

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

**Code:** 33696  
**Name:** History of ideas and the arts and humanities curriculum  
**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	4	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	4	

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in arts and humanities	ELECTIVES
1339 - Grado en Maestro/a Educación Primaria	Specialist in arts and humanities	ELECTIVES

**COORDINATION**

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**SUMMARY**

*History of Ideas and the Arts and Humanities Curriculum* is an elective course taught in the fourth year of the Bachelor's Degree in Primary Education. It is worth a total of 6 ECTS credits.

Integrated into the Arts and Humanities Specialist track, this course has a theoretical-practical nature and aims to analyze the historical evolution of curricula and the ideas that have underpinned Arts and Humanities subjects, from the establishment of their disciplinary frameworks to the present day.

Through the study of various socio-cultural contexts, the critical analysis of key teaching materials (especially textbooks), and the simulation of specific educational settings to foster meaningful student engagement with the teaching-learning process, this course seeks to enhance the professional competence of future Primary Education teachers.

Its ultimate goal is to promote collective reflection on classroom practice and on the educational purposes



that have accompanied the Arts and Humanities from the 19th century to the present.

The faculty responsible for this course are part of the educational innovation project "Theatres of School Memory", recognized by the Office of the Vice-Rector for Training Policies and Educational Quality at the University of Valencia.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

#### 1305 - Degree in Primary School Education

Obligation to have previously passed the subject(s)

#### 1339 - Grado en Maestro/a Educación Primaria

Obligation to take the subject(s) simultaneously

33692 - Teaching proposals in art education

33693 - Teaching proposals in history and thought

33694 - Teaching proposals in language and literature

### OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

### 1305 - Degree in Primary School Education

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.

Develop and evaluate teaching proposals for the contents of the history curriculum.

Develop and evaluate teaching proposals for the contents of the language and literature 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 literature and its reflection in school contents.

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 effectively as usual working tools.

## DESCRIPTION OF CONTENTS

### 1. Introduction to the History of Ideas and the Curriculum

- 1.1. Definition of disciplinary code and the formation of school subjects in Arts and Humanities
- 1.2. From curricula and study plans to textbooks and classroom practice

### 2. Arts and Humanities in the 19th-Century Spanish Education System

- 2.1. Socio-cultural and educational context of 19th-century Spain
- 2.2. Aims of Arts and Humanities education in the 19th century: critical analysis of legislation, textbooks, and classroom practices

### 3. Arts and Humanities in Republican Education

- 3.1. Socio-cultural and educational context of the Second Republic
- 3.2. Teaching the Humanities to build a republican civic culture: analysis of programs, textbooks, and classroom practices

### 4. Arts and Humanities during Francoism

- 4.1. Socio-cultural and educational context of the Franco dictatorship
- 4.2. Arts and Humanities classes in the service of National Catholicism: critical analysis of legislation, textbooks, and classroom practices

### 5. The Arts and Humanities Curriculum Today



5.1. Socio-cultural and educational context in contemporary Spain: from the LGE to the LOMLOE

5.2. What is the purpose of the Humanities today? New challenges, new aims

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### 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
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The teaching-learning process will be carried out through various levels:

1. **Theoretical-practical classes** (compulsory attendance), following a model of meaningful reception learning. These sessions will provide the basic information and promote activities aimed at critical reflection and the discussion of key ideas.
2. **Seminars** (compulsory attendance), held in small groups, where various aspects of the course content will be explored in greater depth.
3. **Individual and/or group tutorials**, where students can address any questions related to the lectures or the preparation of seminar work.
4. **Other primarily practical sessions** (field trips, workshops, simulations, etc.) aimed at carrying out activities that complement the work done in class and in seminars.

## EVALUATION



We understand assessment as a process through which, in addition to verifying and measuring student performance, evaluative information can also be obtained regarding the teaching activity carried out, with the aim of modifying it in light of the data obtained. Therefore, in line with these principles, the following aspects will be taken into account:

- **Active participation** of students in the different sessions (both in-class and during tutorials and seminars).
- **Assessment of the knowledge acquired** through theoretical-practical classes and the critical reading and analysis of the assigned bibliography and proposed tasks.
- **Application of theoretical knowledge** and the acquisition of the specified competencies.
- **Linguistic and communicative competence**, both oral and written, in accordance with the C1 level of the Common European Framework of Reference, especially in the language in which the course is taught.
- In **written tests and assignments**, appropriate presentation for a future teacher will be expected, along with correct spelling, vocabulary, and grammar, as well as proper **textual adequacy, coherence, and cohesion**.

In line with these principles, the assessment of this course will take into account both individual and group work, as well as active participation in classroom dynamics.

- Throughout the course, small group tasks or reflections will be carried out, accounting for **15%** of the final grade. These tasks **cannot be retaken**. Within this percentage, **participation and engagement** in the course will be highly valued.
- A **research and critical analysis project** will be completed, representing **25%** of the final grade. This will be a **group assignment**, and its development will require **supervision and follow-up by the instructor**.
- At the end of the semester, an **individual theoretical-practical exam** will be administered, accounting for **60%** of the final grade. A **minimum score of 4 out of 10** on this exam is required in order to pass the course.

Therefore, assessment will be **formative and guiding** in nature and should consider the student's ability to analyze both individual and collective learning processes.



**Plagiarism** or the **misuse of artificial intelligence tools** may be sanctioned in accordance with **Article 15 of the Assessment and Grading Regulations of the University of Valencia**.

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