

POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.012.03
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Course	Pré-Scholar Education and Basic Education Master Degree					
Subject	Expressions on the Pré-Scholar and Basic Education					
Academic year	2023/2024	Curricular year	1st	Study period	1st semester	
Type of subject	Clique	Student workload (H)	Total: 162	Contact: 75	ECTS	6
Professor(s)	Carlos Marta; Filipa Teixeira; Simone dos Prazeres; Rosário Santana					
<input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department	(select)	Rosário Santana				

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

Knowing the specific skills of the expressions in education Preschool and 1st cycle contained in the National Curriculum for Elementary Education.

To know the constituents of different expressions and learn how to use them.

To know the resources and possibilities that expressions provide for greater integration, development and monitoring of children.

Try out interdisciplinary situations within the different expressions.

To develop artistic, social, and human culture, the aesthetic sense and general knowledge.

Develop and apply methods and strategies of teaching / learning based on referenced pedagogues' methods;

Prepare and encourage students to develop a confident, autonomous, and creative work in expressions of the area.

2. PROGRAMME

Dramatic expression

Specific competences in pre-school education and in the 1st cycle of basic education.

Interdisciplinarity in the teaching of Expressions: the playful-didactic component in the learning of curricular contents from other areas of study.

Dramatic game: verbal and non-verbal communication; verbal and gestural communication.

Symbolic game; puppet theater and shadow theater.

The body, voice, object, space, text, sound, and image as inducers of dramatic play and dramatization.

Musical expression

Syllabus present in the curricular guidelines and methodological approach strategies for teachers who are not specialized in music.

Specific exercises to explore the various programmatic contents: sound, musical textures, musical games, music listening.

Physical-motor expression

The importance of physical-motor expression in the healthy and harmonious development of children and young people.

General aspects of children's motor development.

The importance of physical activity for health education.

Plastic expression

Analysis of the syllabus present in the curricular guidelines and methodological approach strategies for teachers who are not specialized in visual education.

Encourage work based on spontaneity and creativity, to apply the knowledge acquired in new situations.

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Identify the role of plastic expression and its playfulness, in multiple aspects, with a view to the individual's development and his/her ability to situate himself in the world that surrounds him.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

This curricular unit, developed through the syllabus, aims to foster the education of the student as a person and as a future professional. To this end, the displayed content helps in the training and preparation of students making them aware of the need of know – how to be in the operational field and in the culture and arts domain.

It is intended that students obtain knowledge to develop instrumental competence. In the end the students should be able to independently participate and develop their activity using knowledge whenever necessary.

4. MAIN BIBLIOGRAPHY

AYMERICH, C. y M. (1981). Expresión y arte en la escuela, la expresión musical/ la expresión como auxiliar didáctico, 3, Editorial Teide/Barcelona.

BEJA, F etc.(2004) – Drama, pois! – Jogos e Projetos de Expressão Dramática; Porto Editora.

BOTELHO, P. e GRAÇA, A. (Eds.) (2001). Educação Física e Desporto na Escola: novos desafios, diferentes soluções. Porto: FCDEF.

CAJA, J. et. al. (2001) La educación visual y plástica hoy: educar la mirada, la mano e el pensamiento. Barcelona: GRAÓ.

CARDOSO, C. (1972). Arte Infantil, Linguagem Plástica. Lisboa: Dimensões.

GORDON, Edwin (2000) Teoria de Aprendizagem Musical, Competências, conteúdos e padrões, Lisboa : Fundação Calouste Gulbenkian,

GUEDES, G. et al. (2002) Educação Física no Ensino Primário. Edições Educação Física, Saúde e Desporto, ISCS – N, 2ª edição.

LANDIER, J-C e Barret, G – (1994). Expressão Dramática e Teatro. Lisboa: Edições ASA.

