

# Evaluation in Spanish Art Education

— An approach to the reality of Spanish Art Education from the experience of teachers in the north and based in the Educational Curriculum of Primary Education (6-12 years) of the Autonomous Community of Madrid —

Sofia.PASTOR MATAMOROS, Atsushi.SUMI

## Abstract

Through the history of art education in Spain, the current Spanish Educational System, the legislative framework in the field of art education, the social reality surrounding Spanish children and the experience of teachers who form them in Art as a compulsory subject: we will approach the reality of the current art education in the country. Taking the assessment as a key theme of our consideration, we will present a study of cases by teachers located in a specific area, in a specific socio-economic, cultural context of high-medium level, describing how they apply in practice, the different methods, of evaluation of Arts Education given by the Spanish government and what are the main tools for evaluating teachers in this field, which in turn is subdivided, in Plastic and Visual Education and Music Education.

keywords: Elementary Education. Art Education. Spanish Educational System. Evaluation. Plastic and Visual Education.

## 1. INTRODUCTION

This article aims to show readers the current situation of evaluation of Art Education in Spain about its education system framed in a theoretical and contextual framework of history of educational laws. We have searched the history of education in Spain in different sources and analyzed the curriculum of Primary Education in the artistic area with the aim of achieving a possible next comparative with the Japanese education system and means of evaluation. Besides theory, we will analyze a survey taken by Spanish teachers, who work in the real educational context to enlighten us with their experience as contextualization of our theme.

## 2. THE SPANISH EDUCATION SYSTEM

As seen in MERODIO, M. Isabel. (2010),<sup>1</sup> the education system in Spain is currently regulated by the LOE (Act on Education). Under the Constitution, education is a right whose goal is the full development of the individual and basic education shall be compulsory and free.

The LOE says that the stage of primary education comprises three cycles of two academic years and is organized into areas designed based on the *Key Competences for lifelong learning*<sup>2</sup>. As read on LOE, the areas of study in Elementary Education are:

Knowledge of the Natural, Social and Cultural Environment; Art Education, Physical Education; Spanish Language and Literature; Official language, if any; Foreign Language and Mathematics<sup>3</sup>.

Spanish Educational System begins in Childhood Education 0-6 years. It is divided into two age groups 0-3 and 3-6<sup>4</sup>. The first group is taught in kindergarten but is defined like a school, curricular educational based, not only *Day Care*, where assistance is optional and costs money. The second group is taught in primary schools. Almost all schools have a specific area for these students, optional and provided free of charge.

Basic education is divided into Primary (EP) and Secondary Education (ESO). Both are compulsory and free of charge for all children between 6 and 16 years old. Primary education<sup>5</sup> is divided into three groups with two academic years for each one. The ESO<sup>6</sup> contains 4 courses between 12 and 16 years old.

The baccalaureate school has two training courses for getting Higher Education. It is possible to choose between 4 different modes with core subjects: Arts, Science and Technology, Humanities, Social Sciences, Natural Sciences and Health<sup>7</sup>. The students must get the required score to enter into the university by the nationwide examination (PAU)<sup>8</sup>. The overall

rating of baccalaureate school (60%) plus the average rating of the PAU (40%) will be the scale of access to get into college and career requested<sup>9</sup>.

The other possibility of study at the same age, in the high school, is the Professional Training program. This training, for becoming a professional, has two levels "middle" or "superior". It is accessible to the middle level from the ESO and behooves to the high school level, however, one cannot enter university from this program, because it is training for technical skills and practical character building in a specific profession<sup>10</sup>. The middle level gives access to the above that can also be accessed directly with the Bachelor's Degree level. In the field of art education is possible to get into the teachings of *Art and Design*<sup>11</sup> certifying artistic skills through an examination. And also, have access to these classes without having acquired the aforementioned titles if the applicants are at the right age and passed an entrance exam of art skills. Title of Upper Technician can provide access to art university colleges. Subjects taught in the field of arts education are Conservation and Restoration of Cultural Property, Design Higher Education, Further Studies of Art, Sculpture, Costume, Book creation, art applied to wall, Floral Art, Ceramics and Glass. These studies will be equivalent to a university degree<sup>12</sup>.

The University teaches following the pattern of the European Higher Education Area (EHEA)<sup>13</sup> dividing the teaching from 4 years of Degree to the postdegree teachings composed by Master courses and Doctorate<sup>14</sup>.

### 3. HISTORY OF ART EDUCATION IN SPAIN

As seen at the last Inform about Spanish Educative System in 2009, the Spanish Government traces a "framework law" planning 45% of the curriculum being for the whole country. The remaining 55% is designed according to the context of each geographical area<sup>15</sup>. First of all, Art Education in Spain is divided between Music Education and Plastic and Visual Education<sup>16</sup>. This article mainly discussed the evolution of the second field, visual and plastic, relate to the curriculum, even if both areas are constantly intertwined.

