Syllabus

Course Description

Course Title	Pedagogy and Didactics of Music and Art 1 - Basics
Course Code	12409
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section
Lecturers	Dr. Barbara Natter, barbara.natter2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/5919 Dr. phil. Hannelore Battisti, Hannelore.Battisti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34228 Prof. Johannes Theodorus van der Sandt, JohannesTheodorus.vanderSandt@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35788 dr. Barbara Tramelli, Barbara.Tramelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47678
Teaching Assistant	
Semester	First semester
Course Year/s	2.
CP	10
Teaching Hours	66
Lab Hours	50
Individual Study Hours	134

Planned Office Hours	30
Contents Summary	Core area: Music and art education. Related areas: Art history, music history, art studies, musicology, anthropology, media. Areas of influence: Natural sciences, literary studies, communication studies, social sciences.
Course Topics	See the individual course modules
Keywords	Practical Artistic Performance Didactic Reflection Rhythmic and Vocal Skills Theoretical Knowledge in Music and Art
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures Laboratory activities
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The students - know the methodological and theoretical foundations of art education and music education; - are able to express themselves verbally and non-verbally in relation to aesthetic content; - are able to realise statements, ideas, wishes and conceptions with creative and musical means; - learn to develop ideas for aesthetic projects and to plan them appropriately; - learn to plan, carry out and reflect on aesthetically orientated educational activities. Expected learning outcomes and competences: Knowledge and understanding The students - have basic technical knowledge, know elementary and age-appropriate technical terms and use them correctly; - know the basic didactic concepts of music and art education for

	music and art education in the primary sector, especially in early childhood education and kindergarten. Applying knowledge and understanding The students - are able to systematise and reflect on their own musical and creative experiences and incorporate them into the planning, implementation and reflection of didactic units, especially for kindergarten; - are able to transfer the acquired knowledge to practical contexts in a reflected and situation-adapted manner. Judgement The students - evaluate their own creative and musical work and that of children appropriately; - are able to assess the quality and applicability of didactic publications for music education and art education practice; - demonstrate the ability to think across disciplines in the context of musical and aesthetic education, which is expressed in an independent judgement. Communication The students - have a basic repertoire of subject-specific terms for precise and appropriate communication; - are able to take part in specialised discussions. Learning strategies The students - convey orientations to children that enable them to set themselves a creative task; - develop their own learning strategies by changing symbol systems, formats, techniques and genres as well as taking a critical look at aesthetic conventions.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Final module examination

	with the following partial examinations: Partial examination in music: a. Written module examination on the topics covered in the lecture and the compulsory literature for music. b. Practical oral module examination on the topics covered in the laboratories and lecture. - Performance of a self-invented eight-bar rhythmic exercise (4/4 time). The use of movement and/or body instruments must be demonstrated (as a didactic aid). - Presentation of a part/excerpt from the practical part of the musical activity presented in the laboratory (e.g. the rhythm, the body percussion or the song) with a brief explanation of the didactic considerations involved. The assessment of the written presentation of the musical activity in the laboratory is also included in the assessment of this part of the examination. - In the examination discussion, some questions about the content of the lectures and the compulsory literature may arise - in particular, an understanding that goes beyond factual knowledge is important. - Memorised, preferably expressive performance of one of the 7 exam-relevant songs (with or without accompaniment, self-accompaniment and depending on the requirements of the song). Partial examination Art: Lecture: Written module examination on the topics covered in the lecture for Art. Oral examination: The assessment of the practical presentation and the written presentation of the artistic activity in the laboratory are also included in the grading of this part of the examination.
Evaluation Criteria	Assignment of a single final assessment for the module as a whole. The assessment is based on the topics covered, expected learning outcomes and the specific educational objectives. Criteria for assessment are: Appropriate answers, logical structure, clear argumentation,

