



DEGREE CURRICULUM  
**TEACHING VISUAL ARTS**

Coordination: SALVATIERRA MONFORT, LAURA

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	TEACHING VISUAL ARTS			
<b>Code</b>	100884			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	3	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	3			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	0.9		2.1
	<b>Number of groups</b>	3		3
<b>Coordination</b>	SALVATIERRA MONFORT, LAURA			
<b>Department</b>	SPECIAL DIDACTICS			
<b>Teaching load distribution between lectures and independent student work</b>	Face-to-face working (40%) Non face-to-face working (60%)			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan In bilingual plan 1.5 out of 3 ECTS credits are going to be given in English language			
<b>Distribution of credits</b>	3 ECTS credits			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GRAUS RIBES, TERESA	teresa.graus@udl.cat	3	
QUIROZ LLOBET, DANAÉ LORENA	danae.quiruz@udl.cat	3	
SALVATIERRA MONFORT, LAURA	laura.salvatierra@udl.cat	3	

## Learning objectives

1. To know and identify different conceptions about the teaching and learning of visual arts
2. To analyse different models and pedagogical experiences related to the artistic education and the visual culture
3. To think about pedagogical relations in visual arts creative workshops
4. To understand the competences, objectives, methodology and evaluating criteria of Visual Arts in Primary Education
5. To know how to make benefit of public artistic manifestations in order to design learning strategies
6. To learn resources in order to develop didactic abilities in classroom, and also get skills for discover new ones
7. To plan and organise programming units using learning and evaluating strategies considering different scholar levels
8. To develop comprehension abilities of visual and written texts
9. To acquire a critical eye related to visual creations and different speeches
10. To encourage creative abilities for apply it in the pedagogical practicum and also in the own artistic productions.
11. To produce individual and group creations. To develop different abilities and resources in order to create visual productions based on ideas. To express and write ideas properly
12. To participate in an Artistic Educational Work Project
13. To encourage cooperation, motivation and also learning and active participating desire in common projects.

## Competences

### Basic

GS2. Apply one's knowledge to one's job or vocation in a professional manner, possessing the competencies which tend to be demonstrated via the preparation and defence of arguments and the solving of problems within one's area of study.

### General

CG5. Develop the capacity to critically analyse and reflect on the necessity to eliminate all forms of direct and indirect discrimination, in particular all discrimination based on race, gender, sexual orientation or disability.

CG6. Commit to the personal and professional development of both oneself and the community. Adapt learning proposals to the most significant cultural evolutions.

### Specific

CE1. Be familiar with the curricular areas of Primary Education, the interdisciplinary relationship between them, their assessment criteria and the corpus of pedagogical knowledge on their associated teaching and learning processes.

CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other educators and school professionals.

## Subject contents

1. Conceptions and formative models of Visual Art education.
2. Teaching and learning of Visual Culture: projects and educative research.
3. Creation and interpretation of artistic productions and visual aspects
4. The Visual and Plastic education curriculum in primary education
5. Design of Visual and Plastic education programming units in primary levels

## Methodology

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

Hours	Contents	Tasks
5 h	Conceptions and formative models of Visual Art education. Teaching and learning of Visual Culture: projects and educative research. Didactics and pedagogy in visual arts	Discrimination of different tendencies in artistic education To analyse pedagogical models and experiences around artistic education and visual culture. Participation in a working project Interactions in the virtual platform <i>espaiperformatiu</i> and its networks
10 h	Artistic production and creativity Methods and techniques of artistic production Methods and techniques of scholar application	Learning of some methods and techniques of sculpture production, or other actual art procedures Learning of procedures and scholar application techniques and its suitability in different educative levels. To produce individual and group creations. To deploy abilities and resources in order to create visual productions based on ideas.
5 h	Analysis and interpretation of artistic and visual culture productions.	Comprehension of a visual and writing text. Analysis and interpretation procedures. To acquire a critical eye related to visual creations and different speeches.
10 h	Visual and Plastic education curriculum in primary education Design of Visual and Plastic education programming units.	Analysis of the current Visual and Plastic Education curriculum Design of a scholar teaching unit

## Evaluation

LEARNING DOSSIER: reflective journal	20%
LEARNING DOSSIER: conclusions (synthesis)	20%
LEARNING DOSSIER: graphic design and layout	10%
Individual productions	22%
Group works	28%

Participation and interest could increase or decrease the final mark

Compulsory attendance or exam

For the alternative evaluation, the students must do 3 theoretical and practical works, a scholar teaching unit and minimum two tutorials in order to accompany and supervise the tasks

## Bibliography

### Basic bibliography

Acaso, María, i altres [2011]. *Didáctica de las artes y la cultura visual*. Madrid: Akal.

