Syllabus

Course Description

Course Title	Lab on Didactical Technologies with a Focus on Music, Art and Aesthetics
Course Code	12430
Course Title Additional	
Scientific-Disciplinary Sector	PEMM-01/C
Language	Italian
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section
Lecturers	dr. Carlo Alessandro Nardi, CarloAlessandro.Nardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39416 Dott. Silvia Azzolin, Silvia.Azzolin@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/33465
Teaching Assistant	
Semester	All semesters
Course Year/s	5.
CP	3
Teaching Hours	0
Lab Hours	45 gruppo 1: dr. Carlo Alessandro Nardi gruppo 2. 3 e 4: Dott. Silvia Azzolin
Individual Study Hours	30
Planned Office Hours	15
Contents Summary	The Workshop offers students the opportunity to be involved in the development of a musical-aesthetic project through an interdisciplinary approach aimed at pre-school and primary school children.

	The course aims to introduce students to teaching methodologies aimed at improving children's motivational levels, the expression of emotional and social skills, creativity, inclusion, integration and communication skills. The training will end with a practical presentation of the artistic-musical project by the students, thus contributing to the development of creativity, aesthetic awareness and personal pedagogical-didactic-organisational skills also in a performative perspective.
Course Topics	- Artistic creativity through music, theatre, dramaturgy and stage performance. - Basic vocal skills (singing and speaking). - Basic instrumental skills (Orff instruments, body percussion). - Movement in relation to basic musical structures (e.g. choreography, movement games). - Techniques of playwriting, creative writing and musical dramaturgy. - Techniques of linguistic, theatrical and musical-aesthetic performance. - Use of skills in the visual arts to stimulate children’s musical and artistic production. - Application of teaching approaches that integrate the arts with other school subjects. - Elements of music education and performing arts methodology, with a focus on inclusive and participatory strategies. - Use of educational technologies with special attention to the artistic-aesthetic field. - Design of relevant assessment tools.
Keywords	music education, performing arts, creativity, inclusive strategies, multilingualism
Recommended Prerequisites	Skills acquired earlier in the curriculum in the fields of music education, singing, visual arts, creative writing, and motor sciences will be applied.
Propaedeutic Courses	
Teaching Format	The course includes lectures, workshops and group work, with particular emphasis on musical and performance activities. Cooperative methodologies are adopted to stimulate artistic

	creativity, with a focus on expressive and performance elements. Skills are assessed on an ongoing basis both during the course and in the final exam, through the creation of a musical theatre project and a written report.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	At the end of the course the student will be able to: - demonstrate appropriate basic vocal competence in both speech and singing, which proves to be an effective training tool for communication and teaching; - demonstrate appropriate public presentation skills through different communication channels, verbal and non-verbal; - know the basic computer applications of musical and artistic language to find, evaluate, store, produce and present educational and artistic-aesthetic products; - know and use teaching technologies with a focus on the artistic-aesthetic field; - demonstrate adequate team-working skills in order to achieve shared objectives effectively; - demonstrate adequate skills of musical expression with particular regard to the aesthetic sphere, movement and art more generally, through the application of relevant methodologies and technologies. - demonstrate ability to apply accumulated knowledge in the disciplines of music, art and movement in order to create a musical-aesthetic project within the school environment - demonstrate organisational and coordination skills in the development of performative moments at school; - analyse, reflect, evaluate and develop their practice; - to demonstrate relevant teaching skills in order to apply them when participating in an interdisciplinary school performance production; - to be able to decline and apply individual and group performance appraisal systems and indicators. Expected learning outcomes and competences Knowledge and ability to understand - of the key concepts, of a disciplinary and/or methodological nature, in the field of pedagogy and didactics of music and the arts

	as expressive and performing languages - theories and practices of music education and performing arts languages, also with the use of didactic technologies; - of children´s integrated musical and artistic languages related to performance experiences, also with the use of didactic technologies; Ability to apply knowledge and understanding - diverse educational contexts; - educational contexts in performative - diverse educational relationships; Autonomy of judgement Autonomy of judgement expressed through: - capacity for reflection, discussion, in-depth study and personal reworking of the issues addressed; - critical capacity, coherence, methodological rigour, precision and accuracy in both oral and written expression; - ability to listen to and understand different points of view; - ability to think creatively and unconventionally; Communication skills Communication skills expressed through: - ability to communicate effectively using a variety of languages; - ability to communicate in a group and to support one's own ideas; - active listening; - ability to relate to performance in terms of motivation to learn and to use integrated musical and artistic languages; Learning ability Learning ability expressed through: - ability to reflect on one's own performance and self-assessment thereof; - ability to analyse and identify needs for the development of one's own knowledge and understanding. The competences and skills described will be assessed both during the course and in the final examination through the use of the performance evaluation rubric.

