

## 26300 - Expressive bodily activities

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26300 - Expressive bodily activities

**Faculty / School:** 229 - Facultad de Ciencias de la Salud y del Deporte

**Degree:** 295 - Degree in Physical Activity and Sports Science

**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Compulsory

**Module:**

### 1. General information

Expressive motor skills have settled in the practice of Physical Activity in the different social, educational, leisure, recreational, health and management fields, where the SPAS graduate practices their profession. Therefore, students must master resources that will allow them to successfully deal with the different situations they will face in their future professional practice.

This subject is intended for students to acquire competencies in relation to motor behaviour in situations of expressive motor skills (SME). In addition, instrumental objectives are pursued, such as disinhibition and improvement of non-verbal communication, an essential skill in the different professions of the physical/sports educator that mostly deal with the dynamization of groups of people who practice physical activity. The objectives of the subject are:

- To obtain the appropriation of the expressive fact on the part of the student; to dominate the subject from a double orientation: to apprehend and to analyse the basic elements of the expressive motricity (propaedeutic purpose to be the basis of application to other more technical contents).
- To master the motor execution of EMS of some artistic-expressive disciplines such as Body Expression, Dance, Mime or Dramatization
- To increase the cultural level of the students by facilitating their approach to the most significant events.
- Personal training through reflection on the personal process followed

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the Agenda 2030 of the United Nations (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning results of the subject provides training and competency to contribute to some extent to their achievement Goal 3: Health and Wellness. Goal 4: Quality Education. Goal 5: Gender Equality. Goal 8: Decent work and economic growth. Goal 9: Industry, Innovation and Infrastructure. Goal 10: Reduction of inequalities Objective 12: Responsible Production and Consumption Goal 13: Climate Action Goal 16: Peace, justice and solid institutions. Goal 17: Alliances to Achieve Objectives.

### 2. Learning results

The learning results are:

- Differentiates the different modalities of Corporal Activities of Expression, identifies their referents and social manifestations and knows how to classify them
- Identifies the techniques and elements of the internal logic of each modality (dance, mime, body language...) and knows how to act, on the basis of them, in motor situations of expressive, communicative and aesthetic component, mastering the qualities of movement, rhythm and motor synchronization, non-verbal communication and choreographic techniques, as well as general notions on the application to the various professional fields.
- Composes, performs motorically with fluency and evaluates with technical criteria, stage productions of Body

Expression, Dance... both individually and collectively using elements of each discipline.

### 3. Syllabus

#### Theoretical issues

- Topic 1: Body Activities of Expression.
- Topic 2: Evolution of the concept of the body and history of the CAEs
- Topic 3: Body Expression.
- Topic 4: Dramatization.
- Topic 5: Mime, Body Shadows and Black Light

- Topic 6: Nonverbal Communication/Body Language.
- Topic 7: Dance, Synchronization and Choreography.
- Topic 8: CAE in formal education and other contexts
- Topic 9: Research in CAE

#### **Practical thematic blocks**

- Block A. Disinhibition and group building
- Block B. Body and self-knowledge
- Block C. Movement Qualities
- Block D. Sentiment and awareness
- Block E. Representation/Dramatization
- Block F. Shadows, Black Light and Mime
- Block G. Gesture/Body Language
- Block H. Motor Synchronization, Dance and Choreography. Technical disciplines: Creative Dance, Ballroom Dance and others.

## **4. Academic activities**

Theoretical sessions and seminars

Inductive proposals: Expose, verbally and with support of materials/active listening.

Deductive proposals:

- Provide material/elaboration of the tasks in this regard and sharing.
- Role-playing game.
- Proposal of a problem / Brainstorming / structuring of ideas / conclusions.
- Individual and group exhibitions.
- Bibliography analysis.
- Analysis of motor behaviours in own and external recordings with ad hoc spreadsheets.
- Development of practical resources and procedures.

Practical sessions. The activities to be developed in motor practice sessions will be of the following types:

- disinhibition and group creation;
- personal and group investigation of the possibilities of symbolic motor skills;
- motor execution for the mastery of the contents;
- individual and group creation of expressive, communicative or aesthetic elements;
- application of contents to different professional contexts;
- evaluation of one's own and others' performance;
- tasks of introspection, reflection and analysis.

All activities will be adapted to the situation at any given time, whether or not attendance is permitted; if attendance is not possible, audiovisual media, video and audio recordings for classes and assignments and videoconferences will be used, using the platform that is considered best in each case: Moodle, Kahoot, Socrative and for communication e-mail and WhatsApp.

## **5. Assessment system**

Global modality. Consisting of a general test with a written part on concepts and procedures (85%) and another practical (15%) for which there will be a half hour preparation time and will consist of motor synchronization tests, tests of skills and / or compositions of Body Expression, Dance, Mime Each part must be passed with a 5.

Continuous mode. Tests are conducted during the subject. To be in this model, the student must attend at least 85% of the practices and submit the requested evaluation activities in due time and form.

- Written tests of concepts and procedures (class assignments and exams) (30%)
- Participative attendance+Creation, exposition and evaluation (self and co) of motor contents in class (20%) Written and motor work: Creation and exhibition of stage productions and choreographies (30%); Analysis and application of SME and sessions (10%); Attendance and study of a cultural event of expressive motor skills (10%).

Fundamental evaluation instruments : Rubric, Checklist, Scale, Report

Assessment criteria: Originality, Relevance, Involvement, Expository clarity, Accuracy, Compliance with dates and deadlines, Formal correctness (oral, written...), Adequacy of documentary sources

Levels of demand:

- Needs improvement (less than 4)
- In process (4)
- Achieved (5)
- Above average (6-7)
- Outstanding (8-9)
- Excellent (10)

Fraud or total or partial plagiarism in any of the evaluation tests will result in not passing the subject with the minimum grade, in addition to the disciplinary sanctions adopted by the Guarantee Committee for these cases.

## **6. Sustainable Development Goals**

3 - Good Health & Well-Being

4 - Quality Education

5 - Gender Equality