

# Postgraduate Diploma Plastic Expression in Primary Education





## Postgraduate Diploma

### Plastic Expression in Primary Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-plastic-expression-primary-education](http://www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-plastic-expression-primary-education)

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# 01

# Introduction

Plastic expression favors the creative development of children in a simple way and can be used in a complementary way with other subjects. This is why it is a subject that is applied in all schools and is essential in the development of the Primary Education syllabus. With this program, TECH wants teachers to acquire the necessary skills to teach this subject with total fluency, favoring, in addition, the personal development of the little ones.



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*Artistic expression allows younger students to develop their creativity through drawing and painting, a fundamental activity for their future development”*

Drawing and plastic arts are fundamental for the development of Primary Education students, since it is a subject developed in the curricular program of schools that fosters innovation and creativity in students. In this way, it allows the development of children's expressive and creative abilities, so that they become competent and generate new ideas through the knowledge and practice of the fundamentals of plastic language.

To teach these lessons, it is necessary to have teachers who know the language and plastic expression in depth, and who are able to apply the latest tools and applications to transmit their knowledge to their students. For this reason, TECH has set out to qualify teachers to be fluent and accurate in the teaching of this educational stage.

For this purpose, the order and distribution of the subjects and their topics are specially designed to allow each student to decide their dedication and self-manage their time. Additionally, they will have at their disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and practical cases, where they will be able to evoke in an orderly way the knowledge and train the decision-making that demonstrates their training within the field of teaching.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the students, in an asynchronous and completely self-manageable way. Students will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the skills and capabilities dedicated to it.

This **Postgraduate Diploma in Plastic Expression in Primary Education** contains the most complete and up-to-date educational program on the market. Its most notable features are

- ♦ Practical cases presented in simulated scenarios by experts in the area of knowledge, where the student will demonstrate in an orderly manner the knowledge learned and demonstrate the skills acquired
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest developments on the educational task of the primary school teacher
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*TECH provides you with the main educational tools to train you to develop your work in the field of teaching"*

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*In this Postgraduate Diploma you will find the most complete information about plastic expression so that you will be able to transmit to your students the passion for art"*

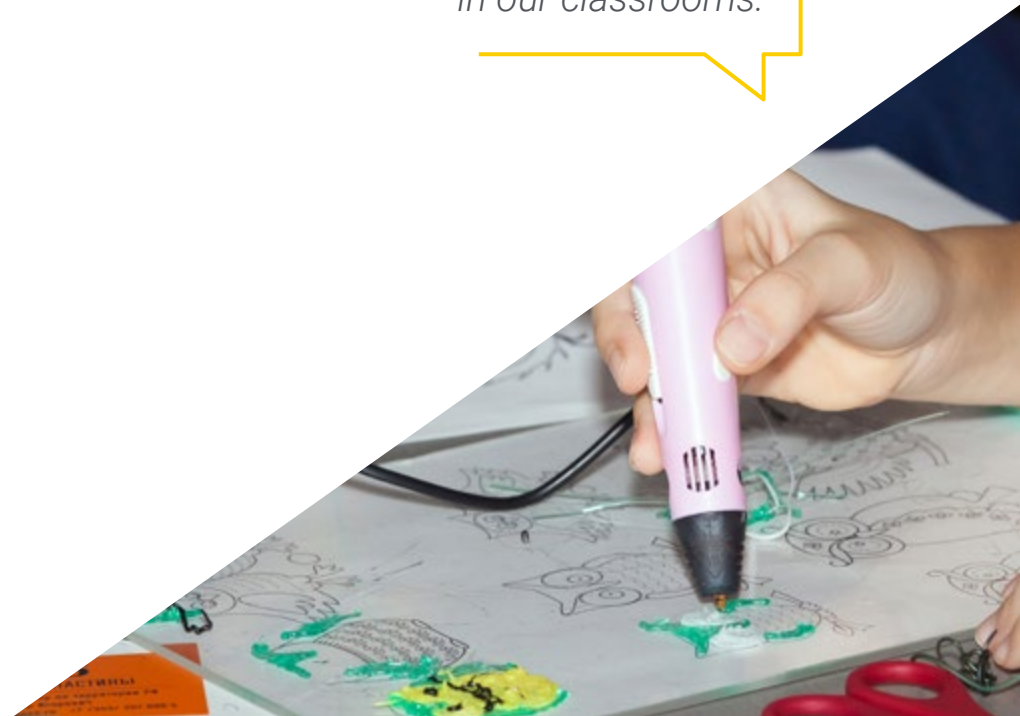
The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*You only need a computer or a fixed or mobile device with an internet connection to access the contents of this program.*

*The program invites you to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.*



# 02

# Objectives

The Postgraduate Diploma in Plastic Expression in Primary Education is aimed at developing in students the skills required for the exercise of their profession. For this purpose, TECH offers the most complete education from the hand of the main experts in the field.