Spain's transition to democracy after a long period of authoritarianism led to the proclamation of the *regulatory Organic Law 8/1985 of 3 July, the Right to Education*<sup>17</sup>, published in the Official Gazette No. 159 of 4 /7/1985 (LODE). The LODE promulgates the right of all the Spanish people to have an education, which is part of the *Spanish Constitution*<sup>18</sup> and commitment to the acquisition of intellectual work techniques, and habits that promote aesthetic knowledge.<sup>19</sup>

*Law on the General Educational System*<sup>1/1990</sup><sup>20</sup> (LOGSE) of 3 October (October 4 BOE) replaced the previous *Education Act of 1970*<sup>21</sup> (LE) to update its contents and objectives because of the new discoveries in teaching and educational material. At this time, the area of Art Education in Elementary Education of Child, called "*plastic expression*<sup>22</sup>", appears. The subject "*Plastic and Visual Expression*<sup>23</sup>" in Secondary Education is established. The baccalaureate school stage is divided into four categories, one of which is called "*Art*" with core subjects for all modalities and specific as Art History, Art Drawing, Technical Drawing, Photography and Technical fundamentals of graphic design expression, Plastic Volume, etc. and various optional subjects that specialize students in different fields of artistic production. At LOGSE, in the chapter published in connection to Special Regime of teaching, there are *Language Education and Arts Education*, covering the Art and Design, Music, Dance and Drama which aims to provide quality training for future professionals in those fields. In the case of plastic and visual subdivision begins to train students who select these teachings from artisans to Senior Technicians.

The *Organic Law 10/2002 of 23 December on the Quality of Education*<sup>24</sup> (LOCE), even it failed, to its implant, began the reduction of hours of application of artistic subjects in secondary education. In art school to pursue obligation of *Philosophy II* and *Technical Drawing* was added to the previous schedule, making the subject *artistic drawing* optional. The name of this law was based on the modification of the governmental body of the State educational evaluation from this point would be renamed "*National Institute of Evaluation and quality education system*." As read at Merodio, 2010.<sup>25</sup>

At present time, the legislative framework of the Spanish Education is governed by the LOE, *Organic Law 2/2006 of 3 May*<sup>26</sup>, on Education, which regulates all stages of formal education.

#### 4. LEGISLATIVE FRAMEWORK OF SPANISH ELEMENTARY EDUCATION

The Government established the curricula of studies of primary education composed by the minimum competencies to be acquired to achieve ESO. At each stage the general objectives, methodology, contents and assessment criteria are defined. The evaluation criteria assessed the degree and type of acquired learning and is essential to evaluate the development of basic skills. Each school is responsible for developing and completing the curriculum dictated by the government. That is, each center must adapt the curriculum to the educational context and actually establishing their own scale of assessment: learning skills by the students and the practice of the teacher. At the end of the fourth year an Assessment test of Basic Skills will be taken by the students and the results will be used only for the improvement of the School.

Article 4. General objectives of the Stage relatives to Art.<sup>27</sup>

- l) Be communicative through verbal, physical, visual, artistic, musical and mathematical expression, developing aesthetic sensibility, creativity and the ability to enjoy the works and artistic expression.
- m) To know the cultural heritage of Spain, participating in its conservation and improvement and respect their cultural and linguistic diversity.
- n) To develop all areas of personality and an attitude opposed to violence and prejudice of any kind.

Article 13. Evaluation of the stage.<sup>28</sup>

4. Every evaluation of the stage will be oriented to analyze, evaluate and redirect, if necessary, the various educational activities.

Within each area of the curricula (one of which is Art Education) is described the level and section of each of the eight basic skills (Key Competences) to be

acquired in the practice of each course.

It is currently in the process of implementation of the Organic Law 8/2013 of 9 December, to improve educational quality<sup>29</sup> (LOMCE) This law has been approved only by a political group and is generating controversy for its reforms and because of the support of the establishment of private schools in detriment of the public ones, and is supporting too gender segregation at school specially related to the support of Catholic church.

The differences between the LOE and LOMCE curriculum level regarding arts education are enormous since deleted Arts Education as a compulsory subject being freely chosen by the parents<sup>30</sup>. The problem is that given a choice between foreign language and Artistic Education, it leaves the subject in the process of extinction, having been decrease the subject with only 1,5 h at week<sup>31</sup>.

As for the evaluation, the LOE is based on Key Competencies and its development so, children, only can repeat one academic year during the whole stage when necessary, as long as the center design an educative action plan for raise the children base on his or her skills. The LOMCE creates two level tests in third and sixth grade from which the decision about repeats that courses again or not.<sup>32</sup>

#### 5. EVALUATION OF ARTS EDUCATION IN SPAIN

Art Education for Elementary Education at curricula understands as Plastic and Visual Education and Musical Education. This document divides the contents into four blocks:

- Block 1. Observation of plastic creations.
- Block 2. Artistic creation and expression.
- Block 3. Listen.
- Block 4. Interpretation and musical creation.<sup>33</sup>

As we had indicated earlier Spanish curriculum is completed by each Spanish Autonomous Community We focus our investigation in the Autonomous Community of Madrid (CAM)

##### 5.1 Items For Assessment of Art Education in Spain by Primary Education Curriculum of CAM

Three groups: 6-8 years, 8-10 years and 10-12

years divide the criteria for evaluation of the area of Art Education in Elementary Education.

#### **5.1.1. First group: 6-8 years. Evaluation Criteria<sup>34</sup>**

1. To describe qualities and characteristics of materials, objects and instruments present in the natural and built environment.
2. To use simple terms to discuss from the observation of visual productions and listening to music.
3. To identify and express through different languages some elements (timbre, speed, intensity, character) of a musical work.
4. To play rhythmic and melodic patterns with the voice, the body and the tools and movement patterns.
5. To choose and combine sounds produced by the voice, the body, objects and instruments background music for stories or pictures
6. To identify different ways of representation of space.
7. Testing in own productions possibilities adopting forms, textures and colors.
8. To design plastic compositions representing the own imaginary, emotional and social world.

