



IDENTIFYING DATA

Free body expression and dance

Subject	Free body expression and dance			
Code	P02G110V01945			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	4th	1st
Teaching language	Spanish			
Department	Special Didactics			
Coordinator	García Pintos, Isidro			
Lecturers	García Pintos, Isidro			
E-mail	isidrogarcia@uvigo.es			
Web				
General description	Free body expression and dance is part of the Teaching Area of Musical Expression and encompasses motor, choreographic, corporeal, rhythmic and expressive knowledge of the musical education of boys and girls in childhood.			

Competencies

Code	
A1	That the students have showed to possess and comprise knowledges in an area of study that splits of the base of the secondary education general, and is used to find to a level that, although it supports in books of text advanced, includes also some appearances that involve pertinent knowledges of the avant-garde of his field of study.
A2	That the students know to apply his knowledges to his work or vocation of a professional form and possess the competitions that are used to to show by means of the preparation and defence of arguments and the resolution of problems inside his area of study.
A3	That the students have the capacity to gather and interpret notable data (usually notable of índole social inside his area of study) to issue trials that include a reflection on subjects, scientific or ethical.
A4	That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled.
A5	That the students have developed those skills of necessary learning to undertake back studies with a high degree of autonomy.
B1	Know the aims, contents curriculares and criteria of evaluation of the Childish Education.
B2	Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva.
B8	Know foundations of dietary and childish hygiene. Know foundations of early attention and the bases and developments that allow to comprise the psychological processes, of learning and of construction of the personality in the first infancy.
B11	Reflexionar On the practices of classroom for innovar and improve the educational work Purchase habits and skills for the autonomous and cooperative learning and promote it in the students.
B12	Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of childish education and to his professionals. Know models of improvement of the quality with application to the educational centres.
C45	Know the oral tradition and the folklore.
C53	Know the musical foundations, plastics and of corporal expression of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learnings.
C54	Know and use songs to promote the auditory education, rhythmical and vowel.
C55	Know use the game like didactic resource, as well as design activities of learning based in principles
C56	Elaborate didactic proposals that boost the perception and musical expression, the skills motrices, the drawing and the creativity.
C57	Analyse the audiovisual languages and his educational implications.
C58	Promote the relative sensitivity to the plastic expression and to the artistic creation.
D1	Capacity of analysis and synthesis
D2	Capacity of organisation and planning

D5	Knowledge of computer
D6	Capacity of management of the information
D7	Resolution of problems
D8	Takes of decisions
D9	Work in team
D11	Skills in the interpersonal relations
D12	Recognition of the diversity and multiculturalidad
D13	critical Reasoning
D14	ethical Commitment
D15	autonomous Learning
D16	Adaptation to new situations
D17	Creativity
D18	Leadership
D19	Knowledge of other cultures and habits
D20	Initiative and spirit emprendedor
D21	Motivation by the quality

Learning outcomes

Expected results from this subject	Training and Learning Results			
1. Know the bases and development of the didactic of the corporal expression and the dance and be able to realize enabling adaptations access it all the students of primary to the *desfrute of the music and to the his use how half of expression.	A1 A3	B1 B2 B11	C54 C55 C57	D5 D6 D9 D14 D15 D16 D19 D21
2. Be able to #analyze the currents of musical education through the movement, extracting concepts and methodological lines with a systematic coherence.	A2 A4	B2 B12	C53 C54 C56 C57 C58	D5 D7 D11 D18 D20
3. Know the importance of the dance inside the history of the music in the diverse cultures.	A1 A5	B8 B12	C45 C53 C54	D1 D2 D12 D13 D14 D16 D19
4. Know use the musical game how didactic element and how content.	A3 A4	B2 B8 B11	C55 C56 C57 C58	D1 D2 D8 D9 D11 D12 D14 D17 D18
5. Be able to use references varied to improvise only or in group.	A2	B2 B8 B11	C54 C56	D1 D2 D7 D8 D13 D15 D17 D19 D20 D21
6. Dominate the didactic of the corporal expression-dance, as well as the techniques of programming, design of sessions, election and creation of resources and strategies of intervention.	A1 A2	B2 B8	C53	D2 D5 D8 D9 D13 D16 D18