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*Increase your training as a primary school teacher thanks to the opportunity offered by TECH, the world's leading online university”*



## General Objectives

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- ◆ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ◆ Recognize the importance of rules in all educational processes
- ◆ Promote participation and respect for the rules of coexistence
- ◆ Develop in teachers the necessary skills to teach art education lessons



*Our goal is to achieve academic excellence and to help you achieve it too"*





## Specific Objectives

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### **Module 1. Development of Creativity and Plastic Expression in Primary Education**

- ◆ Develop the perception and the different modalities of musical, plastic and corporal expression.
- ◆ Acquire basic theoretical and practical expressive knowledge
- ◆ Learn to use expressive activities and experiences as globalizing resources
- ◆ Be familiar with different expressive games, as well as to design playful learning activities
- ◆ Be familiar with the most used expressive instruments and resources in the school environment
- ◆ To be able to use the current technological media and supports taking as a reference the expressive activities

### **Module 2. Art and Beauty Education**

- ◆ Bring students closer to arts education and its possibilities in elementary education
- ◆ Discover the value of aesthetic education in human beings

### **Module 3. Children Drawing**

- ◆ Understand the evolution from the time a child begins to draw until they reach adulthood
- ◆ See how people's graphic representation is transforming

### **Module 4. Art Education and the Digital World**

- ◆ Be able to relate artistic and digital competencies
- ◆ Use digital programs and applications for artistic expression activities

03

# Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





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*The best content to create the best teachers”*

**Module 1. Development of Creativity and Plastic Expression in Primary Education.**

- 1.1. Art Education in Primary School
  - 1.1.1. Awakening Sensations
  - 1.1.2. The Visual Arts and their Changing Boundaries
  - 1.1.3. Artistic Languages
  - 1.1.4. Education through Art
  - 1.1.5. Bibliographical References
- 1.2. Multidimensional Education
  - 1.2.1. What is Multidimensional Education?
  - 1.2.2. Concept and Characteristics
  - 1.2.3. Project-Based Learning
  - 1.2.4. Different Competencies and Interrelated Areas
  - 1.2.5. Bibliographical References
- 1.3. Formal Expression and Its Basic Elements
  - 1.3.1. What are the Basic Elements of Formal Expression?
  - 1.3.2. The Dot, The Line and The Plane
  - 1.3.3. The Shape
  - 1.3.4. Color
  - 1.3.5. Texture, Light and Volume
- 1.4. Images The Visual Alphabet and Its Language
  - 1.4.1. Introduction
  - 1.4.2. Visual Composition and Composition Schemes
  - 1.4.3. Visual Literacy
  - 1.4.4. The Grammar and Rhetoric of The Image
- 1.5. Visual Languages and Audiovisual Languages
  - 1.5.1. Introduction
  - 1.5.2. Visual Language and their Learning
  - 1.5.3. Pictographic Language
  - 1.5.4. Photographic Language
  - 1.5.5. The Language of Illustration
  - 1.5.6. Audiovisual Languages and their Learning
  - 1.5.7. Film, Comic, Photonovela



