



UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	EPTE Umetnost
Course title:	EPTE Arts

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Razredni pouk		3., 4.	5., 6., 7., 8.
Primary Teacher Education		3 rd , 4 th	5 th , 6 th , 7 th , 8 th

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
24			6		120	5

Nosilec predmeta / Lecturer:

Jeziki / Languages:
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Znanje angleščine na stopnji B2

Prerequisites:

English B2

Vsebina:

Glasba:

- Ustvarjalno glasbeno izražanje z nastopanjem, ustvarjanjem in poslušanjem ljudske glasbe, avtorske evropske glasbene dediščine in sodobne glasbe
- Glasbeni jezik v interdisciplinarnih povezavah
- Glasbena pismenost v kontekstu teorije in prakse poučevanja in učenja

Likovna umetnost:

- Vizualno in plastično izražanje kot odnos po-ustvarjanja, z intimnim stikom z različnimi evropskimi umetnostnimi gibanji
- Vizualno in plastično eksperimentiranje kot osebni in univerzalni jezik in kot interdisciplinarna dejavnost
- Vizualna pismenost kot proces samo-učenja in kot način razumevanja in izražanja bogastva raznolikosti vizualnega jezika v preteklosti in danes.

Scenska umetnost – gledališče, lutke, gib:

- Različne oblike in tehnike scenskega izražanja in njihova implementacija
- Bogastvo gledališkega jezika v sodobnem večkulturnem svetu
- Priprava igralca in delavnica
- Gledališke oblike v izobraževalnem procesu
- Drama kot simbolični sporočevalec
- Predmeti in lutke kot metaforični 'igralci'
- Sporazumevanje prek igre z lutkami
- Pantomima kot neverbalno scensko izražanje
- Poučevanje in učenje z ali prek gledaliških oblik

Film:

Content (Syllabus outline):

Music:

- creative musical expression through performing, creating and listening to folk music, authored European musical heritage and contemporary music
- music language in interdisciplinary connections
- musical literacy in the context of the teaching-learning theory and practice

Fine Arts:

- visual and plastic expression, as an attitude of re-creation, through the intimate contact with different European movements of arts and crafts;
- visual and plastic experiments as a personal and universal language and an interdisciplinary activity
- visual literacy as a self-learning process, as a way to understand and to express the richness of visual language diversity in the past and present days.

Scenic arts – theatre, puppets, movement:

- different scenic expressions, techniques and their possible implementation
- richness of the theatre language in contemporary multicultural world
- an actor preparation and workshop
- theatre forms in educational process
- drama as symbolic messenger
- objects and puppets as metaphoric "actors"
- communication through puppet play
- pantomime as nonverbal scenic expression
- teaching & learning by/through theatre forms

Film:

- importance of film, its inclusion in the educational process and multicultural communication
- creating film process

- Pomembnost filma in njegove vključenosti v izobraževalni proces in večkulturno sporazumevanje
- Ustvarjanje filmskega procesa
- Smiselna raba digitalne podpore v kurikulumu

- reasonable use of digital supports in the curriculum

Temeljni literatura in viri / Readings:

Compulsory:

- BAMFORD, A. (2006). *The Wow Factor, Global research compendium on the impact of the arts in education*. Berlin: Waxmann Verlag.
- BRESLER, L. (2007). *International Handbook of Research in Arts Education*. Netherlands: Springer. (selected chapters)
- BROWN, John Russell (1995). *The Oxford Illustrated History of Theatre*, Oxford University Press.
- EISNER, Elliot W. (2002). *The Arts and the Creation of Mind*. New Haven & London: Yale University Press.
- MAJARON, E. and Kroflin, L. (ed.), *Puppet what a miracle!* Zagreb: Croatian Centre of UNIMA
- MCCASLIN, N., (2006). *Creative drama in the classroom and beyond*. Boston: Pearson Education.
- O'TOOLE, J. (2006). *Doing Drama Research*. City East QLD: Drama Australia.
- PAYNE, H. (2006). *Dance movement therapy: theory, research and practice*. London: Routledge.
- WINSTON, J. in TANDY, M. (2005). *Beggining drama 4 -11*. London, New York: David Fulton Publisher.
- MCPHERSON, G. E. (2007). *The Child as Musician: A handbook of musical development*. Oxford University Press, Inc. (selected chapters).
- MUNARI, Bruno (1997). *Design as Art*. London: Penguin.
- LEHMANN, A. C., Sloboda, J. A., Woody R. H. (2007). *Psychology for Musicians: Understanding and Acquiring the Skills*. Oxford University Press, Inc. (selected chapters).
- LOWENFELD, Viktor (1978). *Creative and mental growth*. New York: Macmillan Co.
- READ, Herbert (1966). *Education Through Art*. London: Faber and Faber.
- Road Map for Arts Education. (2006). *The World Conference on Arts Education. Building Creative Capacities for 21st Century*. Lisbon: UNESCO
- SMITH-AUTARD, Jacqueline M. (2001). *The Art of Dance in Education (Second Edition)*. London:Black.

