

Updated On	2018/12/04																														
Curricular Year / Period	2018/19 / S1																														
Course	Educação Pré-Escolar																														
Curricular Unit	Didática das Expressões na Educação Pré-Escolar																														
Language(s) of Instruction	Português Inglês																														
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>7</th><th>80</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>60</td><td></td><td></td><td></td><td></td><td></td><td>20</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								7	80	T	TP	PL	S	TC	E	O	OT				60						20
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Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable.																														
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ul style="list-style-type: none"> - Know how to apply and develop the project work: organization and planning in didactics - transdisciplinary expressions in the Preschool. - Develop integrative projects in pre-school education, articulating: holistic creation, communication, expression, play and creativity, aesthetic sensibility. - To know how to implement operative modes, articulating: reorganization, flexibility, contexts to the variables of the construction of the playful and creative process of artistic-motor expressions. - To know how to implement the principles of transdisciplinary teaching and learning of the expressions, considering the resolution of problems, the concretion of ethical and operational operational values, the interaction between art / nature and sustainable resources. - Apply problem solving by articulating innovative solutions to research, reflection and brainstorming results. - Develop competencies to evaluate the products / models in a didactics' action context. 																														
Syllabus	<ul style="list-style-type: none"> - Communication and composition in contexts of flexibility and development of themes, narratives, cultural events and in the management of pedagogical unpredictability or problem solving. - Sound, movement, color, shape, figure and rhythm - relations and interactions with other aesthetic-cultural contents. - Space-temporality and ways of designing and operationalizing the transdisciplinarity of artistic and motor expressions and the organization of play-aesthetic models. - Game, art, communication and didactics of expressions in practices integrating transdisciplinarity. - Creative processes and research in contexts: holistic, ethical-environmental and the use of sustainable resources in articulation with art and nature. - Project work methodology as a teaching-learning tool to include ethical and aesthetic values. <ul style="list-style-type: none"> - The beautiful, the good and the transdisciplinary poetic image in the development of pre-school children. 																														
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The sessions have a theoretical-practical character privileging individual and / or group work for reflection, creation and analysis of integrative didactic projects. This methodology favors group creative processes and participatory dynamics, in order to promote teaching and learning, trust, socialization and experience in transdisciplinary projects.</p> <p>The work proceeds in a flexible and dynamic way through discussion situations, and can be developed in continuity and in accordance with the design methodology.</p> <p>Methodological Phases:</p> <ul style="list-style-type: none"> - Research / research and definition of a problem; - Planning and development of the work; - Implementation, dissemination and evaluation. <p>2 - Period assessment</p> <p>The evaluation of the students in the present u. c. is based on the following criteria:</p>																														

	<ul style="list-style-type: none"> - Respect for the commitments made, regarding the organization and planning of the work methodology (20%) - Organization, work planning and product realization (60%). - Critical reflection adjusted to the problems and the methods integrating the didactics of the expressions (20%). <p>3 - Examination assesement</p>
Bibliography	<p>1 - Main Bibliography</p> <p>BARBOSA, A. M. (1991). A Imagem no Ensino da Arte. S.Paulo: Editora Perspectiva. GALLAHUE & OZMUN (2005). Compreendendo o Desenvolvimento Motor: Phorte Editora. SPODEK BERNARD (org.) (2002). Manual de Investigação em Educação de Infância. Lisboa: Fundação Calouste Gulbenkian. VASCONCELOS, T. (coord.) (s/d). Trabalho por Projectos na Educação de Infância: Mapear Aprendizagens Integrar Metodologias. Ministério da Educação (DGIDC). Disponível em: http://www.dgidc.min-edu.pt/educacao infancia/index.php?s=directorio&pid=17 HEMSY DE GAINZA, V. (2002). Pedagogía Musical: Dos Décadas de Pensamiento y Acción Educativa. Buenos Aires: Lumen. KELLOGG, R. (1970). Analyzing Children´s Art. California: Mayfield Publishing Company. KHAN, M. (s/d). LAtelier du Monde. Paris: Hachette. MELO, M. (2005). A Expressão Dramática à Procura de Percursos. Lisboa: Livros Horizonte. MILLS, J. e PAYNTER, J. (2008). Thinking and Making. Oxford: Oxford University Press.</p> <p>2 - Complementary Bibliography</p>
Special Situations [Students with special status]	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>