

Course Unit	Option II - Art in the Context of Special and Inclusive Education		Field of study	-	
Master in	Special and Inclusive Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	6.0
		Code		5073-800-1203-01-23	
Workload (hours)	162	Contact hours	T -	TP -	PL -
			TC 35	S -	E -
			OT 10	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) António José Santos Meireles, Helena Maria Lopes Pires Genésio, Maria Isabel Ribeiro de Castro

### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

- To know different artistic expressions  
To know approaches and intersections between arts  
To know mobilizing artistic concepts and content for inclusion in special education
- To apply structures and analysis models  
To apply knowledge and processes in designing creative solutions to specific problems  
Identify and characterize artistic products and processes
- Interpret art as understanding, construction and expressive communication  
Develop creativity and critical thinking  
Develop interartistic explorations in a context of inclusion and participation

### Prerequisites

Before the course unit the learner is expected to be able to:  
No prerequisites

### Course contents

- The subject and art in the construction of meanings
- The relational subject in the context of inclusion
- Contributions to an inclusive development of art

### Course contents (extended version)

- The subject and art in the construction of meanings
  - Concepts of art and their materializations
  - Artistic expressions: Dramatic, Literary, Musical and Plastic
  - Structures of artistic expressions in an educational context
- The relational subject in the context of inclusion
  - Points of view and perspectives - frames of reference and interrelationships
  - Principles of interart dialogues
  - Expressive inter-exploration practices
- Contributions to an inclusive development of art
  - Creativity - expression, criticism and awareness
  - Artistic awareness and expression - society for inclusion
  - Interart projects to promote inclusion

### Recommended reading

- Anderson, A. (2015). Arts Integration and Special Education: An Inclusive Theory of Action for Student Engagement. Routledge
- Gene Diaz, G. e McKenna, M (2017). Preparing Educators for Arts Integration: Placing Creativity at the Center of Learning. Teachers College Press
- Louro, V.S. (2012). Fundamentos da Aprendizagem Musical da pessoa com deficiência. São Paulo. Editora Som.
- Regev, D. (2022). Art Therapy with Special Education Students. Routledge
- Teodoro e Sanches, I. S. (2007). Procurando indicadores de educacao inclusiva: as praticas dos professores de apoio educativo. Revista Portuguesa de Educacao , pp. 106-107; 110;112.

### Teaching and learning methods

Exposition, analysis and technical and thematic discussion;  
Development of individual work; in pedagogical pairs; or in a group;  
Tutorial follow-up;  
Presentation of works, their analysis and discussion.  
- Use of audiovisual media and digital platforms; use of specific resources, promotion of study visits to institutions and research centers, analysis of case studies

### Assessment methods

- Continuous evaluation - (Regular, Student Worker) (Final)
  - Projects - 40%
  - Development Topics - 40%
  - Portfolio - 20%
- Examination evaluation - (Regular, Student Worker) (Supplementary)
  - Final Written Exam - 100%

### Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation			
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