Syllabus

Course Description

Course Title	Pedagogy and Didactics of Music and Arts 2 - Specific Contents in Depth
Course Code	12417
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German; Italian
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Julia Christina Lutz, JuliaChristina.Lutz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37043 Prof. Mag. Dr. Gerhard Peter Sammer, GerhardPeter.Sammer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42733 Dott. Mag. Alessandra De Nicola, Alessandra.DeNicola@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44059 dr. Giuseppe Nicastro, Giuseppe.Nicastro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47442 Prof. Johannes Theodorus van der Sandt, JohannesTheodorus.vanderSandt@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35788
Teaching Assistant	
Semester	Second semester
Course Year/s	3.

CP	10
Teaching Hours	66
Lab Hours	50
Individual Study Hours	134
Planned Office Hours	30
Contents Summary	See the individual course modules.
Course Topics	See the individual course modules.
Keywords	Aesthetic Education Music and Art Pedagogy Didactic, Pedagogical Reflection Creative Competence
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures Laboratory
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The students - have in-depth specialised and didactic knowledge and skills in the areas of music education and art education; - can express themselves verbally and non-verbally with regard to aesthetic content and reflect on the corresponding forms of expression in a well-founded manner; - can realise statements, ideas, wishes and conceptions with creative and musical means and reflect on the corresponding forms of realisation in a well-founded manner; - deepen their skills in developing ideas for aesthetic projects and planning them appropriately; - deepen their skills in planning, implementing and reflecting on aesthetically orientated educational activities, in particular teaching units. Expected learning outcomes and competences: Knowledge and understanding

	The students - have in-depth knowledge of the basic concepts of art and music education and didactics for musical and artistic educational work and aesthetic education in the primary sector, in particular primary school; - know the different levels, dimensions, forms, genres and contexts of music and artistic creation and the relevant parameters in the area of musical and artistic means. Applying knowledge and understanding The students - are able to analyse works of music and visual art as well as works by children, combine these analyses with didactic considerations and transfer them to concrete pedagogical work; - are able to systematise and reflect on their own musical and artistic experiences and implement them in the planning, implementation and reflection of didactic units, especially for primary schools; - are able to utilise various techniques, both traditional and innovative, in order to expand the spectrum of presentation and design for themselves and the children. Judgement The students - demonstrate the ability to think across disciplines in the context of musical and aesthetic education, which is expressed in an independent judgement; - are able to assess the consistency and relevance of didactic concepts/concepts; - are able to assess the quality and applicability of didactic publications for music education and art education practice; - are able to assess the quality and potential of musical processes and their results as well as children's drawings and artistic works in an age-appropriate, parameter- and criteria-orientated manner. Communication The students - have an extended repertoire of subject-specific terms for precise and appropriate communication; - can listen, understand different points of view and at the same

	time defend their own well-founded point of view; - are able to communicate in and with different symbol systems, express ideas for presentation and design and can contribute to technical discussions. Learning strategies The students - convey orientations to children which enable them to set themselves a creative task; they can justify and evaluate this achievement reflexively; - utilise the change of symbol systems, formats, techniques and genres in order to take a critical look at aesthetic conventions.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Final Module Examination (written and oral), consisting of the following partial exams: Partial Exam: Music 1. Written exam on the OLE platform covering the content of the lectures. 2. The oral exam includes: a. Presentation of a self-invented, eight-bar rhythmic speech piece incorporating movement and/or body percussion. b. Musical presentation: performance of an original piece with voice and/or instrument(s) (improvised or composed, with graphic score). c. Performance of the song planned and carried out in the laboratory, taken from the didactic unit for children aged 5 to 12 (with or without accompaniment). d. Performance from memory of one of the exam-relevant songs (with or without accompaniment). Please note: Continuous assessment tasks from the Music Laboratory (e.g., the final concept of the didactic unit) are included in the partial grade for Music.

