

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2021/22)

Titulación	GRADO DE MAESTRO EN EDUCACIÓN PRIMARIA
Plan de Estudios	ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria (BOE 29/12/2007). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53747-53750.pdf

Asignatura	PRINCIPLES AND TEACHING OF ART HISTORY	Créditos ECTS	6
Código	800440	Idioma	Inglés
Carácter	Obligatoria	Curso	3º
Módulo	Didáctico Disciplinar		
Materia	Enseñanza y Aprendizaje de las Ciencias Sociales		

EQUIPO DOCENTE		
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1.- PRESENTACION

The main purpose of this course is to make students discover the importance of art as a characteristic way of expression in different cultures and historical periods. Thus, they will be able to value the learning of Art History and consider it an essential part of their well-rounded education as future Primary School teachers.

2.-COMPETENCIAS

Generales	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para las áreas de Ciencias Sociales.
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Transversales	CT1. Conocer la dimensión social y educativa de la interacción con los iguales y saber promover la participación en actividades colectivas, el trabajo cooperativo y la responsabilidad individual. CT7. Valorar la importancia del trabajo en equipo y adquirir destrezas para trabajar de manera interdisciplinaria dentro y fuera de las organizaciones, desde la planificación, el diseño, la intervención y la evaluación de diferentes programas o cualquier otra intervención que lo precisen. CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación. CT16. Fomentar la educación democrática de la ciudadanía y la práctica del pensamiento social crítico. CT17. Valorar la relevancia de las instituciones públicas y privadas para la convivencia pacífica entre los pueblos
Módulo	CM8.2 Valorar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Ciencias Experimentales CM8.3 Comprender los principios básicos de las Ciencias Sociales (Historia, Geografía e Historia del Arte). CM8.4 Valorar distintas estrategias metodológicas adecuadas a las diferentes áreas del conocimiento en Ciencias Sociales.
Materia	CM8.2.1 Fomentar la educación democrática de la ciudadanía y la práctica del pensamiento social crítico. CM8.2.2 Valorar la relevancia de las instituciones públicas y privadas para la convivencia pacífica entre los pueblos. CM8.2.3 Conocer el hecho religioso a lo largo de la historia y su relación con la cultura CM8.2.4 Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes. CM8.3.1 Comprender los principios básicos de las Ciencias Sociales. CM8.3.2 Conocer el currículo escolar de las Ciencias Sociales CM8.3.3 Integrar el estudio histórico y geográfico desde una orientación instructiva y cultural.

3.- RESULTADOS DE APRENDIZAJE

- Understanding the most important theoretical and methodological aspects of Art History.
- Understanding and appreciation of any artwork as a social good.
- Learning of artistic activity as a historical and cultural phenomenon.
- Analysis of the objectives and contents of Art History in Primary School.
- Development of skills to use different resources while teaching Art History in Primary School.
- Design of didactic tools to teach Art History in Primary School.
- Development of a positive and respectful attitude to artistic heritage.

The CEFR describes level B2's user capable of carrying out the following linguistic skills:

Understanding:

-Listening:

Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.

Can understand most TV news and current affairs programmes.

Can understand the majority of films in standard dialect.

-Reading:

Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

Can understand contemporary literary prose.

Speaking:

-Spoken interaction:

Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.

Can take an active part in a discussion in familiar contexts, accounting for and sustaining my views.

-Spoken production:

Can present clear, detailed descriptions on a wide range of subjects related to my field of interest.

Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing:

Can write clear, detailed text on a wide range of subjects related to my interests.

Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

Can write letters highlighting the personal significance of events and experiences.

4.- CONTENIDOS

1. Foundations of Art History.
2. Art History in Primary School.
3. Prehistoric Art.
4. Classical Art: Greece and Rome.
5. Medieval Art.
6. Early Modern Art: The Renaissance and the Baroque.
7. Contemporary Art.

Las guías docentes contienen la previsión de actividades formativas y técnicas de evaluación previstas para cada materia en la Memoria Verificada, y se desarrollarán de acuerdo con las recomendaciones de las autoridades sanitarias durante el curso 2021/22. En el caso de necesidad de modificación, se hará pública una adenda que informe puntualmente a los estudiantes.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

Active and participative methodology: the contents will be explained through the discussion between the professor and the students. The main objective of both the explanation of the theoretical contents and the practical activities will be to make students

feel interested in Art History. The students will be asked for being part of both individual and group activities. Thus, scientific research and critical thought will be developed more effectively.