	reference to specialist literature, ability to critically analyse and reflect, use of academic terminology, independent and reasoned judgement as well as quality of subject-specific presentation and musical or artistic performance and delivery. For a positive assessment of the overall module, all sub-courses must be assessed positively in accordance with the examination regulations. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited the next time you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, three attempts without passing will result in a block for three examination dates. (see also Article 6, Paragraph 4 of the current examination regulations).
Required Readings	**Music:** Küntzel, B. (2010). *Kinder & Musik: was Erwachsene wissen sollten*. Klett. Sallat, S. (2018). Frühe musikalische Entwicklung: Pränatal bis Kindergarten. *Handbuch Musikpsychologie*, *1*, 121-150. **Art:** Kirchner, C. (2008). Kinder & Kunst. *Was Erwachsene wissen sollten. Seelze-Velber*. Zimmer, R. (2019). *Handbuch Sinneswahrnehmung: Grundlagen einer ganzheitlichen Bildung und Erziehung*. Verlag Herder GmbH
Supplementary Readings	**Music:** Dartsch, M. (2014). *Mensch, Musik, Bildung: Grundlagen einer Didaktik der Musikalischen Früherziehung*. Breitkopf & Härtel. Fischer, R. (2010). *Singen, Bewegen, Sprechen: Musik machen in Kita und Krippe*. Schott. Mohr, A. (2008). *Lieder, Spiele, Kanons [Musikdruck]: Stimmbildung in Kindergarten und Grundschule; 160 kommentierte Lieder, Kanons, Raps und Geschichten; Mit Bewegungsspielen und Tanzvorschlägen von Gertrude Wohlrab*. Schott.

	Free choice of teaching material on music theory, including online portals. **Art:** Becker, S. (2003). *Plastisches Gestalten von Kindern und Jugendlichen: Entwicklungsprozesse im Formen und Modellieren*. Donauwörth Auer. Bachmann, H. I. (2002). *Malen als Lebensspur: die Entwicklung kreativer bildlicher Darstellung: ein Vergleich mit den frühkindlichen Loslösungs-und Individuationsprozessen* (7th ed.). Klett-Cotta. Gombrich, Ernst (1978): *Meditationen über ein Steckenpferd.* Suhrkamp Verlag, Frankfurt am Main 1978, ISBN 3-518-07837-2. Stern, A. (2005). Das Malspiel und die natürliche Spur. *Malort, Malspiel und die Formulation. Klein Jaseow: Drachenverlag*, *287*. Peez, G. (2022). *Einführung in die Kunstpädagogik*. Kohlhammer Verlag.
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Pedagogy and Didactics of Music: Theoretical and Methodological Basics
Course Code	12409A
Scientific-Disciplinary Sector	PEMM-01/C
Language	German
Lecturers	Prof. Johannes Theodorus van der Sandt, JohannesTheodorus.vanderSandt@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35788
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	36

Lab Hours	0
Individual Study Hours	39
Planned Office Hours	9
Contents Summary	The course is an introduction to music learning in elementary education and has the following aims and contents: - Knowledge and ability to implement the framework guidelines for kindergarten and primary school in the province of Bolzano in the field of music (age group 2-7); - Knowledge and ability to put into practice the general and didactic-methodological principles of music and the methodological principles of music, also in an interdisciplinary perspective (age group 2-7); - Knowledge and application of music theory principles; - Exemplary familiarisation with music from different eras and styles (classical, popular and traditional music) in their cultural and social context; - Developing a vision for their own music lessons.
Course Topics	- Awareness of the importance of musical education. - Basic musical knowledge in the context of music practice: pulse, tone duration, pitch, tone colour, harmony, dynamics, form - Musical development and musical learning in early childhood; - Defining goals and content of didactic units (age group 2-7); - Structuring musical activities for children (age group 2-7); - Singing with children, methods and approaches to introduce children to singing, singing games; - Movement in connection with musical practice; - Encouraging creativity; - Instrumental playing (especially song accompaniment); - Use of Orff instruments; - Training in listening and perception as well as methods of listening to music and making music with children aged 2-7; - Familiarisation with examples of music from different eras and styles (classical, popular and traditional music) in their cultural and social context. - A thorough understanding of the position, profile and status of the music teacher. - Working with parents. - Ability to present musical activities to and with children.
Teaching Format	Lecture, discussion of case studies, co-operative forms of learning

Required Readings	**Pflichtliteratur:** **Musik:** Küntzel, B. (2010). *Kinder & Musik: was Erwachsene wissen sollten*. Klett. Sallat, S. (2018). Frühe musikalische Entwicklung: Pränatal bis Kindergarten. *Handbuch Musikpsychologie*, *1*, 121-150.
Supplementary Readings	**Musik:** Dartsch, M. (2014). *Mensch, Musik, Bildung: Grundlagen einer Didak-tik der Musikalischen Früherziehung*. Breitkopf & Härtel. Fischer, R. (2010). *Singen, Bewegen, Sprechen: Musik machen in Kita und Krippe*. Schott. Mohr, A. (2008). *Lieder, Spiele, Kanons [Musikdruck]: Stimmbildung in Kindergarten und Grundschule; 160 kommentierte Lieder, Kanons, Raps und Geschichten; Mit Bewegungsspielen und Tanzvorschlägen von Gertrude Wohlrab*. Schott. Zur freien Wahl Lehrmaterial zur Musiktheorie, auch Online-Portale.

