



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1GN445 Bildpedagogik - för grundlärare inriktning fritidshem och
årskurs 4-6/VI-profil, 30 högskolepoäng

Art Education in Extended School Teaching and for Year 4-
6/Teaching Practice Profile, 30 credits

Main field of study

Art Education

Subject

Educational Sciences/Practical Subjects

Level

First cycle

Progression

G1F

Date of Ratification

Approved 2023-06-13.

Revised 2024-05-30.

The course syllabus is valid from autumn semester 2024.

Prerequisites

1GN470 To be a Teacher in Extended School Education, 15 credits and 1GN471
Teaching for learning and knowledge in School and School Age Educare 7.5 credits or
equivalent.

Objectives

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

- identify and explain fundamental aspects of the teaching profession in relation to the subject and its didactics

- formulate and discuss questions concerning subject teaching and the subject-didactic processes within the school subject of art and the knowledge traditions that it represents
- plan, implement, analyse, and evaluate various forms of teacher activities for the teaching of art in compulsory school
- identify and apply methods for reflecting on their own and others' learning processes.

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

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

- explain the development, tradition, and function of the subject of art in school and society
- describe and apply semiotic and visual communication theories and approaches
- use visual language as a communicative tool in various techniques and media, using both analogue and digital tools
- identify principles of visual presentation and exhibition techniques and apply them in their own work
- discuss various issues related to copyright and the potential consequences of image dissemination on the internet.

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

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

- apply and master fundamental knowledge of drawing theory and sketching techniques
- explain the significance of visual elements from a perceptual and cognitive perspective
- analyse the subject's syllabuses and subject syllabuses, based on subject traditions and subject-didactic theory
- identify, test, and evaluate methods and criteria for assessment and grading in the subject of art
- document and reflect on their own visual communicative learning process.

Module 3, Colour and shape and pedagogical application, 7.5 credits

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

- apply and master basic techniques in two- and three-dimensional artwork
- translate and apply subject-specific knowledge of visual language both in subject

didactics and in their own art production

- present theories on children's and adolescents' artistic work and visual language development
- analyse aspects of sustainable development in relation to image creation
- plan and implement a didactic application of the course content and explain methodological approaches
- identify and apply methods for reflection on their own and others' learning process.

Module 4, Visual culture, visual representation, 7.5 credits

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

- explain important eras and the most important artists and artworks in Western art and architectural history
- analyse, interpret, and critically examine images based on theories of gender, diversity, class, ethnicity, and sustainable development
- problematise art and visual culture from a multicultural and intercultural perspective in creative work
- analyse, interpret, and comment on a historical artwork using art historical analysis methods and their own creative work
- identify and formulate subject-didactic questions in relation to the content of the module.

Content

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

The module has a particular focus on semiotic and visual communication theories. The various meaning-bearing signs and symbols of images are addressed, and students develop their ability to communicate using images, through image analysis and visual assignments. Questions regarding copyright are raised and discussed. In conjunction with studies on the development, tradition, and function of the subject of art in school and society, students work on exhibition techniques and visual presentation.

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

The module focuses in particular on fundamental sketching techniques and the theory of drawing. The different expressive aspects of images, such as composition, value, and depth, are addressed and applied. Through creative work, the significance of sketching for the student's own creative ability is explored. Perception theory and cognitive theory are discussed in relation to the importance of visual elements in the creative process. Students are introduced to the subject's policy documents and work with various methods and criteria for assessment and grading. The module applies methods for reflecting on the student's own and others' learning processes.

Module 3, Colour and shape and pedagogical application, 7.5 credits

The module covers fundamental techniques and methods in two- and three-dimensional

visual art. Colour theory and the significance of colours in shaping our perception of different visual expressions constitute a central part of the module content. Form, form theory, and three-dimensional representation are explored. Methods for reflecting on one's own and others' learning processes are identified and applied. The student also practices using their ability to use visual art terminology in relation to their own artistic production. Additionally, issues related to sustainable development and environmental aspects are addressed. A didactic application of the module content is carried out.

Module 4, Visual culture, visual representation, 7.5 credits

In this module, the students acquire fundamental knowledge of Western art and architectural history. Through their own creative work, students examine art and visual culture from a multicultural and intercultural perspective. The module also explores various methods of art historical analysis and theories of art education. Furthermore, images are analysed, interpreted, and critically examined based on theories of gender, diversity, class, ethnicity, and sustainable development. The student practises their ability to identify and formulate subject-specific didactic questions.

Professional basis and professional progression

The course places particular emphasis on the teaching assignment in the subject of art. Within the framework of the course, the student develops an enhanced understanding and an ability for professional knowledge and preparedness. The course also addresses theories on children's artistic work and development of visual language, as well as the significance of the visual aspect for learning from a perceptual and cognitive perspective. The student applies this knowledge by planning and analysing a didactic application of parts of the course content, and by presenting their methodological approaches. The student is given the opportunity to develop a critical approach by reflecting upon, questioning, and reevaluating both their own and others' ideas, hypotheses, and opinions regarding the teaching assignment in the subject of art.

The student presents arguments for different positions and further develops their repertoire of actions based on both proven experience and a scholarly approach. In the course, the student uses digital tools for didactic exploration and documentation of teaching in art. Furthermore, the student constructs matrices of knowledge and learning and selects assessment methods that are adapted to the learning objectives and student group.

