



Course syllabus

Faculty of Arts and Humanities
Department of Music and Art

1GN019 Bildpedagogik - för grundlärare med inr mot arbete i åk 4-6 och grundlärare med inr mot arbete i fritidshem, 30 högskolepoäng
Art Education, Year 4-6 and in Leisure Time Centre, 30 credits

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2012-02-15

Revised 2018-06-01 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2018

Prerequisites

1GN200 UVK course: Perspectives on the Teacher Assignment and the School and Society for Teachers in Leisure Time Centers, 7.5 credits, or 1GN202 UVK course: Perspectives on the teacher assignment and the school and society for teachers in the compulsory school Year 4-6, 7.5 credits, or the equivalent and 1GN204 UVK course: Didactics and Curriculum Theory, for teachers in leisure time centers, 7.5 credits, or 1GN219 UVK course: Didactics and Curriculum Theory, Primary Teacher Programme with a Specialisation in Pre-School and Years 1-6, 7.5 credits, or the equivalent.

Objectives

Intended learning outcomes for the course as a whole

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

- distinguish and account for basic characteristics of the teaching profession in relation to the subject and its didactics,
- formulate and discuss subject-didactic issues concerning teaching and subject-didactic processes in the school subject of art and the knowledge traditions it represents,
- apply basic techniques for image generation,
- account for theories and approaches of visual language and image communication,
- apply digital media as a way to communicate and represent knowledge,
- demonstrate basic knowledge in art, media, design and architecture from contemporary, historical and cultural perspectives, as well as the perspective of sustainability,
- describe and discuss the importance of reflection and analysis in creative

- processes,
- describe, analyse and interpret visual culture on the basis of theories of gender, diversity, class, ethnicity and sustainable development,
 - analyse syllabi and curricula in the subject on the basis of subject-didactic tradition and theory,
 - demonstrate knowledge of and basic skills in formative and summative assessment and grading,
 - write basic academic texts on visual culture.

Module 1, Basic subject knowledge and visual communication, 7.5 credits

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

- account for and apply theories and approaches of semiotics and image communication,
- account for the development of the school subject of art,
- critically review the tradition and function of the subject, in school as well as society,
- account for theories on children's and young adults' work with art and development in terms of visual language,
- reflect on and use visual language as a communicative tool in varied techniques and in various media, using both manual and digital tools,
- identify and apply principles of visual presentation and exhibition techniques,
- document their own and others' learning process in image communication, and account for and apply methods for reflection on their own process.

Module 2, Colour and shape and pedagogical applications, 7.5 credits

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

- apply basic techniques in two- and three-dimensional art, in both analogue and digital forms,
- apply subject knowledge pedagogically and in their own art production,
- analyse, interpret and assess their own and others' artwork,
- describe and discuss subject-didactic problems in relation to the content of the module,
- plan and analyse a didactic application of the course content and account for methodological approaches,
- reflect on aspects of sustainable development in relation to image generation,
- distinguish, test and evaluate methods and criteria for assessment and grading in the subject of art.

Module 3, Art didactics and visual thinking, 7.5 credits

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

- demonstrate and apply basic knowledge in drawing theory and sketch technique,
- generate and develop ideas through sketching,
- account for the importance of visuality from a cognitive perspective,
- plan and reflect on a school project in pedagogical design, on the basis of methods,
- account for policy documents for the subject of art, and distinguish, test and evaluate methods and criteria for assessment in the subject of art.

Module 4, Visual culture, visual representation, 7.5 credits

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

- analyse, interpret and critically review images on the basis of theories of gender, diversity, class, ethnicity and sustainable development,
- account for basic theories in art and art education,
- analyse and apply knowledge of art history and visual studies in the own creative

- work,
- demonstrate basic knowledge in art, media, design and architecture from contemporary, historical and cultural perspectives, as well as the perspective of sustainability,
- problematise visual culture from the perspectives of diversity and interculturalism in creative work,
- identify and formulate subject-didactic problems in relation to the content of the module,
- write a basic academic text including academic referencing.

Content

The course consists of four modules: Areas covered include image communication and visual language, colour systems, form theory and composition theory, the importance of visuality from a cognitive perspective and the perspective of learning, and the concepts of visual culture and visual representation.

