



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1GF001 Bildpedagogik - för grundlärare med inriktning fritidshem, 30 högskolepoäng

1GF001 Art Education – for Teachers with a Specialisation in Extended School, 30 credits

Main field of study

Art Education

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2022-09-06

Revised 2023-09-01 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2024

Prerequisites

1GF413: Placement Studies in Extended School Education A, 3 credits, or the equivalent.

Objectives

After completing the course, and drawing upon practical experience from work in extended school, the student should be able to:

- identify and explain the role of the teaching profession in relation to the subject and its didactics
- formulate and discuss issues related to subject teaching and subject-didactic processes within the scope of the school subject of art and the knowledge traditions this school subject represents
- describe and discuss the significance of reflection and analysis in creative processes.

Module 1. Visual communication and visual storytelling, 6 credits

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

- explain and utilise theories of visual communication and visual analysis
- detail the development of the subject of art and reflect on the subject's tradition and role in schools and in society
- reflect upon and use visual language as a communicative means, employing both analogue and digital tools
- identify and apply methods for reflecting on their own and others' learning processes.

Module 2. Assessing and grading, 2.5 credits

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

- construct and critically review learning situations, assessment contexts, and examinations for both formative and summative purposes
- describe, analyse, assess, and grade students' learning and development
- identify, trial, and evaluate assessment methods and criteria for the subject of art
- analyse the subject's syllabus based on its tradition and subject-didactic theory
- critically examine and problematise assessment and grading based on different societal factors and ethical considerations, such as diversity and gender.

Module 3. Colour, form, and visual language, 10 credits

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

- apply and master basic techniques in two-dimensional and three-dimensional visual artwork
- discuss the significance of visual aspects from a perceptual and cognitive perspective
- explore and reflect on the importance of colour and shape in their own creative work
- analyse aspects of sustainable development in relation to image production
- present theories concerning children's visual artwork and visual language development
- plan and analyse a pedagogical application of the course content and explain methodological decisions.

Module 4. Teaching placement C, 2.5 credits

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

- formulate clear learning objectives that are purposeful, tailored to, and comprehensible for school students
- reflect on the importance of being aware of school students' experiences, knowledge, prerequisites, and diverse ways of learning
- adapt choices of methods, activities, materials, and other resources in relation to learning objectives and the current school student group
- identify and ponder different assessment forms suitable for school students and tailored to the learning objectives
- demonstrate the ability to observe, document, and analyse students' learning and development in relation to the relevant learning objectives
- plan and implement teaching and evaluate to what extent the teaching objectives are achieved
- approach students and colleagues in a manner consistent with the fundamental values outlined in the school's policy documents
- show leadership and a professional approach.

Module 5. Visual cultures and digital tools, 9 credits

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

- present key epochs and the most central artists and works in Western art and architectural history
- problematise contemporary art and visual culture from a multicultural and intercultural perspective in creative work
- analyse, interpret, and critically examine images based on theories of gender, diversity, class, and ethnicity
- reflect on rights, obligations, and ethical considerations in the use of images
- use digital moving images in their own production
- write a text with a basic scientific approach using academic referencing.

Content

Module 1. Visual communication and visual storytelling, 6 credits

This module focuses in particular on semiotic and visual communication theories. The various meaning-bearing signs and symbols of images are explored, and the ability to communicate using images is practised through image analysis and visual language tasks. The module also covers the history of the subject of art, its tradition and function through the ages, and various conceptions of the subject as such.

Module 2. Assessing and grading, 2.5 credits

This module addresses various theories related to assessment and grading, including the concepts of summative and formative assessment. It also covers the policy documents of compulsory school. The module explores how teachers construct knowledge matrices and learning matrices. Theories regarding assessment in relation to artistic processes are also included.

Module 3. Colour, form, and visual language, 10 credits

This module focuses in particular on basic sketching techniques and principles of drawing. Various forms of visual expression, such as composition, tone, and depth, are examined and applied. Perception and cognitive theories are discussed in relation to the significance of visual aspects in creative processes. Colour theory and the influence of colours on how we perceive different visual expressions form a central part of the module's content. Form, principles of form, and three-dimensional design are also included. Methods for reflecting on one's own and others' learning processes are identified and applied and the ability to use visual language concepts in relation to personal image production is practised. The module also raises issues related to sustainable development and environmental aspects. A didactic application of the module's content is implemented.

Module 4. Teaching placement C, 2.5 credits

In this module, students will spend eight full days participating in and observing art education within a school setting. Assisted by a placement supervisor, they will plan, implement, and evaluate teaching in relation to subject-didactic considerations. In addition to teaching, students should also engage in as many teacher duties as possible, such as attending teacher meetings and student progress meetings with students and their parents. The placement is structured around two different perspectives on professional learning: on the one hand *the participant perspective*, where the purpose of the module is to integrate the student into a professional practice and community, and, on the other hand, *the observer perspective*, where opportunities are provided for students to learn about the profession by observing – something that can subsequently serve as a foundation for reflection and exemplification.

