

Arts and Cultural Education at School in Europe

Spain

2007/08

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(Reference year 2007/08)

1. Responsibility and purpose

The 2006 Act on Education establishes the general aims of the Spanish education system as well as the general principles and the specific objectives for each stage. These general aims of the education system include cultural and creative aims:

- 'Education to respect and recognise Spain's linguistic and cultural plurality and inter-cultural exchange as an enriching factor for society'.
- 'The acquisition of intellectual habits and working techniques, scientific, technical, humanistic, historical and artistic knowledge, together with the development of healthy habits, physical exercise and sports'.

As regards Primary Education, the following three (out of fourteen) general objectives for this stage are related to cultural and creative education:

- 'To know, understand and respect different cultures as well as differences between people, the equal rights and opportunities of men and women and the non-discrimination against disabled people'.
- 'To know and appreciate the natural, social and cultural environments as well as the possibilities of action and care for them'.
- 'To use different artistic representations and expressions and to give the first steps in the creation of visual designs'.

Regarding Lower Secondary Education (*Educación Secundaria Obligatoria* – ESO), the following two out of the twelve objectives for this stage are related to cultural and creative education:

- 'To know, value and respect the basic characteristics of one's own culture and history and that of others, together with the artistic and cultural heritage'.
- 'To appreciate artistic creation and understand the language of different forms of art, using various means of expression and representation'.

The Ministry responsible for setting the objectives for Artistic Education is the Ministry of Education, although for such purpose it may consult the Autonomous Communities. Likewise, the Autonomous Communities, when designing the curricula for their respective territories, may establish additional objectives to those established by the Ministry nationwide.

In Spain, decisions regarding the curricula are taken both at national and at regional level. On the one hand, the Ministry of Education and Science is responsible for establishing the minimum objectives and contents of the curriculum for the different education levels nationwide.

On the other hand, the Autonomous Communities are in charge of developing and widening those minimum objectives and contents within their area of authority, in order to set and design a curriculum adapted to their specific priorities and characteristics.

Decisions upon the creation of the arts curriculum are made both at national and at regional level. At central level, the Ministry of Education designs the minimum objectives, timetable, and contents of the national core curriculum for each subject to be provided nationwide. This makes up the 65 % of the timetable in those Communities without co-official language, and the 55 % of those with co-official language. The Autonomous Communities, in turn, are competent to develop, adapt and widen the minimum core curricula within their area of management, as well as to include any other subject areas they may consider of relevance.

Concerning the implementation of the arts curriculum, decisions are also taken both at regional and at school level. At regional level, the different education authorities are in charge of establishing the timetable, the compulsory curriculum and the rules for the organization and running of educational institutions that constitute the general framework which is the basis for the schools to prepare their educational projects. Each school, in turn, has the competence to establish its own educational project which specifies the identity, priorities, teaching plan, rules for coexistence, etc. adapted to both their own characteristics and context, observing, notwithstanding, the curriculum established by the corresponding Autonomous Community.

2. Organisation and aims of arts education

In Spain, the new organisation and provisions subsequent to the 2006 Act on Education (LOE) are progressively being introduced. In the academic year 2007/08, the new provisions for the 1st and 2nd grades of Primary Education and for the 1st and 3rd grades of Lower Secondary Education (ESO) have been implemented, while in the rest of the grades of these stages the curriculum established by the 1990 Act on the General Organisation of the Education System (LOGSE) is still been used. In the school year 2008/09, the new curriculum is being implemented in the first 4 grades of Primary Education and in the whole Lower Secondary Education.

2.1 Organisation of Arts Education

Arts Education as integrated or separate subjects

Arts subjects included in the curriculum of different areas in Primary Education are: Visual Arts, Music, Dance, Drama, Media Arts and Artistic and Cultural Heritage. In Lower Secondary Education, arts subjects which are part of the curriculum, included in the contents of several subject matters are the following: Visual Arts, Media Arts, Music, Dance and Artistic and Cultural Heritage.

Concerning arts taught as separate subjects, the contents relating to Visual Arts, Music, Dance and Drama, in Primary Education, are included in the areas of *Educación Artística* (Artistic Education) and *Educación Física* (Physical Education). Contents relating to Artistic and Cultural Heritage are developed within the area of *Conocimiento del medio natural, social y cultural* (Knowledge of the Natural, Social and Cultural Environment). In the curriculum of Lower Secondary Education, the contents of Visual Arts and Media Arts are included in the area of *Educación Plástica y Visual* (Plastic and Visual Arts); contents of Music are included in the area of *Música* (Music); dance is included in the area of *Educación Física* (Physical Education); and Artistic and Cultural Heritage in the areas of *Ciencias Sociales, Geografía e Historia* (Social Sciences, Geography and History), *Historia y cultura de las religiones* (History and Culture of Religions) and Latin.

Compulsory or optional studies of arts

In Primary Education, the area of 'Artistic Education' is compulsory for all pupils and in all years of the stage. For Lower Secondary Education, the Ministry of Education has established a minimum of 105 hours of 'Visual and Plastic Education', and another 105 hours of 'Music' throughout the first three years of the stage. Each Autonomous Community decides whether to lengthen or not this minimum number of hours and in which year or years these subjects must be studied. For the 4th year of the stage, the Ministry has established that students must choose three optional subjects out of the following eight, that are compulsorily offered in all schools: Geology and Biology; Visual and Plastic Education; Physics and Chemistry; Computer Sciences; Latin; Music; Second Foreign Language; Technology.

Moreover, the schools must offer optional subjects in Lower Secondary Education. Students must choose one optional subject in each of the first three years of the stage and one or more subjects in the 4th year. The Autonomous Communities establish a framework offer of subjects which need not the approval to be implemented by the schools. Moreover, schools may ask the corresponding education authorities of their Community for the approval of optional subjects other than the ones included in the general approved proposal. In order to offer optional subjects, the schools must comply with specific requirements relating to the number of pupils and the appropriate staff to provide them, among other.

Number of hours of studies of arts (comparing to the whole number of taught hours)

Information regarding the timetables of the new curricula developed according to the 2006 LOE is given since, even though they are not fully implemented yet in all years of compulsory education, they will be so in the academic years 2008/09 and 2009/10.

The instruction time for Artistic Education as set by the minimum national core curriculum, for the academic year 2007/08 is:

In Primary Education:

- For the first cycle (6 to 8 years of age): a total of 52.5 hours, which amounts to a 9.6 % of the total number of taught hours.
- For the second and third cycles (9 to 12 years of age): a total of 52.5 hours in each cycle which, in this case, amounts to a 9.5 % of the total number of taught hours.

In Lower Secondary Education:

- In the 1st year (13 years of age): 70 taught hours are devoted to Artistic Education (Visual and Plastic Education + Music), the 10.4 % of the total number of taught hours.
- In the 2nd year (14 years of age): 35 taught hours, the 5.5 % of the total number of taught hours.
- In the 3rd year (15 years of age): 70 taught hours devoted to Artistic Education (Visual and Plastic Education + Music), the 10.4 % of the total number of taught hours.
- In the 4th year (16 years of age), subjects relating to Artistic Education are not compulsory. However, Visual and Plastic Education and/or Music may be taken as optional subjects; they amount to 35 or 70 taught hours depending on the student taking one or both optional subjects (5.5 % or 10.9 % of the total taught hours, respectively).

Concerning the instruction time for Artistic Education in the Autonomous Communities and national weighted-mean ⁽¹⁾, the national average devoted to Artistic Education in Primary Education corresponds to the 9.4 % for the first cycle, the 8.9 % for the second and the 8.2 % for the third. In Lower Secondary Education, such average is 11.2 % for the first year, 10.3 % for the second and 8.9 % for the third. In the fourth year of ESO, subjects relating to Artistic Education are not compulsory. However, since students may choose to take both Visual and Plastic Education and Music, the data offered in the tables correspond to the maximum number of taught hours devoted to Artistic Education students may undertake.