SOUSA, A. (2003). Educação pela Arte e Artes na Educação- Drama e Dança. Lisboa: Instituto Piaget.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The evaluation process will be continuous in nature, including the following components according to the scientific area under evaluation:

(1) two of the following elements chosen by the teacher according to the specificity of the UC: written theoretical test and/or individual or group assignments and reports and/or problem solving and exercises and/or Portfolios and/or other written elements or oral, to be defined, taking into account the specificity of each curricular unit (paragraphs a), b), c), f) and g) of Article 21) and

(2) practical test(s) that attest to the acquisition of skills in the fields of artistic expressions in accordance with the syllabus set out in the GFUC and the different theoretical, technical and stylistic skills to be acquired in the different areas in accordance with the provisions for each of the expression areas and referred to in the GFUC.

These components of the continuous assessment (1) and (2) will be weighted with predetermined relative weights of 40% and 60%, which may be different depending on the chosen elements of the assessment by the teacher responsible for the UC, respectively. The student must obtain an assessment of 9.5 in the practical component and 7.5 in the theoretical component to access the continuous assessment process. The student will be able to take advantage of the assessment by exam, if they have not passed the theoretical component, and to do so they must have secured a minimum grade of 9.5 in the practical component. The grade improvement exam will focus exclusively on the theoretical component of assessment, following the same procedures as assessment by exam. The result of the assessment in each test will be expressed on a scale of 0 to 20 values and will reflect the student's average performance in the theoretical and theoretical-practical components. The final assessment of the curricular unit will reflect the simple arithmetic average of the classifications obtained in the different modules.

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Continuous evaluation presupposes various works, theoretical and practical. Evaluation will be done on a scale from 0 to 20 and will be the result of the student's performance throughout the semester. The final evaluation of the course reflects the simple arithmetic average of the marks obtained in all the stages of evaluation in the areas worked.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

To reach the learning outcomes, the teaching methodology is based on theoretical principles of formation - practice and case studies. The pedagogical methods and techniques applied during classes will be the following: (a) affirmative method related to an expository technique where the teacher will be responsible for the reinforcement of the learning process and for the coordination of the different simulation tasks of operational and professional order. This methodology intends to create a technical vision of the formation area and contribute to developing the right skills that will enable the student to be well succeeded in his professional life.

7. ATTENDANCE

a) Attendance in "practical classes" related to repeating students who overlap with other UCs

"Students who did not pass last year and have proof of overlapping timetables with some UC in the curricular year in which they are enrolled, must coordinate with the teacher the attendance regime to be followed. However, attendance always assessment is mandatory."

b) Use of a mobile platform in the classroom

"The use of any type of mobile platform in class space is prohibited without the express authorization of the teacher, and violation of this rule may result in the opening of disciplinary proceedings."

c) Punctuality

"Notwithstanding the specific attendance regime provided for in this curricular unit, the student is required to be punctual, and failure to comply with this rule must only be exceptional and justified."

So, it is mandatory to attend 2/3 of the class hours to access continuous assessment, except for students with overdue curricular units, as provided for in the school's informative note.

Absences with legal justification and prior notice will be excepted.

Late entries and early departures without prior authorization will be counted as absences.

8. CONTACTS AND OFFICE HOURS

Phone: 271 220 100

Email: rosariosantana@ipg.pt; simonedosprazeres@ipg.pt; teixeira.mfilipa@ipg.pt; carlosmarta@ipg.pt

Office: 1.5 e 2.2

9. OTHERS

The use of cell phones, headphones or any other electronic device is not permitted in the classroom without prior notice to the teacher and his/her authorization. The student will attend class with decorum, considering postures and ways of being consistent with the space they occupy. In this context, there will be no lack of respect or politeness in the face of calls for attention that may be made with a view to re-establishing order and the smooth functioning of work in the classroom.

DATE

08 November 2023

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SIGNATURES

Professor(s), Area/Group Coordinator or Head of Department signatures

Area/Group Coordinator

Rosário Santana

(signature)

Professor

Carlos Marta

(signature)

Professor

Filipa Teixeira

(signature)

Professor

Simone dos Prazeres

(signature)