Module 5. Visual cultures and digital tools, 9 credits

This module covers basic knowledge of Western art and architectural history. In their own creative work, students will problematise contemporary art and visual culture from multicultural and intercultural perspectives. Furthermore, images will be analysed, interpreted, and critically examined, based on theories of gender, diversity, class, and ethnicity. The ability to identify and articulate subject-didactic issues is practised. The module introduces digital media with an emphasis on multimodal and audiovisual storytelling. Digital moving images are used in students' own production. Issues concerning copyright are raised and discussed.

Professional basis and professional progression

The course focuses in particular on the teaching mandate in the subject of art. Students build an enhanced understanding of and capability for professional knowledge and readiness to act, based on previous experiences. The course discusses theories on children's visual artwork and visual language development, as well as the significance of visual elements for learning from both perceptual and cognitive perspectives. Building on the student's already acquired experience of the teaching mandate, a critical approach is developed by reflecting on, questioning, and re-evaluating both their own and others' ideas, hypotheses, and opinions concerning the teaching mandate in the subject of art. The student applies this knowledge by planning and analysing a didactic application of parts of the course content and by explaining their methodological decisions. The student argues for and further develops their repertoire of actions based on both proven experience and a scholarly approach. The use of digital media from a learning perspective is brought up in both theory and practice. The course addresses various forms of assessment and grading, where students practice their ability to construct knowledge and learning matrices based on school students' visual artwork in the first six years of compulsory school.

The course also introduces compulsory school as a place of work and a societal institution and discusses and processes its policy documents. Students gain insights into the responsibilities and conditions of the profession through a placement and more.

Scholarly approach and scholarly progression

The course is based on a visual language foundation, introducing students to theories in semiotics, communication, and perception, among others. Students enhance their academic writing skills by producing a basic-level academic text with proper academic referencing. Scholarly progression also encompasses communicative ability. Within the domain of visual culture, the role of images and media in children's and adolescent culture is explored and problematised. The course further develops students' scholarly approach and professional practice, focusing on subject-didactic theory. The course broadens and deepens the understanding of and relationships between proven experience and a scholarly approach. Students enhance their ability to systematically review teaching situations within the subject of art and evaluate their own actions based on relevant theoretical concepts.

Global values

The progression pathway of global values encompasses perspectives on learning for sustainable development (including social, economic, and ecological sustainability), equal treatment, and interculturality. The course highlights aspects of sustainable development in connection with image production. The course problematises how teaching in the subject of art can be designed to reflect the democratic values of society as expressed in policy documents and in the Convention on the Rights of the Child. Students develop their ability to analyse, interpret, and critically examine images based on theories of gender, diversity, class, and ethnicity, and to problematise art and visual

culture from a multicultural and intercultural perspective, and apply this knowledge in their own creative work. The course also addresses assessment and grading in relation to various societal factors, as well as ethical aspects such as diversity and gender.

Type of Instruction

The course is delivered through distance learning, with a limited number of campus meetings, meaning that a significant portion of communication takes place via an online learning platform. The purpose of the physical course meetings is to provide students with the best possible conditions to develop knowledge and experiences in course components that are difficult to manage remotely, such as creative work. The course is based on the students' active participation, both individually and in groups. Instruction is delivered in the form of lectures, practical applications, workshops, and seminars. Students' self-studies are an essential part of the course.

Examination

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

Module 1 is examined through written image analyses, literature seminars, visual language assignments, and a take-home exam. The various tasks of the module are compiled into an individual course portfolio, commonly referred to as a 'workbook'. A workbook is a form of assessment that engages the student in quality evaluation of their own work and develops independent learning strategies. Assessment is based on the following parameters: production, perception, reflection, methodology, didactics, and complexity (for detailed instructions, see the course study guide).

Module 2 is examined through written hand-in assignments.

Module 3 is examined through sketching and drawing assignments, a number of laboratory sessions on form and colour, a literature seminar, a written hand-in assignment, and a take-home exam, and a didactic application. The various tasks of the module are compiled in an individual course portfolio – i.e., a workbook.

Module 4 is examined through a discussion between the supervisor, the student, and the examiner. If the student fails the placement, they are entitled to one more attempt.

Module 5 is examined through a digital examination, an art project including a report, written hand-in assignments, and creative work in the form of a group assignment. In order to receive a Pass, the student must achieve the course objectives. Grading criteria for a Pass with Distinction will be provided in writing when the course starts. In order to receive a Pass with Distinction for the whole course, the student must have received this grade for at least 22.5 credits. Regardless of examination method, it is the individual student's performance that is assessed and graded.

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels. In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

Course Evaluation

Course evaluation should be conducted during or shortly after the course. Its results and analysis should be promptly communicated to the students who have taken the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 1GN119 Art Education in Extended School Teaching and for Year 4-6, 30,0 credits, 1GN145 Art Education in Extended School Teaching and for Year 4-6/Teaching Practice Profile, 30,0 credits, 1BP700, Art Education I, basic course, 30,0 credits, 1BP70L, Art Education I, 30,0 credits, 1BPÄ02 Art Education I - Orientation Upper Secondary School, 30,0 credits, 1BPÄ12 Art Education I - Orientation Upper Secondary School, 30,0 credits, 1BP20Ä Art Education I, for Secondary School Subject Teachers, 30 credits.

