



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

1BP70L Bildpedagogik I, 30 högskolepoäng
Art Education I, 30 credits

Subject Group

Education

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by Organisational Committee 2009-06-17

The course syllabus is valid from spring semester 2010

Prerequisites

English B, Mathematics A, Civics A, Swedish B/Swedish 2B. Or the student needs to be accepted to the Teacher education programme.

Expected learning outcomes

By the end of the course the student is expected to have:

- Knowledge about imagery and art communication in theory and approach
- Knowledge about how to utilise various methods for documentation of personal art communicative learning processes
- Knowledge about how to present the development of the art subject
- Ability to present children and young people's world of pictures and art linguistic development
- Ability to reflect on visual language as a communicative tool and implement this thinking and knowledge in creations/projects
- Demonstrated ability to establish pedagogical prerequisites for creativity
- Demonstrated knowledge about visual presentations and exhibition techniques
- Demonstrated elementary knowledge and skills as concerns methods and techniques for working with pictures in traditional and modern media
- Ability to implement and apply art linguistic skills in education and in personal practices, thus developing a personal art language
- Ability to reflect on and assess personal and other people's artistic work
- Demonstrated a reflective and analysing approach
- Demonstrated elementary skills in sketching
- Demonstrated knowledge about the visual and its importance from a cognitive perspective
- Ability to reflect on the importance of images in terms of thought, understanding,

- experiences and description of our “inner and outer”
- Ability to present the guiding documents for the art subject and the subject's criteria of assessment
- Demonstrated a conscious seeing and critical eye for gender, class and ethnicity
- Reflected on and implemented art educational theories and field knowledge from a didactical perspective
- Demonstrated skills as regards art, images, media, design and architecture from a historical and cultural perspective
- Demonstrated elementary skills concerning the interaction between human – culture in a multi-cultural society

Content

Sub course 1. Elementary field knowledge and visual communication, 7.5 higher education credits

The course includes the following elements:

- Introduction to creative work
- Visual language
- Communication theory
- Process and reflection
- Image analysis
- Text - images and visual creations
- Visual presentation and exhibition techniques
- Didactics: art subject history, children’s images, art linguistic development
- Didactical implementation

Sub course 2. Colour and shape in pedagogical practice, 7.5 higher education credits

The course includes the following elements:

- Elementary colour- and form theory
- Composition theory
- Image production (2- and 3D)
- Current literature and reading material
- Field didactical implementation and methodology

Sub course 3. Art didactics and visual thinking, 7.5 higher education credits

The course includes the following elements:

- The cognitive importance of images
- Digital images and narration
- Visual perception
- Sketching- and drawing theory
- Didactics: the art subject and guiding documents
- Didactical implementation

Sub course 4. Visual culture, visual representation, 7.5 higher education credits

The course includes the following elements:

- Art- and image, media- and design history
- architecture and built environments
- The cultural concept in terms of gender, class and ethnicity
- Intercultural meetings

- Didactical implementation

Type of Instruction

Teaching may be in the form of lectures, seminars, assignments and practical laboratory sessions, individually and in groups. The course implements a creative reflective work method that emphasises theory and practice, artistic sensibility and technical skills.

The language of instruction is Swedish.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to pass the course the student needs to meet the expected learning outcomes.

The course is assessed through written, verbal and practical assignments. The skill, perception, reflection, work methods and complexity of the student work are assessed. Regardless of the form of assessment, the individual achievements of a student are always assessed and graded. Further specification of the forms of assessment is provided in the study guide.

Students at Linnaeus University are entitled to have the course grade translated into the 7-step ECTS scale. A request to have the grades translated must be made to the teacher at the start of the course.

Course Evaluation

When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

Other

The course involves an obligatory fee for expendable study material used throughout the course.

