

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: IZBRANE VSEBINE IZ LIKOVNE DEJAVNOSTI
Course title: Selected topics in Fine Art activities

Vrsta predmeta / Course type

D - Splošni izbirni predmet

Univerzitetna koda predmeta / University course code:

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Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	30	0		0	60	4

Nosilec predmeta / Lecturer:

izr. prof. dr. Robert Potočnik

Jeziki /

Predavanja / Lectures: slovenščina, angleščina

Languages:

Vaje / Tutorial: slovenščina, angleščina

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

Vpis v letnik.

Prerequisites:

Enrollment in the year.

Vsebina:

1. razvijanje učenčeve zmožnosti sporočanja z likovnimi znaki pri pouku in učenju likovnega jezika,
2. otrokove likovne zmožnosti od drugega do četrtega leta starosti,
3. otrokove likovne zmožnosti v petem letu starosti,
4. otrokove likovne zmožnosti v šestem letu starosti,
5. otrokove likovne zmožnosti v sedmem letu starosti,
6. otrokove likovne zmožnosti v osmem letu starosti
7. likovno izražanje učenca ter raziskovanje in odkrivanje posebnosti likovnih pojmov:
8. oblikovanje risb (materiali in sledi, pike/črte, linije/točke ter osnovni risarski materiali in pripomočki, linija in točka v okolju in naravi, risarske podlage in položaj na formatu, različnost narisanih oblik, trdi (suhi) in tekoči materiali,
9. oblikovanje slik (barvna ploskev, slikarski materiali, slikarske podlage, barve in slika, mešanje barv, svetle in temne barve, svetljenje in temnenje barv z belo in črno, slikarski pripomočki, podlage, primarne, sekundarne in terciarne barve, svetljenje in temnenje, trdi in tekoči slikarski materiali),
10. oblikovanje grafike (sled - odtis, tiskanje in

Content (Syllabus outline):

1. developing students' ability to communicate with visual characters in the teaching and learning of fine art language,
2. the child's fine art ability from the second to the fourth year of age,
3. the child's fine art ability at the age of five,
4. the child's fine art ability at the age of six,
5. the child's fine art ability at the age of seven,
6. the child's fine art ability at the age of eight,
7. the pupil fine art expression and the exploration and detection of the specificities of the fine art concepts:
8. making of drawings (materials and traces, dots / lines, lines / points and basic drawing materials and accessories, line and point in the environment and nature, drawing bases and position on the format, variety of drawn forms, solid (dry) and liquid materials,
9. making of paintings (colour surface, painting materials, paints, colours and picture, colour mixing, light and dark colours, light and dark colours with white and black, painting aids, bases, primary, secondary and tertiary colours, light and dark, hard and liquid painting materials),
10. making of graphics (trace - imprint, print

odtisi, površine materialov in odtisi, matrica, umetniška in industrijska grafika, monotipija ter tisk s šablono),

11. oblikovanje kipov (oblike predmetov, kip, kipar, osnovni kiparski materiali, kiparski pripomočki (orodja), gnetenje, stiskanje, valjanje glin, oblikovanje kipa iz enega kosa glin, kiparski atelje, oblikovanje kipov iz različnih materialov,

12. oblikovanje prostorov (oblikovanje bivališč, sestavni deli prostora, znotraj in zunaj prostora, orientacija v prostoru, oblike in velikosti prostorov, gradbeni materiali, razporeditev notranjih prostorov, oprema notranjih in zunanjih prostorov).

and prints, material surfaces and prints, stencil, art and industrial graphics, monotypy and stencil),

11. making of sculptures (object shapes, statue, sculptor, basic sculptural materials, sculptural implements (tools), kneading, pressing, rolling clay, sculpting from one piece of clay, sculpture studio, sculpting from different materials,

12. making of spatial forms (designing a living space, components of the living space, inside and outside the living space, orientation of the architecture spaces, shapes and sizes of architectural spaces, building materials, arrangement of interior spaces, furnishing of interior and exterior spaces).

Temeljni literatura in viri / Readings:

1. Tacol, T. (2016). Likovno izražanje 1, Priročnik za učitelje 1. razreda osnovne šole. Ljubljana: Debora, pp 131 (selected chapters of 20 pages).

2. Tacol, T. (2016). Likovno izražanje 2, Priročnik za učitelje 2. razreda osnovne šole. Ljubljana: Debora, pp 149 (selected chapters of 23 pages).

3. Tacol, T. (2016). Likovno izražanje 3, Priročnik za učitelje 3. razreda osnovne šole. Ljubljana: Debora, pp 183 (selected chapters of 32 pages).

4. Taylor, R., Glennis, A. (1993). The Arts in the Primary School. London: The Falmer press, pp 198 (selected chapters of 21 pages).

5. Grgurić, N., Jakubin, M. (1996). Vizualno-likovni odgoj i obrazovanje, metodički priručnik. Zagreb: Edcuca, pp 206 (selected chapters of 15 pages).

6. Szekely, G., Alsip Buckman, J. (2012). Art Teaching, Elementary through Middle School. New York: Routledge, pp 313 (selected chapters of 25 pages).