	Partial Exam: Art Lectures: - Written exam to verify learning progress. Laboratory: - Discussion of the projects realised within the workshops. - In-depth exploration of the themes addressed during the workshops.
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. For a positive assessment of the overall module, all four each of the four sub-courses must be assessed positively. positively. Criteria for assessment are: appropriate answers, logical structure, clear argumentation, reference to literature, ability to critically analyse and reflect, use of academic terminology, independent and reasoned judgement and quality of subject-specific presentation; and musical or artistic performance and communication. In the event of a negative assessment of the overall module, any positively assessed partial examinations 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 (Art. 6, para. 4 of the valid examination regulations)
Required Readings	**Music** Fischer, R. (2013): *Spiel und Tanz zu klassischer Musik*, Schott Verlag Fuchs, M. (2015): *Musikdidaktik Grundschule. Theoretische Grundlagen und Praxisvorschläge*. Innsbruck, Esslingen and Bern-Belp: Helbling. Chapter "Didaktische Handlungsfelder" (pp. 294-354) in: Dartsch, Knigge, Niessen, Platz, Stöger (2018): *Handbuch Musikpädagogik. Grundlagen -Forschung -Diskurse.* Waxmann Verlag.

	Loritz, Martin D. & Schott, C. (2015): *Musik - Didaktik für die Grundschule.* Berlin: Cornelsen. Lutz, J. (2020): *Musik erleben – Vielfalt gestalten – Inklusion ermöglichen. Anregungen für den Musikunterricht und den Grundschulalltag.* Hannover: Klett / Kallmeyer. **Art** - C. Panciroli, (a cura di), *Le arti visive nella didattica. Teorie, esperienze e progetti dalla scuola dell'infanzia alla scuola secondaria*, Quiedit, Verona, 2013 - A. Luigini, *Disegnare architetture per educare al Bello: Esegesi iconografica di un picturebook di Steven Guarnaccia*, Infanzia 3/2017 July-September. - one art history textbook of your choice..
Supplementary Readings	**Music** Fischer, R. (2010): *Singen, Bewegen, Sprechen*. Mainz: Schott Fuchs, M. (2010): *Musik in der Grundschule neu denken - neu gestalten.* Innsbruck: Helbling. Mohr, A. (2004): *Praxis Kinderstimmbildung*. Mainz: Schott. **Art** Gombrich, Ernst H. (2002): Kunst und Illusion: Zur Psychologie der bildnerischen Darstellung; Phaidon: Berlin. Oliviero Ferraris, A. (2012): Il significato del disegno infantile, Bollati Boringhieri editore, Torino (ed. orig. 1973, 1978)
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Pedagogy and Didactics of Music: In-depth Analysis of Selected Topics
Course Code	12417A

Scientific-Disciplinary Sector	PEMM-01/C
Language	German
Lecturers	Prof. Mag. Dr. Gerhard Peter Sammer, GerhardPeter.Sammer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42733
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	36
Lab Hours	0
Individual Study Hours	39
Planned Office Hours	9
Contents Summary	The lecture builds on the knowledge and skills acquired in Module 10 and expands on these in terms of content. It has the following objectives: - Knowledge and ability to implement the framework guidelines for primary schools in the province of Bolzano in the area of music (age group 5-12); - Knowledge and skills in the area of the basics of music and music education as well as central didactic-methodological aspects with regard to practical teaching work (age group 5-12); - Know and apply a variety of methods (age group 5-12); - Knowledge of central music theory principles (building on the 2nd year of study); - Familiarisation with and listening to examples of 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 and an independent critical perspective.
Course Topics	- Expansion of basic musical knowledge in the context of music practice: pulse, tone duration, beat, pitch, tone colour, harmony, dynamics, form; - Didactic fields of action of music lessons in primary school; - Aim, structure and content of didactic units (age group 5-12); - Expanding experiences in the area of movement in connection