#### **5.1.2. Second group: 8-10 years. Evaluation Criteria<sup>35</sup>**

1. To describe the characteristics and elements present in the environment and the feelings caused by artistic works.
2. To use properly some of the specific words of plastic and musical language in precise contexts, communicative exchanges, descriptions of process, and argumentation.
3. To use different plastic and graphic resources while listening to a music track.
4. Memorize and interpret a basic repertoire of songs, dances and instrumental pieces.
5. Explore, select, combine and reorganize musical ideas within simple musical structures.
6. Interpret the content of images and representations of space in the environment.
7. Select and use correctly the appropriate tools, techniques and materials to create artistic prod-

ucts.

8. Sorted textures, shapes and colors according to criteria of similarity or difference.

#### **5.1.3. Third group: 10-12 years. Evaluation Criteria<sup>36</sup>**

1. Search, select and organize information on artistic expressions of their cultural heritage and other cultures, events, artists and related visual arts and music professionals.
2. Formulate opinions about artistic manifestations accessed demonstrating the knowledge we have of them and a personal inclination to meet the enjoyment and fill leisure time.
3. Recognize music from social and cultural environments and of other times and cultures.
4. To adjust the own action to the rest of group members in the interpretation of musical pieces to two or more parts and dances.
5. Signup music created using different types of graphs.
6. To make cooperative plastic representations involving spatial organization, use of different materials and different application techniques
7. Check the possibilities of materials, textures, shapes and colors applied on different supports.
8. Search for an own way of represent ideas, actions and situations, using the resources that the plastic and visual language provides.
9. To use adequately different technologies of information and communication for the creation of simple visual and musical productions.

## **6. THE PRESENT STUDY**

Having researched the above items, the following question arises as how is applied in Spanish classrooms those assessment methods selected by teachers to carry out the quantitative assay of their students. Can teachers, who normally are not specialized in the artistic field to take approach of all that items? What kind of evaluation methodology have they decided to apply? Match the teacher's practical application of the subject with their school and the goals of the Community of Madrid.

### 6.1. Descriptive research

We selected a descriptive research<sup>37</sup> because there is not any initial thesis, but the getting the data we can make ourselves new questions about assessment in an Art Education and maybe compare with other countries as Japan. As the teachings of BISQUERRA (2004), this analysis is qualitative and based in contents for make a thought about reality<sup>38</sup>. To carry out this descriptive research of the current situation I have begun referring back to the history of art education in Spain and the study of the curriculum of Primary Education. To get deeper in this matter we made a survey, which can be found in Annex number one, based on aforementioned evaluation items.

### 6.2. Methodology

The survey was presented in digital format for to take a short time answering the questions and make clearer the management of the processed data.

### 6.3. Participants

Participants in the research were 11 teachers from the north of the Community of Madrid in a public center and Primary Education Children whose socio-economic-cultural context is medium-high. To take the survey was free and voluntary character and the sample was estimated at one-third of all teachers at the school, which suggests those were the most related to the subject.

#### 6.3.1. Sample

The sample was taken by 11 teachers who work and have residence in the north of Madrid: 4 men and 7 women aged between 21 and 60 years. 4 teachers are not exercising today as teachers but all have experience as such. 55% of the sample indicated that they have worked, at least once, as a professor of art education, while only 33% is specialized in the field.

## 7. RESULTS OF THE SURVEY

Based on the content blocks of the subject of Arts Education, we can see the differences between the interest of the teacher in each block of the course (figure 1), interest in the subject center basing on own perception of their school (figure 2) and the current situation

of the subject in the CAM (figure 3).

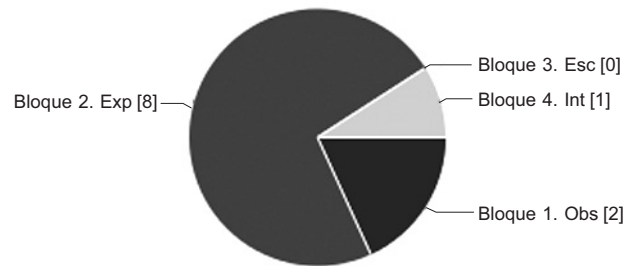


Figure 1 : Preference of block by teachers

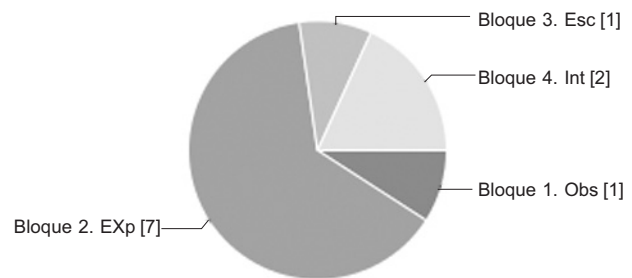


Figure 2 : Preference of block by the school

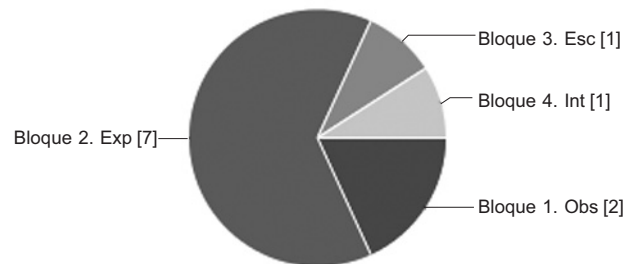


Figure 3 : Preference of block by teachers

Caption of figure 1, 2, 3:  
 Bloque 1 Obs: Block 1. Observation plastic.  
 Bloque 2. Exp: Block 2. Artistic creation and expression.  
 Bloque 3. Esc: Block 3. Listen.  
 Bloque 4. Int: Block 4. Interpretation and musical creation.