2.2 Aims of arts curriculum

The curriculum developed based on the 2006 Act on Education (LOE) is progressively being introduced. For the academic year 2007/08 it is being implemented in the first and second years of Primary Education, while in the rest of the years of this stage the curriculum established by the 1990 Act on the General Organisation of the Education System (LOGSE) is still been used.

The aims established for the area of 'Artistic Education' in **Primary Education** by the national minimum core curricula developed from the two abovementioned Acts are listed in the following table:

Aims of the area 'artistic education'	
Primary education	
1st and 2nd years (LOE)	3rd to 6th years (LOGSE)
<ol style="list-style-type: none"> 1. To investigate the possibilities of sound, image and movement as elements for representation and communication, and to use them to express ideas and feelings, contributing with this to the emotional stability and to relationships with others. 2. To explore and know different materials and instruments and to acquire specific codes and techniques of the various artistic languages in order to use them with communicative and expressive purposes. 3. To apply the artistic knowledge to the observation and analysis of everyday situations and objects and of different expressions of the artistic and cultural worlds for their better understanding and to form taste. 4. To keep an attitude of personal and collective search, articulating perception, imagination, investigation and sensitivity, and reflecting when producing and enjoying the different artistic productions. 5. To know some of the possibilities of audiovisual media and the information and communication technologies where image and sound are involved, and to use them as resources for observation, information search and making of productions either in an autonomous way or in combination with other means and materials. 6. To know and value different artistic expressions of one's own and of others' cultural heritage, cooperating in keeping and renewing the local 	<ol style="list-style-type: none"> 1. To understand the possibilities of sound, image, gesture and movement as elements for representation and to use them to express ideas, feelings and experiences personally and autonomously in communicative and play situations. 2. To apply their artistic knowledge to the observation of the most significant characteristics of everyday situations and objects, trying to select those considered more useful and adequate to develop artistic and expressive activities. 3. To use the knowledge on basic plastic, musical and dramatic elements for the analysis of the own and other's artistic works and for the elaboration of own works. 4. To express and communicate by producing different types of messages, using the codes and basic forms of the different artistic languages, and their specific techniques. 5. To cooperatively make artistic productions implying different and complementary roles in the preparation of the final product. 6. To explore different materials and instruments (musical, plastic and dramatic) to get to know their properties and possibilities of use with expressive, communicative and play purposes. 7. To use voice and body as instruments for plastic, musical and dramatic representation and communication, and thus to contribute to the emotional stability and relationships with others.

⁽¹⁾ Annexes I and II include tables with the percentages of the taught time devoted, in each Autonomous Community, to Artistic Education both in Primary and in Lower Secondary Education. Likewise, those tables also present the national average, resulting from weighting the number of hours devoted to Artistic Education by the number of students in each Autonomous Community.

<p>forms of expression and appreciating how enriching are the exchanges with people of different cultures who share the same environment.</p> <p>7. To develop self-confidence in the relationship with the personal artistic production, with respect to one's own production and that of others, and knowing how to express and stand opinions and criticisms.</p> <p>8. To carry out cooperative artistic productions taking on different functions and collaborating in problem solving to obtain a satisfactory final product.</p> <p>9. To know some of the professions of the artistic spheres, paying attention to the characteristics of the work of artists and enjoying the observation of their productions as spectators.</p>	<p>8. To know the media based on image and sound, and the contexts in which they are developed, being able to critically appreciate those elements with aesthetic and expressive interest.</p> <p>9. To understand and use the basic elements of musical notation as a means for the representation, expression and knowledge of the own and others' musical ideas.</p> <p>10. To be confident of the own artistic productions, to enjoy the process of elaboration and to be able to appreciate their contribution to the personal enjoyment and well-being.</p> <p>11. To know and respect the main artistic expressions present in the environment, as well as the more significant elements of the cultural heritage, developing own evaluation criteria.</p>
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Moreover, aims relating to artistic and cultural education appear, as well, in other areas. For the 1st and 2nd years of Primary Education, these aims are the following:

In the area of 'Knowledge of the Natural, Social and Cultural Environment':

- 'To identify the main elements of the natural, social and cultural environment, analysing their organisation, characteristics and interactions, and progressing in the command of more and more complex spatial fields.'
- 'To analyse some manifestations of human action in the environment, critically assessing it and adopting, in everyday life, a behaviour to defend and recuperate the ecologic balance and preservation of cultural heritage.'

In the area of 'Physical Education': 'To acquire, select and apply principles and rules to solve motor problems and act in an efficient and autonomous way when practising sports and carrying out artistic-expressive and physical activities.'

For 3rd, 4th, 5th and 6th years of Primary Education, in the area of 'Knowledge of the Natural, Social and Cultural Environment' the following aim are given: 'To analyse some expressions of human action in the environment, critically assessing their need and scope; adopting, in everyday life, a behaviour to defend and recuperate the ecologic balance and preservation of cultural heritage.'

In **Lower Secondary Education**, there are two subjects related to Artistic Education: 'Visual and Plastic Education' and 'Music'. Due to the progressive implementation of the new organisation of the education system, during the academic year 2007/08, the 1st and 3rd years have been implemented, while for the 2nd and 4th years the curriculum in use corresponds to that established in previous education legislation. The following aims are established for each area:

Aims of the area 'visual and plastic education'	
Lower secondary education	
1st and 3rd years (LOE)	2nd and 4th years (LOGSE)
<p>1. To critically observe, sense, understand and interpret images of the natural and cultural environment, with sensitivity towards their plastic, aesthetic and functional qualities.</p> <p>2. To appreciate cultural and aesthetic values, identifying, interpreting and valuing their contents; conceiving them as part of the cultural diversity, contributing to their respect, preservation and improvement.</p>	<p>1. To critically sense and interpret images and forms of the environment, with sensitivity towards their plastic, aesthetic and functional qualities.</p> <p>2. To appreciate the artistic fact both as a source of aesthetic pleasure and as part of the cultural heritage, actively contributing to respect, preserve and improve them.</p> <p>3. To develop the own creativity and express it preferably with a subjective personal language or using the</p>

<ol style="list-style-type: none"> 3. To understand the relations between plastic and visual language with other languages and to choose the most adequate expressive option depending on the communication needs. 4. To express oneself with creativity, using tools of the plastic and visual language, and to be able to relate them with other areas of knowledge. 5. To use plastic language to represent emotions and feelings, experiences and ideas, contributing to communication, critical thinking and respect between people. 6. To use the different plastic and visual techniques and the information and communication technologies for the own creations. 7. To depict simple bodies and spaces through the use of perspective, proportion and to present qualities of surfaces and details in such a way they are effective for communication. 8. To plan and think, individually and in cooperation with others, about the process of making an object, starting from a series of set objectives, and to revise and assess, at the end of each phase, the state of attainment. 9. To have contact with other people by taking part in group activities with flexibility and responsibility, fostering dialogue, cooperation and communication. 	<p>codes, terminology and procedures of the visual and plastic language in order to enrich the own communication possibilities.</p> <ol style="list-style-type: none"> 4. To understand the relations between plastic and visual language with other languages and to choose the most adequate personal and expressive way to communicate the findings of this interpretation. 5. To respect, appreciate and to learn to interpret other ways of visual and plastic expression and of the dominant ways, overcoming stereotypes and conventionalities; and to elaborate personal judgements that allow developing own initiatives and criteria. 6. To have contact with other people and take part in group activities with flexibility, solidarity, interest, and tolerance, overcoming inhibitions and prejudices, and rejecting discriminations due to personal or social characteristics. 7. To value the importance of the visual and plastic language as a means of expressing and communicating experiences, feelings and ideas, overcoming inhibitions and appreciating their contribution to the personal stability and well-being. 8. To appreciate the expressive possibilities of investigating with different visual and plastic techniques, valuing the overcoming effort involved in the creative process. 9. To plan, individually or in groups, the phases of the process of making a piece of art; to analyse their components to adjust them to the targets; and to revise each of the phases at the end of the process.
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Aims of the area of 'music'	
Lower secondary education	
1st and 3rd years (LOE)	2nd and 4th years (LOGSE)
<ol style="list-style-type: none"> 1. To use the voice, the body, objects, instruments and technological resources to express ideas and feelings, enriching one's own possibilities for communication and respecting other forms of expression. 2. To develop and apply different abilities and techniques of interpretation (vocal, instrumental and of movement and dance) and musical creation, both individual or in groups. 3. To listen to a wide variety of pieces, of different styles, trends and musical cultures, acknowledging their value as a source of knowledge, intercultural enrichment and personal pleasure, being interested to widen and diversify the own musical preferences. 4. To acknowledge the characteristics of different musical pieces as example of artistic creation and cultural heritage, acknowledging their intentions and functions, and applying the adequate terminology to critically describe and value them. 5. To use autonomously different sources of information, audiovisual media, the Internet, texts, scores and other graphic resources to get 	<ol style="list-style-type: none"> 1. To recognise the basic elements of the musical language needed for its analysis and interpretation. 2. To acquire the necessary abilities to elaborate musical ideas through the use of voice or instruments, in order to enrich their possibilities of expression. 3. To develop the ability to analyse musical pieces as examples of artistic creation; understand their social use and their expressive intentions. 4. To learn to use sources of musical information (scores, texts, audiovisuals, etc.) in order to know and appreciate music. 5. To acquire the vocabulary necessary to explain both orally and in writing the musical processes and to make personal appraisals. 6. To foster active and conscious audition of pieces of music as a source of cultural enrichment to widen and diversify their musical taste. 7. To participate in musical activities, individually and in groups, with an open, respectful and interested attitude 8. To get to know the different expressions of music through history and their meaning in the artistic and socio-cultural sphere.

