



Universitat de Lleida

DEGREE CURRICULUM

VISUAL ARTS

Coordination: QUIROZ LLOBET, DANAE LORENA

Academic year 2023-24

Subject's general information

Subject name	VISUAL ARTS			
Code	100883			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	4	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	6		5
Coordination	QUIROZ LLOBET, DANAE LORENA			
Department	EDUCATION SCIENCES			
Teaching load distribution between lectures and independent student work	Face-to-face work (40%) Non face-to-face work (60%)			
Important information on data processing	Consult this link for more information.			
Language	Català			
	In bilingual plan 4.2 out of 6 ECTS credits are going to be given in English language.			
Distribution of credits	6 ECTS credits Visual Arts			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GONZÁLEZ LORENZO, ASCEN	ascension.gonzalez@udl.cat	13,8	
QUIROZ LLOBET, DANAÉ LORENA	danae.quiróz@udl.cat	12	
SALVATIERRA MONFORT, LAURA	laura.salvatierra@udl.cat	1,8	
SALVATIERRA MONFORT, LAURA	laura.salvatierra@udl.cat	4,2	

Subject's extra information

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

Support measures for students in accordance with UdLxtothom program will be taken into account

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 EDUCATION, DEGREE IN PHYSICAL ACTIVITY AND SPORTS SCIENCES, dual modality: 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 EDUCATION, DEGREE IN PHYSICAL ACTIVITY AND SPORTS SCIENCES, dual modality: 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 EDUCATION, DEGREE IN PHYSICAL ACTIVITY AND SPORTS SCIENCES, dual modality: To plan and organise program 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 and dual modality: The curriculum of Visual and Plastic education in Primary Education
8. Double Bachelor's Degrees and dual modality: Design of scholar teaching units around Plastic and Visual art aimed at Primary Education
9. Double Bachelor's Degrees and dual modality: 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.

Teacher expositions.

Audiovisual projections, readings and debates.

Realization of creative and interpretative activities.

Sharing different works and visual productions.

Participation in a work project.

Design of a scholar teaching unit.

Interactions in Campus Virtual, Espai performatiu and its networks.

Learning dossier.

Development plan

Contents block	Description	Tasks
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"> • Reflective journal. Starting point: my art educational conception. Scholar models and practises • Project implementation • Audiovisual viewing • Interaction with Virtual platform <i>espaipformatiu</i> and its networks • Content expositions • Individual and group studio practices. Pooling and sharing of the results. • Interpretation and analysis of visual productions, individual and in groups, pooling of the results • Reading and commentary shares. Debate. • Learning portfolio supervising • Activities and conclusion summaries • Learning portfolio presentation
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.	
Graphic production methods	Practical learning about different drawing conceptions and graphic creations, especially in illustration, photography and graphic design. Procedures and techniques with a scholar application and its suitability for different primary levels. Narration as a way of learning.	
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.	
Introduction to visual culture and artistic interpretative methods	Analysis and interpretation of visual productions. Media influence and identity constructions. Childish visual cultures.	
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.	

The development plan of the subject is indicative and can be modified depending on the current project, visits, workshops...

Photography

Evaluation

EVALUATION	
BLOCK 1 - INDIVIDUAL PRODUCTIONS	20%

BLOCK 2 - GRUPAL PRODUCTIONS	30%
BLOCK 3 - DOSSIER AND LEARNING NOTEBOOK	50%
◦ DOSSIER	30%
◦ NOTEBOOK	20%

EVALUATION (DUAL MODALITY)	
BLOCK 1 - ARTISTIC PRODUCTIONS	20%
BLOCK 2 - AFI	30%
BLOCK 3 - DOSSIER AND LEARNING NOTEBOOK	50%
◦ DOSSIER	30%
◦ NOTEBOOK	20%

In order for the learning portfolio to average with the rest of the activities, it will be necessary to obtain a minimum grade of 4

To qualify for the recovery of the learning portfolio it must have been previously submitted on the delivery date. The maximum grade that can be obtained in this case will be 5

In artistic productions, concept, creativity and technical realization will be evaluated. In written works, the search for appropriate references, the capacity for analysis, synthesis and interpretation, and, in general, understanding and a critical thinking. Moreover, in group works the good distribution of tasks and collaboration.

Interest and participation in the good development of the subject may rise or lower the grade up to 1 point.

Attendance at the sessions will be positively valued being mandatory in 2/3 of them (seminars, debates, outings and practises in the classroom).

The alternative assesment will consist of carrying out the same scheduled activities, a learning portfolio and two or more tutorials for accompaniment and supervision of tasks. The delivery dates will be the same as those in the ongoing assessment

Bibliography

BIBLIOGRAPHY

BASIC

Acaso, Maria [2009]. La educación artística no son manualidades: nuevas prácticas en la enseñanza de las artes y la cultura visual. Madrid: Los Libros de la Catarata.

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Hernández, Fernando [1997]. Educación y cultura visual. Morón, Sevilla: MCEP. Reedició: Barcelona: Octaedro, 2000; Barcelona: Octaedro, 2010.

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López Fdez. Cao, Marian [2020]. El arte, esencial en la educación. El país (18-juny-2020)
https://elpais.com/opinion/2020-06-17/el-arte-esencial-en-la-educacion.html?fbclid=IwAR2PAJ-KQ6HPH3DkKImPu7Bn66BW_1kcOB8an4nWJ5FDxypSnwpqcqX8RU4

Mayayo, Patricia (2003). Historias de mujeres, historias del arte. Cátedra

Molet, Carme.; Quiroz, Dànae; Revilla, Alfonso [2018]. In-diferencias: mediaciones artísticas y virtuales en la formación inicial del profesorado. Observar, 2018, núm. 12, p. 53-70.

Revilla, Alfonso; Molet, Carme; Quiroz, Dànae; Bernad, Olga (2020). Infancias mediadas: narrativas visuales en la formación del profesorado. Eari, núm 11, p. 37-53.

Walzer, Alejandra. (2011), Visiones, Saberes y placeres. Sobre cultura visual y educación, Universitat, Madrid.

WEBSITES

Plataforma Virtual espaiperformatiu: <http://www.espaiperformatiu.udl.cat>

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

Project

Updated bibliography on the project's topic. To be determined...

Visual literacy and graphic production

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Wigam, M. [2006]. Pensar visualmente. Lenguaje, ideas y técnicas para el ilustrador. Barcelona: Gustavo Gili, 2007.

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