Cilji in kompetence:

SPLOŠNE

1. Sintetično analitično, ustvarjalno mišljenje in reševanje problemov.

2. Fleksibilna uporaba znanja v praksi.

3. Avtonomnost, (samo) kritičnost, (samo)refleksivnost, prizadevanje za kakovost.

4. Splošna razgledanost, sposobnost komuniciranja s strokovnjaki drugih strokovnih in znanstvenih področij.

5. Poznavanje in razumevanje razvojnih zakonitosti, razlik in potreb posameznika.

6. Poznavanje, razumevanje in uporaba pojmov stroke in njihovih povezav in teorij.

7. Poznavanje in razumevanje posebnosti temeljnih likovnih področij.

8. Obvladovanje praktičnega dela vezanega na poučevanje vsebin predmeta.

9. Organizacija ter vodenje skupinskega in projektnega dela.

SPECIFIČNE ZA PREDMET

1. Poznavanje in razumevanje lastnosti

Objectives and competences:

GENERAL

1. Synthetic analytical, creative thinking and problem solving.

2. Flexible use of knowledge in practice.

3. autonomy, (self) criticality, (self) reflexivity, pursuit of quality.

4. General perception, ability to communicate with experts from other professional and scientific fields.

5. Knowledge and understanding of developmental differences and needs of the individual.

6. Knowledge, understanding and use of the concepts of the profession and their connections and theories.

7. Knowledge and understanding of the specificities of the basic fields of fine art.

8. Mastery of practical work related to the teaching of subject contents.

9. Organization and management of group and project work.

likovnega razvoja otroka.

2. Poznavanje in prepoznavanje možnosti obravnave vsebin iz različnih likovnih področjih, glede na starostno stopnjo.
3. Oblikovanje primerne likovne dejavnosti v vzgojno-izobraževalnem okolju.

SPECIFIC FOR THE CASE

1. Knowledge and understanding of the characteristics of the child's fine art development.
2. Knowing and recognizing the possibilities of dealing with content in different fields of art, according to age level.
3. - Creating of appropriate fine art activity in the educational environment.

Predvideni študijski rezultati:

Znanje in razumevanje:

1. pozna osnovne lastnosti likovnega razvoja otroka,
2. prepozna in razume likovne probleme v povezavi z različnimi likovnimi področji ter jih primerno prilagoditi starostni stopnji,
3. prepozna in razume procese likovne dejavnosti v vzgojno-izobraževalnem okolju.

Uporaba:

1. na uporabiti znanje pri prepoznavanju likovne razvojne stopnje otroka,
2. zna prenašati znanje o likovnem razvoju otroka v oblikovanje primernih nalog različnih likovnih področij.

Refleksija:

1. skozi kritično refleksijo ovrednoti ključne lastnosti likovnega razvoja otroka ter primernosti likovnega problema v kontekstu različnih likovnih področij.

Prenosljive spretnosti:

1. kritično bere in piše strokovna besedila z obravnavanega področja,
2. konstruktivno uporabi pridobljena znanja v vzgojno-izobraževalni praksi.

Intended learning outcomes:

Knowledge and understanding:

1. knows the basic characteristics of the child's fine art development,
2. recognizes and understands visual problems in relation to different fine art fields and adjusts them appropriately to the age level,
3. recognizes and understands the processes of fine art in the educational environment.

Application:

1. knows how to use knowledge to identify the child's fine art developmental stage,
2. be able to transfer knowledge of the child's fine art development into the design of appropriate tasks in different areas of fine art.

Reflection:

1. through critical reflection evaluates the key features of a child's fine art development and the appropriateness of a visual problems in the context of different fine art fields.

Transferable skills:

1. critically reads and writes expert texts from the subject area,
2. constructively use acquired knowledge in school practice.

Metode poučevanja in učenja:

1. predavanja z aktivno udeležbo študentov (razlaga, diskusija, metoda postavljanja vprašanj, skupinsko in delo v parih, individualne domače naloge),
2. seminarske vaje, ki temeljijo na izkušnjskem, sodelovalnem in problemskem učenju,
3. individualne in skupinske konzultacije.

Learning and teaching methods:

1. lectures with the active participation of students (explanation, discussion, method of asking questions, group work and work in pairs, individual homework assignments),
2. seminar work based on experiential, collaborative and problem learning,
3. individual and group consultations.

Načini ocenjevanja:

**Delež (v %) /
Weight (in %)**

Assessment:

Pisni izpit.	50	Written exam.
Seminarska naloga.	50	Seminar work.

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Reference nosilca / Lecturer's references:

izr. prof. dr. Robert Potočník:

1. Bukovec, A., Potočník, R. (2019). Elementary school student's attitudes on teaching artist' monochrome picture book without text and graphite technique, *Teaching Artist Journal*, 17 (3-4), 86-102. doi:10.1080/15411796.2019.1680230
2. Potočník, R., & Devetak, I. (2018). The differences between pre-service chemistry, fine art, and primary education teachers regarding interest and knowledge about fine art materials. *Center For Educational Policy Studies Journal*, 1–22. doi:10.26529/cepsj.352
3. Potočník, R. (2017). Effective approaches to heritage education: Raising awareness through fine art practice, *International Journal of Education Through Art*, 13(3), 285–294. doi:10.1386/eta.13.3.285_1
4. Potočník, R. (2018). *Heritage preservation education in primary school fine art activities*. Bratislava: Digit