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 Dott. Giuseppina Crescenzo, Giuseppina.Crescenzo@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45088
Teaching Assistant	
Semester	All semesters
Course Year/s	5.
CP	3
Teaching Hours	0
Lab Hours	45 Gruppo 1: Dott. Crescenzo Giuseppina (30 ore) Dott. Mayr Franka Luise (15 ore) Gruppo 2: Gruppo 1: Dott. Crescenzo Giuseppina (30 ore) Dott. Mayr Franka Luise (15 ore)
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 creativity through music, theatre, dramaturgy, and scenic movement - Basic vocal skills (singing and speaking) - Instrumental skills (Orff instruments, body percussion) - Movement and music in connection with fundamental musical structures (e.g., choreographies, movement games) - Techniques of scenic writing, creative writing, and musical dramaturgy - Techniques of linguistic, scenic, and music-aesthetic expression - Use of visual arts skills to promote and support children's musical and artistic expressiveness - Application of interdisciplinary pedagogical-didactic approaches between the arts and other school subjects - Fundamentals of methodology in music, performing, and visual arts, with particular focus on strategies for inclusion and participation - Use of didactic technologies with special focus on the artistic-aesthetic field - Development of suitable evaluation tools
Keywords	Music Education, Performing Arts, Creativity, Inclusive Strategies, Multilingualism
Recommended Prerequisites	Students apply the skills they have acquired during their studies in practice, particularly in the following areas: music education, singing, instrumental performance, visual arts, art education, creative writing, physical education and multilingualism.
Propaedeutic Courses	
Teaching Format	The course includes lectures, workshops, and group work, with a particular focus on musical and performative activities. Cooperative methods foster artistic creativity, with special attention to elements

	of expression and performance. Competence is assessed continuously throughout the course as well as in the final examination, through the implementation of a music project and a written report. 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-musical project developed during the course (e.g., mini-musical) - Oral examination to explore the content, preparation, and outcomes of the project in greater depth -Written report in the prescribed format, including a critical reflection – both individual and group-based – on the course process and the project, with reference to the future professional context The final grade takes into account all interim performances, particularly the preparation and implementation of the project, as well as the quality of the oral examination and the written report. Language of examination: German Note: Failure to complete any one of the three components will result in the need to retake the entire examination.
Evaluation Criteria	The assessment is based on: - The course content - The intended learning outcomes - The specific learning objectives achieved The final grade is determined by the following components: - Presentation of the artistic-didactic project (e.g., mini-musical) - Written report including a description of the project's content, processes, and methodology, as well as an independent critical reflection on its pedagogical relevance, didactic approach, and applied methods - Interim performances, particularly a mini-project within the framework of Practicum 5 (if applicable) - The final performance is evaluated using an assessment scale provided at the beginning of the course, which is adapted to the type of artistic production
Required Readings	• Lindeman, Carolynn A. (2019). *Musical Children: Engaging Children in Musical Experiences*. New York, NY & Abingdon: Routledge, 2nd ed. • Plank-Baldauf, Christiane (Hg.) (2019). *Praxishandbuch Musiktheater für junges Publikum: Konzepte – Entwicklungen*

	– *Herausforderungen*. Deutschland: J.B. Metzler.
Supplementary Readings	• Cristina Costa. *E tutte vissero felici e contente*. Milano: La nave di Teseo • Delfrati, Carlo (ed) (2003). *Musica in scena: Il teatro musicale a scuola*. Torino: EDT. • Giacometti, Antonio (2022). *Drammaturgie sonore: Per un teatro musicale dentro e fuori la scuola*. Milano: FrancoAngeli. • Lindeman, Carolynn A. (2018). *The Musical Classroom: Backgrounds, Models, and Skills for Elementary Teaching*. New York, NY & Abingdon: Routledge, 9th ed. • Lutz, J. (2020). *Musik erleben – Vielfalt gestalten – Inklusion ermöglichen: Vol. ISBN: 978–3-7727-1436-8*. Friedrich Verlag • *Musik&Bildung, Die Zeitschrift für Musik in den Klassen 5-13* • Schäuble, Marion (2012). *Auftritt!: Musiktheater mit Kindern und Jugendlichen*. Stuttgart: Carus. • 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)	No poverty, Partnerships fot the goals, Good health and well-being, Quality education, Gender equality, Clean water and sanitation, Affordable and clean energy, Decent work and economic growth, Industry, innovation and infrastructure, Reduced inequalities, Sustainable cities and communities, Responsible consumption and production, Climate action, Life below water, Life on land, Peace, justice and strong institutions, Zero hunger