<p>to know and enjoy music.</p> <ol style="list-style-type: none"> 6. To know and use the different audiovisual media and the information and communication technologies as resources for producing music, valuing their contribution to different musical activities and to the autonomous musical learning process. 7. To participate in the organisation and development of musical activities carried out in different contexts, with respect and attitude to overcome stereotypes and prejudices, acknowledging, as a member of a group, how enriching the contributions of others are. 8. To understand and appreciate the relations between the musical language and other languages and areas of knowledge, as well as the function and meaning of music in the different artistic and audiovisual productions in the media. 9. To elaborate personal judgements and criteria, through the critical analysis of the different social uses of music, regardless of their origin, applying them with autonomy and initiative to everyday situations and valuing their contribution to personal and community life. 10. To value silence and sound as an integral part of the environment and of music, taking into consideration problems created by acoustic contamination and its consequences. 	
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In addition, in other subjects of this stage there are also objectives relating to Artistic Education.

In the 1st and 3rd years of Lower Secondary Education, these objectives are the following:

In History, Geography and Social Sciences: 'To understand the basic technical elements which characterise artistic expressions in their social and cultural reality to appreciate and respect the natural, historical, cultural and artistic heritage, assuming the responsibility of its preservation and appreciating it as a resource for individual and group enrichment.'

In Physical Education: 'To practice and design expressive activities with or without a musical base, using the body as a means for communication and creative expression.'

In Latin: 'To get to know the relevant aspects of Roman culture and civilisation, using different sources of information and presentations, in order to identify and appreciate their survival in our cultural, artistic and institutional heritage.'

In History and Culture of Religions: 'To appreciate the artistic and cultural expressions and the religious traditions as part of the cultural heritage of people, taking on the responsibility of their preservation, and appreciating them as a source of personal enrichment.'

For the 2nd and 4th years of Lower Secondary Education, objectives of other areas relating to Cultural and Artistic Education are the following:

In History, Geography and Social Sciences: 'To appreciate and respect the natural, historical, linguistic, cultural and artistic heritage, assuming the responsibilities implied in its preservation and improvement.'

In Physical Education: 'To value, design and practice rhythmic activities with a musical base as a means for creative expression and communication.'

In Spanish Language and Literature: 'To distinguish the main artistic and literary periods, their main characteristics as well as the most significant authors and literary pieces.'

According to the core curricula established by the Ministry of Education, the Autonomous Communities are free to sequence, prioritise and develop the objectives of the different areas and subjects of the curriculum. In general terms, the Communities usually keep the objectives established at national level and add or develop other objectives, emphasising the specific artistic and cultural characteristics of the heritage of the Community.

Concerning the use of Information and Communication Technology (ICT), there is one, among the objectives established for the curricula of all the artistic subjects, which specifically establishes the need to know and learn how to use the possibilities that audiovisual media and the information and communication technologies offer as resources for observation, information search, elaboration of one's own plastic, visual or musical productions and self-learning.

Likewise, both the Ministry of Education, through the High Institute of Training and On-line Resources for Teachers (ISFTIC), and some Autonomous Communities, offer the educational community a series of resources to teach Arts through the new technologies. Some of these resources are designed to be used by the teacher for the teaching-learning process in class and others to be used by pupils to work at home through the Internet.

2.3 Cross-curricular links between arts and other subjects

Legislation regarding the minimum national core curriculum establishes, besides the objectives for the stages, also the basic competences students have to acquire during compulsory education; both Primary and Lower Secondary Education have to contribute to their accomplishment. Basic competences are considered to be those students should have developed by the end of compulsory education for their personal realisation, exercising active citizenship, successfully joining adult life and being ready to take part in lifelong learning. Therefore, they consist of these learning considered as essential. The cultural and artistic competence is one of the eight basic competences established.

The areas and subjects of the curriculum are addressed to allow students to reach the educational objectives and to acquire the basic competences. However, there is not a one-to-one relationship between the provision of certain areas or subjects and the development of certain competences. Each of the basic competences must be developed through the work in several areas or subjects. The royal decrees establishing the national core curriculum set which areas or subjects contribute to develop each competence and in what way they must do it.

The main objective of the basic competences is to provide compulsory education and its different stages and curricular areas with an integrating and global character, oriented to the application of the knowledge acquired. In the curriculum corresponding to each subject its contribution to the development of the different basic competences is stated explicitly.

In Primary Education, the areas that must contribute to the development of the cultural and artistic competence, that is, to the development of the artistic expression, the knowledge and preservation of culture and of the artistic and cultural heritage are the following: Knowledge of the Natural, Social and Cultural Environment; Artistic Education; Physical Education; Language; Foreign Language and Mathematics. In Lower Secondary Education, such competence has to be developed through the following areas: History, Geography and Social Sciences; Physical Education; Visual and Plastic Education; Computer Sciences; Latin; Spanish Language and Literature; Foreign Language; Mathematics and Music.

3. Special provision with a focus on art education

According to current legislation, education authorities must facilitate that students can simultaneously take primary or lower secondary education and Music or Dance artistic studies. For this purpose, the so-called 'integrated schools' have been created. Their aims are to offer the abovementioned combined provision in one single institution, with the necessary adaptations in the curriculum and in the timetable to lighten the teaching load students have to face when they simultaneously take both types of studies. This is expected to contribute to channel the personal effort of these pupils into obtaining the best results possible.

For the moment, there are four 'integrated schools' where students have the possibility of simultaneously take Music or Dance studies with primary or lower secondary education. These are the following:

- In Barcelona: a Dance and mainstream education integrated public school offering integrated provision of Lower Secondary Education and professional Dance Education.
- In Madrid: an integrated school offering Music and primary and Lower Secondary Education and an integrated school offering Music and Lower Secondary education.
- In Torrent (Valencia Community): a publicly funded private integrated school offering Music and Primary and Lower Secondary Education.

Access to these integrated schools is obtained through passing a specific entrance examination which specially takes into consideration the abilities needed to successfully complete the Music and Dance studies. These entrance examinations aim at assessing maturity, aptitudes, knowledge and skills as to enrol on the respective stage. In addition, students must accomplish the academic and age requirements corresponding to Primary or Lower Secondary Education.