Cilji in kompetence:

Cilji:

- razviti pozitiven in aktiven odnos do umetnosti in občutek identitete v narodnem in evropskem kulturnem kontekstu
- ceniti in uživati v umetniških delih in oblikah v različnih umetniških medijih

Objectives and competences:

Objectives:

- to develop a positive and active attitude to art and the sense of identity in National and European cultural context
- to appreciate and enjoy in art works and practices in different art media
- to develop aesthetic sensitivity and arts' knowledge and skills within cultural similarity

- razviti estetsko občutljivost, znanje o umetnosti ter spretnosti znotraj kulturne podobnosti in raznolikosti
- razumeti umetnost kot stičišče različnih disciplin
- izboljšati pismenost v umetnosti in skozi umetnosti
- zavedati se terapevtskega učinka umetnosti
- omogočiti kontekst umetnosti kot prostor za komunikacijo, ustvarjalno reševanje problemov in sodelovanje v interdisciplinarnih timih in umetniških zvezah
- ustvarjati, izvajati, reflektirati in vrednotiti umetniške dejavnosti v kontekstu učinkovitega umetniškega izobraževanja

Kompetence:

- razviti kompetence v kulturnem uzaveščanju in izražanju narodne ter evropske dediščine
- razviti spoštovanje in toleranco do kulturne raznolikosti
- izboljšati znanje o umetnosti, spretnosti in umetniško izražanje
- razviti ustvarjalno in reflektivno razmišljanje v in skozi umetnost
- sporazumevati se v in skozi jezike umetnosti
- izboljšati estetsko občutljivost za umetniško okolje
- izražati individualne ustvarjalne zmožnosti skozi različne umetnosti
- prispevati in sodelovati v projektih splošne umetnosti

and diversity

- to understand art as crossroad of different disciplines
- to improve literacy in arts and through arts
- to be aware of the therapeutic impact of the arts
- to provide the arts context as a space for communication, creative problem-solving and cooperation in interdisciplinary team and arts partnerships
- to create, perform, reflect and evaluate arts activities in context of effective arts education.

Competences:

- develop competence in cultural awareness and expression of National and European heritage
- develop respect and tolerance for culture diversity
- improve art knowledge, skills and expression
- develop creative and reflective thinking *in* and *through* art
- communicate *in* and *through* art languages
- improve aesthetic sensitivity for art environment
- express individual creative capacities through different arts
- contribute and cooperate in common arts projects

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent

- je odprt in reflektiven do različnih oblik umetnosti in kulture
- uporablja znanje in osnovne spretnosti umetniškega izobraževanja
- prepozna in opiše osnovne trende, smeri in tehnike različnih umetniških področij (glasba, likovna umetnost, ples, gledališče, film)
- opazi razlike in podobnosti v umetnosti različnih evropskih držav
- motivira učence za zanimanje za umetnost in spodbudi njihovo ustvarjalnost
- razvije estetsko občutljivost pri učencih
- podpira učenčevo izražanje skozi umetnost
- uporablja metode učenja in poučevanja v in skozi umetnost (učenje z izvajanjem dejavnosti) in prilagodi individualni pristop pri poučevanju umetnosti

Intended learning outcomes:

Knowledge and understanding:

The student is able to:

- be open to and reflective about varied expressions of art and culture
- use knowledge and basic skills of the art education
- recognize and describe basic trends, directions and techniques of different art fields (music, fine arts, dance, theatre, film)
- notice the diversity and resemblance in the art of different countries in Europe
- motivate pupils to be interested in arts and provoke their creativity
- develop aesthetic sensitivity of pupils
- support pupils' self-expression through arts
- use teaching-learning methods *in* and *through* the art (learning by doing) adjust an individual approach in art education

Metode poučevanja in učenja:

Predavanje
delavnice

Learning and teaching methods:

Lecture
Workshop



Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
Individualni portfolio:	20%	Individual Portfolio:
Multimedijski projekt s predstavitevijo	80%	Multiarts project with public presentation - Project:

Reference nosilca / Lecturer's references:

- Sicherl-Kafol, B., Denac, Olga (2011). Through musical communication to development of competence in culture awareness and expression. *US-China education review*, vol. 8, no. 2, str. 129-136.
- Denac, O., Čagran, B., Denac, J., Sicherl-Kafol, B. (2011). Arts and cultural education in Slovenian primary schools. *The new educational review*, vol. 24, no. 2, str. 121-132.
- Denac, O., Sicherl-Kafol, B., Čagran, B. (2011). Slovene teachers' attitudes of arts and cultural education in primary school. V: Lamanauskas, Vincentas (ur.). *Recent issues in education - 2011*, (Problems of education in the 21st century, vol. 34). Siauliai: Scientific Methodological Center Scientia Educologica, str. 24-33.
- Majaron, E. (2001). The puppet : privileged scenic messenger. *BrUNIMA Bulletin*, št. 106, str. 8-9.
- Majaron, E. (2007). Influenze beckettiane sul teatro di figura dell'Europa dell'est. V: MARCHIORI, Fernando (ur.). *Beckett & puppet : studi e scene tra Samuel Beckett e il teatro di figura*, (Altre visioni, 31). Corazzano: Titivillus, str. 121-126.
- Majaron, E. (2011). Die Puppe - was für ein Wunder! = The puppet - what a miracle!. V: FEINER, Franz (ur.), GERJOLJ, Stanko (ur.), TREADWELL, Robert (ur.), ZISLER, Kurt (ur.). *Re-creation : kreatives Gestalten in sozialer, ethischer und religiöser Bildung = creating and learning together through social, moral and religious education*. Graz: Kirchlich Pädagogische Hochschule (KPH): LogoMedia; Ljubljana: Theologische Fakultät der Universität Ljubljana, str. 142-146.