

26654 - Artistic Expressive Physical Activities

Syllabus Information

Academic year: 2024/25

Subject: 26654 - Artistic Expressive Physical Activities

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: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

The subject and its expected results respond to the following **goals**:

1.- *Conceptual objectives of the subject (knowledge).*

- To know and understand the epistemological and psycho-pedagogical bases that support the artistic-expressive physical activities, within the area of Physical Education in Primary Education and that justify its contribution to the basic competences.

- To know different sources of information and bibliographic documentation that allow the expansion of disciplinary knowledge.

2.- *Procedural objectives of the subject (know-how).*

- To program the teaching intervention from the area of physical education at the primary school stage in relation to artistic-expressive physical activities.

- Elaborate activities and learning situations for the development of the different contents of these activities.

- Acquire the necessary practical resources for teaching the different activities of the subject 3.- *Attitudinal goals of the subject (being/being).*

- Show interest in the subject as a first step to understand the contribution of the subject to the development of basic competences.

- Show a reflective and critical attitude towards teaching practice.

2. Learning results

The student, in order to pass this subject, must demonstrate the following results...

1. Collects, applies and uses different resources related to the specific didactics (curricular proposals throughout the stage, learning situations, methodology and evaluation) of artistic-expressive activities.

2. Design learning situations adjusted to specific educational purposes in a given context for each of the activities proposed.

3. Know the didactic foundations of each proposed activity to take them to the physical education class at primary education.

3. Syllabus

Due to the variability of resources in the centers of the University of Zaragoza, the program will be specified at beginning of each one of them in the different centers. Therefore, this agenda is only indicative and only involves an example of possible activities. These contents will aim to address quality education (SDG-4) and offer a gender equity vision (SDG-5) of the Physical Education curriculum to students.

Agenda

1. Introductory module to the activities

2. Corporal expression

3. Collective dances

4. Rhythmic activities

5. Circus

6. Acrosport

Throughout the different topics, the work on methodological orientations and specific teaching action will be addressed, as well as a cross-cutting link with the related contents of block 6 of the primary physical education curriculum in primary education.

4. Academic activities

The program offered to the student to help him/her achieve the expected results includes the following activities:

Competences of the degree.	Results of Learning	Instr. Assessment	Learning Activities			
Classroom	Seminar	Facilities	Non-presential			
		Sports				
	1.- Collect, apply and use and use different resources related to didactics with the specific didactics. (curricular curricular proposals throughout of the stage, learning situations situations, methodology and evaluation) of the different physical of physical education school.	<i>Procedures:</i> Backpack didactics	1.- Lesson Magistral 2.- Group techniques.	4.- academic activities in small group.	5.- Activities practice . Motor 2.- Group techniques. 3.- Learning problem-based	6.- No on-site Individual.
C61	2.- Designing learning situations situations adjusted to specific educational educational purposes in a given context for each of the activities	<i>Procedures written:</i> Questions theoretical-questions.	1.- Lesson Magistral 2.- Group techniques.		5.- Activities practice . Motor 2.- Group techniques. 3.- Learning problem-based	6.- No on-site Individual.
	3. To know the didactic foundations of each proposed activity in order to take them to the physical education classin elementary education.	<i>Procedures written:</i> Questions theoretical-questions.	1.- Lesson Magistral 2.- Group techniques.		5.- Activities practice . Motor 2.- Group techniques.	6.- No on-site Individual.

5. Assessment system

The student will be able to choose between two ways to be evaluated and graded:

Option Model A (continuous or formative)

The student must show that he/she has achieved the expected learning outcomes by means of the following evaluation activities and compliance with the different evaluation requirements:

					Weight
Competences of the degree	Learning results	Instrument evaluation	Assessment criteria	Description of the test	in the note
					end
CE 61	1. - Collect, apply and use different resources related to specific didactics (curricular proposals throughout the stage, situations of learning, methodology and evaluation) of the different activities of school physical education.	Educational backpack of experiences and evidence.	1. Collect, apply and use in 80% of the sessions of the course (whether theoretical, practical or theoretical-practical) the evidence presented in class. 1. Deliver the evidence of their participation in class at the end of each of the sessions sessions.. 2. Use in the form of structured and complete the resources related to didactics didactics of the different activities of physical physical education school.	These evaluation activities evaluation activities may include: - documents compilation and elaboration of the different situations, ideas and work expressed in the sessions - executions and applications practices - the compilation of the experiences of the sessions	30%
	2.- Designing learning situations adjusted to specific educational goals in a given context specific context for each of the activities.	<i>Procedures written:</i> Theoretical questions	2.1.- To design learning situations situations of different activities activities, adjusted to the objective and determined context.	The evaluation test by means of tests or theoretical-practical practical situations on the date	40%
	3. To know the didactic foundations of each proposed activity in order to take them to the physical education class in elementary education.	practices	3.1.- To know with clarity and pertinence of the didactic didactic foundations of each activity.	determined by the deaneries for the end of the continuous evaluation.	30%

In order to pass the subject in its continuous mode, the student must pass all the evaluation tests with a 5.

Note: The grades linked to the learning results previously passed will be kept for the second call.

Option Model B.

Learning outcomes	Evaluation instrument	Evaluation criteria	Description of the test	Weight in the
1	Theoretical-practical questions and/or practical implementations and applications	Use in a structured and complete way the resources related to the specific didactics of the different artistic-expressive activities.		30 %
2	Theoretical and practical questions	You design learning situations of different activities, adjusted to the objective and context.	Theoretical-practical test and questions, which may include the viewing of videos and readings from different publications to be carried out on the date determined by the dean's offices for the end of the overall evaluation.	40 %
3		To have a clear and relevant understanding of the didactic foundations of each activity.		30 %

Students must show that they have achieved the expected learning outcomes through the following assessment activities and compliance with the different assessment requirements: To pass the course in its formative mode, students must pass all the assessment tests with a 5. The tests may be face-to-face or online through virtual platforms such as Moodle or others.

The assessment and marking of the overall test, 5th and 6th sittings will be governed by the same criteria and tests as the type B assessment.

Finally, it should be borne in mind that the University of Zaragoza's Rules of Coexistence will apply to irregularities committed in assessment tests by means of academic fraud, as well as the application of Article 30 of the Rules of Learning Assessment Regulations in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

5 - Gender Equality