



**COURSE DATA**

**DATA SUBJECT**

**Code:** 40499  
**Name:** Complements for disciplinary instruction of the speciality of drawing  
**Cycle:** Master's Degree  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Facultat de Formació del Professorat	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	Additional training for the speciality of drawing	ELECTIVES

**COORDINATION**

RAMON CAMPS RICARD

**SUMMARY**

The subject Complements for the Disciplinary Training of the Speciality of Drawing, but which in more contemporary terminology is simply known as art education. The subject is part of the academic curriculum of the Master's Degree in Secondary Education and forms part of the speciality module, together with the subjects Learning and Teaching Drawing and Teaching Innovation and Initiation to Educational Research.

All the subjects in the speciality of Drawing constitute a training reference of special relevance for the professional profile of the trainee teacher. They provide students with specific training for their intervention in the educational process in the Secondary Education and Baccaalaureate stages, and provide knowledge for integrated teaching. This subject deals with and specifies the study topics of subjects such as Drawing and Visual and Plastic Education, in terms of concepts, history, methodology, sources of knowledge, didactic methods and educational theories on teaching-learning. It also deals with the approaches that various authors of reference in the field have recently developed.

The profile of the teacher and the different teaching models, programming, strategies and activities, didactic materials and evaluation systems of the teaching-learning process are also studied. Together with the rest of the syllabus, this subject of the specific module aims to provide future teachers with the necessary training to be able to analyse and interpret with their criteria. The educational reality in which they will carry out their work. This involves being aware of their social projection as a specialist in a



discipline and also as an educator in a complex and changing environment, which means facing challenges and problems effectively and creatively.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

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Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.

Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.

Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.

Conocer los contenidos curriculares de las materias relativas a la especialización docente correspondiente, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos. Para la formación profesional se incluirá el conocimiento de las respectivas profesiones.

Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.

Conocer y analizar las características históricas de la profesión docente, su situación actual, perspectivas e interrelación con la realidad social de cada época.

Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción de un futuro sostenible

Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.

Informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación



personal, académica y profesional de sus hijos.

It generates innovative and competitive proposals in professional activity and in educational research.

It is effective to communicate in both verbal and nonverbal terms.

Make effective and integrated use of information and communication technologies.

Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.

## DESCRIPTION OF CONTENTS

### **1. Part 1. History and foundations of arts education as an autonomous discipline**

- Epistemological foundations
- Historical development
- Current currents and debates
- Didactic models in Arts Education
- Strategies and methods in Arts Education
- Relevance of the arts education curriculum.

### **2. Part 2. Educational and Cultural Implications of Arts Education.**

- Relevance of the contents of Arts Education in secondary education and in the educational field.
- The transversality of Arts Education
- The social and cultural value of Arts Education.
- Teaching practice and ethics in arts education.



**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	48,00
<b>Total hours</b>	<b>48,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	102,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>102,00</b>

**TEACHING METHODOLOGY**

**EVALUATION**

The assessment of the students is the verification by the teaching staff that the students have acquired the knowledge and competences of the subject. Behaviour in relation to teaching and the different activities carried out in accordance with the contents studied will be assessed. The assessment procedures will consider the work carried out by students, both individually and in groups, as well as their interest in learning. The system used will be continuous assessment, which includes initial, formative and summative assessment. The initial assessment is the one carried out at the beginning of the course to find out the students' previous knowledge of the subject. Formative assessment is the assessment carried out throughout the course. Finally, the summative assessment is the one that includes the previous ones and constitutes a balance or conclusion.

For the assessment of the different aspects, the following activities and work may be considered. Oral and written tests of theoretical and practical content, self-evaluation and presentation of individual and group work. The presentation of practical and theoretical work proposed by the teacher within the established date. In the case of work submitted after the deadline, the teacher will accept it of his/her own free will, not out of obligation. In this case, the grade will be a pass (5) although the work would have deserved a higher grade if it had been submitted on time. Oral presentations in class. Written reflections on the theoretical concepts presented in class or in debates. Active involvement in learning and collaboration in the learning process of fellow students. Participatory attitude in class and punctuality. Other signs or evidence of effective learning progression. Other complementary activities (inside and outside the classroom). Continuous assessment will also require continuous class attendance for at least 80% of the sessions. Students who do not comply with the attendance required for continuous assessment, may take a final test of the whole subject, to perform a theoretical-practical examination of the topics, on the date established by the academic calendar.

On the other hand, the final grade of the continuous assessment includes both attendance and evaluations in the following proportion. Attendance 20 %. Work 80 % (60 % individual and 40 % in groups). Theoretical-



practical exam in the case of attendance of less than 80 % of the classes. To pass the subject, students must participate in the activities designed in class (cooperative work, monitoring of daily learning, evaluation of the individual and group work of their classmates and oral and written tests). All of this is accounted for 40% of the final grade.

The remaining 60% will be written tests related to the content presented in class. Minimum requirements for access to continuous assessment:

- Participation in 80% of the face-to-face sessions and completion of the work or tests set in them (prepared and developed in the classroom) in each of the modules of the subject.
- Obtaining a score equal to or higher than 4 in each of the modules to qualify for the average.

Each module will be assessed separately and with a weighting relative to the number of teaching hours in each one. Assessment will be carried out in each module using the strategies determined by the teaching staff, through the assessment of classroom practice, individual or cooperative work or employing individual exams or tests.

Students who have not attended 80% of the sessions will lose the right to be assessed for the work carried out in class, as well as those carried out in groups, considering both types of activities as non-recoverable. In this way, in this second call, without evaluating attendance, students will be able to opt for a final mark of no more than 6. In the second sitting, a final assessment test will be given for each failed module, which will incorporate the fundamental knowledge of the subject.

The test will include questions corresponding to the contents that have been developed in each module.

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