

Syllabus

CREATIVE ARTS

A. General Information

1. Academic Unit	Facultad de Educación					
2. Program	Pedagogía en Educación Básica con Mención Inglés					
3. Code	EBI427					
4. Location in the curriculum	4 th year, 8 th semester					
5. Credits	8					
6. Type of course	Mandatory	X	Elective		Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	1	Practical	1	T.A.	--
9. Class hours	Classes	68	Teaching Assistance		--	
10. Prerequisites						

B. Contribution to the Graduate's Profile

This course seeks to develop interest and motivation in students for the understanding of creativity as a thinking disposition of human beings, based on the idea that *individuals* are not creative, but *ideas* are, and that creativity is no exclusive of the realm of the arts. This force idea will be developed by the exploration and experimentation of the visual world, several art techniques and basic notions music.

In order to do this, learning will be supported by didactic, conceptual and practical tools that will allow our students to favor relevant and significant learning experiences in the field of the different visual languages of Art and Music. From this position, students will be able to establish contact, discover, actively participate and aesthetically enjoy different artistic manifestations and their production processes, an experience that will permeate and enrich their teaching practices and the relationship with their future students.

The subject pays tribute to the generic competences of Ethics, Autonomy, Analytical and Global Vision, and to the following competences of the graduate profile:

Competency 1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.

Competency 5. Demonstrates professionalism in his/her teaching in benefit of student's learning.

The Creative Arts course is part of the disciplinary pedagogical training curricular axis and it is located in the "Licenciatura" degree cycle.

C. Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
Ethics	<ol style="list-style-type: none"> 1. Demonstrates an understanding of creativity as a thinking disposition, based on the idea that <i>individuals</i> are not creative, but <i>ideas</i> are creative, through the study of different authors and theoretic approaches.
Global vision	
Analytical vision	
Autonomy	
Specific Competencies	
C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	<ol style="list-style-type: none"> 2. Identifies curriculum references of artistic languages from the subject for Basic Education present in visual arts and music curricula as means of human expression in reference to place, time and social circumstances in which they are generated.
C5. Demonstrates professionalism in his/her teaching in benefit of student's learning.	<ol style="list-style-type: none"> 3. Explains the role of art and music education as a fundamental resource in education and children integral development. 4. Creates a planning by didactic units, demonstrating coherence, significance and relevance for art and music that ensures: <ol style="list-style-type: none"> a. Development of creative thinking based on the practice of different artistic techniques. b. Meaningful and appropriate use art and music as elements that promote the development of creativity in students. c. Incorporate their own creative process of artistic expression into the teaching process. 5. Plans learning goals for a class, including the necessary activities and resources that contribute to these goals, in order to promote creative thinking. 6. Plans and implement key segments of the class planification, in simulated contexts, in order to develop certain teaching skills. 7. Prepares its personal or collaborative works with stringency, demonstrating quality, neatness, order and academic honesty. 8. Delivers and receives effective feedback, and continuously incorporate it into their professional practice to enhance decision-making regarding the students' learning processes.

