



## Course syllabus

Faculty Board of Humanities and Social Sciences  
School of Cultural Sciences

ES151L Skapande skola - estetiska uttrycksformer, 30  
högskolepoäng

The Creative School - Artistic Expressions, 30 credits

### **Subject Group**

Educational Sciences/Practical Subjects

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by the Board of the School of Cultural Sciences 2009-06-11

Revised 2012-10-23. Editorial changes.

The course syllabus is valid from spring semester 2013

### **Prerequisites**

NO VALUE DEFINED

## Objectives

### ***Module 1 Artistic Expression in Theory and Practice 15 credits***

After completing this course, students should be able to:

- apply basic, relevant, theoretical and practical knowledge in art, dance, drama, media, music and movement in order to be able to utilize these artistic forms of expression in the earlier years of school
- reflect over artistic forms of expression and their importance for children's learning
- reflect over their own, and other, cultural heritage as well as modern cultural manifestations
- account for artistic forms of expression from a gender perspective
- in a fundamental way, use Information and Communication Technology (ICT) in these artistic subjects.

### ***Module 2 Didactics and Thematic Training/to Work Thematically 15 credits***

On completion of this module, students should be able to:

- demonstrate basic subject didactic skills that include their own choice of working methods, learning materials and equipment
- together with others, plan, carry out and evaluate the work with artistic forms of expression

- in a basic way, apply ICT within artistically themed works.

## Content

The course is made up of two modules.

### ***Module 1 Artistic expressions in theory and practice 15 credits***

The course is made up of the following elements:

- the artistic languages' character, similarities and differences
- the importance of different forms of expression for children's artistic development
- creative production
- various cultural manifestations within artistic forms of expression
- artistic forms of expression seen from a gender perspective.

### ***Module 2 Didactics and Thematic Training/to Work Thematically 15 credits***

The course is made up of the following elements:

- the study of different didactic standpoints for how artistic subjects can be developed and integrated into learning environments
- for activities concerning policies, rules and plans
- thematic work with emphasis on artistic subjects specializing in the early years of school
- information technology in teaching and the importance of IT and media in cultural mediation
- cooperation with the cultural institutions in society
- planning, carrying out, evaluating and developing themes with art, dance, drama, media, music and movement.

In the thematic work, the artistic forms of expression are integrated with problems from the subject field of natural science.

The following features, which will permeate teacher education in its entirety, will also be included in the course:

## **Lines of Progression**

### *Language as a Tool*

In the learning process, the importance of diversity in creative subjects as distinct aesthetic and linguistic expression is emphasized. Continuous discussions and reflections concerning the importance of a conscious scientific approach to artistic forms of expression as different linguistic functions are therefore carried out.

### *IT and Learning*

With the help of computer support, students can develop their subject knowledge and their ability to productively create in hard disk recording of music, accompaniment, musical notation and film and editing techniques, among other things. An understanding of IT and learning when communicating culture to children is emphasized in different artistic perspectives.

### *Scientific Progression*

In discussions about, and accounts of, studied literature, the student, on a scientific basis, learns how to illuminate the connection between theory and practice as well as develop an ability for critical thinking and assessment. Subject didactic theory and research findings are dealt with and are related to each other in order to clarify an advancing scientific progression.

### *The Teaching Profession*

Through giving continuous accounts of self-produced works, students receive continuous feedback and the possibility to reflect over their didactic development. In practical situations where students give accounts of their work, various studied theories regarding different attitudes and methodical applications seen in both teachers' and children's perspectives are evaluated and discussed.

### Type of Instruction

Teaching is in the form of lectures, seminars, laboratories, project work and camp and is carried out so that subject theory, creative work and subject didactics may be integrated. The student should search, assess and apply the results of current research. Also included in the course are study visits as well as cooperation with cultural institutions in society. The subject's laboratory nature requires participation in all elements. The objective of all tuition is that students, in their future professions, will be able to create a positive educational environment, through progressive thinking, where the pupil is most important.

### Examination

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

This course is assessed through verbal, written and creative presentations, as well as through an exam. Regardless of the form of examination, the individual achievements of each student are assessed and graded. In order to pass the course, students need to meet the expected learning outcomes.

A resit is offered within six weeks after the regular exam. Certain elements of the course may be limited to only one resit during the course.

### Course Evaluation

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

### Required Reading and Additional Study Material

*List of references Module 1 - Artistic expressions in theory and practice 15 credits*

#### **Obligatory literature**

Erberth, B. & Rasmusson, V. (2008). *Undervisa i pedagogiskt drama*. Lund: Studentlitteratur. 154 pages.

Forslind, A. (1996). *Bild, lek och experiment*. Alfabeta förlag. 48 pages. ISBN: 91-7712-470-7.

Frid, J. & Nilsson, K-J. (2008). *Skapa-bild, färg och form*. Malmö: Didacta.