Module 1, Basic subject knowledge and visual communication, 7.5 credits

This module focuses on images from communicative perspectives. Basic concepts of communication theory and image semiotics are introduced, as well as methods for semiotic image analysis. In the context of an exhibition, the module discusses theoretical and practical aspects of lexivisual design and communication (the interplay of words and images). The historical development of the subject of art is discussed, as well as predominant approaches influencing the conception of the subject over time. The module also discusses theories on children's development in terms of visual language, and the importance of creative work. Methods for reflection and documentation of the student's own artwork, in both analogue and digital forms, are discussed in theory and practice.

Module 2, Colour and shape and pedagogical applications, 7.5 credits

This module covers the areas of colour systems, form theory and composition theory in theory and practice. The students conduct their own two- and three-dimensional creative projects. The module includes analogue and digital image generation with various techniques and material, and with specified subject-didactic purposes. The course content is related to theories on children's and young adults' development in terms of visual language. Image generation is also discussed in relation to sustainable development.

Module 3, Art didactics and visual thinking, 7.5 credits

This module discusses visual thinking and the importance of images from the perspectives of learning and sense-making. Theories on visual perception and discussed and problematised in laboratory sessions and are related to children's and young adults' development in terms of visual language. The importance of sketching in the generation and development of ideas is discussed, as well as basic drawing theory and sketch technique. The module also discusses current policy documents in the subject of art in primary school, as well as assessment of artwork. Field studies are included in the module.

Module 4, Visual culture, visual representation, 7.5 credits

Module 4 discusses and problematises the concepts of visual culture and visual representation. The concept of culture is also discussed, as well as perspectives of interculturalism and diversity. The students conduct image analyses and interpretations of images on the basis of theories on gender, diversity, ethnicity and sustainable development. The module also discusses the history of art, media and design from basic perspectives. The module introduces architecture and environmental design. Subject-didactic applications are related to the areas covered in the module. The students write basic academic reports.

Professional basis and professional progression

Throughout this course the students develop a subject-didactic approach in relation to

the course content and the questions of what, how and why. Issues concerning the teacher's role, learning situations, selection of material and adaptation are introduced and discussed in field-studies.

Scientific progression

The course includes studies of theories and approaches which have characterised the development of the subject of art. In relation to these theories and approaches, as well as theories on children's and young adults' development in terms of visual language, the modules discuss research questions relevant to the profession and the subject. A basic academic report is written.

Attendance is compulsory in all teaching.

Type of Instruction

The course applies a creative, reflecting approach, combining theory and practice as well as technical skills and artistic considerations.

The teaching focuses on the student's development of a scientific and professional approach strengthening the student's professional ability to reflect and act professionally in relation to pupils' learning and teachers' commission.

Teaching is delivered in the form of lectures, seminars, assignments and laboratory sessions, individually and in groups.

Examination

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

The course is examined through oral and written assignments and design assignments, as well as an individual course portfolio (a so called workbook). Assessment is based on the following aspects in relation to the intended learning outcomes: production, perception, reflection, methods, didactics and complexity (see study guide for more details). Subject-didactic parts are examined continuously during the course through seminars, workshops and written assignments. In order to receive the grade of Pass, the student must achieve the objectives.

Grading criteria for the grade of Pass with Distinction will be specified when the course starts. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction in at least three of the modules. Irrespective of the form of examination, the performance of the individual student is assessed and examined.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university. For some parts of the course, a retake examination can only be offered in connection to the on-going course.

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

Students pay a compulsory fee for working material.

Required Reading and Additional Study Material

Module 1. Basic subject knowledge and visual communication

Required Reading

Carlsson, Anders & Koppfeldt, Thomas. *Visuell retorik*. Malmö: Liber. the latest edition, 192 p.

Hansson, Hasse et. al. *Seendets språk*. Lund: Studentlitteratur. Selected parts, pp. 9–

34. The latest edition.

Required Reading, Didactic literature

Löfstedt, Ulla, *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition. 54 p.

Åsén, Gunnar, “‘Varför bild i skolan’”, in Lundgren, Ulf P. (ed.) *Uttryck, intryck, avtryck: lärande, estetiska uttrycksformer och forskning*. Vetenskapsrådets rapportserie 4:2006 (pp. 107–121), available at:
www.cm.se/webbshop_vr/pdfer/Rapport%204.2006.pdf

Åsén, Gunnar. (ed.). *Bildundervisning och lärande genom bilder*. Stockholm: Liber förlag. The latest edition. Selected parts, ca. 30 p.