In the course, compulsory school is introduced as a workplace and a societal institution, and the policy documents of the educational activities are processed. Based on the four forms of knowledge: facts, skills, understanding, and familiarity, the student is given the opportunity to develop a subject didactic thinking that will be applied to the relevant policy documents. Through the course's integrated approach, the student gains insight into the responsibilities, duties, and conditions of the profession.

Scholarly approach and scholarly progression

The course further develops the student's scholarly approach and professional practice, with a focus on subject-didactic theory. The student enhances their scientific writing skills by employing proper academic referencing. The scholarly progression also encompasses communicative abilities in a multimodal perspective. Within the field of visual culture, the role of images and visual media in children and youth culture is problematised. During presentations, the student applies their acquired knowledge as regards objectively and thoughtfully using academic sources, as well as critically examining and commenting on them. In the course, the student is expected to identify areas of development and issues related to the subject of art, and connect them to research findings relevant to professional teaching practice. The course broadens and deepens the understanding of the relationships between proven experience and

scientific approach. The student develops their ability to systematically analyse teaching situations in the field of art and their own actions using 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 relation to image representation, design, and architecture. The student applies the educational system's mission of democracy and values, with a focus on equal treatment, gender equality, and diversity in the teaching of the subject of art. The course further develops how teaching in the field of art can be shaped to reflect society's democratic values as expressed in policy documents and the Convention on the Rights of the Child. The student enhances their ability to analyse, interpret, and critically examine images based on theories of gender, diversity, class, and ethnicity, as well as problematise art and visual culture from a multicultural and intercultural perspective, and then applies this knowledge in their own creative work. The course also addresses the issues of assessment and grading in the light of various societal factors, as well as ethical aspects such as diversity and gender.

Type of Instruction

The course applies a creatively reflective working method where theory, practice, technical skills, artistic considerations, and practice placements interact. The teaching places great emphasis on developing a scholarly and professional approach that enhances the student's ability to reflect on, and act in appropriate ways in relation to, school students' learning and the school's mission. The students' knowledge development and learning are expressed through their own creative work as well as through written and oral communication. Knowledge, understanding, skills, and abilities are continuously assessed based on the objectives 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, creative visual assignments, and a take-home examination. The various assignments of the course are gathered in an individual course portfolio, referred to as a "workbook". A workbook is a form of examination that engages the student in quality assessment of their own work, and that develops independent learning strategies. Assessment is based on the following parameters: production, perception, reflection, work method, didactics, and complexity (for further details, please see the relevant study guide).

Module 2 is examined through various sketching and drawing assignments, literature seminars, workshops on assessment and grading, and a take-home examination. The various assignments of the module are gathered in an individual course portfolio, referred to as a workbook.

Module 3 is examined through a number of colour and form laboratory sessions, literature seminars, a take-home exam, and a didactic application. The various assignments of the module are gathered in an individual course portfolio, referred to as a workbook.

Module 4 is examined through various art historical image analyses and visual language laboratory sessions, literature seminars, and a written exam.

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. 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.

Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way.

Course Evaluation

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

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:

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

1BP700 Art Education I, basic course 30,0 credits

1BP701 Art Education I, basic course 30,0 credits

1BP702 Art Education I, basic course 30,0 credits

1BP70L Art Education I 30,0 credits

1BP703 Art Education I, basic course 30,0 credits

1BP730 Art Education I, 30 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

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

Other Information

Students pay a mandatory fee for working material.

Required Reading and Additional Study Material

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

Art education:

Carlsson, Anders & Koppfeldt, Thomas. *Visuell retorik*. Malmö: Liber. The latest edition. In selection, 48 pp.

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

Didactics:

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/pdf/Rapport%204.2006.pdf

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

Approx. 50 pages in consultation with the teacher.

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

Art education:

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

Birgerstam, Pirjo. *Skapande handling: om idéernas födelse*. Lund: Studentlitteratur. The latest edition. Approx. 200 pp.

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

Didactics:

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

Lindström, Lars. “Estetiska lärprocesser om, i, med och genom slöjd”. In *KRUT* 133/134 (no 12 2009). 10 pp.

Skolverket. *Bedömningsstöd i bild*. Available at www.skolverket.se. in the form of a PDF file. 50 pp.

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet* (revised 2019). Available at: www.skolverket.se. In selections, approx. 30 pp.

Åhall, Matilda. *Lärarens guide till Bild. Teori, praktik och bedömning*. Stockholm: Natur och Kultur. The latest edition. In selection, approx. 15 pp.

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

Art education:

Frid, Johan. *Intro bild: skapa, kommunicera, förstå*. Malmö: Didacta. The latest edition. In selection, approx. 200 pp.

Sund, Louise & Sund, Per. 2014. *Hållbar utveckling: ämnesdidaktisk tematisering för grundskolan*. Stockholm: Liber. pp. 17–51. ISBN978-91-47-12259-2.

Compendia on colour and colour theory, approx. 100 pp. Provided by the department.

Didactics:

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

Skolverket. *Kommentarmaterial till kursplanen i bild. Grundskolan*. Available at www.skolverket.se. 23 pp.

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet* (revised

2019). Available at: www.skolverket.se. <http://www.skolverket.se/> Selected parts, approx. 30 pp.

Module 4, Visual culture and visual representation, 7.5 credits

Art education:

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

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

Didactics:

Lahdenperä, Pirjo. 2018. *Interkulturalitet i undervisning och skolutveckling*. Available at www.skolverket.se. 10 pp.