Frister-Lind, H. (1999). *"Flyg lilla fjärl", Rytmik och rörelsesånger för de små*. Mölndal: Förlaget Lutfisken AB.

Gottberg, J. (2009). *Musiken och rytmiken i praktiken*. Stockholm: Sveriges utbildningsradio. 71 pages. ISBN 978-91-25-09016-5.

Granberg, A. (2005). *Små barns bild & form skapande*. Stockholm: Liber. 151 pages. ISBN: 47-05049-7.

Grindberg, T. & Jagtöien, G. (2000). *Barn i rörelse*. Lund: Studentlitteratur. 147 pages.

Hammershøj, H. (1997). *Musikalisk utveckling i förskoleåldern*. Lund: Studentlitteratur. 101 pages. ISBN: 91-44-61931-6.

Helander, K. (2003). *Barn dramatik och barndomsdiskurser*. Lund: Studentlitteratur. 133 pages.

Jederlund, U. (2002). *Musik och Språk*. Hässelby: Runa.

Paulsen, B. (1996). *Estetik i förskolan*. Lund: Studentlitteratur. 138 pages.

Sjöstedt Edholm, E. & Wigert, A. (2005). *Att känna rörelse -en danspedagogisk metod*. Stockholm: Carlsson bokförlag. ISBN: 91-7203-679-6.

Wahlström, G. *Gruppen som grogrund*. Stockholm: Liber. 133 pages. ISBN: 91-47-004812-3.

**List of references Module 2 - Didactics and Thematic Training/to Work  
Thematically 15 credits**

**Obligatory literature**

Byréus, K. (2010). *Du har huvudrollen i ditt liv*. Stockholm: Liber. ISBN: 978-91-47-09976-4

Frister-Lind, H. (1999). *"Flyg lilla fjärl", Rytmik och rörelsesånger för de små*. Mölndal: Förlaget Lutfisken.

Lökken, G. m. fl. (2006). *Småbarnspedagogik*. Stockholm: Liber.

Paulsen, B. (1996). *Estetik i förskolan*. Lund: Studentlitteratur. 138 pages.

Persson/Wiklund. (2008). *Hur långt är ett äppelskal*. Stockholm. Liber. 230 s.

Skolverket (2000). *Kursplaner för grundskolan*. Stockholm: Fritzes. 50 pages. [www.skolverket.se](http://www.skolverket.se).

Utbildningsdepartementet (1998). *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet Lpo 94 anpassad till att också omfatta förskoleklassen och fritidshemmet*. Stockholm: Fritzes. 19 pages. [www.skolverket.se](http://www.skolverket.se).

Utbildningsdepartementet (1994). *Läroplan för förskolan Lpfö 98*. Stockholm: Fritzes. 19 pages. [www.skolverket.se](http://www.skolverket.se).

**Stencil material**

\* Available to buy at the Human Sciences Institution.

**Reference Books**

Au, Susan. (1995). *Ballet & modern dance*. London: Thames & Hudson. 210 pages. ISBN: 0-500-20219-2.

Grönlund, E. & Wigert, A. (2004). *Röster om danspedagogik*. Stockholm: Carlssons bokförlag. 230 pages. ISBN: 91-7203-611-7.

Jernström, E. & Lindberg, S. (1996). *Musiklust*. Stockholm: Runa förlag. 133 pages.

Johnsson, P. (1999). *Dans, första steget*. (CD + instruction manual) Stockholm: T&P Unit Produktion.

Lindvåg, A. (1995). *Möte med barnteatern*. Stockholm: Liber utbildning.

*Sikelej, sa kamelen. Sång och danslekar från hela världen*. (1999). Stockholm: En bok för alla AB. 184 pages. ISBN: 978-91-7221-545-0.

Sundin, B. (1995). *Barns musikaliska utveckling*. Stockholm: Liber utbildning. 182 pages.

Terling, B. (2001). *Dansande fantasi*. Göteborg: Movement utbildningsinstitut GBG. 45 pages. ISBN: 91-974200-1-8.

*Tjuderuttan, sa räven. Sång och danslekar från förr till nu.* (1999). Stockholm: En bok för alla AB. 182 pages. ISBN: 978-91-7221-547-4.

Uddholm, M. (1993). *Pedagogen och den musikaliska människan*. Mölndal: Lutfiskens förlag. 138 pages.

Vesterlund, M. (2003). *Musikspråka i förskolan*. Stockholm: Runa förlag. 96 pages.

Wallin, K. (2005). *Pedagogiska kullerbyttor*. Stockholm: HLS Förlag.

Wiklund, U. (2001). *Den lydiga kreativiteten*. Stockholm: Utbildningsradion. 111 pages.

Änggård, E. (2005). *Bildskapande – en del av förskolebarns kamratkulturer*. Dissertation, Linköpings university.