4. Assessment of pupils' progress and monitoring of standards in the arts

4.1 Pupils' assessment

Even though the new curriculum (including assessment criteria of the areas and subjects) is progressively being introduced in Primary Education and ESO, the basic aspects of the evaluation established at State level by the LOE and its subsequent regulatory development (regarding marking, documents for assessment, etc.) are in force since the academic year 2007/08 for both stages.

Assessment in Primary Education (ISCED level 1) is aimed at assessing pupil's progress in all areas of knowledge from a global and continuous perspective, taking into account the overall progress of the pupil in the group of areas of the curriculum. All areas are previously individually assessed, including art subjects: Artistic Education (Music, Drama, Visual Arts and Dance) and Physical Education (which includes objectives related to dance).

Assessment in arts activities is similar to that carried out in other subjects, since in all areas assessment takes into account the different elements of the curriculum (objectives, basic competences, contents and methodology), and the criteria for assessing the curriculum of each area are the main reference to assess the attainment target degree and guide teachers when assessing pupils. Moreover, not only pupil's performance (the degree of knowledge acquisition) but also the learning process is assessed in all areas.

Assessment criteria are specific for each area of knowledge (including Artistic Education) and for each cycle. The assessment criteria for the area of Artistic Education in Primary Education are established by the national minimum core curriculum, that is then adapted and completed by each Autonomous

Community. However, the specific methodology used to assess pupils is freely decided by each teacher, team or department, in accordance with the school's educational plan, that must be developed observing the general guidelines set by the legislation of the respective Autonomous Community.

It should be highlighted as a peculiarity that in Primary Education assessment of pupils in Artistic Education is carried out by the (general) form teacher who teaches the relevant contents (Drama, Visual Arts and Dance). However, that part of the area corresponding to Music is taught and assessed by a specialist teacher. Subsequently, the general teacher – who awards the final grade – and the specialist teacher coordinate with each other to jointly assess the Artistic Education area.

Furthermore, form teachers have to regularly inform parents on the progress and difficulties observed in their children. This information is to be provided in written on, at least, a three-month regular basis every year and has no official academic value. Likewise, the form teacher fills in the 'academic records' (document which includes a list of all the pupils of a group together with the results of their assessments in each area of knowledge) at the end of every Primary Education cycle, that is, at the age of 8, 10 and 12 years old, respectively.

In **Lower Secondary Education** (ISCED level 2), in all grades all subjects of the curriculum are assessed independently, including arts subjects: Visual and Plastic Education (Visual Arts and Media); Music (Music and Dance); and Physical Education, which includes objectives related to dance.

Assessment in ESO is continuous and different for each subject of the curriculum (including the art subjects). By continuous we understand that it is an integral part of the teaching-learning process. It is different because each teacher specialised on a subject (for example, Visual and Plastic Education) assesses the performance of each pupil on that subject.

For this purpose, arts subjects are assessed similarly to other subjects, that is, teachers must assess students' degree of attainment target in each subject (deciding freely on methods of assessment), taking into account the different elements of the curriculum and using assessment criteria (specific for each subject) established in the curriculum as the main reference. Moreover, not only pupil's performance but also the learning process is assessed in all areas.

However, even though assessment is different for the various subjects, the rest of the decisions taken in the assessment process (for example, promotion, awarding of the degree at the end of ESO) are taken jointly and by consensus of the teaching team, made up by the group of teachers of the pupil, and coordinated by the form teacher. In the case no consensus is reached, decisions are taken by two thirds of the majority, taking into account the degree of acquisition of the basic competences and the objectives of the year or stage. In order to provide for pupils making-up subjects negatively assessed, each Autonomous Community establishes the conditions and procedures so that schools organise supplementary catch-up exams in each grade.

Assessment is carried out on, at least, a three-month regular basis during the four years of ESO: 1st year (ages 12-13); 2nd year (ages 13-14); 3rd year (ages 14-15) and 4th year (ages 15-16). In order to keep families regularly informed about the educational processes of their children, information regarding each assessment is offered by means of a written model established by the school. In addition, to provide for pupils making-up subjects negatively assessed, schools organise supplementary catch-up exams in each grade (usually during the month of September).

At ISCED levels 1 and 2, **teacher assessment** consists of a judgement in relation to curricular content and is aimed to establish whether each pupil has attained a defined standard expected of pupils of a particular age in the arts. As it was already explained, teachers assess their pupils taking into account the different elements of the curriculum (the objectives, basic competences, contents, pedagogic methods) and the assessment criteria. The basic competences and the objectives of each area are

established for the whole stage, while the contents and the assessment criteria of each area are established for each educational cycle.

Concerning how the **outcome of teacher assessment** is recorded, in Primary Education, assessment results are expressed, from the academic year 2007/08 onwards, in terms of Unsatisfactory; Satisfactory; Good; Very good; and Excellent. Unsatisfactory is considered negative whereas the rest are positive. The official assessment documents in Primary Education are the following:

- The 'assessment reports', filled in at the end of each of the cycles of the stage. They include the list of the group of pupils together with their assessment results in each area. Decisions on promotion or continuance for another year in the cycle, taken in accordance with the regulations on promotion for the corresponding stage, are also included for every pupil.
- The 'student's academic record', which is the document including the identification data of both the institution and the pupil as well as the information regarding his/her assessment process. This document records the pupil's assessment results, the proposals for promotion as well as the attention to diversity measures taken and the awarding of the school certificate, when applicable.
- The 'academic record': is the official document in which the assessment results, the decisions regarding pupils' academic progress during the stage are shown and officially accredits the studies undertaken by the pupil. The school where the pupil is studying is in charge of its custody.

In ESO, assessment results are expressed in terms of Unsatisfactory; Satisfactory; Good; Very good; and Excellent and, subsequent to the development of the LOE, these results are accompanied by a mark given in numbers (without decimals) from 1 to 10 with the following equivalences: Negative assessment: Unsatisfactory: 1, 2, 3 or 4.; Positive assessment: Satisfactory: 5; Good: 6; Very Good: 7 or 8 and Excellent: 9 or 10. This information is gathered in the different documents of the institution:

- The 'assessment reports', that are filled in during the assessment sessions carried out every three months with the grades given to each pupil in the different subjects taken in the school year. Moreover, the subjects negatively assessed in previous grades have to be recorded. In addition, in the assessment sessions an agreement is reached regarding the information to be offered to each pupil and his/her family on the result of his/her learning process, the activities carried out and the educational reinforcement and support measures taken. In the 'final assessment report', the decision on promotion or continuance for another year in the same grade is also stated, in accordance with the regulation on promotion for this stage. There are two final assessment reports, one completed at the end of the ordinary academic year and the other at the end of the period for the supplementary examinations.
- The 'pupils' personal academic record' is the document that includes the information regarding the personal pupils' assessment process. It records the assessment results, the proposals for promotion and certification, the attention to diversity measures taken, if applicable, the awarding of the School Certificate, and the academic record for the ESO.
- Furthermore, at the end of compulsory education, each pupil is given his/her 'academic record for the ESO'. This document includes the subjects studied in each grade, the assessment results of each subject specifying when they were passed (whether in ordinary or in supplementary exams), decisions on promotion to the next grade and the proposal to be awarded the Compulsory Secondary Education Degree.

Subsequent to the implementation of the LOE, at the end of each grade, the form teacher prepares a final assessment report for each pupil which will guide teachers of the next grade.

In Spain, there are not any external tests or examinations to evaluate the pupils' artistic performance/art work or arts knowledge at any level of compulsory education.

Educational reinforcement measures are taken when progress of a pupil is not adequate. These measures can be established at any moment of each cycle, as soon as difficulties are evidenced, and are aimed to guarantee the acquisition of the essential learning in order to continue with the educational process.

In Primary Education, decisions on promotion are taken at the end of each cycle as a consequence of the assessment process. Teachers of the group of pupils decide upon promotion, taking into account the criteria and the information provided by the form teacher. Access to the next educational cycle or stage (ESO) is granted provided they have acquired the adequate development of the basic competences and the suitable degree of maturity. Promotion is also possible on condition that the objectives unattained do not prevent pupils from keeping up with the new cycle. In this case, pupils will receive the necessary support to catch-up with the unattained objectives. Pupils who have not acquired the basic competences may stay for one more year within the same cycle. However, this measure can only be taken once during Primary Education and must be accompanied by a specific reinforcement or make-up plan specifically designed for the pupil.