- 1.6. Advertising
  - 1.6.1. Mass Culture in Today's Society
  - 1.6.2. Educating with and in the Media
  - 1.6.3. Advertising, What We See
  - 1.6.4. Advertising Strategies
  - 1.6.5. Poster Design
- 1.7. Art Genres Today
  - 1.7.1. Introduction to the Genres of Art
  - 1.7.2. Plastic and Visual Arts in Genres
  - 1.7.3. Sculptural Genres
  - 1.7.4. The Dissolution of Gender
  - 1.7.5. Relationship between Film and Photography
- 1.8. Drawing. Dry and Wet Techniques
  - 1.8.1. Drawing Types
  - 1.8.2. Techniques and Materials Applied to Drawing
  - 1.8.3. Dry Techniques
  - 1.8.4. Classroom Application
  - 1.8.5. Wet Techniques
  - 1.8.6. Tempera
  - 1.8.7. Watercolor
  - 1.8.8. Inks
  - 1.8.9. Markers
  - 1.8.10. Acrylic
  - 1.8.11. Oil Painting
- 1.9. Three-dimensional Techniques and Resources
  - 1.9.1. Introduction
  - 1.9.2. Space and Its Representation
  - 1.9.3. Three-Dimensional Shapes in Space
  - 1.9.4. Sculpture and Materials

- 1.10. Digital Techniques and Resources
  - 1.10.1. Definition and Concept of Static Image
  - 1.10.2. Digital Images and Different Files
  - 1.10.3. Digital Resources
  - 1.10.4. Creating Digital Images
  - 1.10.5. Origin of the Movement in the Image
  - 1.10.6. Video Productions
  - 1.10.7. Creation of Audiovisual Content. Steps
  - 1.10.8. Video Editing

## Module 2. Art and Beauty Education

- 2.1. Key Concepts Related to Aesthetics
  - 2.1.1. What is Aesthetics?
  - 2.1.2. Aesthetics as a Discipline
  - 2.1.3. Perception and Aesthetics, Two Worlds Coming Together
  - 2.1.4. What Articulates the Aesthetic Experience?
  - 2.1.5. Get Excited
  - 2.1.6. Education on the Fine Line between Creation and Perception
  - 2.1.7. Why Study Aesthetics?
  - 2.1.8. Main Differences between Arts and Aesthetic Education
  - 2.1.9. Elements and Contexts to Consider Regarding Aesthetics
- 2.2. Aesthetic Experience and its Pedagogical Value
  - 2.2.1. Aesthetic Attitude Result
  - 2.2.3. Aesthetic Object and its Qualities
  - 2.2.3. Aesthetic Experience Education
  - 2.2.4. Teaching Strategies
- 2.3. Heritage Related to Aesthetic Education
  - 2.3.1. Cultural and Artistic Heritage and Aesthetic Education
  - 2.3.2. Natural Heritage and Aesthetic Education
  - 2.3.3. Family and Teacher Influence

- 2.4. Beauty Standards and Relationship with Art
  - 2.4.1. Do We Know What Is Beautiful?
  - 2.4.2. Beauty Standards and their Evolution
  - 2.4.3. Beyond Beauty: Media and Catwalk Beauty
  - 2.4.4. The Centrality of the Individual in Artistic Creation and Perception
  - 2.4.5. Arts Education as a Basis for a Humanistic Education
- 2.5. Learning to Perceive Change. Everything Passes
  - 2.5.1. The Unfounded Inheritance of the Sublime
  - 2.5.2. Alternative Aesthetic Categories
  - 2.5.3. Anesthetics
  - 2.5.4. Musical Aesthetic Categories
- 2.6. Aesthetics in Art, Science and Technology
  - 2.6.1. The Shift from Biological to Technological Vision
  - 2.6.2. Expanding the Human View on Technology
  - 2.6.3. Cyber Lives
- 2.7. Enjoying a Work of Art
  - 2.7.1. Experience as a Model
  - 2.7.2. Understanding that Cultural and Artistic Education is Paramount.
  - 2.7.3. Art as a Full Change to Humanism
  - 2.7.4. Art as an Open Work and a Window to See the World
  - 2.7.5. Authors and Representative Works
- 2.8. Contemporary Artworks for a Full Aesthetic Experience
  - 2.8.1. From Anthropocentric Vision to Relational Aesthetics
  - 2.8.2. Early Avant-Garde
  - 2.8.3. Second Avant-Garde
  - 2.8.4. Facilities
- 2.9. Children as Spectators and Creators of Aesthetics
  - 2.9.1. Children's Aesthetics in a Spectacle Society
  - 2.9.2. Children's Programs as Generators of Aesthetic Ideas
  - 2.9.3. Videogames, Hyperreality and the Sense of Aesthetics
  - 2.9.4. Being or Appearing Famous
  - 2.9.5. The Pose or "Poser"
  - 2.9.6. Moving from Spectator to Creator of Aesthetics through Technology