Results indicate that while as teachers, as for the Autonomous Community of Madrid, the second block "expression and plastic creation" is the most important. Government refers to have a special predilection for the development of interpretation of musical creation while the CAM supports the development of artistic perception. However, any teacher scores the importance of listening to music, which has been in the last place of the ranking.

Thus, going into the Curriculum of Primary Education, we observed that teachers have stressed the importance of communication from different media

aimed more attainment in the classroom, followed by the development of all areas of personality, respect and non-violence. And the cultural heritage is being forgotten with scales of 4 out of 10 in the degree of attainment.

In their practice, teachers, have determined that encourage classroom level the processes of art education as shown in the following table. The number 1 highlights the lack of interest in this field while number 5 is a great effort to comprehensively promote artistic education in all educational fields: art expression, artistic appreciation, creativity and techniques and use of tools.

**Table 1: Teacher’s answer to the question: “Which of this items should be encouraged in art education classroom?”**

	1	2	3	4	5
Art Expression	0.00%	0.00%	9.00%	27.00%	64.00%
Artistic Appreciation	0.00%	0.00%	36.00%	36.00%	27.00%
Creativity	0.00%	0.00%	0.00%	27.00%	73.00%
Technique	0.00%	9.00%	36.00%	45.00%	9.00%

The evaluation criteria proposed in the curriculum and divided by stages 6-8, 8-10 and 10-12 were rated by teachers independently in a range of 1 to 5 with the following legend:

1. We do not work that in the classroom. We do not give importance. Do not have time to apply it.
2. Although we are aware of the importance of this item we prioritize other.
3. Is relatively important item, so, we are in the process of work in this area.
4. It is a very important assessment item for the center.
5. The application of this item is absolutely necessary for the improvement and development of the center and my own teaching.

## 7.1. Evaluation Criteria Items

### 7.1.1. First group: 6-8 years. Evaluation Criteria

**Table 2: Teacher’s answer to the question: “According to your experience what is degree of use in curriculum’s evaluation criteria in the practice of art education on the first group of age”**

	1	2	3	4	5
1	0.00%	18.00%	27.00%	36.00%	18.00%
2	0.00%	27.00%	36.00%	27.00%	9.00%
3	9.00%	9.00%	55.00%	18.00%	9.00%
4	9.00%	0.00%	18.00%	64.00%	9.00%
5	27.00%	9.00%	27.00%	27.00%	9.00%
6	18.00%	18.00%	36.00%	18.00%	9.00%
7	0.00%	0.00%	36.00%	27.00%	36.00%
8	0.00%	0.00%	27.00%	27.00%	45.00%

According to these data, in the first cycle of primary education is mainly enhances the artistic expression of the imagination itself and the interests of children through art techniques while the music remains in the background. Memorization and interpretation of simple musical pieces is the process that is taking place in the classrooms more often. Visually begins to classify textures, shapes and colors according to criteria of similarity or difference.

### 7.1.2. Second group: 8-10 years. Evaluation Criteria

**Table 3: Teacher’s answer to the question: “According to your experience what is degree of use in curriculum’s evaluation criteria in the practice of art education on the second group of age”**

	1	2	3	4	5
1	9.00%	27.00%	18.00%	36.00%	9.00%
2	9.00%	27.00%	18.00%	36.00%	9.00%
3	18.00%	9.00%	27.00%	45.00%	0.00%
4	0.00%	9.00%	27.00%	45.00%	18.00%
5	0.00%	9.00%	64.00%	18.00%	9.00%
6	0.00%	9.00%	36.00%	36.00%	18.00%
7	0.00%	18.00%	36.00%	27.00%	18.00%
8	0.00%	27.00%	27.00%	36.00%	9.00%

In the second cycle the almost nonexistent relationship that occurs in the classrooms of between creating music is clearly plastic. So we can appreciate the little knowledge of art history in teachers decrypted due to its minimum in the specialization in this field.



### 7.1.3. Third group: 10-12 years. Evaluation Criteria

**Table 4: Teacher's answer to the question: "According to your experience what is degree of use in curriculum's evaluation criteria in the practice of art education on the third group of age"**

	1	2	3	4	5
1	0.00%	18.00%	9.00%	55.00%	18.00%
2	18.00%	0.00%	18.00%	55.00%	9.00%
3	9.00%	18.00%	0.00%	55.00%	18.00%
4	0.00%	18.00%	27.00%	45.00%	9.00%
5	9.00%	18.00%	18.00%	45.00%	9.00%
6	0.00%	27.00%	18.00%	45.00%	9.00%
7	0.00%	9.00%	36.00%	27.00%	27.00%
8	0.00%	0.00%	27.00%	55.00%	18.00%
9	9.00%	18.00%	27.00%	27.00%	18.00%

Again, in the third cycle, the teachers work in the visual field getting lost the teaching of "critical looking" In their design of the class artistic expression is a very important item for the center in the assessment field as observed. So it seems that it is used as an additional language of the students.