Other

Any additional costs in connection with the course are paid by the student.

Required Reading and Additional Study Material

Module 1: Visual communication and visual storytelling, 6 credits

Lindström, Bengt & Nordström, Gert Z. 2009. *Det kreativa ögat: om perception, semiotik och bildspråk*. Lund: Studentlitteratur. pp. 7–170, 164 pages. ISBN 978-91-44052090.

Löfstedt, Ulla. *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, approx. 55 pages.

Wikberg, Stina. 2014. *Bland självporträtt och parafraaser: om kön och skolans bildundervisning*. Diss. Umeå: Umeå universitet. pp. 23–46, 24 pages. ISBN 978-91-7601-123-2.

Åsén, Gunnar, (ed.). 2017. *Bildundervisning och lärande genom bilder*. Stockholm: Liber förlag. pp. 7–199, 193 pages. ISBN 978-91-47-12227-1.

Additional study material:

Bergström, Bo. *Effektiv visuell kommunikation: om nyheter, reklam, information och profilering i vår visuella kultur*. Stockholm: Carlsson. The latest edition, approx. 320 pages.

Bergström, Bo. *Bild & budskap: ett triangeldrama om bildkommunikation*. Stockholm: Carlsson. The latest edition, approx. 200 pages.

Module 2: Assessing and grading, 2.5 hp.

Lindström, Lars, Lindberg, Vivica & Pettersson, Astrid. (eds.). 2011. "Portföljmetodik i estetiska ämnen" In *Pedagogisk bedömning. Om att dokumentera och utveckla kunskap*. Stockholm: Stockholms universitets förlag. pp.155–188, 33 pages. ISBN 978-91-7656-675-6

Lindström, Lars. 2010. "Fyra estetiska lärandeformer. Lärande om, i, med och genom". In *Handbok för kulturprojekt i skolan*. Göteborg: Kultur i väst, Västra götlandsregionen. pp. 34–39, 6 pages. Available on the course online learning platform.

Löfstedt, Ulla. *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, approx. 55 pages.

Skolverket. *Bedömningsstöd i bild*. www.skolverket.se

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet* (revised 2022). www.skolverket.se. In selection, approx. 30 pages.

Module 3: Colour, form, and visual language, 10 credits

Berefelt, Gunnar. *ABSe om bildperception*. Stockholm: Centrum för barnkulturforskning, Stockholms universitet. The latest edition, approx. 70 pages.

Frid, Johan & Nilsson, Karl-Johan. *Intro – skapa: bild, färg och form*. Malmö: Didacta. In selection, approx. 130 pages. ISBN 91-88548-14-7.

Åhall, Matilda. 2017. *Lärarens guide till Bild. Teori, praktik och bedömning*. Stockholm: Natur och Kultur. pp. 4–160, 157 pages. ISBN 978-91-27-44770-7.

Sund, Louise & Sund, Per. 2014. *Hållbar utveckling: ämnesdidaktisk tematisering för grundskolan*. Stockholm: Liber AB. pp. 17–39, 23 pages. ISBN 978-91-47-12259-2.

Study material on colour and colour theory, approx. 50 pages available on the course learning platform.

Additional study material:

Frid, Johan. 2003. *Intro – bild: skapa, kommunicera, förstå*. Malmö: Didacta. In selection, approx. 200 pages. ISBN 9789188548030.

Module 5: Visual cultures and digital tools, 9 credits

Att skriva självständigt arbete i bildpedagogik. Råd och anvisningar. Linnéuniversitetet. The latest edition, approx. 23 pages.

Burman, Greta. *Konsten i historien*. Stockholm: Natur och kultur. The latest edition, approx. 190 sidor.

Christoffersen, Line & Johannessen, Asbjörn. *Forskningsmetoder för lärarstudenter*. Lund: Studentlitteratur. The latest edition, in selection, approx. 32 pages.

Eriksson, Yvonne & Göthlund, Anette. *Möten med bilder: att tolka visuella uttryck*. Lund: Studentlitteratur. The latest edition, approx. 220 pages.

Lahdenperä, Pirjo. 2018. *Interkulturalitet i undervisning och skolutveckling*. 10 pages. Available on the course learning platform.

Löfstedt, Ulla. *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, approx. 55 pages.

Märner, Anders & Örtegren, Hans. "Digitala medier i ett bildperspektiv". In *Skolämnen i förändring. En medieekologisk undersökning*, ed. Per-Olof Erixson. Lund:

Studentlitteratur AB. The latest edition, approx. 52 pages.

Skåreus, Eva. (ed.). *Estetiska ämnen och genus*. Malmö: Gleerups utbildning AB. The latest edition, in selection, approx. 55 pages.

Additional study material:

Tietz, Jurgen. *Den moderna arkitekturens historia*. Königswinter: H. F. Ullmann. The latest edition. approx. 130 pages.