- 2.10. Ethics and Aesthetics?
  - 2.10.1. Ethical Forms
  - 2.10.2. Not Everything That Is Beautiful Is Good. Sensitivity and Ethical Creation
  - 2.10.3. Learning to Look Beyond Aesthetics to See Ethics
  - 2.10.4. Legal Limits and Freedom of Expression

### Module 3. Children's Drawings

- 3.1. Children's Art
  - 3.1.1. Scientific and Artistic Knowledge
  - 3.1.2. The Importance of Verbal and Visual Language
  - 3.1.3. Studies on Arts and Arts Education
  - 3.1.4. Children's Art
- 3.2. Art and Image Grammar
  - 3.2.1. Morphological Elements of the Image
  - 3.2.2. Composition Elements
  - 3.2.3. Image: Concepts and Theories
- 3.3. Drawing as a Language and Process
  - 3.3.1. What is Drawing?
  - 3.3.2. Drawing Process
  - 3.3.3. Drawing Origin and History
  - 3.3.4. Instruments, Materials and Media
  - 3.3.5. The Importance of Drawing
  - 3.3.6. Lines
  - 3.3.7. Structure
  - 3.3.8. Lace
  - 3.3.9. The Sensitive Line Causing a Drawing
  - 3.3.10. Basic Valuation
  - 3.3.11. Final Valuation
- 3.4. Luquet's Work
  - 3.4.1. Introduction
  - 3.4.2. Basic and Fundamental Concepts
  - 3.4.3. Luquet's Realism
  - 3.4.4. Luquet's Evolutionary Stages



- 3.5. Lowenfeld's Work
  - 3.5.1. Introduction
  - 3.5.2. Concept and Approach to the Work
  - 3.5.3. Lowenfeld's Evolutionary Stages
- 3.6. Stage of Scribbling and Stage of The Beginning of Figuration
  - 3.6.1. Introduction
  - 3.6.2. Doodling Stage (1-2-3)
  - 3.6.3. Doodling Phases
  - 3.6.4. Uncontrolled and Controlled Doodling
  - 3.6.5. Beginning of Figuration Stage (4-5-6)
  - 3.6.6. Human Figure
  - 3.6.7. Theme Variation
  - 3.6.8. Space and Color Awareness
- 3.7. Schematic and Early Realism Stage
  - 3.7.1. Introduction
  - 3.7.2. Schematic Stage (7-8-9)
  - 3.7.3. Human Figure
  - 3.7.4. Color and Space Use
  - 3.7.5. Early Realism Stage (10-11-12)
  - 3.7.6. Human Figure
  - 3.7.7. Color and Space
- 3.8. Visual Realism Stage
  - 3.8.1. Introduction
  - 3.8.2. Visual Realism Stage (12-13-14)
  - 3.8.3. Human Figure
  - 3.8.4. Color and Space
- 3.9. Different Materials and Painting Techniques
  - 3.9.1. Pastel
  - 3.9.2. Watercolors
  - 3.9.3. Tempera
  - 3.9.4. Acrylics
  - 3.9.5. Oil Paintings
  - 3.9.6. Collages

- 3.10. Illustrations and Drawings for Children
  - 3.10.1. Book Illustrations
  - 3.10.2. Illustration Genres
  - 3.10.3. Children's Story Illustration
  - 3.10.4. Techniques Used in Illustration

## Module 4. Art Education and the Digital World

- 4.1. Digital Competence and Educational Pedagogies
  - 4.1.1. Art Breaking Through the Digital Age
  - 4.1.2. E-Learning and Artistic Competence
  - 4.1.3. B-Learning and Artistic Competence
  - 4.1.4. M-Learning and Artistic Competence
  - 4.1.5. U-Learning and Artistic Competence
- 4.2. Educating through Technology
  - 4.2.1. New and Exciting Education
  - 4.2.2. Educating with and in the Media
  - 4.2.3. Tackling Both Online and Offline Experiences
  - 4.2.4. Static and Dynamic Devices
  - 4.2.5. Virtual Reality vs. Augmented Reality
- 4.3. Offline Digital Resources: Images and Videos
  - 4.3.1. Editing an Image using Offline Programs
  - 4.3.2. Meet and Work with GIMP
  - 4.3.3. Learn about Krita, Work with Krita
  - 4.3.4. Audiovisual Creation: Phases and Processes
  - 4.3.5. Editing a Video Using Offline Programs
  - 4.3.6. Learn about Shotcut and Work with Shotcut
  - 4.3.7. Image and Video Topics for Elementary Education
- 4.4. Digital Applications
  - 4.4.1. *Apps*. Types
  - 4.4.2. Didactics Related to *Apps*
  - 4.4.3. *Apps* and Art
  - 4.4.4. Bloom's Taxonomy for the Digital Age