Aguirre, Imanol [2000]. *Teorías y prácticas en educación artística. Ideas para una revisión pragmatista de la experiencia estética*. Navarra: Universidad Pública de Navarra. Reedició: Barcelona: Octaedro/EUB, 2005.

Aguirre, Imanol (2012). *Hacia una nueva narrativa sobre los usos del arte en la escuela infantil*. Instrumento: R. Est. Pesq. Educ. Juiz de Fora, v. 14, n. 2, jul./dez. 2012

Aguirre, Imanol; Andrea Giráldez (2009). *Fundamentos curriculares de la educación artística*. En *Educación artística, cultura y ciudadanía*. OEI-Fundación Santillana.

Arriaga, Amaia (2010). *Problemas y tendencias de interpretación de las obras de arte en las actividades educativas de museos*. *Revista Iberoamericana de Educació?n / Revista Ibero-americana de Educac?a?o*. n.o 52/4 – 25/04/10. ISSN: 1681-5653. <http://www.rieoei.org/deloslectores/3587Arriaga.pdf>

Efland, Arthur (2002). *Una historia de la educacion del arte: tendencias intelectuales y sociales en la enseñanza de las artes visuales*. Barcelona: Paidós.

Hernández, Fernando [2007]. *Espigador@s de la cultura visual. Otra narrativa para la educación de las artes visuales*. Barcelona: Octaedro.

Huerta, Ricard. *Transeducar: Arte, docencia y derechos LGTB*. Egales Editorial

Marín, Ricardo (coord.) [2003]. *Didáctica de la educación artística para primaria*. Madrid: Pearson. [7:37.02 Did]

Molet, Carme; Bernad, Olga; Quiroz, Dànae [2017]. *Espaiperformatiu: una plataforma virtual innovadora en la formación de docentes*. En: *Innovación universitaria: digitalización 2.0 y excelencia en contenidos*. Mcgrawhill Educatio

### WEBS

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

- Trama, educació i Ajuntament de Lleida (2006-2011). *IMAGINA! Espais d'educació en l'art i la cultura visual per a nenes i nens*. [http://www.espaiperformatiu.udl.cat/?page\\_id=1439](http://www.espaiperformatiu.udl.cat/?page_id=1439)

**Project:** Updated bibliography on the subject of the project. To determinate...

## Others

- Acaso, M. (2017). Art Thinking: Cómo el arte puede transformar la educación. Paidós
- Steinberg, SH. R.; Kincheloe, J. L. (comp.) [1997]. Cultura infantil i multinacionales. La construcción de la identidad en la infancia. Madrid: Morata, 2000.
- Martínez García, L. M.; Gutiérrez, R.; Escaño, C. (coord.) [2008]. Nuevas propuestas de acción en educación artística. Málaga: Universidad de Málaga. [7:37.02 Nue]
- Matthews, J. [1999]. El arte de la infancia y la adolescencia. La construcción del significado. Barcelona: Paidós, 2002. [159.922.7 Mat]
- Molet, C.; Porta, Carles (2005). Paisatges. Unitat Didàctica. Museu d'Art Jaume Morera de Lleida.
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- Giroux, H. A. [1993]. Placeres inquietantes. Aprendiendo de la cultura popular. Barcelona: Paidós, 1996. [37.015.4 Gir]
- Luke, C. (comp.) [1996]. Feminismos y pedagogías en la vida cotidiana. Madrid: Morata, 1999. [05.P FEM] [396 Fem]
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- Walker, J. A.; Chaplin, S. [1997]. Una introducción a la cultura visual. Barcelona: Octaedro/ EUB, 2002. [7.01 Wal]
- Efland, A. D.; Freedman, K.; Stuhr, P. [1996]. La educación en el arte posmoderno. Barcelona: Paidós, 2003 [7.01:37.02 Efl]
- Giráldez, A. [2007]. La competencia cultural y artística. Madrid: Alianza. [37.03 Gir]
- Graeme Chalmers, F. [1996]. Arte, educación y diversidad cultural. Barcelona: Paidós, 2003. [7:37.02 Cha]