

## 26654 - Artistic Expressive Physical Activities

### Syllabus Information

**Academic Year:** 2019/20

**Subject:** 26654 - Artistic Expressive Physical Activities

**Faculty / School:** 107 -

202 -

301 -

**Degree:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 300 - Degree in Primary School Education: 4

299 - Degree in Primary School Education: 4

298 - Degree in Primary School Education: 4

**Semester:** 298 - First semester

298 - First semester

298 - First semester

298 - First semester

298 - First semester

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300 - First semester

**Subject Type:** Optional

**Module:** ---

### 1.General information

#### 1.1.Aims of the course

1. Know and understand the epistemological and psychopedagogical bases
2. Know different sources of information and bibliographic documentati
3. Schedule the teaching intervention in the area of physical educatio
4. Development of activities and learning situations for the developme
5. Acquire practical resources for teaching the different activities o
6. Show interest in the subject as a firs sept to understand the contr

7. Show a reflective and critical attitude.

## 1.2.Context and importance of this course in the degree

This subject is part of the block of elective subjects master degree in primary education.

## 1.3.Recommendations to take this course

It is recommended to attend and participate continuously because the essence of this subject is practice.

Having passed the subject of physical education in primary education should be a requirement for students, since the level of prior knowledge is part of it.

## 2.Learning goals

### 2.1.Competences

(EC 61) Develop and evaluate contents of the physical education curriculum through appropriate didactic resources and promote the corresponding competences in the students.

### 2.2.Learning goals

1. Compile, apply and use different resources related to specific didactic of artistic-expressive activities.
2. Design learning situations adjusted to specific educational purposes in a specific context for each of the activities proposed.
3. Know the didactic foundations of each proposed activity to take them to the physical education class in primary education.

### 2.3.Importance of learning goals

The subjects that make up the curriculum aim to equip the students who are approaching the end of their initial training with the tools that enable them to perform in classroom situations as effectively as possible, providing the future professional with the teaching competencies necessary for their performance in the physical education classroom, at the same time as facilitating the instruments of analysis of their didactic intervention, looking for a competent and reflective teacher so that their teaching performance is effective, based on current principles of action supported by scientific research.

## 3.Assessment (1st and 2nd call)

### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

There are 2 modalities to the evaluation:

Option A:

- Learning goal 1: didactic backpack (instrument of evaluation). Qualification criteria: Compile, apply and use in 80% of the sessions of the subject the evidence presented in class (40%)
- Learning goal 2: theoretical questions (instrument of evaluation). Qualification criteria: Design learning situations of different activities, adjusted to the objective and specific context (30%)
- Learning goal 3: theoretical questions (instrument of evaluation). Qualification criteria: know clearly and pertinently the didactic foundations of each activity. (30%)

Option B:

- Learning goal 1: theoretical questions and executions and practical applications (instrument of evaluation). Qualification criteria: Use in a structured and complete way the resources related to the specific didactics of the different artistic-expressive physical activities. (40%).
- Learning goal 2 y 3: theoretical questions (instrument of evaluation). Qualification criteria: design learning situations of different activities, adjusted to the objective and specific context, and know clearly and pertinently the didactic foundations of each activity. (60%).

## 4.Methodology, learning tasks, syllabus and resources

### 4.1.Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives.

Students are expected to participate actively in the class throughout the semester.

Classroom materials will be available via Moodle. These include a repository of the lecture notes used in class, the course syllabus, as well as other course-specific learning materials, including a discussion forum.

Further information regarding the course will be provided on the first day of class.

## **4.2.Learning tasks**

Master lesson / Participatory group techniques / Academic activities in little group / Activities to motriz pratique / problem-based learning / no presential

## **4.3.Syllabus**

Assignment program:

The program due to the variability of resources in the centers of the University of Zaragoza will be specified at the beginning of each one of them in the different centers. Therefore this agenda is orientate and only supposes an example of the possible activities.

Temary:

1. Introductory module to the activities.
2. Corporal expression.
3. Collective dances.
4. Rhythmic activities.
5. Circus.
6. Acrosport.

## **4.4.Course planning and calendar**

More information about the schedule, classroom, office hours, evaluation dates and other details about this course will be provided on the first day of class or see the website

## **4.5.Bibliography and recommended resources**

In the link in the library