In ESO, at the end of each year, and as a consequence of the continuous assessment process, the teaching team decides upon promotion of pupils. A pupil may promote to the next year even if she/he has not been positively assessed in all subjects (including arts subjects). In such cases, a reinforcement programme and its corresponding assessment are established. However, there are a limited number of years pupils may repeat. Students' progress to the following grade on achieving the objectives in the subjects studied (including arts subjects); they can progress even if they obtained a negative assessment in a maximum of two subjects. However, they have to repeat the grade if they obtain a negative assessment in three or more subjects. In exceptional circumstances, promotion may be authorised, even if the assessment outcome was negative in three subjects. Those students who progress without having passed all the subjects must enrol in the reinforcement programmes and pass the corresponding assessment organised for such programme. Students are allowed to repeat the same academic year only once, and twice maximum in the whole educational stage. In exceptional circumstances, a student may be allowed to repeat the fourth year of ESO a second time provided that this student has not repeated previous grades of the stage. If at the end of each year, a pupil is negatively assessed in any of the subjects, s/he may sit a supplementary examination organised by the school.

In the case of highly gifted pupils (standing out in certain areas of the curriculum, such as the arts), the LOE states that education authorities must adopt appropriate action plans to meet the needs of these pupils. These plans include the possibility of bringing forward schooling in this stage one year or reducing its duration, whenever it can be anticipated that these measures are the most adequate for the development of the personal stability and socialisation of the pupil; or the pupil may be included in an extracurricular programme and/or a programme of curriculum enrichment. The form teacher or the specialist teachers in an area (for example, Music) keep the Guidance Team informed about the outstanding performance of a pupil in such area. This Team assesses the adequacy of carrying out the pupil's psycho-pedagogical assessment to identify high abilities. If so, the attention to diversity measures abovementioned are proposed to the education authorities.

4.2 Monitoring of standards

Since 2000, evaluations at national level have not assessed arts subjects so far. However, it is scheduled that the 'cultural and artistic competence' is to be evaluated in a future round of the national diagnostic evaluation – not yet determined. (Please see section 7 devoted to ongoing reforms and proposals).

5. Teacher education in the arts

5.1 Initial teacher education

The drawing up of the new university syllabuses, in compliance with the new regulations, which include the agreements made by the Spanish Government in the Bologna Declaration, is still in progress. Thus, the description of the structure of the curricula for the different types of provision that follows corresponds to the current situation.

General teachers in the arts

In Primary Education general teachers are competent in all areas of this educational level, including the area of Artistic Education, except for the content of Music (that is part of that area) which is taught by teachers specialised in Music Education. The general teacher in Primary Education is also responsible for assessing pupils in the area of Artistic Education, taking into account, though, the references of the specialist teachers in Music Education and Physical Education regarding pupils' performance in these areas.

The contents of the syllabuses in initial university education are grouped into subject areas or matters, to which a certain number of credits are assigned. Subject areas are classified into: i) Common subject areas, which constitute the common core curricula for studies leading up to a given degree and they are common to all universities on Spanish territory; ii) Subject areas determined by each university, some are compulsory whereas others are optional; and iii) Subject areas that students may choose freely by the student from those offered at the university for any kind of degree or even provided at other universities, with which arrangements have been made in that respect. This allows students to construct their own curriculum with flexibility.

Primary education teachers receive specific training during their initial education in the following arts subjects: visual arts (including crafts), music, drama and dance. But, specifically, the syllabus for Primary Education general teacher has one common subject area, hence, of a state and compulsory nature, relating to arts subjects which is 'Artistic Education and its Didactics' and that universities may distribute into 'Didactics of Artistic Education I' and 'Didactics of Artistic Education II' (the last one being an advanced level of the first). In addition, some universities define in their syllabuses other compulsory subjects such as 'Artistic Education and its Didactics III'.

Thus, through the provision of these common subject areas and compulsory subjects in initial education, Primary Education teachers are trained in didactics of music and plastic expression. This didactic education includes the following types of contents: an approach to the artistic phenomenon, the musical expression and the plastic expression; an approach to the expressive and creative world of the child; contents, didactic resources and materials for Artistic Education.

Besides the common subject areas and the compulsory subjects already mentioned, universities may establish optional subjects related to arts.

Moreover, among the basic competences that the state legislation establishes that Primary Education teachers must acquire through their initial training, the following should be highlighted regarding artistic and cultural education:

- Understanding the principles which contribute to the cultural, personal and social training through the arts.
- Knowing the school curriculum for Artistic Education, specially the plastic, audiovisual and musical aspects.
- Acquiring resources to foster lifelong participation in musical and plastic activities within and outside school.

- Developing and assessing curricular contents using adequate didactic resources and promoting the relevant competences in pupils.

Both through the common subject areas and through the compulsory and optional subjects established by each university, Primary Education generalist teachers are also trained in content areas relating to the arts subjects of their syllabus: Arts curriculum content (Music, Drama, Visual Arts and Dance); Arts pedagogy (Music, Drama, Visual Arts and Dance); Arts history (Music, Visual Arts) and Personal arts skill development of the prospective teacher (Music, Drama, Visual Arts and Dance).

The aforementioned common subject areas, such as 'Artistic Education and its Didactics', have the following general objectives:

- To become aware of the value of Music and Plastic Art as a language.
- To reflect upon Artistic Education as an open teaching-learning process.
- To understand and learn how to use the basic elements of the artistic languages.
- To develop teaching-learning strategies corresponding to each of the artistic languages.

Among the compulsory subjects offered by some Spanish universities, 'Didactics of Visual and Plastic Education' is also included; and among the optional subjects the following can be found: 'Training of the Artistic Eye'; 'Development of Plastic Expression and its Didactics'; 'Movement, Rhythm and Dance'; and 'History of Music and of Folklore'.

Specialist or semi-specialist teachers in the arts

As already abovementioned, in Primary Education, Music (which is part of the area of Artistic Education) is taught by a specialist teacher in Music Education, who has had specific initial education on this artistic field. In Compulsory Secondary Education (ESO), there are only specialist teachers. Thus, arts subjects ('Plastic and Visual Education' and 'Music') are both taught by specialist teachers who, in general terms, have university degrees on these subjects.

In order to teach in Primary and in Secondary Education, it is necessary to hold the corresponding academic degrees and to have the pedagogic and didactic education the Government has established for each of these educational levels.

At the ISCED level 1, the initial training of teachers specialised in Music Education, including their professional teacher education, lasts three years and leads to the award of the degree of 'Maestro' specialised in Music Education. These teachers have to have studied the arts as part of their professional teacher education. Hence, the syllabuses include common subject areas such as 'Didactic of Music Expression'; 'Rhythmic Training and Dance'; 'Musical Language; and Vocal and Auditory Training', etc. In addition, the practicum is included (teaching practice which involves teaching Music to Primary Education pupils in schools). During the initial education of Music teachers, and specifically in the part of their professional teacher training, they have to achieve a certain level of skill in this particular art form.

In order to teach a specific subject in ESO (ISCED level 2) it is necessary to belong to the body of secondary education teachers of the relevant specialisation. Access to this body is contingent on passing a competitive examination. For such purpose, candidates must hold a *Licenciatura degree*, Engineer or Architect degree or the corresponding Graduate degree. Such degrees do not have to correspond to a specific specialisation; however, since the access system is specific to the area of knowledge chosen, in most cases candidates have a university degree related to the specialisation they are applying to.

