



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

BP105L Bildpedagogik I, inriktning fritidshem, 30 högskolepoäng
Art Education I, specialization Leisure-time Center, 30 credits

Subject Group

Education

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by the Board of the School of Cultural Sciences 2009-06-17

Revised 2010-10-07. English translation added.

The course syllabus is valid from spring semester 2011

Prerequisites

English B, Mathematics A, Civics A, Swedish B/Swedish 2B.

Expected learning outcomes

Sub course 1. 7.5 credits

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

- present art linguistic and -communicative theories and approaches,
- utilise various methods for documenting a personal learning process in art communication,
- present the development of the art subject,
- present children- and young people's art world and art linguistic development,
- reflect on the visual language as a communicative tool, as well as implement this knowledge in a creative project,
- create educational prerequisites for creativity,
- adjust course content in leisure time centres and early school years and understand its importance for pupils' learning.

Sub course 2. 7.5 credits

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

- demonstrate elementary knowledge and skills as regards methods and techniques for working with pictures traditionally and in modern media,
- implement and apply field knowledge in education and in personal art productions, hence developing a personal language of art,

- reflect on and assess personal and other people's art work,
- demonstrate a reflective and analytical approach to art,
- adjust course content in leisure time centres and early school years and understand its importance for pupils' learning.

Sub course 3. 7.5 credits

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

- demonstrate knowledge about the visual and its cognitive importance,
- demonstrate elementary knowledge about sketching,
- reflect on the importance of pictures in terms of thinking, understanding, experiencing and describing the "inner and outer self",
- present the guiding documents and criteria for assessment in the art subject,
- adjust course content in leisure time centres and early school years and understand its importance for pupils' learning.

Sub course 4. 7.5 credits

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

- demonstrate awareness in terms of visual thinking and utilise an assessing eye as regards gender, class and ethnicity,
- reflect on and implement art education theories and field knowledge from a didactic perspective,
- demonstrate elementary knowledge about the interaction human - art in a multi cultural society,
- adjust course content in leisure time centres and early school years and understand its importance for pupils' learning.

Content

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

The course includes the following elements:

- introduction kick-off
- visual language
- communication theory
- process and reflection
- image analysis
- text-picture and visual creativity
- presentation, exhibition
- didactic; the history of the art subject, children's pictures, development of the art language
- didactic implementation.

Sub course 2. Colour and form and implementation in education, 7.5 credits

The course includes the following elements:

- elementary colour- and form theory
- composition theory
- producing pictures (2- and 3 dimensional)
- presentation and exhibition
- current literature and learning material
- field didactic implementation and method.

Sub course 3. Art didactic and visual thinking, 7.5 credits

The course includes the following elements:

- the cognitive importance of art
- digital images and narration
- visual perception
- sketching- and drawing theory
- didactic; the art subject and its guiding documents
- didactic implementation.

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

The course includes the following elements:

- art and pictures, media and design history
- architecture and shaped environments
- the culture concept from a class, gender and ethnicity perspective
- inter-cultural meetings
- didactic implementation.

All teacher training should adhere to four different lines of progression, which are to be developed throughout the programme. This is presented in further detail in the programme plan.

Art as a tool

Students learn to develop the personal ability to understand, utilise and analyse the rhetoric of images.

IT and learning

Students acquire knowledge about digital media.

Academic/artistic progression

Through theory and practice, students will develop their academic/artistic approach.

The teacher profession

Students will develop their field didactic skills needed in order to work as a teacher and know how to utilise theoretical field knowledge in practical situations.

Type of Instruction

The course utilises a creative reflective work approach, in which theory and practice, artistic sensibility and technical skills are combined. Teaching may be in the form of lectures, seminars, assignments and laboratory work, individually and in groups.

Examination

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

In order to pass the course, students need to meet the expected learning outcomes.

Assessment is based on the following parameters: craft skill, perception, reflection, work method and complexity. The criteria for pass with distinction are presented further in the study guide.

A resit for some of the course elements may only be offered during the course. For other elements a resit is offered within six weeks (within the framework of regular terms) and the number of resits is limited to five (in accordance with the Higher Education Ordinance 6 chap. 21§).

Course Evaluation

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

Other

Students pay a fee for expendable material during the course.

Required Reading and Additional Study Material

Sub course 1 Elementary field knowledge and visual communication, 7.5 credits **Obligatory literature**

Carlsson, Anders & Koppfeldt, Thomas (2008). *Visuell retorik*. Malmö: Liber.

Hansson, Hasse et al. (2006). *Seendets språk*. Lund: Studentlitteratur. Selection.

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

Åsén, Gunnar, "Varför bild i skolan". *Uttryck, intryck, avtryck - lärande, estetiska uttrycksformer och forskning*. Vetenskapsrådets rapportserie 4:2006.(p 107-119), available for download at: 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. Colour and form and educational implementation, 7.5 credits **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. Art didactic and visual thinking, 7.5 credits **Obligatory literature**

Berefelt, Gunnar (1992). *ABSe*. Stockholm: Centrum för barnkulturforskning at Stockholm University.

Fager, Lars *Visuellt Tänkande*. (compendium)

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, arbetssätt och bedömning. (2008). Stockholm:

Myndigheten för skolutveckling. Available in full text at: 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). *Fängslade 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. Available in full text at: libris.kb.se/bib/9523922

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

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

Obligatory literature

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

Cronquist, Eva, et al. (2007). *Reflektioner kring bild och lärande*. Växjö: Växjö University, School of Education. Selection.

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. Available as a pdf at: www.skolverket.se.

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

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.

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