

**COURSE DATA****DATA SUBJECT****Code:** 33692**Name:** Teaching proposals in art education**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1339 - Grado en Maestro/a Educación Primaria	Specialist in arts and humanities	ELECTIVES

COORDINATION

HUERTA RAMON RICARD VICENT

SUMMARY

The syllabus of "pedagogical proposals on Arts Education" is part of the itinerary of Arts and Humanities to offer in the three-year Degree in Teacher in Primary Education.

Access to this subject, optional in nature, can be done through third year of the above-mentioned qualifications. Integrated in the materials of the area of arts, it is intended to give continuity and to increase knowledge acquired in the core subject that is taught in second grade.

The subject, theoretical-practical, aims to develop perceptive, expressive and creative skills in the students, by means of the study of visual images and their applications in education. It also aims to develop the active observation and thoughtful analysis, the study and programming of pedagogical proposals and practical exercises that make the concepts studied more understandable to them.

Artistic education and lessons through the art contribute to the personal, cultural and social formation of the human being, and future teachers have to be aware of the importance of these educational tools to the challenges of a society where image has an important role.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

This subject requires some basic knowledge about visual and artistic language, and the technical processes oriented to the creation of artistic compositions. The meanings that the images convey in different contexts and the roles they can play in education are also involved. It also requires an open interest and willingness towards learning and the modes of expression and communication through the image.

COMPETENCES / LEARNING OUTCOMES

1305 -

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.

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

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

Develop and evaluate teaching proposals for the contents of the art education curriculum.

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 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 historical evolution of plastic, visual and musical arts and their reflection in school contents.

Know the joint historical evolution of some artistic and literary ideas and their reflection in school contents.

Know the processes of interaction and communication in the classroom.

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 information and communication technologies as a teaching resource for arts and humanities in the primary school classroom.

Use information and communication technologies effectively as usual working tools.

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Apply basic educational research methodologies and techniques, and be able to design innovation projects with appropriate evaluation indicators.

Commit to professional teaching development and lifelong learning adapted to scientific, pedagogical and social changes.

Communicate effectively, both orally and in writing, in the official languages of the autonomous community.

Contribute to the design, development and implementation of solutions that respond to social needs, taking the Sustainable Development Goals as a reference framework.

Critically analyse and incorporate the most relevant contemporary social issues affecting family and school education, including the social and educational impact of audiovisual media and screens, multiculturalism and interculturality, and social inclusion.

Demonstrate the ability to prevent, identify and respond to sexual violence within educational settings, in accordance with Organic Law 10/2022.

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

Develop and evaluate didactic proposals for visual arts curriculum content.

Develop and evaluate teaching proposals for history curriculum content.

Develop and evaluate teaching proposals for language and literature curriculum content.

Identify and remove barriers to the inclusion of pupils with different abilities and learning rates.

Promote cooperative work as well as individual effort and achievement.

Promote educational initiatives aimed at preparing active and democratic citizens committed to equality and inclusion.

Recognise the identity of each educational stage and its cognitive, psychomotor, communicative, social and emotional characteristics.



Understand, from an educational perspective, inequalities based on sex and gender in society, and integrate the different needs and preferences related to sex and gender into the design of solutions and problem-solving processes.

Understand that systematic observation is a fundamental tool for reflecting on practice and reality, and contribute to innovation and improvement in education.

Understand the historical development of literature and its reflection in school curricula.

Understand the historical development of visual, plastic and musical arts and their reflection in school curricula.

Understand the joint historical development of selected ideas in the arts and literature and their implications for school curricula.

Understand the processes of interaction and communication in the classroom.

Use information and communication technologies as a teaching resource for arts and humanities in primary education.

Use information and communication technologies confidently as standard professional tools.

Work effectively as part of a multidisciplinary team, both within and outside the educational setting, to support each pupil, plan learning sequences and organise classroom and play-based learning environments.

DESCRIPTION OF CONTENTS

1.

2.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The proposed methodology is mainly achieved in classes, in both theoretical and practical lessons by means of oral and slide presentations, individual or group practical work, discussions of opinion and analysis of pedagogical proposals. Other activities outside the classroom, such as visits to museums and art exhibitions, will be carried out, too.

EVALUATION

Assessment should take into account the knowledge acquired, relating to the topics discussed and developed in the methodological proposals with regard to the contents and the results of learning as well as the assimilation of the concepts presented in the theoretical debates.

The system of evaluation used will be the continued assessment (which includes the initial, formative and summative evaluation), in response to:

Continuous assessment: will take into account the attendance and participation in class, the process carried out by students in the implementation of the activities, both in and outside the classroom, the time devoted to teaching and the attitude and predisposition to learning.

Evaluation of the work developed during the flexible weeks:

- Attendance to the scheduled activities.
- Submission of written work of reflection related to the themes dealt with.

COMMENTS:

All of these aspects will be included both in individual and group assessment.

To implement the continuous assessment, students must attend at least 80% of the total attending classes.

Students who do not conform to the dynamic established for the ongoing assessment may be submitted to



a final test of the entire subject.

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