

Academic Year/course: 2022/23

## 26613 - Visual and Plastic Education

### Syllabus Information

**Academic Year:** 2022/23

**Subject:** 26613 - Visual and Plastic Education

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

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

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 2

**Semester:** First semester

**Subject Type:** Compulsory

**Module:**

## 1. General information

## 2. Learning goals

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

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

### 4.1. Methodological overview

The future teaching professional must develop a didactic action focused on problem solving and on the interaction of the child or student with his or her material and social environment. Thus, the teaching offered in this subject will be based on the construction of meaningful learning. Active didactics will also be used, so that students are not mere passive receivers of information, but must be themselves the ones who construct their own learning. In addition, the teaching and learning process will preferably be procedural and will encourage personal reflection on what has been done and the elaboration of conclusions.

The teaching team may use virtual platforms such as MOODLE as a complement to the classroom that favors better dynamics and monitoring of the individual progress of students. However, this space can never replace the face-to-face nature of this subject.

### 4.2. Learning tasks

The training activities offered to the student to help him/her achieve the expected results are divided into:

1. Theoretical sessions. The theoretical class will not have in general the traditional function of sequenced presentation of contents, but will serve to develop the practices and projects, using the contents in such a way that they have a didactic embodiment. The contents will be implemented, for the most part, in the practical sessions and projects, deepening in the processes and experimentation.
2. Internships. The practices (individual and/or group) will favor a procedural approach and experimentation of an eminently technical nature.
3. Projects. The projects (individual and/or group) will favor a research and experimentation approach, so that the students develop a deeper understanding of the contents of the course with the use of the Project Based Learning methodology.

Likewise, at least one of the practical activities will compulsorily include the design of curricular proposals, in the form of didactic units, workshops or didactic projects by the students.

The directed projects corresponding to type 6 hours will have an impact on the achievement of the students' learning outcomes and may include a wide range of activities that complement type 1 and type 2 hours (including the realization of blended or external internships, seminars and workshops).

4. Tutorials. They may be individual and/or group

### 4.3. Syllabus

#### **Initial contents:**

Image and visual perception.

The basic elements of plastic expression.

The color.

Visual composition, rhythms and balance.

Basic concepts about light and illumination.

Approach to geometry and its use in art.

Representation systems and their use in art education.

Graphic-plastic techniques and their materials.

#### **Fundamental contents of the subject to be covered:**

History of Art Education; concepts and traditions in contemporary debates arising in postmodernity.

Children's drawing; characteristics, research and evolutionary stages.

Visual perception and intelligence.

Curricular design in visual and plastic arts education in primary education (regulations, evaluation, methodologies in Art Education in primary education).

Non-formal art education, museums and heritage; aesthetic education, analysis of works of art as a pedagogical tool and transmission of cultural values.

Techniques, contemporary artistic practices.

Intercultural art education.

Didactic resources, artistic media and materials for artistic education, both analogical and digital.

The game in the primary stage through art.

The practical sessions can address, at the teacher's choice, depending on the characteristics of the group-class as well as the students' interests, the following practices and projects:

Practices

Workshop practice

Visual literacy practices

Perceptual discrimination practices

Urban art performative practices

STEAM or SHAPE interdisciplinary practices

Other practices

Projects

Photographic project

Didactic projects of perceptual discrimination

Urban projects

SDG (Sustainable Development Goals) projects

Projects on creative processes

Inclusive projects

Projects based on works of art

Intercultural projects

STEAM or SHAPE interdisciplinary projects

Other projects

### 4.4. Course planning and calendar

In the session of presentation of the course, the teacher will deliver to the students the programming of the course with the sequencing of the four-month period in which the learning activities and the dates of development and delivery of the same are indicated. This information will be published virtually at the beginning of the course period.

The date of the global test can be consulted on the web page of the Faculties where the Teaching Degrees are taught.

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

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26613>