Course Module

Course Constituent Title	Pedagogy and Didactics of Music with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	12409B
Scientific-Disciplinary Sector	PEMM-01/C
Language	German
Lecturers	Prof. Johannes Theodorus van der Sandt, JohannesTheodorus.vanderSandt@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35788
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0

Lab Hours	30 Gruppe 1, 2, 3 und 4: Prof. Johannes Theodorus van der Sandt
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	In the laboratory, the topics of the lecture are deepened and tested in practice. Combined with practical exercises and active participation by the students, the course has the following objectives: - Planning and implementation of didactic units with diverse musical activities in compliance with the state's framework guidelines in the musical field for age groups 2-7; - Application and realisation of music theory knowledge and tasks of listening and perception training; - (Further) development of singing skills and realisation of tasks for song composition, song accompaniment and song mediation; - Creative use of body instruments and acquisition of basic singing and instrumental music-making skills; - Familiarisation with and performance of voice and sound games suitable for the 2-7 age group and mastery of basic playing techniques on various Orff instruments (rhythm instruments and mallet instruments); - Applying a variety of methods when carrying out practical music activities. - Development of skills to present musical activities in the role of a leader.
Course Topics	- Vocal forms: Rhymes, verses, spoken canons and chants, children's songs, simple song accompaniments; - Care and development of the voice: speech and voice training, children's voice training; - Development of the personal singing voice, intonation, voice leading, expression; - Music theory: forms of notation (traditional notation, forms of graphic notation), rhythm syllables and solmisation syllables, simple principles of form; - Ear training: Perception and listening training, especially rhythmic patterns. - Introduction to creative instrumental music-making and improvisation; body instruments; - Vocal and instrumental sound games; basic playing techniques on

	Orff instruments (mallet instruments and rhythm instruments); familiarisation with other melodic and chordal instruments; - Basics of leading singing and music groups; - Music and movement: Basic aspects and selected examples of combining music and movement; - Planning of musical activities and realisation of parts with the laboratory group in accordance with the state's framework guidelines in the musical field for age groups 2-7.
Teaching Format	Practical music activities are at the centre of the laboratory; in connection with this, creative and cooperative forms of learning as well as performative elements are used.
Required Readings	**Pflichtliteratur:** **Musik:** Küntzel, B. (2010). *Kinder & Musik: was Erwachsene wissen sollten*. Klett. Sallat, S. (2018). Frühe musikalische Entwicklung: Pränatal bis Kindergarten. *Handbuch Musikpsychologie*, *1*, 121-150.
Supplementary Readings	Dartsch, M. (2014). *Mensch, Musik, Bildung: Grundlagen einer Didak-tik der Musikalischen Früherziehung*. Breitkopf & Härtel. Fischer, R. (2010). *Singen, Bewegen, Sprechen: Musik machen in Kita und Krippe*. Schott. Mohr, A. (2008). *Lieder, Spiele, Kanons [Musikdruck]: Stimmbildung in Kindergarten und Grundschule; 160 kommentierte Lieder, Kanons, Raps und Geschichten; Mit Bewegungsspielen und Tanzvorschlägen von Gertrude Wohlrab*. Schott. Zur freien Wahl Lehrmaterial zur Musiktheorie, auch Online-Portale.