- 4.5. Virtual Environment Design
  - 4.5.1. What are EVAs?
  - 4.5.2. Talking about Collaborative Walls
  - 4.5.3. Digital Tools
  - 4.5.4. Personal Online Spaces: My Symbaloo
- 4.6. Apps for Drawing, Painting and Modeling
  - 4.6.1. Finger Paintings and Pencil
  - 4.6.2. Digital Drawing
  - 4.6.3. Digital Painting
  - 4.6.4. Digital Modeling
- 4.7. Digital Animation Apps
  - 4.7.1. What Is Digital Animation?
  - 4.7.2. Some Animation Programs for Elementary Education
  - 4.7.3. Creating Thaumatrope and Digital Folioscopes
- 4.8. Apps for Creating Artistic GIFs
  - 4.8.1. What is GIF?
  - 4.8.2. How Many Types of GIFs Are There?
  - 4.8.3. GIF Creation Processes
  - 4.8.4. Apps for GIF Creation
  - 4.8.5. Creating GIFs from Different Contents
- 4.9. Apps for Mixed Reality and QR Code Creation
  - 4.9.1. Getting Into Augmented Reality and Virtual Reality
  - 4.9.2. QR Codes and their Utility Today
  - 4.9.3. QR Applications in Art Education
- 4.10. Apps for Virtual Museum Visits
  - 4.10.1. Apps and Museums
  - 4.10.2. Implement Virtual Visits to Museums
  - 4.10.3. Perspective Activity Creation with Art and These Types of Apps





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*This program is the key to advancing your professional career, don't let this opportunity pass you by"*

04

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



05

# Certificate

The Postgraduate Diploma in Plastic Expression in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This program will allow you to obtain your **Postgraduate Diploma in Plastic Expression in Primary Education** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

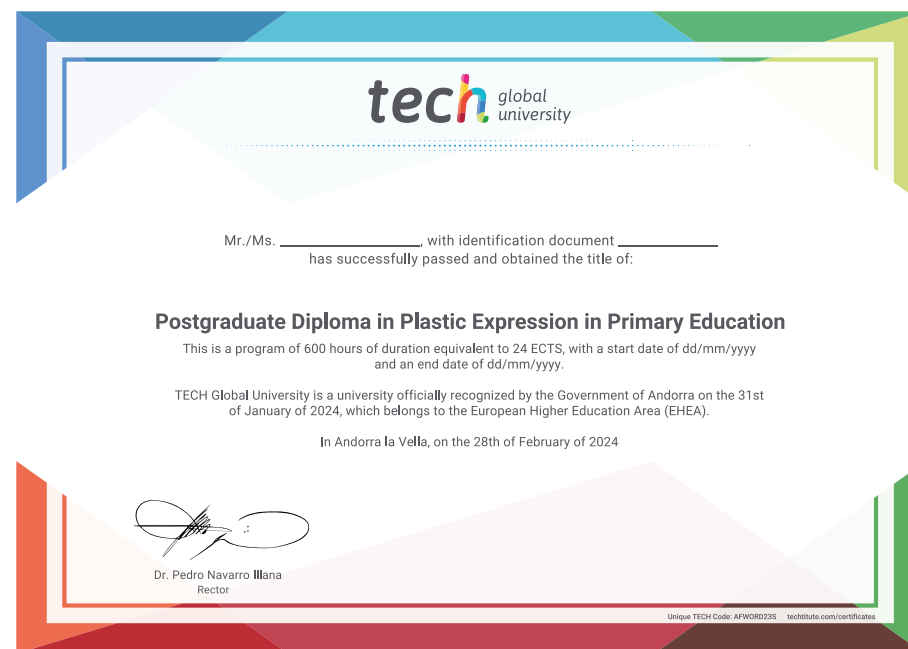
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Plastic Expression in Primary Education**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



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