D. Units, Content and Learning Outcomes

Units and Content	Competency	Learning Outcomes
<p>UNIT 1 The Realm of Creativity:</p> <ol style="list-style-type: none"> 1. Creativity: an idea. Thoughts and theories on the concept. 2. Development of creative Thinking: from Viktor Lowenfeld’s theory to sir Ken Robinson’s ideas on the field. 3. Exploration and curiosity as a way to develop creativity. 	<p><i>Analytical vision</i></p> <p><i>Global vision</i></p> <p><i>Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery</i></p>	<ol style="list-style-type: none"> 1. Demonstrates an understanding of creativity as a thinking disposition, based on the idea that <i>individuals</i> are not creative, but <i>ideas</i> are creative, through the study of different authors and theoretic approaches. 3. Explains the role of art and music education as a fundamental resource in education and children integral development.
<p>UNIT II Creativity as a tool:</p> <ol style="list-style-type: none"> 1. How to develop the creativity of elementary school children through the art and music curricula. 2. Basic ideas about the art curriculum you should know: <ol style="list-style-type: none"> a. Elements of Art. b. Principles of design. 3. Basic notions about the music curriculum you should know. <ol style="list-style-type: none"> a. Percussion: notion of musical instruments for elementary school. b. Rhythm, armony and notes. c. Unison and canon. 	<p><i>Analytical vision</i></p> <p><i>Global vision</i></p> <p><i>Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery</i></p>	<ol style="list-style-type: none"> 2. Identifies curriculum references of artistic languages from the subject for Basic Education present in visual arts and music curricula as means of human expression in reference to place, time and social circumstances in which they are generated. 4. Creates a planning by didactic units, demonstrating coherence, significance and relevance for art and music that ensures: <ol style="list-style-type: none"> a. Development of creative thinking based on the practice of different artistic techniques. b. Meaningful and appropriate use art and music as elements that promote the development of creativity in students. c. Incorporate their own creative process of artistic expression into the teaching process. 5. Plans learning goals for a class, including the necessary activities and resources that contribute to these goals, in order to promote creative thinking. 6. Plans and implement key segments of the class planification, in simulated contexts, in order to develop certain teaching skills.

<p>UNIT III How to be creative with art and music:</p> <ol style="list-style-type: none"> 1. Teaching the arts: planning lessons, implementing in simulated context and modelling with the students. 2. Preparation of a personal project involving class planning and art resources involving creative thinking. 	<p><i>Ethics</i></p> <p><i>Analytical vision</i></p> <p><i>Autonomy</i></p> <p><i>Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery</i></p> <p><i>Demonstrates professionalism in his/her teaching in benefit of student's learning</i></p>	<ol style="list-style-type: none"> 7. Prepares its personal or collaborative works with stringency, demonstrating quality, neatness, order and academic honesty. 8. Delivers and receives effective feedback, and continuously incorporate it into their professional practice to enhance decision-making regarding the students' learning processes.
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E. Teaching Methods

To achieve the learning outcomes proposed in this course, it is required to work based on the following strategies, with a strong practical emphasis:

- a. Activity planning.
- b. Simulations or role playing.
- c. Modelling teaching strategies in art and music.
- d. Pair work and small groups.
- e. Continuous improvement through the delivery and receipt of effective feedback.

F. Evaluation

The summative assessments of the subjects are detailed below:

- a. Planning in simulated contexts activities related to Art and Music curricula.
- b. Practice or execution of each art/music technique and modelling it to students.
- c. Two Contests.
- d. Personal teaching project as a final exam.

G. Learning Resources

Mandatory:

- Consejo Nacional de la Cultura y las Artes (2016). Por qué enseñar arte y cómo hacerlo, Caja de Herramientas para la educación artística. Available at: https://www.cultura.gob.cl/wp-content/uploads/2016/02/cuaderno2_web.pdf
- Eisner, E.W. (1995). Educar la visión artística. Barcelona: Buenos Aires. Paidós Educador.
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- Lowenfeld V. y Brittain W.L. (1980). Desarrollo de la capacidad creadora. Buenos Aires: Ed. Kapeluz.
- Mineduc (2018). Programas de Estudio Educación Artística EGB. Santiago Chile. Curriculum Nacional. MINEDUC. Chile. Disponible en <https://www.curriculumnacional.cl/portal/Documentos-Curriculares/Programas/>
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- Robinson, K., & Lee, J. R. (2011). *Out of our minds*. New York: Tantor Media, Incorporated.
- Rodríguez, F. (2007). Creatividad en la clase de música: Componer y tocar. Ed. Graó, Barcelona.
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Supplementary:

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- Caja, J., Berrocal, M. (2001). La educación plástica y Visual hoy: Educar la mirada, la mano y el pensamiento. Barcelona: Graó.
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- López Pérez, R. (1998). La creatividad. Santiago: Universitaria.
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- Rhodes, M. (1961). An Analysis of Creativity. Phi Delta Kappan, 42(7), 305–310. <http://www.jstor.org/stable/20342603>

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