Additional Study Material

Ander, JanErik. *Tredje språket*. Stockholm: Bokförlaget Arena. The latest edition.

Bergström, Bo. *Effektiv visuell kommunikation*. Stockholm: Carlssons förlag. The latest edition.

Bergström, Bo. *Bild och Budskap*. Stockholm: Carlssons förlag. The latest edition.

Module 2. Colour and shape and pedagogical applications

Required Reading

Frid, Johan. *Intro Bild*. Malmö: Didacta förlag. The latest edition, 312 p.

Compendia on colour and colour theory, ca 100 p. Provided by the department.

Required Reading, Didactic literature

Löfstedt, Ulla, *Barns bildskapande – teoretiska perspektiv och didaktiska konsekvenser*, Jönköping: Jönköping Univ. Press. The latest edition, 54 p.

Skolverket: *Bedömningsstöd i bild*. Available at:
https://bp.skolverket.se/web/bs_gr_grgrbil01_46/ovrigtbedomningsstod, 50 p.

Skolverket, *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*.
www.skolverket.se. Selected parts, ca 30 p.

Åsén, Gunnar. (ed.). *Bildundervisning och lärande genom bilder*. Stockholm: Liber förlag. The latest edition. Selected parts, ca 70 p.

Åhall, Matilda. *Lärarens guide till Bild. Teori, praktik och bedömning*. Stockholm: Natur och Kultur. 160 p. The latest edition.

Additional Study Material

Edwards, Betty. *Om Färg*. Stockholm: Forum Bokförlag. The latest edition.

Module 3. Art didactics and visual thinking

Required Reading

Berefelt, Gunnar. *ABSe*. Stockholm: Centrum för barnkulturforskning vid Stockholms universitet. The latest edition.

Fager, Lars. *Visuellt Tänkande*. Compendium, ca 50 p.

Märner, Anders & Örtengren, Hans. *En kulturskola för alla*. Stockholm: Myndigheten för skolutveckling. Available at: libris.kb.se/bib/9523922. The latest edition, selected parts, ca 70 p.

Required Reading, Didactic literature

Lindström, Lars. Produkt och processvärdering i skapande verksamhet. pp. 109–124. In *Att bedöma eller döma. Tio artiklar om bedömning och betygsättning*. Stockholm: Skolverket. (2002).

Lindström, Lars. *Estetiska lärprocesser om, i, med och genom slöjd*. KRUT 133/134 (nr 12 2009). 10 p.

Löfstedt, Ulla, *Barns bildskapande – teoretiska perspektiv och didaktiska konsekvenser*, Jönköping: Jönköping Univ. Press. The latest edition, 54 p.

Skolverket, *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. www.skolverket.se Selected parts, ca 30 p.

Additional Study Material

Birgestam, Pirjo. *Skapande Handling*. Lund: Studentlitteratur. The latest edition.

McKim, Robert. *Experiences in visual thinking*. Moston Mass.: PWS Publishing Company. (pp. 45–183) The latest edition.

Module 4. Visual culture, visual representation

Required Reading

Eriksson, Yvonne & Göthlund, Anette. *Möten med bilder*. Lund: Studentlitteratur. The latest edition, 216 p.

Farthing, Stephen. *Det här är konst*. Stockholm: Norstedts, the latest edition, selected parts, 300 p. Or equivalent literature on art history and visual studies.

Lundahl, Mikela. “‘Ursprung som myt’”. *Samtidskonst för lärare och andra intresserade*. Stockholm: Lärarförbundets förlag. The latest edition, 126 p.

Required Reading, Didactic literature

Löfstedt, Ulla, *Barns bildskapande – teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, 54 p.

Åhall, Matilda. *Lärarens guide till Bild. Teori, praktik och bedömning*. Stockholm: Natur och Kultur. 160 p. The latest edition.

Stigmar, Martin, (ed). *Reflektioner kring bild och lärande*. Växjö: Växjö universitet, Institutionen för pedagogik. The latest edition, selected parts. 10 p.

Additional Study Material

Johannesson, Lena (ed), *Konst och visuell kultur i Sverige 1810–2000*. Stockholm: Atlantis. The latest edition.

Vihma, Susann (the latest edition). *Designhistoria en introduktion*. Stockholm: Raster.