



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1BD014 Fördjupning av estetiska lärprocesser - Bild och Drama i förskolan, 15 högskolepoäng

Progression of Aesthetic Learning Processes - Visual Art and Drama in Preschool, 15 credits

Subject Group

Aesthetics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2016-12-07

The course syllabus is valid from spring semester 2018

Prerequisites

Registered on a Teacher Education Programme (incl. pre-school), or the equivalent.

Objectives

After completing the course, the student should be able to:

- in general terms explain the subject-specific language of visual art and drama, on the basis of theories and well-founded reasoning,
- reflect on multimodal forms of expression and their importance for children's learning in preschool,
- apply theories and methods within the field of aesthetic learning processes in pedagogical work, using visual and creative forms, staging, mediation of knowledge and reflecting discussions,
- plan and conduct creative work in groups,
- describe and critically reflect on their own work from didactic and academic perspectives,
- apply and evaluate the communicative potential of the hand puppet as a mediating tool in preschool,
- reflect on the possibilities to use visual art and drama to work in line with the preschool commission, from a gender perspective,
- retrieve and discuss research relevant to the subject areas and to the profession.

Content

The course discusses the importance of the practical and aesthetic subjects of visual art and drama for learning in the social and cultural context of preschool. The course advocates a holistic perspective on knowledge formation, in which theoretical and practical aspects are integrated, and in which several communicative languages are

included. The subjects of visual art and drama are presented in order to illustrate their subject-specific and scientific core. The course includes practical, creative and communicative exercises, focusing on creative and multimodal forms of expression. The students plan and conduct creative work. The course also discusses visual art and drama in preschool from a gender perspective. The creative work is completed with an individual written assignment in which the student critically and independently reflects on their own and the group's work and relates this to relevant research.

Seminars, laboratory sessions and group exercises are compulsory. Information about compulsory parts can be found in a study guide.

Professional basis and professional progression

The course is a progression in which the students can develop their communicative and creative competence. The students also develop their abilities to reflect on visual art and drama as tools and resources in children's learning and development.

Scientific approach and scientific progression

As in previous courses, the students continue to develop their competence in assimilating current and relevant research articles. The students retrieve and discuss research relevant to the subject-areas and to the profession. The students use basic academic writing to reflect on the possibilities for visual art and drama to be used as aesthetic learning processes.

Type of Instruction

Teaching is delivered in the form of group exercises, lectures, laboratory sessions, seminars and literature studies. Various digital media are used in the teaching.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

The course is examined through oral, written and creative/visual presentations and seminars. Irrespective of the form of examination, the performance of the individual student is assessed and examined. The grade A is the highest grade and the grade E is the lowest grade for passing the course. The grade F means that the student's performance is assessed as failed.

For students who do not pass their first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Other

This course is included in the Teacher Education Programme for Pre-school, but is also offered to exchange students in Teacher Education Programmes for Pre-school or Primary Teacher Programmes at other universities. The course is offered in English. Some material is provided by the department and paid for by the student.

Assessment criteria for the A–F scale are communicated to the students in a separate document. The students are informed about the assessment criteria when the course starts, at the latest.

Required Reading and Additional Study Material

Articles: all articles are provided on MyMoodle

Apps, Linda & MacDonald, Margaret (2012), *Classroom Aesthetics in Early Childhood Education*, Journal of Education and Learning; Vol. 1, No. 1; 2012, ISSN 19275250 EISSN 19275269. Published by Canadian Center of Science and Education.

Bayne, Emma (2009), *Gender Pedagogy in Swedish PreSchools: An Overview*. Gend. Issues (2009) 26:130–140, 10 p. DOI 10.1007/s121470099076x. <http://link.springer.com/article/10.1007%2Fs121470099076x#page1>

Bell, David (2012), *Talking about art with young people: Conversational strategies for aesthetic learning in early childhood settings*, ARTEC, Research Journal1, Article 1, University of Otago College of Education, 17 p.

Colorado Preschool Program, *Preschool Visual Arts, Academic Standards In High Quality Early Childhood Care and Education Settings*, 12 p. https://www.cde.state.co.us/sites/default/files/documents/cpp/download/standards/prek_visarts_in

Mulder-Slater, Andrea, (2001), *WHY IS ART EDUCATION IMPORTANT? Helping Students Understand Human Experience*, Article First Appeared in Classroom Leadership, Published by the Association for Supervision and Curriculum Development, October 2001 | Volume 5 | Number 2, 2 p.

Compendia: all compendia are provided on MyMoodle

Extracts from:

Forsberg Ahlcrona, M., *Handdockans kommunikativa potensial som medierande redskap i förskolan* Göteborg: Acta Univeristatis Gothoburgensis, the latest edition. Abstract.

Lindqvist, Gunilla: *The aesthetics of play: a didactic study of play and culture in preschools*, Uppsala universitet, Humanistisksamhällsvetenskapliga vetenskapsområdet, Samhällsvetenskapliga fakulteten. 1995

Rojany Buccieri, Lisa and Economy, Peter, *Writing Children's Books For Dummies*, chapter 1, http://media.wiley.com/product_data/excerpt/62/11183564/1118356462_71.pdf

Additional articles and other teaching material provided by the department, ca 50 pages.

Additional current policy documents for pre-school. See www.skolverket.se.