7. Know the bases of the popular culture, with special reference to the own folklore of the autonomous community.	A4	B2 B12	C53 C58	D8 D12 D13 D14 D17 D19 D21
8. Know and dominate the principles of the expression and the corporal communication more directly related with the done musical and with the dance.	A4	B2 B8 B11	C53 C54 C55 C56	D1 D9 D12 D15 D17 D18 D19 D21
9. Know the processes of the creation *coreográfica applied to the classrooms of primary education.	A3	B2 B11	C54 C56	D2 D6 D9 D11 D12
10. Know a wide repertoire of dances of the world and his didactic procedures inside the primary education.	A4 A5	B2 B11	C53 C54	D6 D9 D12 D13 D15 D19 D21
11. Promote the practice of the expressive corporal work how half of *autocoñecemento and of human communication.	A1 A4	B2 B8 B11 B12	C45 C56 C58	D1 D5 D12 D13 D15 D16 D21

Contents

Topic

1- Rhythmic diagrams and polyrhythmic improvisation.	1.1 The corporal expression and the musical rhythm how bases of the dancing movement 1.2 Techniques of work of the rhythm in the Primary Education 1.3 The rhythmic canon 1.4 The improvisation how base stop the creation of new rhythms.
2- Corporal Percussions	2.1 The meaning of body and the corporal expression 2.2 basic Techniques of Corporal Expression 2.3 The corporal percussion. 2.4 corporal Percussion and audible tubes
3- Driving games and songs with movement	3.1 Songs for the development of the personality 3.2 Songs for the development of the control and adjustment postural 3.3 Songs for the development of the corporal diagram 3.4 Songs for the development of the balance 3.5 Songs for the development of the breath 3.6 Songs for the development of the relaxation 3.7 Songs for the development of the temporality 3.8 Songs for the development of the spaciality 3.9 Songs for the development of the coordination
4- Choreography creation. Elements. Processes.	4.1 The choreography how process of invention and creation in the classroom. 4.2 Dances of presentation and aerobics dances. 4.3 Other didactic resources: chinese shadows corporal, bed sheets, masks.
5- Galician Dance, dances of the world and dances of salon. Applications in the classroom.	5.1 The dance in the history. 5.2 Dance and Folklore of the world: representation, symbolism, function, suits... 5.3 Galician Dance 5.2 The dances of salon

6- Dance and improvisation: motivational sources and processes.	6.1 Creative developmental techniques: improvisation and building 6.2 To dramatization how process. Match Of improvisation. The clown 6.3 Improvisation in dances, dances and songs how half of expression and motivation of the student.
7- Methodologies for it didactic of the corporal expression-dance in the school.	7.1 Aspects pin for the teaching and learning the corporal expression and dance 7.2 Techniques for corporal awareness. Alexander Technique and Jacobson Technique. 7.3 Pedagogical Participative Currents and integrative methodologies on the corporal expression and the dance in the Primary Education.

Planning			
	Class hours	Hours outside the classroom	Total hours
Classroom jobs	22	33	55
Lecturing	10	0	10
Presentation	10	10	20
Autonomous problem solving	0	10	10
Debate	10	0	10
Portfolio / dossier	0	20	20
Laboratory practice	0	25	25

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Classroom jobs	The student develops exercises or projects in the low classroom the guidelines and supervision of the professor. His development can be linked with autonomous activities of the student.
Lecturing	Exhibition by part of the professor of the contained envelope to subject object of study, theoretical bases and/or guidelines of one work, exercise or project to develop pole student.
Presentation	The student will take part in the creation of distinct presentations and exhibitions that the professor propose in the classroom.
Autonomous problem solving	The student will work of autonomous form to resolve the distinct problems that go finding as much as it splits of a group or of individual way.
Debate	Opening debates and discussions to share different points of view, to extract conclusions and with the object of reflection like a way to the learning.

