Syllabus

Course Description

Course Title	Lab on Didactical Technologies with a Focus on Music, Art and Aesthetics
Course Code	11430
Course Title Additional	
Scientific-Disciplinary Sector	PEMM-01/C
Language	German
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Dr. Franka Luise Mayr, FrankaLuise.Mayr@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41174
Teaching Assistant	
Semester	Second semester
Course Year/s	5.
CP	3
Teaching Hours	0
Lab Hours	45 Gruppi 1 e 2: Dott. Mayr Franka Luise
Individual Study Hours	30
Planned Office Hours	9
Contents Summary	This course offers students the opportunity to acquire skills and experience for interdisciplinary work with children of pre-school and primary school age as part of a musical-aesthetic project. The course qualifies students in teaching methods aimed at improving children's motivation levels, expression of emotional and social skills, creativity, integration, teamwork and communication skills. At the end of the course, students present the results of their

	artistic-musical project work, the development, implementation and reflection of which contribute to the development of pedagogical-didactic, organisational and creative skills, including the performative perspective.
Course Topics	Artistic and creative work in the context of music, theatre, dramaturgy and movement on stage: – Basic vocal skills (singing and speaking); – Instrumental skills (Orff instruments, body percussion); – Coordination of movement and music in relation to basic musical structures (e.g. choreography, movement games); – Techniques of dramatic writing, creative writing and musical dramaturgy; – Techniques of linguistic, dramatic and musical-aesthetic expression; – Techniques from the visual arts to promote and support children's musical and artistic expressiveness – Application of interdisciplinary teaching approaches, with particular emphasis on inclusion and participation strategies; – Use of educational technologies with a particular focus on the artistic and aesthetic domain; – Development of suitable assessment tools
Keywords	Music Education, Performing Arts, Creativity, Multilingualism, Inclusive Strategies
Recommended Prerequisites	Students apply the skills they have acquired during their studies in a practical context and build on them, particularly in the following areas: music education, singing, instrumental performance, creative writing, movement education, art education, visual arts and multilingualism.
Propaedeutic Courses	
Teaching Format	The course includes practical sessions, group work and theoretical study, with the emphasis on musical and performative activities. Collaborative approaches, with a particular focus on elements of expression and performance, foster artistic creativity. Assessment takes place on an ongoing basis throughout the course, based on the implementation of a music project, as well as through a written report as part of the final examination. Language of instruction: German

Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The course develops and strengthens the following competences in students: - basic vocal competences, which are beneficial for the quality and own handling of the speaking voice as well as the singing voice; - Presentation skills including different communication techniques and expansion of artistic and aesthetic expression possibilities; - Knowledge of basic digital applications in order to be able to realise pedagogical, musical and artistic-aesthetic projects in a contemporary way (develop, evaluate, produce, present); - Knowledge and application of didactic methods/techniques with special consideration of the artistic-aesthetic area; - Ability to work in groups and team-orientation in order to achieve common goals; - Expansion of musical expression with special consideration of aesthetics, movement and art in the application of relevant methods/techniques; - the ability to apply the skills acquired in the disciplines of music, art and movement in practice in order to organise a musical-aesthetic project in kindergarten or primary school; practical testing takes place as part of practical 5 as a 'mini-project'. - organisational and coordinative skills for the development of performative projects in kindergarten/school; - analyse, reflect, evaluate and develop (mu-sik) practical skills; - relevant pedagogical skills for the participation, realisation and reflection of an interdisciplinary project; - Knowledge and understanding of how to define and apply systems and indicators to assess individual and group performance. Knowledge and understanding - of key concepts in the pedagogy and didactics of music and the arts as a form of expression and communication; - of theories and practices of music education and the performing arts, including the use of technology; - the holistic development of children's musical-artistic expressiveness, including in connection with performance experiences and technical aids. Applying knowledge and understanding - in various educational contexts (especially kindergarten and

	primary school); - in the performing arts; - in different educational contexts; Judgement Autonomy of judgement, expressed through: - the ability to reflect, discuss, analyse in depth and personally process the topics covered; - critical faculties, coherence, methodological rigour, precision and accuracy, both in oral and written expression; - the ability to listen and understand different points of view; - the ability to think creatively and unconventionally; Communication Communication skills, through: - the ability to use different channels of communication; - the ability to recognise, respect and support children in their different forms of communication; - the ability to communicate in a group and to present these ideas; - active listening; - the ability to learn and apply integrated musical and artistic expression; Learning strategies Learning ability expressed through: - the ability to reflect on own performance and self-assessment; - the ability to analyse and identify the development needs of one's own competences. The abilities and skills are assessed both during the course and in the final examination on the basis of the performance criteria described.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The final examination consists of three parts: – Presentation of the artistic and musical project (mini-musical) developed during the course – A written report in two parts: a group-based reflection on the pedagogical framework of the artistic and musical project work, focusing in particular on content, processes, educational objectives and the pedagogical and methodological design of the project; and

	an individual reflection on the course of the module and its significance for the student's future professional context – An oral examination to explore the content, preparation and results of the project in greater depth The final mark takes into account all examination-relevant performance, in particular the preparation and implementation of the project, as well as the quality of the written report and the oral examination. Examination language: German Note: Failure to complete any one of the three components will result in the need to retake the entire examination.
Evaluation Criteria	Assessment is based on: – The content covered in the course – The intended learning outcomes – The specific learning objectives achieved The assessment involves the award of a single final mark. This takes into account the presentation of the artistic-musical project, the two-part written report and the oral discussion. Assessment is carried out using an assessment scale provided at the start of the course, which is adapted to the specific type of artistic production. In the written report, particular consideration is given to the relevance, logical coherence, clarity of argument and formal correctness of the didactic reflection.
Required Readings	• Bossen, A. (Hrsg.). (2019). *Wege entstehen beim Gehen: Ein Leitfaden für Musicalarbeit in der Schule*. Universitätsverlag Potsdam. https://doi.org/10.25932/publishup-43428 • Lutz, J. (2020). *Musik erleben – Vielfalt gestalten – Inklusion ermöglichen: Anregungen für den Musikunterricht und den Grundschulalltag*. Klett/Kallmeyer. • Plank-Baldauf, C. (Hrsg.). (2019). *Praxishandbuch Musiktheater für junges Publikum: Konzepte – Entwicklungen – Herausforderungen*. J. B. Metzler. https://doi.org/10.1007/978-3-476-04846-2
Supplementary Readings	• Delfrati, C. (Hrsg.). (2003). *Musica in scena: Il teatro musicale a scuola*. EDT. • Lindeman, C. A. (2019). *Musical children: Engaging children*

	in musical experiences (2. Aufl.). Routledge. https://doi.org/10.4324/9781351241175 • Schäuble, M. (2012). *Auftritt!: Musiktheater mit Kindern und Jugendlichen*. Carus. • Young, S. (2023). *Music in early childhood: Exploring the theories, philosophies and practices*. Routledge. https://doi.org/10.4324/9781003331193
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Partnerships fot the goals, Responsible consumption and production, Reduced inequalities