### 7.2. Methodology of evaluation

In the section of methodology of evaluation used by teachers a 90% of the respondents believe that the process is more important than artistic production and they control it using the following tools:

- Range objectives and competencies
- Testing and monitoring of the artistic process
- Analysis of the materials and their use
- Assessment of the student and his classmates
- The work produced by the student
- Satisfaction of children
- Using more materials in their plastic productions
- Self-assessment of students through rubrics<sup>39</sup>
- Checklists
- Portfolio of work and CATs<sup>40,41</sup>
- Development of the process, its evolution and understanding

## 8. CONCLUSIONS

This research has served as a locator for the current context of Spanish primary school classrooms, and especially the Community of Madrid, with its sample of teachers surveyed in the north. To achieve

this, we conducted a historical review of legislative changes in art education in Spain since the arrival of democracy as well as a review of the Spanish educational system. As the topic to be discussed in this article is the evaluation, we have reviewed the assessment items proposed in the current curriculum of Primary Education in the area of art. From these items we developed a survey to teachers whose findings are quoted below. We wondered how classroom lessons are designed at Spain in Arts Education. The curriculum of primary education in their artistic field is divided as Music Education and Plastic and Visual Education. Both should be related, but in Spain there are two separate subjects taught by different teachers and not globalized with the other subjects. But the real situation is Art teachers are not usually specialized.

The expression and artistic creation of the students is the focus on all levels of the stage as a means of communication, while the artistic appreciation, even if Spain is a country where great artists were born and where children have the opportunity to attend museums with frequency, especially from schools in collaboration with art centers, is observed not enough development of the appreciation competence by art teachers at schools, as the writers of AA.VV. (1996)<sup>42</sup> Indicated. Teachers regard creativity as being the most important in the classroom over technical skill. They think techniques are important, but not strictly necessary, taking the process of artistic creation as a reference when applying assessment scales of 1 to 10 of each individual student.

To switch the scale of subjective value into quantitative terms, they used as a method primarily observation by subjective perception of the scope of objectives and competencies. The teachers are focused in art process and children's enjoyment based their researches on how children use the materials. For these they used to use lists of systematic control. Some teachers also rely on the self-assessment of students through rubrics, and portfolio of works. These methods evaluate the development process helping the students in their own development and understanding of the task and the assessment of their selves at a level most humanistic reinforcing the idea of art as a language. It is therefore not possible to describe how

unspecialized teachers can manage government assessment items correctly, because all evaluation methodologies have been selected individually by each one.

The relationship between the proposal of application of the subject matters in the Autonomous Community of Madrid is clearly converging into artistic appreciation. But in the classroom, there is not real time to promote this task, so the teachers encourage artistic creation. Then, the design evaluation of Art Education in Spain is still an embryonic process, while the subject is gradually disappearing from the

educational landscape. Unspecialized teachers indicate the importance of training of creativity for the overall development of human beings.

Teachers have found lots of difficulties analyzing the evaluation criteria of curriculum because they have no time for guiding the students beyond the visual creation unconnected with musical learning. Specialized or not, teachers agree with the importance of the process of artistic creation, trying to introduce students to the appreciation of famous artistic works of their environment.

- 
- 1 MERODIO, M. Isabel. [Historia y situacion de la educacion artistica en la Espana del ano 2009\_] <http://educacionartisticaenespania.blogspot.jp/2010/12/historia-y-situacion-de-la-educacion.html> (2010). Retrieved from 2014/6/10.
  - 2 EUROPA. [Key Competences for lifelong learning]. Summaries of EU legislation, 2011. [http://europa.eu/legislation\\_summaries/education\\_training\\_youth/lifelong\\_learning/c11090\\_en.htm](http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm) (2011). Retrieved from 2014/6/10.
  - 3 [Ley Orgánica 2/2006, de 3 de mayo, de Educación] Title 1, Chapter 2, Art. 18. BOE, 2006.
  - 4 Ministerio de Educacion Cultura y Deporte. [Educacion Infantil] Gobierno de España. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/educacion-infantil.html> Retrieved from 2014/6/10.
  - 5 Ministerio de Educacion Cultura y Deporte. [Educacion Primaria] Gobierno de España. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/educacion-primaria.html> Retrieved from 2014/6/10.
  - 6 Ministerio de Educacion Cultura y Deporte. [Educacion Secundaria Obligatoria] Gobierno de España. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/educacion-secundaria-obligatoria.html> Retrieved from 2014/6/10.
  - 7 Ministerio de Educacion Cultura y Deporte. [Bachillerato] Gobierno de España. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/bachillerato.html> Retrieved from 2014/6/10.
  - 8 Ministerio de Educacion Cultura y Deporte. [Prueba de acceso a la universidad] Gobierno de España. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/bachillerato/opciones-despues-bachillerato/pau.html> Retrieved from 2014/6/10.
  - 9 Ministerio de Educacion Cultura y Deporte. [PAU. Preguntas Frecuentes] Gobierno de España. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/bachillerato/opciones-despues-bachillerato/pau/preguntas-frecuentes.html#2> Retrieved from 2014/6/10.
  - 10 Comunidad de Madrid [Formación Profesional de la Comunidad de Madrid] <http://www.madrid.org/fp/> Retrieved from 2014/6/15.
  - 11 Ministerio de Educacion Cultura y Deporte. [Enseñanzas profesionales de Artes Plásticas y Diseo] Gobierno de España. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/enseanzas-artisticas/artes-plasticas-diseno/enseanzas-profesionales.html> Retrieved from 2014/6/15.
  - 12 Ministerio de Educacion Cultura y Deporte. [Enseñanzas profesionales de artes plásticas y diseño de grado superior] Gobierno de España.



