

Updated On	2021/11/09																																
Curricular Year / Period	2021/22 / S1																																
Course	Educação Básica																																
Curricular Unit	Didáctica das Expressões																																
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>4</th><th>100</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><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>9</td><td>30</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>6</td><td>0</td></tr> </tbody> </table> T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.	ECTS	Total	Horas de contacto semestral								4	100	T	TP	PL	S	TC	E	O	OT	EC			9	30	0	0	0	0	0	6	0
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4	100	T	TP	PL	S	TC	E	O	OT	EC																							
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Teacher in charge (GDPR consent) [complete name, email]	Susana Maria Maia Porto / s.porto@ipportalegre.pt																																
Other teachers (GDPR consent) [complete name, email]	João Manuel Martins Vintém / joaovintem@ipportalegre.pt																																
Other teachers (GDPR consent) [complete name, email]	Helena Maria Simões Pinto Gonçalves / helena.s@ipportalegre.pt																																
Other teachers (GDPR consent) [complete name, email]	Ana Cristina Acciaioli De Figueiredo Cravo / anafcravo@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]	Not applicable																																
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	It aims to help students, future education professionals, in the construction of pedagogical-didactic knowledge promoting the development of the skills involved in the use of artistic and corporal Expressions. Understand and analyze the legal documents that regulate the teaching of Expressions. Reflect on the specificities of the motor, dramatic, musical and plastic development of Kindergarten children and 1st Cycle of Basic Education students. Create and provide learning situations in different expressive domains. Organize and design activities that allow the experience of different expressions in kindergarten and in the classroom. Observe and evaluate the evolution of learning. Produce and experiment with materials for different pedagogical contexts. Provide instruments for the individual preparation of the educator / teacher. Use theoretical and practical knowledge that supports a pedagogical attitude, promoting the development of the skills involved in the use of Expressions.																																
Syllabus	The Expressions in Pre-school Education and in the 1st Cycle of Basic Education: curricular documents. The development of expressive and motor skills at the verbal and non-verbal level: comprehension and expression. The development of aesthetic and expressive consciousness in the teaching of expressions: The development of musical skills The development of plastic skills The development of dramatic skills																																

	The development of motor skills Contexts and activities that promote the development of skills involved in the use of expressions. The evaluation of the competences involved in the use of expressions.
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	1 - Teaching methodologies Theoretical, theoretical-practical and tutorial orientation sessions: 1st Methodological part: - Exhibition of contents. 2. Methodological part: - Development of individual and / or group activities resulting from the development of the program. 2 - Period assessment Evaluation: practical tests (weighting 60%); written work (40% weighting) where are visible the qualitative aspects of the different expressive areas - creative, aesthetic and / or technical. Attendance and participation in the continuous assessment process are still relevant. 3 - Examination assesement Written exam with 25% weighting for each area of the expressions.
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	Ostrower, F. (2002). Criatividade e Processos de Criação. Petrópolis: Vozes. Sousa, A. (2003) Educação Pela Arte e Artes na Educação Drama e Dança. 2º Volume. Lisboa: Instituto Piaget. Sousa, A. (2003). Educação pela arte e artes na educação - Música e artes plásticas. 3º Volume. Lisboa: Instituto Piaget. Sousa, R. (2000). Metodologias do Ensino da Música para Crianças. Gaia: Gailivro. Webster, P. & Richardson, C. (1994). Asking Children to Think About Music, Research Studies in Music Education. number 2, junho, pp. 8-14. Wuytack, J. & Palheiros, G. (1995). Audição Musical Activa. Porto: AWPM
Special Situations [Students with special status]	1 - Period assessment - Students with special status 2 - Examination assesement - Students with special status