

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[3181300247] Expressões e Criatividade [3181300247] Expressions and Creativity		
<b>Plano / Plan:</b>	2015/2016		
<b>Curso / Course:</b>	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências Naturais no 2.º Ciclo do Ensino Básico		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	CA - Comunicação e Arte		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Área de Docência		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S2		
<b>ECTS:</b>	3		
<b>Horas de Trabalho / Work Hours:</b>	0081:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0037:50	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[2070] Maria Cristina Pais Aguiar [2233] Maria Pacheco Figueiredo ; [2060] Leandro Ricardo Nogueira Cavadas ;

### Outros Docentes / Other Teaching

[2216] Paulo Alexandre Mendes Ribeiro Eira

[2305] Sónia da Conceição Ferreira Barbosa

### **Learning Outcomes of the Curricular Unit**

- Use a variety of instruments and materials that stimulate ideas, and artistic languages through motricity and tangible productions;
- Reorganize content and situations in order to give sequence and form;
- Develop negotiation skills, exchange of hierarchical roles and learning to work in cooperation;
- Build skills to design, implement and organize games that allow the exploration of the imagination in emotions, ideas and creative attitudes;
- Reflect on the role of expressions and artistic education in the 1st cycle of basic education.

### **Learning Outcomes of the Curricular Unit (Lim:1000)**

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### **Syllabus (Lim:1000)**

1. Program of the 1st Cycle of Basic Education and learning expectations related to expressions and creativity
2. Capabilities and processes of enjoyment-contemplation, interpretation-reflection and experimentation-creation
3. Playful and fiction as devices of transgression and creation
4. Voice, body, objects and space as vehicles of expression and experimentation
5. Group structure and cooperation
6. Dramatic game

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

The curricular unit is integrated in the whole of the training process insofar as its playful practice is a reflection of the context of individual/collective representation and interpretation and that allows the individual to take attitudes in relation to what he thinks, his originality and his ability to implement, intervene and become aware of their ability to express and playful communication with themselves and with the environment. Thus, the more creation is linked to new forms and means that allow personal expression, the closer it will come to its formative mission, which is to contribute to the integral development of the personality and thus become a powerful means of personal integration. and social and cultural and that allow responding to the main objectives of the course.

### **Teaching Methodologies (Including evaluation; Lim:1000)**

The methodology of this Curricular Unit aims to provide students with the possibility of accessing a comprehensive theoretical-practical framework about motricity, playfulness and the creative process, helping them to become autonomous in the design, analysis and evaluation of teaching situations. and learning. The sessions are organized into thematic blocks negotiated with the students at the beginning of the semester based on the contents of the program and the experiences of the class.

The assessment includes two elements: a) participation in activities and projects developed throughout the uc (60%) which covers individual moments and group moments and b) an individual final reflection, which can be presented in several languages  $\approx$  (40%).

There is no possibility of taking this curricular unit by exam.

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

The teaching of a performative practice is done with the aim of developing the student's knowledge and practical learning as an author and producer of creative actions, by stimulating and developing their creativity, imagination, senses and aesthetic expression, in the growth and in the maturation of a creative and autonomous personality, thus contributing to the acquisition of intellectual, affective, aesthetic, social and cultural values, thus allowing to play a decisive role in the artistic and expressive training of future professionals.

**Bibliografia / Bibliography (Lim:1000)**

Azevedo, S. M. (2004). *Papel do Corpo no Corpo do Ator*. São Paulo: Perspectiva. Cohen, R. (2004). *Performance como Linguagem*. São Paulo: Perspectiva. Damásio, A. (2000). *O Sentimento de Si (O corpo, a emoção e a neurobiologia da consciência)*. Lisboa: Publicações Europa-América. Eisner, E. (2002). *The Arts and the Creation of Mind*. New Haven, CT: Yale University Press. Eisner, E. W. (2004). What Can Education Learn from the Arts about the Practice of Education? *International Journal of Education & the Arts*, 5 (4), 1-13. Giráldez, A., & Palacios, A. (2014). *Educación Artística en Iberoamérica: Educación Primaria*. Madrid: OEI. Godinho, J. C., & Brito, M. J. (2010). *As Artes no Jardim de Infância. Textos de Apoio para Educadores de Infância*. Lisboa: Ministério da Educação DGIDC. Goldberg, R. (2001). *Jouer, Representer*. Londres: Thames & Hudson.

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