Thus, specifically for arts education, candidates who participate in the access system to the profession for the specialisations of Visual and Plastic Education and Music Education, respectively, they generally hold degrees on arts, i.e., Fine Arts (first and second cycle university degree, lasting 5 years); History and Sciences of Music (second cycle university degree, lasting 2 years) or an Advanced Certificate in Music (specialised education advanced certificate which lasts 4 years and is equivalent to the *Licenciado* degree). These teachers, then, are in charge of teaching arts subjects in ESO. As a general rule, Music teachers in ESO hold the advanced Music certificate specialised in 'Language and Music Education Pedagogy'.

Besides the degrees already mentioned, prospective teachers of arts, prior to entering the competitive examination process, must have undergone pedagogic and didactic training, part of which is specifically addressed to their area of specialisation. Such training is currently being offered by universities in two ways: a course on pedagogical aptitude leading to the award of the Pedagogical Aptitude Certificate (CAP); or a course on pedagogic qualification leading to the award of the Professional Certificate of Didactic Specialisation. Any of these two degrees qualifies prospective teachers to teach in any grade of Compulsory Secondary Education.

Specialist teachers of arts subjects in ESO have to have studied the arts as part of their professional teacher education. Thus, for example, the syllabus for the advanced degree in Music, specialised in Language and Music Education Pedagogy, includes subjects like: 'Didactics of Music', 'Didactics of Instrumental Ensembles' and 'Psycho-pedagogy'. In addition, they have a number of hours for teaching practice within their initial teacher education. Regarding the History and Sciences of Music degree, a compulsory subject offered in some universities is 'Methodology and Practice of Music Analysis', and an optional one is 'Music Didactics'. The Fine Arts degree includes subjects such as 'Visual Arts Didactic Foundations'. On the other hand, the pedagogic and didactic training these specialist teachers take regarding arts subjects, subsequent to their advanced initial education, is made up of specialisation areas regarding pedagogy and didactics of Artistic Education subjects. In addition, they have a number of hours for teaching practice on Visual and Plastic Arts or Music in secondary education schools. Holders of an advanced certificate in Music (specialised in Language and Music Education Pedagogy), of a degree in History and Sciences of Music, and of a Fine Arts degree, they have to demonstrate that they have achieved a certain level of skill in a particular art form during their initial training.

In Spain, the specialist teachers indicated do receive special training in the following content areas during their initial teacher education: Arts curriculum content (Music, ISCED levels 1 and 2); Arts pedagogy (Music, ISCED levels 1 and 2; Visual Arts and Media Arts, ISCED level 2); Arts history (Music, ISCED levels 1 and 2; Visual Arts and Media Arts, ISCED level 2); Personal arts skill development of the prospective teacher (Music, ISCED levels 1 and 2; Visual Arts and Media Arts, ISCED level 2); Pupil assessment in arts (Music, ISCED levels 1 and 2; Visual arts and Media Arts, ISCED level 2). These contents are established by the central government as compulsory and therefore are provided in all universities of the country.

Professional artists who are not qualified teachers can not be recruited as teachers of arts subjects in schools at ISCED levels 1 and 2 since, in Spain, it is not possible to teach at those levels without undertaking the corresponding studies, holding the relevant degrees and, in case of public education, without passing the entrance competitive examinations to become part of the teaching body in the civil service. Nevertheless, schools where prospective teachers undertake their initial training may invite professional artists to give talks, master classes or to participate in seminars and symposiums. Besides, some teachers providing initial teacher education specialised in arts subjects in higher education institutions may also be professional artists in a specific field (i.e., musicians, actors, painters, etc.).

5.2 Continuing professional development

Participation of both general teachers and specialist teachers in arts in Continuing Professional Development (CPD) is regulated in Spain at central and regional level: Ministry of Education and the Autonomous Communities, respectively. The Ministry of Education offers state in-service training programmes, directed at teachers of any subject area, and establishes, for this purpose, the relevant agreements with the corresponding institutions. However, since in-service teacher training is a decentralised responsibility, the Autonomous Communities plan CPD activities, provide a varied range of free training activities and take the necessary measures to foster teacher participation in them. Both the content and the institutions in charge of this provision differ from one Autonomous Community to another.

Continuing Professional Development is both a right and a duty of all teachers. Nevertheless, it is more a moral obligation than an obligation stated by the education administrations to compel teachers to undertake certain courses and hours of in-service training during their professional career in the strict sense. Undertaking in-service training activities has a direct impact on teachers' professional careers, as they are regarded as merits (for transfers, secondments, management of educational institutions) and as a necessary requirement to be eligible for a salary bonus. In general, since teachers usually carry out in-service training activities voluntarily, it is not established the minimum in-service training hours to this respect. Nevertheless, if a teacher wants to receive the aforementioned salary bonus, he/she must prove to have participated in in-service training activities for a certain number of hours. The minimum number of hours of necessary training and the amount of this bonus vary in the different Autonomous Communities.

Education authorities (State and Autonomous Communities), within their management area, and the schools are responsible for organising in-service training offering teachers the provision of a wide range of cost-free training activities.

At State level, the body of the Ministry of Education responsible for organising this offer is the Higher Institute for Training and on-line Resources for Teachers (ISFTIC), resulting from the fusion of the National Centre for Educational Information and Communication and the Higher Institute for Teacher Training. The new institute is in charge of organizing continuing professional development at national level by offering courses where attendance is required and also on-line courses addressed to teachers of different educational levels and cycles according to the different areas of knowledge and subjects, including arts education.

On the other hand, each Autonomous Community establishes the legal system, structure and functioning of its teacher training network. Within the management area of each Community, the regional or specific territorial teacher education institutions are the bodies responsible for giving the training and they receive different names (i.e. Centre for Teachers, Centre for Pedagogical Resources, Regional Centre for Innovation and Training). Each of these centres draws up its own action plan and organizes and develops the offer of activities for each academic year taking into account Autonomous Communities' priorities and the training demands of the area. The staff of these teacher education institutions is teachers in the civil service usually organized in departments depending on the different areas of knowledge, including arts, cultural and sports education. Each teacher education institution is responsible for a variable number of primary and secondary schools, to which they provide support in relation to professional development, resources or guidance to carry out innovation and improvement initiatives. The schools collaborate with them by providing the necessary space and means for the execution of the training activities.

Among the offer of in-service teacher training activities, there are also teacher training projects which are organized and developed in schools; these are an effective tool for meeting the training needs of a team or group of teachers. Such projects deal with theoretical and practical training and may include issues regarding school administration, management and organisation, curriculum development, etc.

Furthermore, both ISFTIC and the Autonomous Communities establish agreements with universities or similar institutions in order to develop activities aimed at improving in-service teacher training. In addition, they also establish agreements with other bodies of the public administration and with not-for-profit organisations which have teacher training among their purposes, for example, with private associations, groups or institutions (such as official professional associations, unions, pedagogical reform groups, foundations, etc.). Education authorities may grant these institutions financial assistance to help them achieve such objective.

As examples of the main CPD programmes in arts available, the following programmes addressed to general and specialist teachers can be mentioned:

At national level there are artistic in-service teacher training programmes addressed to teachers of the different education levels and specializations. The ISFTIC coordinates these programmes in collaboration with the National Patrimony and the Open University. One of these programmes is aimed at secondary education teachers of History and Art History, to teachers of Artistic Studies and to teachers of artistic subjects in vocational training programmes. Its objective is to promote the patrimony's knowledge and appreciation and it consists of summer courses in which some national monument is visited. Another programme is aimed at teachers of the different education levels and it includes activities related to arts education.

At regional level (Autonomous Communities), the Regional Centre for Innovation and Training 'Las Acacias' – in the Autonomous Community of Madrid – can be mentioned as an example of centre in which training activities related to arts education are provided. This teacher education institution, which is organized in several formative departments, has a department specialised in arts, cultural and sport education in charge of planning in-service teacher training (courses, seminars and activities) aimed at teachers of this area. This department offers activities as the following: school choir training courses, courses on the didactic of body percussion, seminars on exchange of experiences in the music classroom and attendance to didactic concerts. Another example of the Autonomous Community of Valencia can be mentioned, where a specific music programme is offered by the Teacher Training Service. It is given in all provinces through the Centres for Teacher Training, Innovation and Resources.

