Universidad Rey Juan Carlos

TEACHING GUIDE

ARTISTIC AND PLASTIC EDUCATION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	4 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The aim of this subject on Artistic and Plastic Education is to encourage the future Primary Education teachers to improve their artistic and creative skills, providing them with the know-how related to different artistic techniques but also with a theoretical background concerning the decisive role of creativity in the growth of children.
The artistic, plastic and visual education is essential to promote the sensorial, affective and cognitive development of children in primary schools. Moreover, this education field contributes to develop the child's artistic knowledge, skills and sensitivity that are crucial to build up their personal identity. Besides this, another important goal of this subject is to update some outmoded ideas about artistic and plastic education, which are still present in many primary schools.
It is also relevant to highlight the influence of new technologies in education. Nowadays, the emergence of new audiovisual media is changing the traditional teaching-learning process. Therefore, the new teachers should be aware of these changes and their consequences; they should also know how to take advantage of them within their teaching framework.

III.-Learning outcomes

CGI01. Capacity for analysis and synthesis
CGI02. Organizational and planning capacity
CGI06. Information management capability
CGP01. Teamwork.
CGP03. Skills in interpersonal relationships
CGP05. Critical reasoning.
CGS07. Creativity.
CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
CE07 . Design didactic actions related to understanding space and time in schoolchildren. (Space-time perspective)
CE08 . Design and elaborate educational approaches to communication and expression using gestural and iconic-verbal strategies. (On basic or instrumental learning)
CE10 . Use different languages to promote and develop creativity. (About creativity)

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

The subject will cover the following units:
1. The role of creativity and its development during childhood and pre-adolescence
2. Children's drawing: evolution, stages and interpretation.
3. Artistic elements: space, colour and textures.
4. Artistic elements: modelling for primary education.
5. Basic notions of various artistic techniques, styles, artists and their works.
6. Land art. installations and performances.
7. Project methodologies: development of a group task
8. Reflection about general concepts of art and creativity.

IV.B.-Training activities

Type	Title
Practical sessions	S3 Practical contents of each area
Other activities	S4 Visit to museums, exhibtions (depending on the offer)
Individual work	S3 Individual tasks and/or projects.
Group work	S4 Group tasks and/or projects.
Lectures	S3 Personal reading of some book on artistic education, from a critical perspective.
Oral presentations	S6 Class presentation of tasks and projects.

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V.-Student workload	
Theoretical sessions	20
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	20
Academic tutorials	24
Related activities: conferences, seminars, etc.	24
Preparation of theoretical sessions and self-study	20
Preparation of practical tasks, exercises, case studies, projects, etc.	42
Preparation for tests and/or exams	10
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 1 to Week 11	Theoretical classes, analysis of cases and debate.
Practical sessions	Week 1 to Week 11	S3. Students will be required to do individual tasks and/or projects.
Group work	Week 1 to Week 11	S4. Group task in person
Group work	Week 12 to Week 15	S6. Presentations of the results of group practices.
Theoretical sessions	Week 1 to Week 15	Students will be required to read some books about artistic education, from a critical perspective.
Academic tutorials	Week 1 to Week 15	Individual and group tutorials with the teacher of the subject, through the Virtual classroom in the secodn case.
Other activities	Week 1 to Week 15	Visit to an exhibition in reduced groups.
Tests and/or exams	Week 16 to Week 16	S2. Test of the theoretical contents taught in class and of the book on artistic and plastic teaching.

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Fecha firma: 01/11/2026 15:03 | Hash: 243ec2ff64a6e2fac65dc484126c96ad.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

