

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
			35	PL	-
			TC	-	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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22-01-2024	23-01-2024	23-01-2024	30-01-2024

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