- <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/enseanzas-artisticas/artes-plasticas-diseno/enseanzas-profesionales/grado-superior.html> Retrieved from 2014/6/15.
- 13 Bologna Process, European Higher Education area and Ministry of Education and Science of the republic of Armenia. [*How does the Bologna process works?*]  
<http://www.ehea.info/> Retrieved from 2014/6/15.
- 14 The Bergen Conference of European Ministers Responsible for Higher Education 19-20 May 2005. [*The framework of qualifications for the European Higher Education Area*] Pp.1~3.
- 15 AAVV. Ministerio de Educacion Cultura y Deporte. [*El Sistema Educativo Español: estructura y funcionamiento*] Gobierno de España. 2010.Pp. 291.
- 16 Comunidad de Madrid. Decreto 22/2007, de 10 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Primaria. [*Curriculum de Educación Primaria*] Anexo “Curriculo de las Áreas de Educación Primaria”. Educación Artística. B.O.C.M. Núm. 126. 2007. Pp.14
- 17 *Ley Orgánica 8/1985, de 3 de julio, reguladora del Derecho a la Educación*, publicada en el Boletín Oficial del Estado nº 159 de 4/7/1985 (LODE)
- 18 Constitución Española. Art. 27  
 Everyone has the right to education. Freedom of teaching is recognized.  
 2. Education shall aim at the full development of human personality with due respect for the democratic principles of coexistence and for basic rights and freedoms.  
 4. Elementary education is compulsory and free.  
 5. The public authorities guarantee the right of all to education, through general education programming, with the effective participation of all sectors concerned and the setting-up of educational centres.  
 6. The right of individuals and legal entities to set up educational centres is recognized, provided they respect constitutional principles.  
 7. Teachers, parents and, when appropriate, pupils shall participate in the control and management of all centres supported by the Administration out of public funds, under the terms established by the law.  
 8. The public authorities shall inspect and standardize the educational system in order to ensure compliance with the laws.  
 9. The public authorities shall help the educational centres which meet the requirements established by the law.
- 19 MERODIO, M. Isabel. [*Historia y situacion de la educacion artistica en la Espana del ano 2009*]  
<http://educacionartisticaenespania.blogspot.jp/2010/12/historia-y-situacion-de-la-educacion.html> (2010).  
Retrieved from 2014/6/10.
- 20 *Ley de Ordenación General del Sistema Educativo* de 3 de octubre, (BOE 4 octubre) (LOGSE)
- 21 *Ley de Educación* de 1970 (LE)
- 22 Spanish subject name “*Expresión plástica*”
- 23 Spanish subject name “*Expresión plastica y visual*”
- 24 *Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación* (LOCE)
- 25 MERODIO, M. Isabel. [*Historia y situacion de la educacion artistica en la Espana del ano 2009*]  
<http://educacionartisticaenespania.blogspot.jp/2010/12/historia-y-situacion-de-la-educacion.html> (2010).  
Retrieved from 2014/6/10.
- 26 *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOE)
- 27 *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOE) Art. 4.
- 28 *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOE) Art. 13.
- 29 *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* (LOMCE)
- 30 Consejer?a de Educación, Juventud y Deporte. D.G. Educación Infantil y Primaria. [*Cambios en Educación Primaria por la implantaci?n de la Ley Orgánica de Mejora de la Calidad Educativa.*] Año académico 2014-2015. Colección Educación Primaria. Madrid: Comunidad de Madrid. Pp. 2.
- 31 GUTIÉRREZ, C.M. [*Cambios en Primaria : menos educación artística y más historia patriótica*] Madridiario.es.

2014. <http://www.madridiario.es/educacion/historia/comunidad-de-madrid/lomce/curriculum-de-primaria/educacion-artistica/411106> Retrieved from 2014/6/10.
- 32 Consejería de Educación, Juventud y Deporte. D.G. Educación Infantil y Primaria. [*Cambios en Educación Primaria por la implantación de la Ley Orgánica de Mejora de la Calidad Educativa.*] Año académico 2014-2015. Colección Educación Primaria. Madrid: Comunidad de Madrid. Pp. 2.
- 33 Comunidad de Madrid. Decreto 22/2007, de 10 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Primaria. [*Curriculum de Educación Primaria*] Anexo “Currículo de las Áreas de Educación Primaria”. Educación Artística. B.O.C.M. Núm. 126. 2007. Pp.16
- 34 Comunidad de Madrid. Decreto 22/2007, de 10 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Primaria. [*Curriculum de Educación Primaria*] Anexo “Currículo de las Áreas de Educación Primaria”. Educación Artística. B.O.C.M. Núm. 126. 2007. Pp.17.
- 35 Comunidad de Madrid. Decreto 22/2007, de 10 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Primaria. [*Curriculum de Educación Primaria*] Anexo “Currículo de las Áreas de Educación Primaria”. Educación Artística. B.O.C.M. Núm. 126. 2007. Pp.18.
- 36 Comunidad de Madrid. Decreto 22/2007, de 10 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Primaria. [*Curriculum de Educación Primaria*] Anexo “Currículo de las Áreas de Educación Primaria”. Educación Artística. B.O.C.M. Núm. 126. 2007. Pp.19.
- 37 BISQUERRA, R. (Coord.) [*Metodología de la investigación educativa*] Madrid, La Muralla. 2004. Pp.72
- 38 ASTUDILLO, J. [*Paradigmas y tipos de investigación educativa*]  
<http://investigadoresupelmaturin.blogspot.jp/2013/12/paradigmas-y-tipos-de-investigacion.html> Retrieved 2014/6/9.
- 39 Eberly Center [*Grading and Performance Rubrics*] Carnegie Mellon University.  
<http://www.cmu.edu/teaching/designteach/teach/rubrics.html> Retrieved 2014/6/9  
 Rubrics are a tool for self-assessment in which students can evaluate different degrees of skill attainment. It can be distributed only used by the teacher to assess each student individually.
- 40 The George Washington University. [*Classroom Assessment Techniques (CATs)*] The George Washington University. Office of teaching and Learning. 2008.  
<http://tlc.provost.gwu.edu/classroom-assessment-techniques> Retrieved 2014/6/9.
- 41 HAUGEN, L. [*Strategies to Check Student Learning in the Classroom (Classroom Assessment Techniques)*] Iowa State University. Center for excellence in Learning and teaching. 1999.  
<http://www.celt.iastate.edu/teaching-resources/classroom-practice/teaching-techniques-strategies/check-student-learning/> Retrieved 2014/6/9.
- 42 AA.VV. [*Historia de la Educación Artística en España: temas para la investigación, métodos y resultados.*] Revista de Educación de la Universidad de Granada, 6.1996. Pp. 269~276.

