction to educational models in art education	Personal experience review about visual and plastic education Educational models approach in art education	<ul style="list-style-type: none"> <li>• Reflective journal. Starting point: my art educational conception. Scholar models and practises</li> <li>• Project implementation</li> <li>• Audiovisual viewing</li> <li>• Interaction with Virtual platform <i>espaiperformatiu</i> and its networks</li> <li>• Content expositions</li> <li>• Individual and group studio practices. Pooling and sharing of the results.</li> <li>• Interpretation and analysis of visual productions, individual and in groups, pooling of the results</li> <li>• Reading and commentary shares. Debate.</li> <li>• Learning portfolio supervising</li> <li>• Activities and conclusion summaries</li> <li>• Learning portfolio presentation</li> </ul>
10	Visual literacy. Perception and representation	Perception Morphological and syntactical elements of visual language analysis Learning of formal resources related to audiovisual language and its representative, aesthetic and communicative function. From representation to interpretation.	
20	Graphic production methods	Practical learning about different drawing conceptions and graphic creations, especially in illustration, comic and graphic design. Procedures and techniques with a scholar application and its suitability for different primary levels. Narration as a way of learning	
10	Introduction to aesthetics and art theory	Relevant aspects about aesthetics and art from XVIII century, when art is starting to be considered as an autonomous phenomenon, to nowadays where different points of view about visual culture are converging and art history is questioned by sexism, racism and ethnocentrism.	
15	Introduction to visual culture and artistic interpretative methods	Analysis and interpretation of visual productions. Media influence and identity constructions  Childish visual cultures	
T.	Visual art educational projects	Implementation of a visual art educational project based on a topic or emergent problem Creation of a learning portfolio containing the artistic productions and the reflections around the course learnings.	

## Evaluation

EVALUATION	
LEARNING PORTFOLIO: Reflective journal	20%
LEARNING PORTFOLIO: conclusions (synthesis)	20%
LEARNING PORTFOLIO: graphic design and layout	10%
INDIVIDUAL PRODUCTIONS	28%
GROUP WORKS	22%

During the subject, the students must do three works, one each month (date to confirm). At the end of the scholar year the learning portfolio must be delivered. In each artistic production, the concept, creativity and technical realization is going to be considered. In the case of written works, the elements that are going to be considered are:

the correct reference searching and the analysis, synthesis and interpretation abilities; in general, comprehension and critical eye. In group works, also, collaboration and the suitable distribution of tasks

For the alternative evaluation, the students must do 6 theoretical and practical works, a learning portfolio and minimum two tutorials in order to accompany and supervise the tasks

## Bibliography

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#### BASIC

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#### WEBSITES

Plataforma Virtual espai performatiu: <http://www.espai performatiu.udl.cat>

Carme Molet. Material educatiu entorn les arts i l'estètica:  
<http://cv.udl.cat/cursos/100819/continguts/presentacio.htm>

#### Project

Bibliografía actualizada de la temática del proyecto. A determinar...

## Visual literacy and graphic production

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