While implementing the different learning activities, the following innovative methodologies will be used: flipped classroom, thinking routines and cooperative work.

5.1.- Actividades formativas

ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS ¹ (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM 8.3.1; CM 8.3.2; CM 8.2.3	10% de la carga del módulo 45h/ECTS
Actividades prácticas (presencial)	Clases prácticas en el aula, laboratorio o seminario, individuales o en pequeño grupo, para la realización de actividades y resolución de problemas propuestos por el profesor.	CM 8.2.1; CM 8.2.2	15% de la carga del módulo 67,5h/ECTS
Tutorías (presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM 8.3.1; CM 8.3.3; CM 8.2.3; CM 8.2.4	10% de la carga del módulo 45h/ECTS
Trabajos tutelados (no presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 8.3.1; CM 8.3.2; CM 8.2.3	2,5% de la carga del módulo 11,25h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 8.3.1; CM 8.3.2; CM 8.2.3	60% de la carga del módulo 270h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 8.3.1; CM 8.3.2; CM 8.2.3	2,5% de la carga del módulo 11,25h/ECTS

6.- EVALUACIÓN

6.1. Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

<https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf>

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	One written exam in each quarter. The first midterm (in January) will be organized as follows: a description of an Art History process (3 points); comparing and contrasting two artistic realities (3	40%

¹ Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

	points); recognition of several artworks (2 points); definition of several artistic concepts (2 points). It will count 20% of the final grade of the subject. The second midterm (in May) will be organized as follows: a description of an Art History process (2 points); comparing and contrasting two artistic realities (2 points); recognition of several artworks (2 points); definition of several artistic concepts (2 points); design of a didactic proposal to teach an artistic concept in Primary School (2 points). It will count 20% of the final grade of the subject. Evaluation and qualification criteria: -Correct application of the theoretical content to the practice. -Level of knowledge of any Art History process. -Ability to describe, deeply, an Art History process. -Ability to compare and contrast, correctly, two artistic realities. -Ability to recognize different artworks. -Complete, partially complete or incomplete definitions of artistic concepts. -Correct use of grammar, vocabulary and spelling. Evaluation and qualification criteria: -Correct application of the theoretical content to the practice. -Level of knowledge of any Art History process. -Ability to describe, deeply, an Art History process. -Ability to compare and contrast, correctly, two artistic realities. -Ability to recognize artworks from different historical periods. -Complete, partially complete or incomplete definitions of artistic concepts. -Ability to design a didactic project to teach an artistic concept y Primary School. -Correct use of grammar, vocabulary and spelling. In order to pass the course, it will be necessary to get, at least, 5 points in this activity.	
Proyectos	A research project, in small groups, about the relationship between a specific artistic aspect of the 19th or 20th century and its historical context. It will mean 20% of the final grade of the course. Evaluation and qualification criteria: -Adjustment to the guidelines explained by the professor. -Correct application of the theoretical content to the practice. -Level of depth while doing research. -Correct citation according to the APA format. -Correct use of grammar, vocabulary and spelling. -Use of bibliography according to APA format. -All members of the group have to upload the paper on time. In order to pass the course, it will be necessary to get, at least, 5 points in this activity.	30%
Debates y exposiciones	An oral presentation, in small groups, about how to teach a specific artistic concept in Primary School. This activity will mean 10% of the final grade of the course. Evaluation and qualification criteria: -Adjustment to the guidelines explained by the professor. -Correct application of the theoretical content to the practice.	10%

	-Ability to speak in front of an audience. -Structure of the presentation. -Coordination of the group. -Level of creativity and originality. -Correct use of grammar, vocabulary and spelling. -Use of bibliography according to APA format. -All members of the group have to upload the paper on time. In order to pass the course, it will be necessary to get, at least, 5 points in this activity.	
Casos prácticos	A design of a didactic proposal, in small groups, to teach a specific artistic concept in Primary School. This activity will mean 20% to the final grade of the course. Evaluation and qualification criteria: -Adjustment to the guidelines explained by the professor. -Correct application of the theoretical content to the practice. -Structure of the content. -Level of creativity and originality. -Correct use of grammar, vocabulary and spelling. -Use of bibliography according to APA format. -All members of the group have to upload the paper on time. In order to pass the course, it will be necessary to get, at least, 5 points in this activity.	20%
Otros		

6.3.- Criterios de Evaluación

GENERALES:

- Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación.
- Para la realización de los trabajos, los estudiantes pueden seguir las orientaciones publicadas en el nº 33 de la revista Educación y Futuro http://cesdonbosco.com/documentos/revistaeyf/EYF_33.pdf así como la formación complementaria desarrollada cada curso. A continuación incluimos el enlace con la síntesis de las normas APA 7ª edición: _____
- El plagio en los trabajos y los intentos de engaño en los exámenes supondrá para el alumno la pérdida de la convocatoria en curso.
- Errores ortográficos en todas las técnicas de evaluación. En esta asignatura se concretan de la siguiente manera:

General and common evaluation criteria due to be applied in the subjects of the degree:

- Plagiarism in the research papers and the attempts of cheating in the exams will entail a fail mark in the current call.
- To pass every type of evaluation techniques, a minimum of 5 must be obtained.
- The marks/activities already passed in the 1st call are kept for the July call.

The students will be responsible for applying the standards of academic writing in their essays and using grammar, vocabulary and spelling in a correct way. Up to three points may be subtracted from the grade obtained in each activity if many grammar or spelling mistakes are made.

-Each major spelling or grammar mistake will mean that 0,20 points will be subtracted from the final grade of any activity.

-Each minor spelling or grammar mistake will mean that 0,10 points will be subtracted from the final grade of any activity.

CRITERIOS PARA 2ª CONVOCATORIA

In the 2nd call the students will have to take just those evaluation techniques that I have failed in the 1st call. So, the marks/activities already passed in the 1st call are kept for the July call.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Evaluation criteria for students that will enroll in the course for the second time: firstly, they will have to take a written exam, which will mean 70% of the final grade of the course; secondly, they will have to write a research paper about a concrete historical fact of the 19th or the 20th century, which will mean 30% of the final grade of the course.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

Farthing, S. and Cork, R. (2010). *Art: The Whole History*. London: Thames and Hudson Ltd.

Harris, J. (2009). *Art History. The Key Concepts*. London.

Honour, H. (2009). *A World History of Art*. London: Lawrence King.

Norris, M. (2005). *Medieval Art: A Resource for Educators*. New York.

Perkins, E. (2013). *Looking to Connect with European Paintings: Visual Approaches for Teaching in the Galleries*. New York.

Pitamic, M. (2010). *Art in Action 1: Introducing Young Children to the World of Art with 24 Creative Projects Inspired by 12 Masterpieces*. Hauppauge: Barron's Educational Series.

Pooke, G. and Newall, D. (2007). *Art History: The Basics*. London: Routledge.

Prettegoth, E. (2005). *Beauty & Art (1750-2000)*. Oxford History of Art. Oxford University Press.

Saccardi, M. C. (2006). *Art in History. Teaching Art History to Elementary School Children*.

Smith, P. & Wilde, C. (2012). *A Companion to Art Theory*. London.

West, S. (2011). *Portraiture*. Oxford History of Art. Oxford University Press.

- Wilder, J.B. (2007). *Art History for Dummies*. Indianapolis: Libraries Unlimited.
- VV.AA. (2002). *Art of the Islamic World: A Resource for Educators*. New York: Metropolitan Museum.
- VV.AA. (2002). *Greek Art From Prehistoric to Classical: A Resource for Educators*. New York: Metropolitan Museum.
- VV.AA. (2000). *The Art of Renaissance Europe: A Resource for Educators*. New York: Metropolitan Museum.
- VV.AA. (2000). *The Art of Ancient Egypt: A Resource for Educators*. New York: Metropolitan Museum.
- VV.AA. (1999). *20th-Century Art: A Resource for Educators*. New York: Metropolitan Museum.

7.2.- Otros recursos

<http://www.arteguias.com/index.htm>
<http://www.artecreha.com/>
http://www.educared.org/wikiEducared/index.php/Historia_del_Arte
http://almez.pntic.mec.es/~jmac0005/Bach_Arte/Teoria/Html/teoria2.htm
<http://www.historiasiglo20.org/enlaces/arte.htm>
http://clio.rediris.es/n33/n33/historia_del_arte.htm
<http://clioenred.ning.com/>
<http://www.escolar.com/lecturas/bellas-artes/el-arte-del-hombre-de-las-cavernas.html>
<http://www.proyectoazul.com/2009/02/1915-arte-primitivo-cavernas/>
http://www.taringa.net/posts/imagenes/109704/Arte-Urbano_-Graffitis_
<http://www.csic.es/web/guest/cys>
<http://www.khazanacademy.org>

Web pages of Metropolitan Museum New York; National Gallery, Prado Museum and others galleries and museums of Europe and America.

REVISADO Y CONFORME:

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