Required Reading and Additional Study Material

SUB COURSE 1

Obligatory literature

Carlsson, Anders & Koppfeldt, Thomas (2008). *Visuell retorik*. Malmö: Liber.
 Hansson, Hasse m fl. (2006). *Seendets språk*. Lund: Studentlitteratur. Valda delar.
 Åsén, Gunnar, "Varför bild i skolan". *Uttryck, intryck, avtryck - lärande, estetiska uttrycksformer och forskning*. Vetenskapsrådets rapportserie 4:2006.(sid 107-119), kan laddas ner från: www.vr.se

Reference literature

Ander, Jan-Erik (2003). *Tredje språket*. Stockholm: Bokförlaget Arena.
 Aronsson, Karin (1997). *Barns världar - barns bilder*. Stockholm: Natur & Kultur.
 Bergström, Bo (2001). *Effektiv visuell kommunikation*. Stockholm: Carlssons förlag.
 Bergström, Bo (2000). *Bild och Budskap*. Stockholm: Carlssons förlag.
 Borgersen, Terje & Ellingsen, Hein (1994). *Bildanalys*. Lund: Studentlitteratur.
 Löfstedt, Ulla (1985). *Barns bildspråkliga utveckling*. Pedagogiska rapporter (Jönköping)

SUB COURSE 2

Obligatory literature

Frid, Johan (2002). *Intro Bild*. Malmö: Didacta förlag.
 Skoglund, Elisabeth (1998). *Lusten att skapa*. Stockholm: Berg.

Reference literature

Edwards, Betty (2004). *Om Färg*. Stockholm: Forum Bokförlag.
 Löfstedt, Ulla (1985). *Barns bildspråkliga utveckling*. Pedagogiska rapporter

(Jönköping).

Nilson, Karl-Gustaf (1999). *Färglära*. Stockholm: Carlssons Bokförlag.

SUB COURSE 3

Obligatory literature

Berefelt, Gunnar (1992). *ABSe*. Stockholm: Centrum för barnkulturforskning vid Stockholms universitet.

Fager, Lars *Visuellt Tänkande*. (kompendium)

Lindstrand, Fredrik & Selander, Staffan (2009). *Estetiska läroprocesser*. Lund: Studentlitteratur.

Skolverket (2000). *Kursplaner för grundskolan*. Fritzes. www.skolverket.se

Utbildningsdepartementet (1998). *Läroplan för det obligatoriska skolväsendet*. LPO 94,LPF 94, Fritzes. www.skolverket.se

Bild - en samtalsguide om kunskap,arbetsätt och bedömning. (2008). Stockholm: Myndigheten för skolutveckling. Finns i sin helhet på www.skolverket.se.

Reference literature

Aulin-Gråhamn, Lena & Thavenius, Jan (2003). *Kultur och estetik i skolan*. Malmö: Malmö högskola, Lärarutbildningen.

Birgestam, Pirjo (2000). *Skapande Handling*. Lund: Studentlitteratur.

Edwards, Betty (1982). *Teckna med höger hjärnhalva*. Stockholm: Forum.

Gärdenfors, Peter (1996). *Fångslände information*. Stockholm: Natur & Kultur.

Löfstedt, Ulla (1985). *Barns bildspråkliga utveckling*. Pedagogiska rapporter (Jönköping)

Marnér, Anders & Örtegren, Hans (2003). *En kulturskola för alla*. Stockholm: Myndigheten för skolutveckling. Kan läsas i sin helhet på libris.kb.se/bib/9523922

McKim, Robert (1980). *Experiences in visual thinking*. Moston Mass.: PWS Publishing Company.(sid. 45-183)

SUB COURSE 4

Obligatory literature

Burman, Greta (2007). *Konsten i historien*. Stockholm: Natur & Kultur.

Cronquist, Eva, m.fl. (2007). *Reflektioner kring bild och lärande*. Växjö: Växjö universitet, Institutionen för pedagogik. Valda delar.

Eriksson, Yvonne & Göthlund, Anette (2004). *Möten med bilder*. Lund: Studentlitteratur.

Lundahl, Mikela (2005). "Ursprung som myt". *Samtidskonst för lärare och andra intresserade*. Stockholm: Lärarförbundets förlag.

Långt borta och nära. Läroplanerna och internationaliseringsbegreppet. (1996). Stockholm: Statens skolverk. Finns som PDF på www.skolverket.se.

Reference literature

Björk, Cecilia, Nordling, Lars & Reppen, Laila (2008). *Så byggdes staden. Stadsbyggnad, arkitektur, husbyggnad*. Stockholm: Byggtjänst.

Sahlström, Berit (1997). *Bildförståelse inom och mellan kulturer*. Uppsala: Hallgren & Fallgren.

Sparrman, Anna (2006). *Barns visuella kulturer*. Lund: Studentlitteratur.

Vihma, Susann (2002). *Designhistoria - en introduktion*. Stockholm: Raster.