Furthermore, professional artists can take part in in-service teacher training activities. Nevertheless, though this possibility does exist, the ones who usually give this training are teachers.

6. Initiatives

Initiatives to develop artistic education through the arts curriculum

Most of the Autonomous Communities establish, within the curriculum for the different educational stages, a series of recommendations or specific methodological guidelines for each subject matter. Among the recommendations for the area of artistic education the following use to be included:

- Artistic knowledge acquired in class must be applied to the world of nature, history, the audiovisual and reading experience, etc. in order to integrate artistic knowledge with the contents of other areas.
- Creativity must be fostered through improvisation and imagination, since it makes put in practice all the expressive resources and the spontaneous adjustments of voice, body and instruments.
- Activities involving games in the class should be offered as a means for the student to learn to integrate the play dimension with the artistic learning.
- The stage of each student's development must be taken into account in order to programme adequate artistic activities.

- Resources provided by the information and communication technologies must be included to generate music, combine sounds, texts, images, photographs and animations, opening the possibilities for the aesthetic experience.

Likewise, the Autonomous Communities recommend classroom work in flexible groups such as:

- Individual work, to relax and concentrate, silent and active listening, thinking prior to creation, etc.
- Pair work, to foster relationships and expressive contacts, the exchange and comparison of thoughts, for shared evaluation, etc.
- Small-group work, to prepare immediate improvisations, for tasks involving distribution of responsibilities, etc.
- Group work to carry out dramatic plays, bands, choirs, choreographies, project planning and group assessment.

On the other hand, some education administrations grant financial aids to schools as specific initiatives to develop cultural activities relating to the artistic curriculum; the aim is to promote setting up programmes and activities that promote the development of the cultural and artistic competence of pupils. Likewise, some Autonomous Communities also provide that schools within their territories celebrate anniversaries of events relating to the world of Art (for example, anniversaries of well-known artists) as a way to foster the artistic curriculum.

Partnerships between schools and professional artist/arts organisations

Some Autonomous Communities sign cooperation agreements with certain institutions or foundations in order to foster Artistic Education in schools. Thus, school competitions or cultural activities are developed through the agreements signed with certain Professional Associations or Private Foundations (for example, drawing competitions, cultural visits, attendance to shows, etc.). Likewise, most museums, art galleries, foundations, institutions, theatres and auditoriums offer primary and secondary education schools the possibility to visit and carry out pedagogic activities with their students for free.

Extra-curricular activities and complement arts provision

In Spain, each school is responsible for establishing the offer of extra-curricular activities at the beginning of each academic year. The proposal of extra-curricular activities, duly argued, may be proposed to the School Board by any body or member of the educational community (didactic departments, teachers, parents' associations, parents, students, student's associations, non-teaching staff, local corporations, administrations, institutions, companies, organisations, etc.), so that the School Board decides on their suitability and approves them. The majority of schools usually include one or several of them relating to Artistic Education (for example, Music, Painting, etc.) in their offer of extra-curricular activities

Education authorities may offer two types of aids to help set up extra-curricular activities in schools:

1. On the one hand, financial aids addressed both to pay for the expenses of setting up extra-curricular activities and to provide the most disadvantaged families access to such activities. They are aids granted to extra-curricular activities within the set of areas annually established by the education authorities. Artistic activities are part of these priority areas in some Autonomous Communities.
2. On the other hand, some education authorities have specific programmes to complete the artistic and cultural training of pupils. For such purpose, they offer a series of financial aids to schools to

subsidize setting up extra-curricular activities regarding culture and art (for example, art classrooms, workshops, exhibitions, etc.).

Likewise, education authorities organise school competitions (for example, choirs, Greco-roman theatre, sculpture, etc.) and other types of activities (such as concerts, trips, etc.) to foster student's cultural and artistic training.

The content of extra-curricular activities is not regulated by the education authorities. The schools, according to their own necessities, are in charge of designing and approving the offer of extra-curricular activities. The aim of extra-curricular activities is not to complete the contents of the curriculum taught in class, rather, the generic objective is to contribute to the integral training of pupils. However, such activities allow complementing students' education (including artistic and cultural education) through the development of more informal activities.

7. Ongoing reforms and proposals

Objectives, contents and national minimum timetable of the subjects

The Act on Education passed in 2006 abolished several acts on education in force at the moment. Subsequent to this Act, certain changes have been introduced regarding the specific objectives, contents and national minimum timetable of the subjects relating to Artistic Education in Primary and Lower Secondary Education.

In the academic year 2007/08, the new provisions for the 1st and 2nd grades of Primary Education and for the 1st and 3rd years of Lower Secondary Education have been implemented. In the school year 2008/09, the implementation of the 3rd and 4th years of Primary Education and of the 2nd and 4th years of Lower Secondary Education is scheduled. By the academic year 2009/10, the curricula of the LOE will be implemented in all grades of compulsory education.

As regards the **objectives** of the area of 'Artistic Education' in Primary Education, one was included referring to the use of ICT ('to know and use the different audiovisual media and the information and communication technologies based on image and sound as resources for the observation, information search and elaboration of own productions, independently or in combination with other resources or materials') and another that fosters 'to know some of the professions of the artistic sphere, paying attention to the characteristics of the work of artists and enjoying their productions as spectators'.

In Lower Secondary Education, objectives relating to the use of ICT have also been included in the areas related to artistic education. In 'Visual and Plastic Education' the new objective is 'to use the different plastic and visual techniques and the Information and Communication Technologies for their own creations', and in Music is 'to know and use the different audiovisual media and the information and communication technologies as resources for musical production, valuing their contribution to different musical activities and to the autonomous musical learning process'.

Regarding the **contents** included in the national core curriculum for the area of Artistic Education in Primary Education, they do not vary from the previously existing ones. There are changes in the way they are organised and in the degree of thoroughness, higher now; they are organised by cycle and not in a generic way for the whole stage. Contents referring to language and body expression not related to dance have now been moved to the area of Physical Education; contents relating to dramatic play and the different dramatic techniques, present in the previous core curricula established by the Government, are not included now. In Lower Secondary Education, in the areas of 'Visual and Plastic Education' and in 'Music', contents are essentially very similar to those in the previous legislation, in which however they were established more specifically for each of the years while now contents are presented globally for the first three years and separately for the fourth year. The new feature in 'Visual and Plastic Education' is that there are some specific contents now underlying both the importance of group work and the individual responsibility in the development of an art work. In the

area of 'Music', specific contents regarding interpretation, creation and dance have been included whereas those referring to the history of Music are no longer included in the national core curriculum.

Regarding the **timetable**, with the new legislation the total number of hours for Artistic Education as established in the national core curriculum for Primary Education has been reduced to 35 hours. In Lower Secondary Education, there have been no changes regarding the minimum number of hours to be devoted to Artistic Education.

Concerning planned changes and proposals, the new organisation and provisions subsequent to the 2006 Act on Education (LOE) are in process of being implemented. Apart from that, no other changes are envisaged in relation to the arts curriculum or cultural and creative education.

Assessment and quality assurance in arts education

The reform in education established by the 2006 Act on Education (LOE) is progressively being introduced.

Regarding pupil assessment, the LOE and its subsequent regulatory development imply changes in the curriculum of areas and subjects as well as in the basic aspects of pupil assessment as opposed to previous legislation, the LOGSE, which the LOE abolishes. Hence, in Primary Education, the LOE distributes the assessment criteria of each area (including Artistic Education and Physical Education) by cycle, while in the LOGSE they were common for the whole stage.

Regarding Lower Secondary Education, the LOE establishes common assessment criteria for the first three years and different for the fourth for both 'Visual and Plastic Education' and 'Music', while in the LOGSE these criteria were established by year (except for the first year, which were not specified because the first and second years made up one cycle). Regarding Physical Education, both the LOE and the LOGSE established assessment criteria per year, although the LOGSE did not establish criteria for the first year for the same reason as for 'Visual and Plastic Education' and for 'Music'.