## **ANNEX 1. SURVEY.**

### **ENCUESTA.**

#### **Evaluación de la Educación Artística**

El presente formulario pretende ser una herramienta de baremación a nivel de estudio de casos del estado de la Educación artística en España en el presente, basado en el curriculum de Educación primaria de la Comunidad de Madrid. Su participación será anónima y los datos serán publicados en el boletín de investigaciones de la Universidad de Toyama.

Su colegio, cuyo nombre también se mantendrá en incógnita será el grupo de control de la investigación y los datos se ubicarán en su contexto económico socio cultural como Centro de Educación Infantil y Primaria de la Comunidad de Madrid.

Esta encuesta es de carácter voluntario, por lo que, de antemano, agradecemos su participación en la misma. El cuestionario está diseñado para ser contestado rápida y fácilmente. Les rogamos contesten al mayor número de

preguntas posibles, de forma sincera.

\*Obligatorio

#### **Datos del encuestado**

- **Sexo** \* Hombre / Mujer
- **Edad** \*
- **Eres maestro o maestra en la actualidad** \* si/ no/ Otro:
- **Cuantos años has ejercido la profesion** \*
- **Impartes o has impartido alguna vez la asignatura de Educación Artística** \* si/ no
- **Estás especializado en Educación Artística.** Utiliza la casilla “otro” para describir tu especialización como maestro o maestra. Si/ no/ Otro:

**Educación Artística en el Currículo de la Comunidad Autónoma de Madrid (CAM)** Por Educación Artística el Currículo de Educación Primaria entiende Educación Plástica y visual así como Educación Musical. Así pues, divide los contenidos en cuatro bloques:

Bloque 1: Observación plástica

Bloque 2: Expresión y creación artística

Bloque 3: Escucha

Bloque 4: Interpretación y creación musical

Personalmente, ¿Cuál crees que es más importante? ¿Cuál crees que se desarrolla más en tu centro? ¿Cuál crees que se desarrolla más en la CAM?

#### **El Curriculum de la Educación Primaria en el Área de Educación Artística.**

A continuación se describen los ítems de evaluación propuestos en el curriculum de Educación Primaria (EP) en relación con la Educación Artística (EA) según ciclos. Pese a que actualmente se encuentra en proceso la aplicación de la *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* (LOMCE) la educación en España actualmente se regula por la LOE (Ley Orgánica de Educación) por ese motivo será nuestro eje transversal en la investigación. Ejemplo: 1. No se trabaja en el aula. No le damos importancia. No nos da tiempo aplicarlo. 2. Aunque nos consta la importancia de este ítem damos prioridad a otros 3. Es relativamente importante por lo que estamos en proceso de trabajo en este ámbito 4. Es un ítem de evaluación muy importante para el centro. 5. La aplicación de este ítem es absolutamente necesaria para la mejora y el desarrollo del centro y mi propia actividad docente.

**Artículo 4. Objetivos generales de etapa EP.** Selecciona las capacidades que los alumnos adquieren en sus respectivos niveles de desarrollo

l) Comunicarse a través de los medios de expresión verbal, corporal, visual, plástica, musical y matemática, desarrollando la sensibilidad estética, la creatividad y la capacidad para disfrutar de las obras y las manifestaciones artísticas.

m) Conocer el patrimonio cultural de España, participar en su conservación y mejora y respetar su diversidad lingüística y cultural.

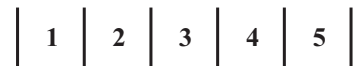
n) Desarrollar todos los ámbitos de la personalidad, así como una actitud contraria a la violencia y a los prejuicios de cualquier tipo.

#### **Primer ciclo: 6-8 años. Criterios de evaluación**

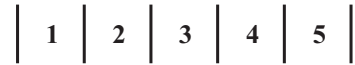
1. Describir cualidades y características de materiales, objetos e instrumentos presentes en el entorno natural y artificial

1	2	3	4	5
---	---	---	---	---

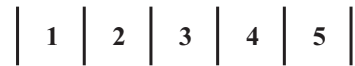
2. Usar términos sencillos para comentar las obras plásticas y musicales observadas y escuchadas.



