

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Ustvarjalni gib in plesna pedagogika
Course title: Creative movement and dance pedagogy

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Vsi študijski programi, 1. stopnja	Vse smeri	2.,3.,4.	Zmiski ali letni
All study programmes, 1 st cycle	All fields	2 nd , 3 rd , 4 th	Winter or spring

Vrsta predmeta / Course type

splošni (D) izbirni predmet /
general (D) elective subject

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	10	10			120	5

Nosilec predmeta / Lecturer:

Gordana Schmidt, Vesna Geršak

**Jeziki /
Languages:**

Predavanja /
Lectures: Slovenski/angleški
Slovene/English
Vaje / Tutorial: Slovenski/angleški
Slovene/English

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

Znanje angleščine na stopnji B2.

Prerequisites:

English B2

Vsebina:**Content (Syllabus outline):**

Celostno učenje, socialno učenje, celostna komunikacija, povezanost telesnosti in duševnosti, celovitost igre, giba, ustvarjanja in učenja. Izsledki nevroznosti in učenje skozi gib/ples. Ustvarjanje skozi gib in ples - vrste ustvarjalnih dejavnosti in povezave z vsemi vzgojno-izobraževalnimi področji. Umetnost kot oblika medosebne in znotrajosebne komunikacije ter pomoči z umetnostjo s poudarkom na komunikaciji skozi ustvarjalni gib in ples. Kulturna vzgoja, otrokova umetnostna ustvarjalnost, zmožnosti otrokovega dožemanja in izražanja. Učenje in poučevanje z umetnostjo in skozi umetnost, spodbujanje ustvarjalnosti, razvoj domišljije skozi ustvarjalni gib in ples. Ustvarjalni gib in ples v vrtcu/šoli: cilji, metode, oblike, metodični napotki, spodbude za gibno plesno ustvarjanje, povezave z vsemi vzgojno-izobraževalnimi področji, ustvarjalni gib kot učno-vzgojna metoda v vrtcu, prvem triletju in na nadaljnjih stopnjah osnovne šole, načrtovanje in analiza vzgojno-izobraževalnega dela, sprostitevna funkcija gibanja in gibnega ustvarjanja, skupinska dinamika, komunikacija in ustvarjanje z gibom in plesom ter mirovna vzgoja.	Holistic learning, social learning, holistic communication, integration of physical and spiritual, holistic game, movement, creativity and learning. Neuroscience and learning through movement/dance. Creation through movement and dance – types of creative activities and integration with all educational areas. Art as a form of interpersonal and intrapersonal communication as well as help through arts with the emphasis on communication through creative movement and dancing. Cultural education, children's artistic creativity, capability of children's perception and their expression. Learning and teaching with art and through art, encouraging creativity, developing imagination through creative movement and dancing. Creative movement in kindergarten/school: aims, methods, forms, methodological instructions, incentives for moving - dancing creativity, integration with all educational areas, creative movement as educational method in kindergarten, in the first triennium and in further stages of primary schools, planning and analysis of educational work, relaxation function of movement and movement creativity, team dynamics, communication and creativity through movement and dancing as well as education for peace.
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Temeljni literatura in viri / Readings:

- Griss, S. (1998). Minds in motion. A kinesthetic approach to teaching elementary curriculum. London: Heinemann.
- Payne, H. (2003). Creative movement and dance in groupwork. Oxon: Winslow Press Ltd.
- Smith-Autard, J. (2002). The Art of Dance in Education, London: Methuen Drama.
- Book of selected research paper – around 50 pages (we choose relevant research papers) which is updated every year.

Cilji in kompetence:

Objectives and competences:

Vključevanje umetniških vsebin za vzgojo doživljajske in estetske občutljivosti. Ustvarjanje spodbudnega učnega vzdušja ter medsebojnih odnosov in preprečevanje nasilnega vedenja skozi ustvarjalni gib in ples. Negovanje radovednosti otrok, motiviranje učencev, spodbujanje razvoja in oblikovanje pozitivne samopodobe ter ustvarjalnega mišljenja. Poznavanje, razumevanje in uporaba različnih oblik ustvarjalnega giba in plesa. Skrb za psihofizično zdravje in zmanjševanje stresa v pedagoškem procesu in izven njega ter upoštevanje potreb vzgojno zahtevnejših učencev. Udejanjanje učnih vsebin skozi ustvarjalni gib in ples na vseh vzgojno-izobraževalnih področjih v rednem ter pri razširjenem programu OŠ (podaljšano bivanje, interesne dejavnosti ...). Uporaba specialno-pedagoških znanj za prilagajanje učno-vzgojnih pristopov glede na individualno, socialno, jezikovno in kulturno različnost učencev.

Inclusion of artistic contents for the education of experiencing and aesthetic sensitivity. Establishing encouraging atmosphere and mutual relationships as well as prevention of violent behaviour through creative movement and dancing. Nurturing children's curiosity, motivating pupils, encouraging development and establishment of positive self-image and creative thinking. Knowledge, comprehension and application of various forms of creative movement and dancing. Care for psycho-physical health and reducing stress in educational process and out of it as well as taking into account the needs of more demanding pupils. Realisation of learning contents through creative movement and dancing in all educational areas in regular as well as in extended programme of PS (extended stay, interest activities...). Application of special-education knowledge for the adjustment of educational processes to the individual, social, linguistic and cultural differences among pupils.