Personalized attention	
Methodologies	Description
Classroom jobs	Realization of choreographies *grupais and didactic driving proposals on songs proposed
Lecturing	Exhibition of driving songs guided to concrete ends and of dances of the concrete world
Presentation	Presentations *grupais of activities *encamiñadas to the development of the boys and of the girls
Autonomous problem solving	Resolution so much individual how *grupalmente of the problems that vain arising in the realization of the tasks
Debate	Common presentations of subjects with different approaches and *aportaci3ns of different points of view
Tests	Description
Portfolio / dossier	Realization of a dossier or daily of kind in the that collect those really important data or *destacables as well as it serve by heart and teaching guide.
Laboratory practice	Realization of distinct proofs that serve to value the degree of settlement of the objective and the degree of tarpaulin between it planned and the attained

Assessment			
	Description	Qualification	Training and Learning Results

Classroom jobs	Assistance, participation, implication and resolution of exercises or projects proposed.	40	A1 A2	B2 B8 B11	C53 C54 C55 C56	D2 D9 D12 D13 D14 D15 D17 D19 D21
Presentation	Participation and implication in the distinct presentations that propose, both individual and group	10	A4 A5	B2 B12	C45 C55 C56	D1 D2 D9 D18 D21
Autonomous problem solving	Capacity of resolution of exercises of autonomous form	10	A3 A4	B1 B2	C53 C55 C56 C57 C58	D1 D2 D12 D13 D16 D18 D21
Portfolio / dossier	Dossier organized with all the activities carried out in the subject by all the members of the kind and so much theoretical how practical.	20	A4	B8	C54 C56 C58	D5 D7 D8 D15 D16 D17 D19 D20
Laboratory practice	Individual and group realization of a practical proof.	20		B2	C53 C54 C55 C56	D2 D9 D12 D13 D14 D16 D18 D21

Other comments on the Evaluation

EVALUATION:

They Will apply two systems of evaluation differentiated stop the students Assistant and the No Assistant. The students that by diverse reasons can not take part in the development of the subject in quality of Assistant will owe to put in contact with the teaching staff us first days of start of the subject to inform of this situation and power be evaluated. Of the even way, all those students that, without notifying this situation, assist to less of 80% of the practical sessions will be considered stop all the effects how No Assistant.

*** Modality face-to-face:** The final note will come given by the sum of the punctuations obtained us distinct sections specified in the upper picture.

*** Modality no face-to-face** The students/the no assistants, will realize a practical examination related with the resulted of learning of the subject. The evaluation and the overrun of the same will come determined of the following way:

- The student or student will have to simulate a situation of classroom of childish and show and teach two dances, a free and a dance of the world. Besides It will have to comment in detail all the didactic aspects that had and takes into account to put in practice it. 40%
- The student or student will have to deliver a dossier envelope the activities carried out in the kinds. The professor would indicate him which and would have to feature a description detailed of the same, and have to exposed in front of the professor. 30%
- The student or student will have to realize two dances, a free and a dance of the world, in group of 4 to 6 participants, and in the that, the complexity and accuracy in the execution of the same, will be also valued. 30%

Of the even way that in the modality face-to-face, the final note will come given by the sum of the punctuations obtained in

each of these parts.

SECOND ANNOUNCEMENT:

If not surpass the subject, the no purchased competitions will be evaluated in the announcement of July, saving the note of the part surpassed (exclusively stop the present academic course), so much in the modality face-to-face how in the no face-to-face.

The dates of examinations can consult in the web of the faculty in the section of academic organisation

<http://fcced.uvigo.es/gl/docencia/exames>

Sources of information

Basic Bibliography

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BERGE, I., **Danza la vida. El movimiento natural. Una autoeducación holística.**, Narcea, 2000

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Complementary Bibliography

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Santiago, P., **Desde la expresión corporal a la comunicación interpersonal**, Narcea, 1985

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Stokoe, P.; Schaechter, A., **La expresión corporal**, Paidós, 1984

Winnicott, D.W., **El gesto espontáneo**, Paidós, 1993

Zimmermann, D., **Observación y educación no verbal en la escuela infantil**, Morata, 1987

Recommendations

Other comments

It recommends:

1) continuous Assistance the kinds.

2) favourable Attitude, receptive and *participativa.