

OBJETIVES

The educator degree in inclusive performing arts is a qualification granted by Psicoballet Maite León Foundation, which reflects in two courses, the methodology applied in teaching and creating in an inclusive environment, throughout its more than thirty years of experience. This training aims to:

Equip teachers of social, educational and / or artistic fields with didactic, creative and artistic tools, using the scene as a way of growth for students in a personalized education and group cooperation methodology. Based in the respect of the difference, self-knowledge and exploration of our own body as a communicative and expressive agent.

The courses are consecutive and at the end of each one, a certificate of attendance is obtained. To obtain the Educator Degree, it is necessary to take both courses and make a final work:

1st COURSE: Teaching in performing arts and diversity. Pedagogical and artistic tools applied to the creative work of people with diversity: 60 hours.

2nd COURSE: Processes of creation and professionalization of inclusive companies. Creative and expressive processes. Company creation. Production and distribution: 60 hours.

FINAL PROJEC.

Each student must carry out a personal work project, which will be evaluated by the PBMLF teaching team: 25 hours.

Total hours: 145.

120 course hours and 25 hours of personal work.

All training is delivered by PBMLF professionals and external guest teachers with extensive experience in the training areas.

Both courses comprise the following practical sessions:

- Practices with students of Psicoballet foundation and with collaborating entities.
- Analysis of objectives.
- Performing stage sets based on the capabilities of the interpreters.
- Creation of a show and representation open to the public in which the artistic works carried out are shown.



DANCE

- The kinesthetic sense. Body position, balance and movement.
- Spatial orientation, coordination and motor skills applying different dance techniques.
- Perception: shape and depth of movement. Functional analysis of the perceptual system.
- Primary senses as learning aspects for the development of imagination, relationship, trust and social skills.
- Programming a dance class for students with diversity. Fundamentals of physical, motor, cognitive, emotional and social development.
- Ages and levels of education. Group classes and individual classes.
- The role of the teacher. Teaching and learning processes.
- Precautions to consider.
- Scenic creation and integrated dance.

PSYCHOLOGY

- Introduction to Psicoballet. History, organization and current projects.
- Learning: variables that influence in learning: what is learned, who teaches it, who learns it.
- Communication theory. Importance of non-verbal communication in people with intellectual disabilities.
- Strategies for leading a class of performing arts adapted.
- Adaptations for students with Down Syndrome, Autism Spectrum Disorder, Cerebral Palsy and Epilepsy.

THEATER

- Theater and diversity. General concepts.
- EXPRESSION as production and use of signs.
- ART as a delivery of symbolic worlds.
- CREATIVITY as construction of something new, product of our action.
- THE PERFORMING ARTS, format codes and subject of expression. Outline of an adapted theater class. Programming criteria.
- Expressive resources of the teacher.
- The imaginary circumstance.
- The theatrical show.

MAKE UP

- Brief history of makeup. Origin and composition of materials.
- Makeup: materials and products.
- The skin. Face morphology. Corrective makeup.
- Chromatic harmonies. Theory of color in makeup.
- Stage makeup. Makeup tab.
- Characterization.
- Fantasy make up.
- Body makeup.
- First notions of makeup. Application of products for and by people with diversity.
- Objectives and structure of makeup classes for people with disabilities: groups, ages and work levels.
- Color and texture through the senses.

PHYSIOLOGY OF MOVEMENT

- Motor development.
- Learning and control movement.
- Frequent changes in posture and movement. Postural prevention and correction. Detection and management.
- Normal and pathological gait. Learning and proper movement control.
- Assessment of motor function.
- Pathologies with alteration of the tone. High tone-spasticity.
- Hemiplegia
- Diplegia
- Tetraplegia
- Low-hypotonic tone. Pitch fluctuations.
- Athetosis
- Ataxia
- Frequent medical and orthopedic interventions.

MUSIC

- Singing classes adapted to different levels and ages.
- Piano classes adapted to different levels and ages.
- Music initiation classes.
- Body and instrumental percussion.
- Music therapy for students within the autistic spectrum.

EARLY STIMULATION

- Infant brain plasticity.
 - Need for early stimulation. Psychomotor development in students from 0 to 6 years old.
 - What is psychomotor development.
 - Development laws.
 - Self-knowledge of the body.
 - Sensory integration and its relation to movement.
- Programming and evaluating scales of development.
Performing techniques for early stimulation.



SCENIC CREATION

- The creation process. Through the improvisation, the different groups will create stage pieces. The creation will include theater-dance pieces and members of Psicoballet companies will participate in them.

SCENIC LIGHTING

Lighting equipment. Different types of projectors. Patch, effects.

- Choppy and focus.
- Design, lighting plan and memories.
- Practice.

STAGE MANAGEMENT

- Internal organization of an inclusive company. Aspects to consider.
- Organization of rehearsals and tours.
- Shows.

SCENOGRAPHY

- Stage composition.
- Scenography and lighting.
- Practical scenery.

INCLUSIVE COMPANIES

- History and evolution of the inclusive scene in different countries.
- Main artistic influences of inclusive companies.
- Achievements and goals of professionalization.
- The future of inclusive companies.

COSTUME DESIGN

- Adaptation and design of stage costumes for artists with disabilities.
- Volume analysis.
- Color concepts.
- Choice of elements and accessories to complete the creation.

Creation of a show and representation open to the public in which the artistic works carried out in each course are shown.

Presentation of the final project.

