

**COURSE DATA****DATA SUBJECT**

Code: 33648
Name: Art and visual education teaching at primary school
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	2	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	2	

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Teaching art and visual education in primary education	COMPULSORY
1339 - Grado en Maestro/a Educación Primaria	Teaching art and visual education in primary education	COMPULSORY

COORDINATION

SILVESTRE VAÑO RICARD

SUMMARY

Art and Visual Education teaching at Primary School is a core, compulsory, theoretical and practical subject, taught in the second year of the *Degree in Primary School Education* at the University of Valencia.

As a subject related to the field of Art, and belonging to *the Department of Musical, Visual and bodily expression Teaching*, it aims to develop the expressive and creative skills of students through the study of the key concepts of the languages of Art and contemporary Visual Culture.

It also aims to develop educational and methodological guidelines for the analysis of the drawings of children attending the Primary school.

Future teachers must be sensitive and aware of the cultural and social importance of Art, and therefore, learn to promote its didactic and educational contributions. They will also need to understand the meaning and value of Art experiences and their role in the integral development of the Human Being.



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PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

The subject requires some basic knowledge about:

- Art and Visual languages.
- Materials and techniques of expression and communication through images.
- It also requires an open interest and willingness to learn the experimental processes of the artistic creation, to appreciate Art educational values, and to be able to express properly, both, orally and in writing, in the official languages of the Valencian Community.

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Acquire the basics of plastic language.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Appreciate the aesthetic, significant and communicative values of works of art.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Be able to analyse the drawings of children aged 6 to 12.

Be able to interrelate subjects so as to practise teaching in the future from a comprehensive perspective.

Be able to provide plastic education involving the student's socio-cultural environment (museums, conferences, exhibitions, nearby architecture, road sculptures, etc.).



Be able to reflect, review and give a well-argued presentation on the subjects dealt with in the classroom, both orally and in writing.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop perceptive and sensory skills.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to plan plastic activities and relate them to the theoretical contents.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the processes of interaction and communication in the classroom.

Know the techniques of plastic expression in two and three dimensions.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use and integrate different types of artistic materials to carry out different plastic proposals.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Introduction: What is Art Education?

Educational values: contribution of Art education to the school curriculum and to human development.



2. Perception, Expression and Communication.

- Observation of Nature and the world of Art.
- Qualities of image: representation, symbolization and abstraction.
- Visual memory: learning through the use of images.

3. Art language and Visual Literacy

- Key Concepts: visual literacy and multimedia.
- Elements of the image: point, line, shape, texture, color, space and volume.
- The artistic composition.

4. Experimental processes: Bi-Tridimensional expression.

- Art materials and techniques: drawing, painting, collage, modeling, performance art, installations, interventions, body art, graffiti ...

5. Analysis of Children's drawing development in the Primary Curriculum.

- Stages of graphic expression: Doodle, Pre-schematic, Schematic, Realism and Naturalism.
- Getting an understanding of children's artistic creative work.

6. Methodological Aspects: Art and Visual Expression in the Primary Education Curriculum.

- Analysis of the Primary curriculum.
- Artistic expression in the classroom schedule.
- Teaching resources and activities in Art Education.



7. Aesthetic appreciation and analysis of Art Movements.

- Use of visual culture works and productions as a teaching strategy.
- Critical reading of images.
- Non-formal and informal environments as a resource of learning: museums, galleries, shopping centers, schools, television, Internet...

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	8,00
Individual or group project	32,00
Independent study and work	24,00
Preparation of lessons	15,00
Preparation for assessment activities	7,00
Resolution of case studies	4,00
Total hours	90,00

TEACHING METHODOLOGY

The methodology is based on:

- Attending theoretical and practical classes.
- Practical individual and team projects.
- Discussions, reading and commentaries on bibliography.
- Analysis of methodological proposals to be implemented in the Primary Classroom.
- Scheduling outdoor class time, where students can build practical projects, carrying mobile devices, using open spaces as a context and/or reference in observing reality.
- There will be other activities in outdoor classes, such as visits to museums and Art exhibitions (some of them will be held during the Complementary Weeks of the Faculty of Teacher Training).



EVALUATION

The evaluation will take into account both the knowledge relating to issues studied and developed in the classroom learning outcomes, as well as reflection and knowing of the concepts presented in the theoretical discussions.

There are two types of evaluation:

A) continuous assessment, or b) final exam.

Type A. CONTINUOUS ASSESSMENT

To implement continuous assessment, students must attend at least 80% of the classes (maximum 6 unjustified absences).

The evaluation system will use a continuous assessment (including initial, formative and summative evaluation).

Initial evaluation: carried out at the beginning of the course to learn the previous knowledge of students in relation to the subject.

Formative assessment: that is carried out throughout the course.

Summative evaluation: it includes the previous reviews and it's the global conclusion of them all.

Continuous assessment requires:

-In-class attendance and participation.

-The monitoring of work process carried out by the student, both, in the classroom and outside of during the time devoted to teaching.



- The attitude and willingness to learn.

- The evaluation of the work developed during Weeks Complementary through:

¿ Assistance to planned activities.

¿ Delivery of written and reflection work related to the studied topics.

Criteria for ongoing assessment:

There is no need to approve all the projects. There is an average rate of the sum of all the work developed.

Each teacher may establish mark percentages within the following ranges:

-80% -100% of the rating will correspond to the evaluation of collaborative and individual work.

The weight of individual and collaborative work will represent 50% / \pm 20% (for each of the two modalities) to be decided and defined by each teacher. Each project, activity or unit can be valued depending on their complexity, duration, etc;

0% -5% To be discussed between the teacher and the student in particular regarding other types of evaluation: co-evaluation, classmates assessment, consensual assessment, self-evaluation, behavioral aspects.

-0-20%. Class attendance.

Non-attendance will be accepted in particular cases if documented by certification signed by the a competent authority.

COMMENTS:

All these issues will considered, both, in individual assessment and in teamwork evaluation.

**Type B. FINAL EXAM**

Students not following the dynamics for the continuous assessment can be submitted to a final test with the global contents of the subject using Type B evaluation.

The test will be theoretical and practical respecting the same proportion of theory and practice of the whole course.

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