Specific Educational Objectives and Learning Outcomes (additional info.)	Good health and well-being It has been proven that engaging in music and the arts brings benefits to emotional and cognitive well-being. Artistic projects can not only improve the health of participants, but also influence social policies aimed at improving the well-being of communities. Quality education Musical theatre, and the performing arts in general, are an effective tool for addressing complex issues in an accessible way. The integrated use of different arts, the invitation to explore one's creativity and the development of expressive skills in a group work context help to develop critical thinking and dialogue skills. Reduced inequalities Participatory and inclusive musical and theatrical activities offer children the opportunity to express themselves in a safe environment. They enable them to build and share cultural and social capital in order to become active members of society. They provide them with transferable social skills that can play a key role in their social lives. They contribute to building a more just and democratic society in which no one is left behind. Responsible consumption and production The course is inspired by 'poor theatre', so the materials used to create the musical theatre projects must be cost-free. The use of recycled materials is particularly encouraged. This responds to two considerations: firstly, the feasibility of a project should not depend on available resources, otherwise only the wealthiest contexts would be able to implement it; secondly, reuse offers a new cycle of use for waste materials, raising children's awareness of responsible consumption.
Assessment	The final exam consists of three parts: 1) presentation of the musical theatre project created during the course; 2) written report in a predefined format, containing both individual and group critical reflections on the course and the project, with reference also to the future professional context; 3) oral examination aimed at discussing the content, preparation, and outcome of the project. The final will be based on all the intermediate activities, including

	the preparation and execution of the project, as well as the quality of the oral examination and the written report. Note: failure to participate in any of the three components will result in the entire exam having to be repeated.
Evaluation Criteria	The assessment is based on: - content covered during the course; - expected learning outcomes; - specific teaching objectives achieved. The exam involves the assignment of a single final mark, which takes into account: - presentation of the musical theatre project; - a written report describing the content, process and methodology of the project, with critical and independent reflection on the pedagogical content, the teaching process and the methodology adopted; - intermediate activities, in particular the project carried out during internship 5 (where applicable); The final performance will be assessed using an assessment rubric provided at the beginning of the course and adapted to the type of artistic production. Any intermediate tests will be considered and assessed according to the following criteria: relevance, logical consistency, clarity of argumentation, formal correctness.
Required Readings	Giacometti, Antonio (2022). *Drammaturgie sonore: Per un teatro musicale dentro e fuori la scuola*. Milano: FrancoAngeli. Lindeman, Carolynn A. (2019). *Musical Children: Engaging Children in Musical Experiences*. New York, NY & Abingdon: Routledge, 2nd ed.
Supplementary Readings	Dante, Emma (2020). *E tutte vissero felici e contente* (illustrazioni di Maria Cristina Costa). Milano: La nave di Teseo. Delfrati, Carlo (ed) (2003). *Musica in scena: Il teatro musicale a*

	scuola. Torino: EDT. Lindeman, Carolynn A. (2018). *The Musical Classroom: Backgrounds, Models, and Skills for Elementary Teaching*. New York, NY & Abingdon: Routledge, 9th ed. *Musik&Bildung, Die Zeitschrift für Musik in den Klassen 5–13*. Plank-Baldauf, Christiane (ed) (2019). *Praxishandbuch Musiktheater für junges Publikum: Konzepte – Entwicklungen – Herausforderungen*. Berlin: J.B. Metzler. Schäuble, Marion (2012). *Auftritt!: Musiktheater mit Kindern und Jugendlichen*. Stuttgart: Carus. Strobino, Enrico & Spaccazocchi, Maurizio (2006). *Piacere musica*. Mercatello sul Metauro: Progetti Sonori. Turnbull, Frances (2018). *Learning with Music: Games and Activities for the Early Years*. New York, NY & Abingdon: Routledge. Young, Susan (2024). *Music in Early Childhood: Exploring the Theories, Philosophies and Practices*. Abingdon & New York, NY: Routledge.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Responsible consumption and production, Reduced inequalities, Quality education