Predvideni študijski rezultati:

Znanje in razumevanje:
Študent/-ka:

- Pozna celostne pristope poučevanja in učenja skozi ustvarjalni gib in ples ter reflektira lastno razumevanje teorije in izkušenj v praksi.
- Pozna pomen teh oblik ustvarjanja za otrokov čustveni, socialni, psihomotorični in kognitivni razvoj, za motivacijo otrok, za socializacijo in kreativnost.
- Zna vključiti plesno igro, izražanje z gibanjem in sproščanje v skupinsko situacijo (v redni in razširjeni program OŠ) ter izvesti zaposlitve in dejavnosti na vseh vzgojno-izobraževalnih področjih glede na individualne razlike med otroki.
- Skozi lastno plesno ustvarjanje razvija svojo ustvarjalnost in samopodobo.
- S srečanji z umetniškimi deli razvija razumevanje različnih umetniških izrazov.
- Pridobiva socialne spretnosti, uporablja

Intended learning outcomes:

Knowledge and understanding:
Students:

- Know holistic approaches to teaching and learning through creative movement and dancing and reflect on their own apprehension of theory and practical experiences.
- Know the significance of creative forms for children's emotional, social, psycho-motoric and cognitive development, for children's motivation, for socialisation and creativity.
- Are able to include dancing games, expressions through movement and relaxed team situation (in regular and extend PS programme) and to carry out work and activities in all educational areas regarding individual differences among children.
- Establish their own creativity and self-esteem through their personal dancing creativity.
- Develop understanding of different

domačo in tujo literaturo in druge vire, rešuje probleme, dela v timu.

artistic expressions by getting acquainted with works of art.

- Acquire social skills, apply domestic and foreign literature and other sources, solve problems and work in teams.

Metode poučevanja in učenja:

Vaje in predavanja:

Debata, nevihta možganov, panel diskusija, predstavitve, miselni vzorci.

Delo v obliki delavnic, igre vlog, sodelovalno učenje/poučevanje, aktivno učenje, aktivna udeležba študentov, projektno delo, individualne naloge.

Timsko delo in sovrstniško poučevanje: Timski projekti.

Terensko delo – opazovanje/sodelovanje v dejanskih načrtovanih izobraževalnih dejavnostih in ogled plesnih predstav.

Learning and teaching methods:

Practice and lectures:

Debate, brainstorming, discussion panel, presentation, mind maps.

Work in workshops, role play, cooperational learning/teaching, active learning, active participation of students, project work, individual tasks.

Team work and Peer coaching: Team projects.

Work field-observe/cooperate in planned activities in educational realities and observation of dance performances in dance theater.

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Assessment:

Študent:

- izdelava portfolio, ki vključuje: dnevnik refleksij, učne priprave, refleksijo izkušenj iz prakse in ogleda plesnih predstav, samorefleksijo (70 % ocene);
- prezentacija portfolio (30 % ocene).

Ocenjevalna lestvica (skladno s Statutom UL in fakultetnimi pravili): 1-5 nezadostno, zadostno 6, dobro 7, prav dobro 8, prav dobro 9 in odlično 10.

70 %

30 %

The student makes a portfolio including reflective diary, lesson plans, reflection on teaching and reflection of dance performances, self-evaluation.

Presentation of portfolio.

Assessment scale (in line with the Statute of the University of Ljubljana and the faculty's examination rules): 1- 5 (negative), 6 (satisfactory), 7 (good), 8, 9 (very good) and 10 (excellent)

Reference nosilca / Lecturer's references:

Doc. Gordana Schmidt / assistant professor

1. KOS, Marjanca, SCHMIDT, Gordana. Naravoslovje in ustvarjalni gib si podajata roko v vrtcu. Educa (Nova Gorica), april/maj 2008, letn. 17, št. 1/2, str. 5-15.
2. SCHMIDT, Gordana, UMEK, Evelina. Gibalne zgodbe - zgodbe za plesno in gibno izražanje : priročnik za Metodiko plesne vzgoje. Ljubljana: Pedagoška fakulteta, 2009.
3. KOS, Marjanca, SCHMIDT, Gordana, JERMAN, Janez. "When we go out, we get in" - outdoor learning about nature through creative movement in early childhood. V: GERŠAK, Vesna (ur.), KOROŠEC, Helena (ur.), MAJARON, Edi (ur.), TURNŠEK, Nada (ur.). Promoting the social emotional aspects of education : a multi-faceted priority = raznotere naloge : conference proceedings. Ljubljana: Pedagoška fakulteta, 2012, str. 94-102.

Pred. Vesna Geršak / lecturer

1. GERŠAK, Vesna, LENARD, Vid. Vmesni model za izvajanje plesne umetnosti v vrtcu = Midway model for introducing the art of dance in kindergarten. Revija za elementarno izobraževanje, sep. 2012, letn. 5, št. 2/3, str. 91-106.
2. GERŠAK, Vesna. Creative movement - an opportunity for affective education. V: STINSON, Susan W. (ur.), SVENDLER-NIELSEN, Charlotte (ur.), LIU, Shu-Ying (ur.). Dance, young people and change. California: daCi; Madison: World Dance Alliance; Braddon: Ausdance, 2013.
3. GERŠAK, Vesna. Utelešena učna vsebina : z ustvarjalnim gibom do trajnega znanja. Vzgoja izob., 2013, letn. 44, št. 4-5, str. 87-93.