



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1GN145 Bildpedagogik - för grundlärare inriktning fritidshem och årskurs 4-6/VI-profil, 30 högskolepoäng

1GN145 Art Education in Extended School Teaching and for Year 4-6/Teaching Practice Profile, 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 by Faculty of Arts and Humanities 2020-02-05

The course syllabus is valid from autumn semester 2020

Prerequisites

1GN424 Perspectives on the Teacher Assignment and the School in Society - Extended School Education/Teaching Practice Profile

1GN429 Didaktik and Curriculum Theory - Extended School Education/Teaching Practice Profile, or the equivalent.

Objectives

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

- identify and account for basic characteristics of the teaching profession in relation to the subject and its didactics,
- formulate and discuss issues concerning teaching and subject-didactic processes in the school subject of art and the knowledge traditions it represents,
- plan, conduct, analyse and evaluate various forms of art teaching in primary and secondary school,
- describe and discuss the role of reflection and analysis in creative processes and apply this knowledge in practice, to meet and develop pupils' abilities and learning.

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 subject of art,
- critically review the tradition and function of the subject, in school as well as in society,
- 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 image communicative learning process,
- identify and apply methods for reflection on their own as well as others' learning processes.

Module 2, Sketch technique, visual thinking and art didactics, 7.5 credits

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

- demonstrate and apply basic knowledge in drawing theory and sketch technique,
- examine the significance of sketching for their own creative ability,
- apply and master different expressive aspects of the image, such as composition, value and depth.
- account for the significance of visuality from a perceptual and cognitive perspective,
- account for theories on children's and young adults' work with art, and their development in terms of visual language,
- analyse syllabi and curricula in the subject from the perspective of subject-didactic tradition and theory,
- identify, test and evaluate methods and criteria for assessment in the subject of art.
- document their own image communicative learning process,
- identify and apply methods for reflection on their own as well as others' learning processes.

Module 3, Colour and shape and their pedagogical applications, 7.5 credits

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

- apply and master basic techniques in two- and three-dimensional art, in both analogue and digital forms,
- explore and reflect upon the significance of colour and shape for their own creative work,
- apply subject knowledge in their teaching as well as 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 choices.
- analyse aspects of sustainability in relation to image generation,
- identify, test and evaluate methods and criteria for assessment and grading in the subject of art.
- document their own image communicative learning process,
- identify and apply methods for reflection on their own as well as others' learning processes.

Module 4, Visual culture and visual representation, 7.5 credits

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

- account for important eras and the most central artists and artworks in western art and architectural history,
- account for and discuss a few different aspects of non-European art and visual culture,
- analyse, interpret and critically review images on the basis of theories of gender, diversity, class, ethnicity and sustainable development,
- problematise art and visual culture from the perspectives of diversity and interculturalism in creative work,
- analyse, interpret and comment on an important work in art history, using art-historical analytical methods,
- account for theories in art and art education at a basic level,
- discuss the significance and role of culture in a sustainable and democratic society,
- identify and formulate subject-didactic problems in relation to the content of the module,
- write a basic academic text, using academic referencing.

Content

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

The module includes the basics of the following:

- image semiotics, image analysis and communication theory,
- text, images and visual design,
- exhibition techniques,
- the history of the subject of art,
- children's and young adults' art and development in terms of visual language,
- subject-didactic applications,
- methods for reflections on the student's own art work,
- methods for documenting art work using both manual and digital tools.

Module 2, Sketch technique, visual thinking and art didactics, 7.5 credits

The module includes the following:

- sketching and drawing theory,
- the cognitive significance of images, and visual sense-making,
- visual perception,
- the ways in which the image is used for expressing things,
- school policy documents for the subject of art,
- assessment of art work,
- subject-didactic applications.

Module 3, Colour and shape and their pedagogical applications, 7.5 credits

The module includes the following:

- basic colour and shape theory,
- visual composition,
- image generation for specified purposes using both analogue and digital techniques,
- reflections on aspects of sustainable development in relation to image generation,
- assessment of art work,

- subject-didactic applications

Module 4, Visual culture and visual representation, 7.5 credits

The module includes the following:

- art and architectural history,
- image analysis and interpretation on the basis of theories of gender, diversity, class, ethnicity and sustainable development,
- theories on art history and art education,
- the concept of culture from the perspective of gender, diversity, class, ethnicity and sustainable development,
- intercultural and multicultural perspectives,
- subject didactics,
- an introduction to academic writing

Professional basis and professional progression

The didactic perspectives on the content of the course are continuously discussed and the students concretise the content in appropriate activities and teaching situations. The course also provides opportunities to develop knowledge and awareness of the significance of policy documents for the structure of the subject and for the adaptation of subject content and teaching to pupils' different circumstances.