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Ordinary assesment:
Attendance control will be carried out. To take the final exam it is necessary to present the tasks and projects of the course.
Extraordinary assesment:
Students who fail to pass the ordinary evaluation could have an extraordinary evaluation whose assessment will depend on the indications provided by the teacher at the beginning of the course and in the Virtual Classroom. In general, it will be an exam on the official dates established of a theoretical and / or practical nature, and delivery of reevaluable activities.
Advance assessment: The evaluation method will be the same as the general established (an exception has to be considered, the group task will be remplaced by a similar individual task and its assessment will be 20% of the total grade and the minimum grade will be 5)
1. CLASS ATTENDANCE AND WEIGHTING OF THE ORDINARY ASSESSMENT The evaluation system for qualifications within the framework of the EEES is the ordinary assesment. In the ordinary system class attendance is mandatory and its assessment in the process of continuous evaluation of the subject is teachers will establish in each subject. Minimum percentage of class attendance: 80%. Verification of class attendance through URJC app. (Note: in order not to admit a student to a test for not meeting the minimum attendance, it must be possible to justify by the teacher using an evidentiary system)
2. PLAGIARISM AND PERSONAL WORK University projects and activities must be original. When foreign fragments are used, they must be properly cited. Cases of total or partial plagiarism will be penalized with the non-evaluation of said work, no possibility of reassessing it.
3. SPELLING On the qualification of university activities, assignments and exams, not only the contents will be evaluated, but also all aspects that contribute to a correct written expression such as formal presentation, structure and organization of ideas and content, correct spelling, punctuation, etc. Ultimately, the expression will be evaluated to be that corresponding to a university level. Regarding the writing and presentation, the following criteria will be taken into account: 0.5 points will be deducted for each test. for every misspelling; 0.3 points will be subtracted for each accentuation error and 0.5 for each 10 punctuation errors.
4. DISCIPLINE The first day of class, the student will be informed of the rules on punctuality, discipline and entering and leaving the classroom and students must respect them at all times. Any behavior that does not meet these standards may be penalized with expulsion from the classroom and 0.5 points less in the final grade of the subject, cumulative in case of repeating a improper behavior.
5. EVALUATION The distribution and characteristics of the evaluation tests will be disseminated in each academic year in the first weeks of the teaching period of the subject and will be posted in the Virtual Classroom. This will be the weighting of the final grade:

Assessment	*Activity*	*Content / Description*	*Weighing*	*Minimun grade*	*Reassessable*	*Date*
SE 1. Written test (20% of the total grade)	In-person written assessment test based on the theoretical content of the subject and readings.	In-person written assessment test based on the theoretical content of the subject and readings from a book explained during lectures.	*20%*	*5*	*Yes*	On the date set for the University

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SE2: Short question tasks 20% (of the total grade)	Several short question tasks	Student participation in foros on art-related issues (at least 3 times per semester). Attendance at seminars, exhibitions, museums, and submission of a questionnaire. Participation in debates on the readings practiced in class. Active participation in issues analyzed in both theoretical and practical classes.	20%	No	No	Week 1 to 15
SE5 : Individual task (30% of the total grade)	*Several individual tasks*	Practical application of each lecture explained in the subject.	*30%*	*5*	Yes	*Week 1 a 11*
SE 6. Group project (20% of the total grade *)*	Development of practical cases as group work	Activity related to the contents of the subject and practical application of some of the contents.	*20%*	*5*	*Yes*	*Week 1 to 11*

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SE 9 Group exhibition (10% of the total grade)	Group exhibition about the group project	Group presentation to the classmates in which the practices created for the group project are developed (S6)	*10%*	*No*	*No*	*Week 12 to 15*

6. DELIVERY OF ACTIVITIES Students must upload a photo of each activity or work in the Virtual Classroom. (it is not necessary to deliver it on hand)

7. REVIEW OF EVIDENCE A fundamental element of the new teaching-learning and continuous assessment system is related to the permanent feedback that students receive on the work done. This results in the need for return them accurate, objective and immediate information about their performance results, so that they can monitor their effort levels and regulate their work, while this information acts as an element motivating. With this objective, the teaching staff must establish a procedure for reviewing the tests and activities, indicating in each case according to its characteristics the way in which it will be carried out, either in the class itself or in the schedule of tutorials of the subject, facilitating the students to carry them out

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials

Basic bibliography

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SMITH, KERI (2008). Cómo ser un explorador del mundo. Barcelona. Paidós.
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Luque, D. (2026). Si los libros amaran. Educar el corazón en la tradición de la educación liberal. Madrid: Encuentro.

POSIBLES LECTURAS PARA LOS SEMINARIOS:
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Saint-Exupéry, A. (2008). El Principito. Madrid: Salamandra.
Thoreau, H. D. (2005). Walden. Madrid: Cátedra.
Van Gogh, V. (2008). Cartas a Theo. Madrid: Alianza

REAL DECRETO 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria.
DECRETO 61/2022, de 13 de julio, por el que se establece para la Comunidad de Madrid la ordenación y el currículo de la etapa de Educación Primaria (Orden 130/2023, de 23 de enero de 2023).

Consultation bibliography

IX.-Professors

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Category	Profesor/a Asociado/a
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0

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