



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

BP110L Bildpedagogik I, inriktning tidigarelärare, 30 högskolepoäng
Art Education I, specialization primary school, 30 credits

Main field of study

Art Education

Subject Group

Education

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by the Board of the School of Cultural Sciences 2010-10-07

Revised 2010-09-20. English translation added.

The course syllabus is valid from spring semester 2011

Prerequisites

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

Expected learning outcomes

Sub course 1.

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

- present art linguistic and art communicative theories and approaches,
- utilise various methods for documenting a personal learning process in art communication,
- present the development of the art subject,
- present the imagery world and art linguistic development of children and young people,
- reflect on the visual language as a communicative tool, and implement this knowledge in a project,
- create prerequisites in education for creativity,
- adjust course content to practical work situations in the early school years and understand its significance for pupils' learning from a subject-integrated perspective.

Sub course 2.

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

- demonstrate knowledge and skills concerning methods and techniques used in art work traditionally and in modern media,
- implement subject knowledge in education and in personal art production, thus developing a personal art language,
- reflect on and assess personal and other people's art work,
- demonstrate a reflective and analytical approach,
- adjust course content to practical work situations in the early school years and understand its significance for pupils' learning from a subject-integrated perspective.

Sub course 3.

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

- demonstrate knowledge about visual aspects and its importance from a cognitive perspective,
- demonstrate elementary sketching skills,
- reflect on the importance of art in terms of thinking, understanding, experiencing and describing "outer and inner selves",
- present the guiding documents and criteria for assessment in the art subject,
- adjust course content to practical work situations in the early school years and understand its significance for pupils' learning from a subject-integrated perspective.

Sub course 4.

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

- demonstrate an awareness and critical eye on looking at pictures in terms of gender, class and ethnicity,
- reflect on and implement knowledge about theories and field knowledge from a didactic perspective,
- demonstrate knowledge about art, visual, media, design, architecture from a historical and cultural perspective,
- present elementary knowledge about the interaction human - culture in a multi-cultural society,
- adjust course content to practical work situations in the early school years and understand its significance for pupils' learning from a subject-integrated perspective.

Content

Sub course 1. 7.5 credits

The course includes the following elements:

- Introduction kick-off
- Visual language
- Communication theory
- Process and reflection
- Image analysis
- Text-pictures and visual creativity
- Presentation, exhibition
- Didactic: the subject or art in history, children's pictures, art language development
- Didactic implementation

Sub course 2. 7.5 credits

The course includes the following elements:

- Elementary colour- and form theory

- Composition theory
- Picture making (2- and 3 dimensional)
- Presentation and exhibition
- Current literature and reading material
- Field didactic utilisation and method

Sub course 3. 7.5 credits

The course includes the following elements:

- The cognitive importance of art
- Digital imaging and narration
- Visual perception
- Sketching- and drawing theory
- Didactic: the art subject and its guiding documents
- Didactic implementation

Sub course 4. 7.5 credits

The course includes the following elements:

- The history of art, visual expressions, media and design
- Architecture and shaped environments
- The concept of culture based on class, gender and ethnicity
- Inter-cultural meetings
- Didactic implementation

Additional objectives of all teacher training is to guide students along four different progression lines, which are part of the entire training programme. This is presented in further detail in the programme plan.

Art as a language

Students will have developed an ability to understand, utilise and analyse the rhetoric of pictures.

IT and learning

Students will know more about digital media.

Academic/artistic progression

Through theory and practice, students will learn to understand academic/artistic approaches.

The teacher profession

Students will have field didactic skills needed in order to work as a teacher and will implement theoretical field studies in practical actions.

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.

Criteria for assessment: craft skill, perception, reflection, work methods and complexity. The requirements for pass with distinction are described 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

Required reading

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 utilisation in education 7,5 credits

Required reading

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

Required reading

Berefelt, Gunnar (1992). *ABSe*. Stockholm: Centrum för barnkulturforskning vid Stockholms universitet.

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). *Fängslande information*. Stockholm: Natur & Kultur.

Löfstedt, Ulla (1985). *Barns bildspråkliga utveckling*. Pedagogiska rapporter (Jönköping)

Marner, 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

Required reading

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 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.