

Course Unit: **- Teaching in preschool and primary education- Body expression and Drama**

Year 1 Semester 1 ISCED Code: ECTS: ,0

Type of Course Unit: Compulsory Delivery Mode: Face-to-face Language of Instruction: Portuguese

COURSE COORDINATOR: MERCEDES PRIETO MARTINEZ

HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
		20							

Prerequisites (if applicable): <<Max 500 characters with spaces>>

LEARNING OUTCOMES (knowledge, skills and competence)

- 1 Know the main theoretical and related curriculum of Corporal Expression and Drama under the Early Childhood Education and the 1st cycle of basic education;
- 2 Use appropriate methods and strategies for teaching / learning of Corporal Expression and Dramatic in these educational levels;
3. Know methods of preparing oral and written stories for children;
4. Flatten Body Expression and Drama activities in these educational levels.

CONTENTS

1. Referring theoretical and curricular of Corporal Expression and Drama under the Pre-school and 1st cycle of Basic Education
2. Strategies for energizing Body Expression and Dramatic activities;
3. Methodologies to develop scripts for creating situations of dramatic expression
4. The Planning Body Expression and Dramatic activities

DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

1. Referring theoretical and curricular of Corporal Expression and Drama under the Pre-school and 1st cycle of Basic Education (obj. 1)
2. Strategies for energizing Body Expression and Dramatic activities (obj. 2)
3. Methodologies to develop scripts for creating situations of dramatic expression (obj. 3)
4. The Planning Body Expression and Dramatic activities (obj. 4)

TEACHING METHODOLOGIES

The teaching methodologies applied in this UC, combine a few moments of exposure of contents (by the lecturer), with the active involvement of / trainees through:

- Conducting discussions / reflections
- Movie viewing
- Practical intervention by students: planning for the context of 3 educational levels

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

- Moments of lecturing (objs. 1, 3)
- Conducting discussions / reflections (objs. 1, 2)
- Movie viewing (objs 2, 3)
- Practical Intervention by the students: planning for the context of the 3 levels of education (obj. 4)

EVALUATION METHODS

1. Continuing through participation in the work in classroom sessions (40% weighting)
2. Written work group (weighting 60%). This work is a proposal for intervention (planning) based on interdisciplinarity with other areas of expression, applied in the context of early childhood education or 1st Cycle, on which analysis and individual reflection is performed. The minimum grade admissible in both modalities, is 8 and the final 10.

MAIN BIBLIOGRAPHY

- Brehm, M. A. & McNett, L. (2007) *Creative dance for learning: The kinesthetic link*. New York, NY: McGraw-Hill. Cone, T. P. & Cone, S. (2005) *Teaching children dance*, 2nd ed., Champaign, IL. Human Kinetics.
- Coterón, J. & Sánchez, G. (2011) *Expresión Corporal. Recursos para la práctica*. Madrid: AFYEC.
- Dominique, M. (2005) *Jogos de Expressão Dramática na Pré-Escola - Atividades de Expressão Teatral*, 1ª ed., Papa-Letras, Lisboa.
- Kaufmann, K. A. (2006). *Inclusive Creative Movement And Dance: Human Kinetics*. Monod, R. (1983). *Jeux dramatiques et pédagogiques*. Paris: Elic.
- Ramos, B. L., Arriagada, K. R., & Zamorano, M. Á. S. (2006). *Didáctica de la expresión corporal: talleres monográficos*: INDE Publicaciones.
- Sousa, A. (2003). *A Educação pela Arte e Arte na Educação, Drama e Dança*. Lisboa: Piaget.
- Straczynski, J. M. (1996). *The Complete Book of Screenwriting*. Cincinnati, Ohio: Writer's Digest Books.

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