



COURSE DATA

DATA SUBJECT

Code: 36304
Name: Physical, Artistic and Musical Education and their Teaching in Situations of Special Educational Nee
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	Especialista en Pedagogía Terapéutica	ELECTIVES
1339 - Grado en Maestro/a Educación Primaria	Especialista en Pedagogía Terapéutica	ELECTIVES

COORDINATION

MENESCARDI ROYUELA CRISTINA

SUMMARY

The current educational system proposes an inclusive school model, facing a segregated education. With this premise in mind, this subject has the purpose to contribute to Therapeutic Pedagogy students with specific connections and approaches of the areas of physical, plastic and musical education, maintaining a multidisciplinary approach.

In the current study plan context, this subject supposes a integral development of competencies and skills for the professional work observance of the diversity of the students and with the appropriate training for the specific teaching skills.

skills.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



36304 Physical, Artistic and Musical Education and their Teaching in Situations of Special Educational Nee

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

36300 - Intervention in Intellectual Disability

36301 - Self-Regulation and Behavioural Problems

36302 - Intervention in Sensory and Motor Impairment

36303 - Intervention in Autism Spectrum Disorders

OTHER REQUIREMENTS

No previous requirements

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

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.

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 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.

DESCRIPTION OF CONTENTS

- 1.1. Physical education for students with educational needs.
- 1.2. Visual diversity and its treatment from Physical Education.
- 1.3. Auditory diversity and its treatment from Physical Education.
- 1.4. Motor diversity and its treatment from Physical Education.



1. Corporal expression and its didactics in special educational needs

- 1.1. Physical education for students with educational needs.
- 1.2. Visual diversity and its treatment from Physical Education.
- 1.5. Intellectual diversity and its treatment from Physical Education.
- 1.6. Generalized developmental disorders and their treatment from Physical Education.
- 1.7. Affective-social and cultural diversity and its treatment from Physical Education.
- 1.8. The importance of Physical Education for a comprehensive education and the achievement of an inclusive education.

2. Plastic expression and its didactics in special educational needs

- 2.1. Therapeutic Pedagogy and Art Therapy as methodological approaches in special educational needs. Working models and possibilities of intervention in the school context.
- 2.2 Didactics of plastic education from an inclusive perspective: the workshops.
- 2.3 Creative expression and functional diversity in the inclusive school.
- 2.4 The role of artistic languages and audiovisual media in the learning of students with SEN.
- 2.5 Education through art as an approach to cognitive, psychomotor and socio-affective development in SEN.
- 2.6 Affective-social and cultural diversity. Dialogical methods in arts education to attend SEN.

3. Musical expression and its teaching in special educational needs

- 3.1. Antecedents of the intervention and sensory stimulation with rehabilitative techniques of musical expression.
- 3.2. Psychoevolutionary characteristics from music education.
- 3.3. Generalities and specific guidelines for musical intervention in SEN from Music Didactics.
- 3.4. The construction of symbolic language from hearing: pictograms, musicograms, songs and stories.
- 3.5. Symbology of musicalized movement: Rhythmic.
- 3.6. Instrumental interpretation as a cooperative work tool for socio-emotional contact in SEN.
- 3.7. Music therapy resources applicable in the classroom of Therapeutic Pedagogy and Hearing and Language.

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

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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 methodologies will be active and cooperative. The proposal will contemplate the three disciplines together, without divisions or separations.

This module is practical and multidisciplinary. Different methodologies will be combined depending on the learning outcomes depending on the learning outcomes to be achieved:

1. The master class or theoretical exposition class. It is an essential methodology to communicate and debate theoretical knowledge, common knowledge or other specific areas. In this sense, the teaching planning consists of monographic sessions and interdisciplinary sessions of each of the three modules of the subject (one for each area of knowledge).

2. Cooperative tasks and evaluation. We use them to develop meaningful autonomous learning. Set the necessary guidelines for the teacher being more effective than self-learning or individual learning. Active methodologies such as discussion groups, workshops, exhibitions, performances, etc. can be implemented.

implemented.

EVALUATION

The evaluation and qualification regulations and guidelines in force at the University of Valencia will be applied.

The evaluation of the different modules is based on some common aspects, which are the following.

Continuous and formative assessment, applicable to both individual and group activities; be practical or theoretical. Continuous assessment requires regular class attendance, at least 80% of sessions must be attended.

Evaluation of evidence of learning based on the methodology of the sessions.

- practical activities,



- active participation in class and / or in tutoring forums.
- research and information search tasks,
- preparation of practical cases,
- bibliographic consultation,
- design of intervention proposals,
- development of teaching materials or educational resources,
- exposition preparation.

Assessment of the contents and skills of the subject by means of a practical theoretical exam. The exam modality is planned for students who have not attended 80% of the classes and/or have not completed the continuous assessment tasks.

The student evaluation process may include the preparation of a written work and a group exposition of the proposed project in the classroom. In reference to the written work and presentation, the following will be assessed: a) the adaptation of the work to the contents developed in the course, b) clarity in the structure of the work and presence of curricular elements such as objectives, competences, methodology, evaluation, etc., c) correction in writing and written expression, d) inclusive nature of the proposal, and e) reflection of the whole group.

The qualification, the final representation of the evaluation process, should be a reflection of the methodological proposal of the project work, individual/group reflection and constructive critics.

In this sense, the final grade will be derived from the sum of the four parts to be evaluated (physical education, musical and plastic expression) with a proportion of 25% for each of the areas, and 25% corresponding to group work accomplished. Students who do not comply with the dynamics of the established continuous assessment (not attending 80% of the sessions) will have two assessment options depending on their class attendance which may go through passing a written test and/or the development of a theoretical work.

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