Regarding the monitoring of standards, the LOE establishes that the Institute of Evaluation (IE) and the relevant bodies of the Autonomous Communities must carry out general diagnostic evaluations in order to gather representative data on students and schools both at the regional and national levels. Education authorities must reach agreements and take decisions beforehand to prepare these general evaluations.

These evaluations, which will examine the achievement levels in the basic competences of the curriculum, will have a formative and counselling nature for schools and will be informative for families and the educational community. Moreover, they will provide information regarding the situation of the schools and of the education system, and foster the adoption of the relevant measures to improve possible shortcomings.

In accordance with the schedule for implementation of the LOE, starting in 2008/09, a diagnostic evaluation will be conducted to students completing the second cycle of Primary Education (4th grade) and in 2009/10 to students at the end of the second grade of ESO. The first general diagnostic evaluation, that will take place at the end of the school year 2008/09 in the 4th year of Primary Education, will be based in four out of the eight basic competences established in the minimum core curriculum at national level: 1. Competence in linguistic communication; 2. Mathematic competence; 3. Competence in the knowledge and the interaction with the physical world and 4. Social and citizen competence.

The rest of competences, including the 'cultural and artistic competence', up to the eight proposed in decrees on the minimum core curriculum for Primary Education and ESO, respectively, will be progressively included in the assessment. Apart from these general diagnostic evaluations carried out at national level, the new legislation establishes that all Autonomous Communities must conduct their own diagnostic evaluations in their respective territories. Such evaluations will also deal with basic

curricular competences and will be carried out in the same grades of Primary Education and ESO as the general diagnostic evaluation. Education authorities of the different Autonomous Communities decide the basic competences to evaluate (which must include those established at national level) and the contents of the tests. These evaluations were already being conducted in some Autonomous Communities using objective tests and standard questionnaires to assess the knowledge acquired by pupils in certain areas and subjects of the different educational stages, such as Mathematics, Spanish Language and Literature. Some Autonomous Communities have already begun to publish the results.

Initial teacher education and continuing professional development of teachers in arts

One of the most important reforms on initial teacher education focuses on the gradual adaptation of the Spanish university system to the new system introduced within the framework of the Bologna Process. Within this general framework, the initial teacher education will need to accomplish several changes in order to adapt it to the new situation to be completed by 2010. Until then, Spanish universities are allowed to offer currently existing programmes.

New legislation has recently been passed as regards the general conditions of the new syllabuses to obtain the degrees to become a pre-primary or primary education teacher, a compulsory secondary education teacher, and a teacher of *Bachillerato* (General Upper Secondary Education), Vocational Training or Language Education. Prospective pre-primary and primary education teachers will have to take Bachelor degree studies which last four years (240 credits). Lower Secondary Education teachers, and teachers of *Bachillerato*, Vocational Training or Language Education will have to take a Master's official degree of one year's duration (60 European credits). Universities have to approve their own new syllabuses according to these guidelines.

The 2006 LOE and its subsequent regulatory development introduces some novelties in in-service teacher training of primary and compulsory secondary as the obligation to adapt knowledge and teaching methods to trends in education sciences and specific methodologies. In addition, it is compulsory that specific training on gender equality is included in all training activities.

On the other hand, the aforementioned Act establishes as priority lines in in-service teacher training, regardless of the specialization – including arts –, the new Information and Communication Technologies and the teaching of foreign languages.

The Statute of Non-university Teaching Staff in the Civil Service is pending to be passed. The May 2007 Draft ratifies what the LOE established: in-service training is a right and an obligation of all teachers and a key element in the development of their professional career.

8. Existing national surveys and reports on practices

There are neither recent nor officially recognised representative surveys carried out on teaching practice in the arts, nor on teacher education and pupil assessment.

Unrevised English.

The content of this country description is under the responsibility of the Eurydice National Unit.

Author: Joint responsibility of the Spanish National Unit.

For detailed information on the educational system and teacher education, please see Eurybase on www.eurydice.org

Annexes

ANNEX I

Percentage of the total number of taught hours devoted to artistic education in primary education in the school year 2007/08

	First cycle		Second cycle		Third cycle	
	Number of hours	Percentage	Number of hours	Percentage	Number of hours	Percentage
National average	164.0	9.4 %	155.4	8.9 %	143.8	8.2 %
Andalucía	140.0	8.0 %	140.0	8.0 %	140.0	8.0 %
Aragón	210.0	12.0 %	175.0	10.0 %	140.0	8.0 %
Asturias	140.0	8.0 %	140.0	8.0 %	122.5	7.0 %
Baleares	87.5	5.0 %	87.5	5.0 %	140.0	8.0 %
Canarias	210.0	12.0 %	157.5	9.0 %	183.8	10.5 %
Cantabria	87.5	5.0 %	87.5	5.0 %	157.5	9.0 %
Castilla y León	140.0	8.0 %	140.0	8.0 %	140.0	8.0 %
Castilla-La Mancha	140.0	8.0 %	140.0	8.0 %	140.0	8.0 %
Cataluña	175.0	10.0 %	175.0	10.0 %	175.0	10.0 %
Comunidad Valenciana	210.0	12.0 %	210.0	12.0 %	140.0	8.0 %
Extremadura	140.0	8.0 %	140.0	8.0 %	140.0	8.0 %
Galicia	140.0	8.0 %	140.0	8.0 %	140.0	8.0 %
Madrid	210.0	12.0 %	175.0	10.0 %	122.5	7.0 %
Murcia	140.0	8.0 %	140.0	8.0 %	122.5	7.0 %
Navarra	140.0	8.0 %	140.0	8.0 %	140.0	8.0 %
Pais Vasco	140.0	8.0 %	105.0	6.0 %	105.0	6.0 %
Rioja (La)	175.0	10.0 %	210.0	12.0 %	192.5	11.0 %
MEC	105.0	6.0 %	87.5	5.0 %	140.0	8.0 %

ANNEX II

Percentage of the total number of taught hours devoted to artistic education in lower secondary education in the school year 2007/08

	1st year of ESO		2nd year of ESO		3 rd year of ESO		4th year of ESO ⁽¹⁾	
	Number of hours	Percentage	Number of hours	Percentage	Number of hours	Percentage	Number of hours	Percentage
National average	117	11.2 %	108	10.3 %	94	8.9 %	210	20.0 %
Andalucía	140	13.3 %	140	13.3 %	0	0.0 %	210	20.0 %
Aragón	210	20.0 %	105	10.0 %	105	10.0 %	210	20.0 %
Asturias	140	13.3 %	70	6.7 %	70	6.7 %	210	20.0 %
Baleares	140	13.3 %	105	10.0 %	175	16.7 %	–	–
Canarias	105	10.0 %	105	10.0 %	140	13.3 %	210	20.0 %
Cantabria	210	20.0 %	105	10.0 %	105	10.0 %	210	20.0 %
Castilla y León	105	10.0 %	105	10.0 %	140	13.3 %	210	20.0 %
Castilla–La Mancha	105	10.0 %	105	10.0 %	140	13.3 %	210	20.0 %
Cataluña	105	10.0 %	105	10.0 %	70	6.7 %	210	20.0 %
C. Valenciana	105	10.0 %	105	10.0 %	140	13.3 %	–	–
Extremadura	140	13.3 %	105	10.0 %	105	10.0 %	210	20.0 %
Galicia	70	6.7 %	70	6.7 %	140	13.3 %	210	20.0 %
Madrid	105	10.0 %	105	10.0 %	140	13.3 %	210	20.0 %
Murcia	105	10.0 %	105	10.0 %	140	13.3 %	210	20.0 %
Navarra	105	10.0 %	70	6.7 %	140	13.3 %	–	–
País Vasco	35	3.3 %	35	3.3 %	140	13.3 %	210	20.0 %
Rioja	105	10.0 %	105	10.0 %	140	13.3 %	210	20.0 %
MEC	210	20.0 %	0	0.0 %	140	13.3 %	210	20.0 %

⁽¹⁾ Artistic Education is not compulsory for students, but optional.