Course Module

Course Constituent Title	Pedagogy and Didactics of Art: Theoretical and methodological Basics
Course Code	12409C
Scientific-Disciplinary Sector	CEAR-10/A
Language	German
Lecturers	dr. Barbara Tramelli,

	Barbara.Tramelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47678
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The lecture focusses on theoretical and practical aspects of art education, in particular its methodological and theoretical foundations. It also deals with art and art education as a central element of comprehensive aesthetic education and its scientific foundations. Elementary parameters of creative forces that are relevant to creative educational activities are presented. These are to be tested theoretically and practically in such a way that a transfer to and from the students' specialised didactic experiences is possible.
Course Topics	- Physiology and psychology of aesthetic perception as a principle of aesthetic education; - Art as a medium of play, representation and creative design; - Art and image as a universal language - The digital image, online databases - Symbol systems and art theory (iconography/iconology) - Fundamentals of aesthetic research;
Teaching Format	Lecture, demonstration, illustration. Discussion of case studies
Required Readings	**Kunst:**. Kirchner, C. (2008). Kinder & Kunst. *Was Erwachsene wissen sollten. Seelze-Velber*. Zimmer, R. (2019). *Handbuch Sinneswahrnehmung: Grundlagen einer ganzheitlichen Bildung und Erziehung*. Verlag Herder GmbH.
Supplementary Readings	**Kunst:**

	Becker, S. (2003). *Plastisches Gestalten von Kindern und Jugendlichen: Entwicklungsprozesse im Formen und Modellieren*. Donau-wörth Auer. Bachmann, H. I. (2002). *Malen als Lebensspur: die Entwicklung kreativer bildlicher Darstellung: ein Vergleich mit den frühkindlichen Loslösungs-und Individuationsprozessen (7*.Aufl.). Klett-Cotta. Gombrich, Ernst (1978): *Meditationen über ein Steckenpferd.* Suhrkamp Verlag, Frankfurt am Main 1978, ISBN 3-518-07837-2. Stern, A. (2005). Das Malspiel und die natürliche Spur. *Malort, Malspiel und die Formulation. Klein Jaseow: Drachenverlag*, *287*. Peez, G. (2022). *Einführung in die Kunstpädagogik*. Kohlhammer Verlag.

Course Module

Course Constituent Title	Pedagogy and Didactics of Art with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	12409D
Scientific-Disciplinary Sector	CEAR-10/A
Language	German
Lecturers	Dr. Barbara Natter, barbara.natter2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/5919 Dr. phil. Hannelore Battisti, Hannelore.Battisti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34228
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1 und 3: Dr. phil. Hannelore Battisti Gruppe 2 und 4: Dr. Barbara Natter

Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The aim of the laboratory is to deepen and practically test the topics of the lecture. Theoretical and practical aspects of art education and didactics are taught, particularly with regard to early childhood education up to the transition to primary school and looking ahead to late childhood. This also involves art and art education as a central element of comprehensive aesthetic education and upbringing.
Course Topics	The laboratory takes up topics from the lecture and expands on them in theoretical, methodological, didactic and practice-orientated terms, particularly in relation to the age range up to around the age of seven and to kindergarten, e.g: - The image of the world in the child's world of images: aesthetic perception and pictorial design in early childhood; - Basic features and didactics of children's drawing and painting - Art as a medium for organising aesthetic processes; performative and dramaturgical design in kindergarten; - Perceiving, reading and understanding pictorial representations; - material and craft experiences with regard to early aesthetic education and upbringing.
Teaching Format	The laboratory offers space for project activities, has a workshop character and utilises creative and cooperative forms of learning as well as performative elements, e.g. acting, film-making, presentation and discussion of work results.
Required Readings	Kirchner, C. (2008). Kinder & Kunst. *Was Erwachsene wissen sollten. Seelze-Velber*. Zimmer, R. (2019). *Handbuch Sinneswahrnehmung: Grundlagen einer ganzheitlichen Bildung und Erziehung*. Verlag Herder GmbH.
Supplementary Readings	Becker, S. (2003). *Plastisches Gestalten von Kindern und Jugendlichen: Entwicklungsprozesse im Formen und Modellieren*. Donauwörth Auer. Bachmann, H. I. (2002). *Malen als Lebensspur: die Entwicklung krea-tiver bildlicher Darstellung: ein Vergleich mit den frühkindlichen Loslösungs-und Individuationsprozessen (*7.Aufl.). Klett-Cotta. Gombrich, Ernst (1978): *Meditationen über ein Steckenpferd.* Suhr-

	kamp Verlag, Frankfurt am Main 1978, ISBN 3-518-07837-2. Stern, A. (2005). Das Malspiel und die natürliche Spur. *Malort, Malspiel und die Formulation. Klein Jaseow: Drachenverlag*, *287*. Peez, G. (2022). *Einführung in die Kunstpädagogik*. Kohlhammer Ver-lag.