Scientific approach and scientific progression

In the course, the student is introduced to current theories on art education and subject-didactic research. In the last module the student writes a basic academic text with correct referencing. The course should furthermore contribute to a scientific approach to enable the student to critically review their teaching as part of their professional competence. There is a clear connection in the course between scientific basis and qualified experience.

Type of Instruction

The course applies a creatively reflective approach, where theory, practice, technical skills and artistic considerations combine.

The teaching focuses on the student's development of a scientific and professional approach strengthening the student's 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. The course has a teaching practice profile, which means that the student spends certain days in a school where they conduct didactic parts of the course.

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 through an individual course portfolio (a so called workbook). Assessment is based on the following aspects: production, perception, reflection, methods, didactics and complexity (see the 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. In order to receive the grade of Pass with distinction, the student should furthermore exhibit an advanced ability to apply a creatively reflective method, where theory, practice, technical skills and artistic considerations combine. In order to receive the grade of Pass

with Distinction for the course as a whole, the student must have received this grade for at least three of four modules. Irrespective of the form of examination, the performance of the individual student is what is assessed and graded. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University. For some parts of the course, a retake examination can only be offered in connection to the on-going course; for further details, see the course study guide. If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Other

Students pay a compulsory fee for working material.

Required Reading and Additional Study Material

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

Art pedagogical literature:

Hansson, Hasse, Karlsson, StenGösta & Nordström, Gert Z. *Seendets språk: exempel från konst, reklam, nyhetsförmedling och semiotisk teori*. Lund: Studentlitteratur. The latest edition. Ca 180 pages.

Didactic literature:

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

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: kommunikation med flera sinnen*. Stockholm: Arena in cooperation with Bild och ord akad. The latest edition. Ca 310 pages.

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

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

Module 2, Sketch technique, visual thinking and art didactics, 7.5 credits

Art pedagogical literature:

Berefelt, Gunnar. *ABSe om bildperception*. Stockholm: Centrum för barnkulturforskning, Univ. The latest edition. Ca 70 pages.

Frid, Johan. *Intro bild: skapa, kommunicera, förstå*. Malmö: Didacta. The latest edition. Selected parts, ca 130 p.

Märner, Anders & Örtegren, Hans. *En kulturskola för alla*. Stockholm: Myndigheten för skolutveckling. The latest edition. Selected parts, ca 70 p.

Didactic literature:

Lindström, Lars (2002). "Produkt och processvärdering i skapande verksamhet". In *Att bedöma eller döma. Tio artiklar om bedömning och betygsättning*. (pp 109-124 (16 p.)) Stockholm: Skolverket.

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

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

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet* (revised 2019). Available at: www.skolverket.se. Selected parts, ca 30 p.

Additional Study Material:

Birgestam, Pirjo. *Skapande Handling: om idéernas födelse*. Lund: Studentlitteratur. The latest edition. Ca 230 pages.

McKim, Robert. *Experiences in visual thinking*. Moston Mass.: PWS Publishing Company. The latest edition. Selected parts, ca 140 p.

Module 3, Colour and shape and their pedagogical applications, 7.5 credits

Art pedagogical literature:

Frid, Johan. *Intro bild: skapa, kommunicera, förstå*. Malmö: Didacta. The latest edition. Selected parts, ca 200 p.

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

Didactic literature:

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

Skolverket. *Bedömningsstöd i bild*. Available at: www.skolverket.se. 50 p.

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet* (revised 2019). Available at: www.skolverket.se. <http://www.skolverket.se/> Selected parts, ca 30 p.

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

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

Additional Study Material:

Edwards, Betty. *Om Färg*. Stockholm: Forum Bokförlag. The latest edition. Ca 220 pages.

Module 4, Visual culture and visual representation, 7.5 credits**Literature on art pedagogy and visual studies:**

Burman, Greta. *Konsten i historien*. Stockholm: Natur & kultur. The latest edition. Ca 190 pages.

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

Additional literature on art and visual studies chosen in consultation with the teacher responsible for the course, ca 100 pages.

Didactic literature:

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

Åhall, Matilda. *Lärares guide till Bild: teori, praktik och bedömning*. Stockholm: Natur och Kultur. The latest edition. Ca 160 pages.

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

Additional Study Material:

Johannesson, Lena (ed). *Konst och visuell kultur i Sverige 1810-2000*. Stockholm: Atlantis. The latest edition. Ca 350 pages.

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

Vihma, Susann. *Designhistoria en introduktion*. Stockholm: Raster. The latest edition. Ca 200 pages.