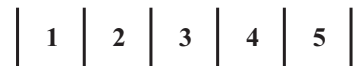
3. Identificar y expresar a través de diferentes lenguajes algunos de los elementos (timbre, velocidad, intensidad, carácter) de una obra musical.



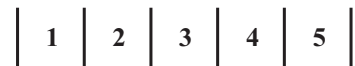
4. Reproducir esquemas rítmicos y melódicos con la voz, el cuerpo y los instrumentos y patrones de movimiento.



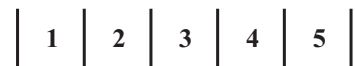
5. Seleccionar y combinar sonidos producidos por la voz, el cuerpo, los objetos y los instrumentos para sonorizar relatos o imágenes



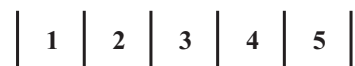
6. Identificar diferentes formas de representación del espacio.



7. Probar en producciones propias las posibilidades que adoptan las formas, texturas y colores.

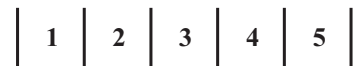


8. Realizar composiciones plásticas que representen el mundo imaginario, afectivo y social.

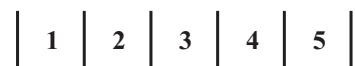


### Segundo ciclo: 8-10 años. Criterios de evaluación

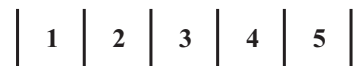
1. Describir las características de elementos presentes en el entorno y las sensaciones que las obras artísticas provocan.



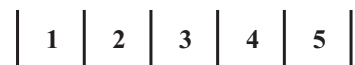
2. Usar adecuadamente algunos de los términos propios del lenguaje plástico y musical en contextos precisos, intercambios comunicativos, descripción de procesos y argumentaciones.



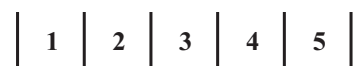
3. Utilizar distintos recursos plásticos y gráficos durante la audición de una pieza musical.



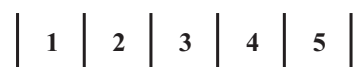
4. Memorizar e interpretar un repertorio básico de canciones, piezas instrumentales y danzas.



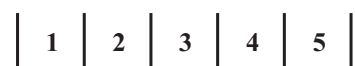
5. Explorar, seleccionar, combinar y organizar ideas musicales dentro de estructuras musicales sencillas.



6. Interpretar el contenido de imágenes y representaciones del espacio presentes en el entorno.



7. Utilizar instrumentos, técnicas y materiales adecuados al producto artístico que se pretende.



8. Clasificar texturas, formas y colores atendiendo a criterios de similitud o diferencia.

1	2	3	4	5
---	---	---	---	---

**Tercer ciclo: 10-12 años. Criterios de evaluación**

1. Buscar, seleccionar y organizar informaciones sobre manifestaciones artísticas del patrimonio cultural propio y de otras culturas, de acontecimientos, creadores y profesionales relacionados con las artes plásticas y la música.

1	2	3	4	5
---	---	---	---	---

2. Formular opiniones acerca de las manifestaciones artísticas a las que se accede demostrando el conocimiento que se tiene de las mismas y una inclinación personal para satisfacer el disfrute y llenar el tiempo de ocio.

1	2	3	4	5
---	---	---	---	---

3. Reconocer músicas del medio social y cultural propio y de otras épocas y culturas.

1	2	3	4	5
---	---	---	---	---

4. Ajustar la propia acción a la de los otros miembros del grupo en la interpretación de piezas musicales a dos o más partes y de danzas.

1	2	3	4	5
---	---	---	---	---

5. Registrar la música creada utilizando distintos tipos de grafías.

1	2	3	4	5
---	---	---	---	---

6. Realizar representaciones plásticas de forma cooperativa que impliquen organización espacial, uso de materiales diversos y aplicación de diferentes técnicas.

1	2	3	4	5
---	---	---	---	---

7. Comprobar las posibilidades de materiales, texturas, formas y colores aplicados sobre diferentes soportes.

1	2	3	4	5
---	---	---	---	---

8. Representar de forma personal ideas, acciones y situaciones, valiéndose de los recursos que el lenguaje plástico y visual proporciona.

1	2	3	4	5
---	---	---	---	---

9. Utilizar de manera adecuada distintas tecnologías de la información y la comunicación para la creación de producciones plásticas y musicales sencillas.

1	2	3	4	5
---	---	---	---	---

**METODOLOGIA DOCENTE.** Como evalúa usted, como maestro o maestra, la práctica artística en el aula.

- ¿Qué es mas importante? Proceso/ Producto
- ¿Qué se debe fomentar en el aula? \*

Expresión artística

1	2	3	4	5
---	---	---	---	---

Apreciación artística

1	2	3	4	5
---	---	---	---	---



Creatividad

| 1 | 2 | 3 | 4 | 5 |

Técnica

| 1 | 2 | 3 | 4 | 5 |

• ¿Qué herramientas utiliza en el aula para evaluar la práctica artística? Responda brevemente

Gracias por contestar esta encuesta.

(2014年 5 月20日受付)

(2014年 7 月 9 日受理)