Plastic and Creative Expression
Degree in Early Childhood Education

UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject : Plastic and creative expression

Qualification: Degree in Early Childhood Education

Character: Mandatory

Language: Spanish/ English

Modality: On-site/Distance

Credits: 6

Course: 3rd

Semester: 6th

Teachers / Teaching Staff: Mrs. Carmen Tato López

1.   COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic skills
CB1 Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
CB2 Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field of study.
CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
CB4 Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills
CG5 Knowledge of the profession
CG6 Ability to analyze and synthesize
CG7 Oral and written communication in the mother tongue and in a second language
CG8 Ability to manage information and use advanced technological means.
CG9 Ability to begin professional practice and to face workplace challenges with confidence, responsibility, and a commitment to quality.
CG10 Interpersonal relationship skills, teamwork and multidisciplinary group work.
CG11 Recognition of diversity and multiculturalism.
CG12 Ability to acquire an ethical commitment
CG13 Ability for criticism and self-criticism
CG14 Ability to apply knowledge to practice, transferring it to new situations.
CG15 Ability, initiative and motivation to learn, research and work independently.
CG16 Promote creativity or the ability to generate new ideas, as well as the entrepreneurial spirit
CG18 Ability to design and manage projects

Specific skills
CEC1 Know the objectives, curricular contents and evaluation criteria of Early Childhood Education.
CEC2 Ability to promote and facilitate learning in early childhood from a comprehensive and integrative perspective that encompasses the cognitive, emotional, psychomotor, and volitional dimensions.

CEC7 Understand the organization of early childhood education schools and the diversity of actions that comprise their operation. Assume that the exercise of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.
CEC9 Ability to reflect on classroom practices to innovate and improve teaching; to acquire habits and skills for autonomous and cooperative learning; and to foster these in students.
CEM52 Know the musical, plastic and body expression foundations of the curriculum for this stage, as well as the theories on the acquisition and development of the corresponding learning.
CEM53 Know and use songs to promote auditory, rhythmic and vocal education.
CEM54 Know how to use games as a teaching resource, as well as design learning activities based on playful principles.
CEM55 Develop educational proposals that encourage musical perception and expression, motor skills, drawing and creativity.
CEM56 Analyze audiovisual languages and their educational implications.
CEM57 Promote sensitivity to plastic expression and artistic creation.

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Be able to value and make understood the principles with which music, plastic education, and body expression contribute to the cultural, personal, and social formation of the individual.
- Know the school curriculum regarding these areas.
- Know the motivations and social contexts of students.
- Know how to encourage participation in musical and artistic expression activities inside and outside of school.
- Be able to communicate the importance of body expression during school and throughout life.
- Be able to identify learning difficulties related to music, plastic and corporal expression, and know how to treat them.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of content

- Plastic and creative expression in childhood education. Basic principles and theories about the acquisition of creative skills.
- Basic processes for the development of plastic expression learning. Visual perception: visual and plastic aspects of the environment, symbols and signs,color,r and basic shapes.
- Educational principles in the area of plastic and creative expression.
- Plastic and Creative Expression Teaching
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2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	22.1	100%
AF3. Practical classes. Seminars and workshops	16.9	100%

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF4. Tutorials	14.1	100%
AF5. Working in small groups	6.9	100%
AF6. Individual study and independent work	85.1	0%
AF7. Assessment activities	4.9	100%
TOTAL NUMBER OF HOURS	**150**	

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes.	14.1	0%
AF3. Practical classes. Seminars and workshops	9.9	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112.1	0%
AF7. Assessment activities	1.9	100%
TOTAL NUMBER OF HOURS	**150**	

2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository method. Master lecture	Structured presentation of the topic by the teacher to facilitate information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate, discussion of cases, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, to deepen the acquisition of the associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.).
MD3	Collaborative learning	Develop active and significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.
MD5	Case studies	Analysis of a real or simulated case to learn about it,

		interpret it, solve it, generate hypotheses, contrast data, reflect, complete knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroevaluation	Teacher's evaluation of the student

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of 5 September (BOE, 18 September), which establishes the European Credit System and the Grading System for official university degrees and their validity throughout the national territory.

> 0 - 4.9 Fail (SS)
> 5.0 - 6.9 Pass (AP)
> 7.0 - 8.9 Excellent (NT)
> 9.0 - 10 Outstanding (SB)

The distinction of **"Matrícula de Honor" (Honors)** may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

3.2. Evaluation criteria

Ordinary call

Modality: In person

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance learning

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum qualification
To average the above weightings, it is necessary to obtain at least a grade of 5 in the final test.

Attendance
The student who, without justification, fails to attend more than 25% of the classes may be deprived of the right to take the exam in the ordinary call.

Writing standards
Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, considering grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

3.4. Warning about plagiarism

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

Acaso, M. y Megías, C. (2017). *Art Thinking. Cómo el arte puede transformar la educación.* Paidós Educación.
Alcaide, M. D. D. (2011). Sobre la educación en artes plásticas y visuales. *Dialnet.* https://dialnet.unirioja.es/servlet/articulo?codigo=3877923
Csikszentmihalyi, M. (2013). *Creativity: The Psychology of Discovery and Invention.* Harper Perennial Modern Classics.
Cárdenas-Pérez, R. E y Troncoso-Ávila, A. (2014). *Importancia de las artes visuales en la educación: Un desafío para la formación docente.* Revista Electrónica Educare, 18(3), 191-202. https://www.scielo.sa.cr/pdf/ree/v18n3/a11v18n3.pdf
Fontanal Merillas, O. et al. (2015) *Educación de las artes visuales y plásticas en Educación Primaria.* Ediciones Paraninfo.
Fontcuberta, J. (2016). *La furia de las imágenes.* Galaxia Guttemberg
Kent, C. y Steward, J. (2008). *Learning by Heart. Teachings to Free the Creative Spirit.* Allworth Press
Marín, R. (2003). *Didáctica de la educación artística para primaria.* Pearson Prentice Hall.

Rivadeneira, G. (ed.) (2018). *Metodologías y procesos de enseñanza para la creación artística*. UArtes.

Recommended bibliography

Acaso, M. (2006). *El lenguaje visual*. Paidós.
Arnheim, R. (1992). *Arte y percepción visua*l. Alianza Forma.
Belver, M. H. y Ullán, A (2007). *La creatividad a través del juego.* Amarú Ediciones.
Dewey, J. (2014). *El arte como experiencia*. Paidós.
Esquinas, F. et al. (2011) *Dibujo: Artes plásticas y visuales. Complementos de formación disciplinar.* Editorial Graó
Falcinelli, R. (2019) *Cromorama: cómo el color transforma nuestra visión del mundo*. Taurus.
Molina, J. A., y de Velasco Gálvez, Á. R. (2020). Arte y juego para volver a la escuela. *Aula de infantil*, (106), 33-35.

5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at: https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3