	with musical practice; - Promotion of creativity; - Instrumental playing (especially song accompaniment); - Extended use of Orff instruments (percussion, mallet instruments, etc.); - Basic knowledge of instruments - Ear training / training in listening and perception as well as methods of listening to music; - Exemplary musical works from music history and traditional and popular music in their cultural and social context as well as didactic teaching in primary school
Teaching Format	Lecture, discussion of case studies, co-operative forms of learning
Required Readings	Musik Fischer, R (2013): Spiel und Tanz zu klassischer Musik, Schott Verlag Fuchs, M. (2015): Musikdidaktik Grundschule. Theoretische Grundlagen und Praxisvorschläge. Innsbruck, Esslingen und Bern- Belp: Helbling. 8/8 Kapitel „Didaktische Handlungsfelder“ (S. 294-354) in: Dartsch, Knigge, Niessen, Platz, Stöger (2018): Handbuch Musikpädagogik. Grundlagen -Forschung -Diskurse. Waxmann Verlag. Loritz, Martin D. & Schott, C. (2015): Musik – Didaktik fu¨r die Grundschule. Berlin: Cornelsen. Lutz, J. (2020): Musik erleben – Vielfalt gestalten – Inklusion ermöglichen. Anregungen fu¨r den Musikunterricht und den Grundschulalltag. Hannover: Klett / Kallmeyer.
Supplementary Readings	

	Fischer, R. (2010): Singen, Bewegen, Sprechen. Mainz: Schott Fuchs, M. (2010): Musik in der Grundschule neu denken – neu gestalten. Innsbruck: Helbling. Mohr, A. (2004): Praxis Kinderstimmbildung. Mainz: Schott.

Course Module

Course Constituent Title	Pedagogy and Didactics of Music with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	12417B
Scientific-Disciplinary Sector	PEMM-01/C
Language	German
Lecturers	Prof. Dr. Julia Christina Lutz, JuliaChristina.Lutz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37043 Prof. Mag. Dr. Gerhard Peter Sammer, GerhardPeter.Sammer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42733
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	30 Gruppe 1: Prof. Mag. Dr. Gerhard Peter Sammer Gruppe 2, 3 und 4: Prof. Dr. Julia Christina Lutz
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	In the laboratory, the topics of the lecture are deepened and tested in practice with a view to implementation with children. Combined with practical exercises and active participation by the

	students, the course has the following objectives: - Planning and implementation of a didactic unit in the field of music with various musical activities for the age group 5-12, taking into account the framework guidelines of the state; - In-depth application and realisation of music theory knowledge and tasks relating to listening and perception training; - (Further) development of singing skills and realisation of tasks for song composition, song accompaniment and song mediation; - Expanding the creative use of body instruments and deepening basic knowledge of instrumental music-making (especially song accompaniment); - Familiarisation with and performance of voice and sound games suitable for the 5-12 age group and consolidation of basic playing techniques on various Orff instruments (rhythm instruments and mallet instruments); - Further development of musical perception, also in combination with movement and dance; - Further development of musical creativity and personal musical expression; - Application of diverse methods in the realisation of practical music activities.
Course Topics	- Vocal forms: Sprechstücke and Spechkanons, children's songs, monophonic and polyphonic songs and canons, song accompaniment; - Care of the voice: speech training and (children's) voice training; - Further development of the personal singing voice, intonation, voice leading, expression; - In-depth practice in leading singing and music-making groups (methods of development, counting in / giving cues, etc.); - In-depth study of instrumental music-making and improvisation; body percussion; development of song accompaniment models; - Vocal and instrumental sound games; deepening basic playing techniques on Orff instruments (mallet instruments and rhythm instruments); familiarisation with other melody and chord instruments; - Music and movement: Developing your own movement and dance forms to music; familiarising yourself with and instructing various dance forms; - Independent planning of a didactic unit for the age group 5-12 and realisation of parts with the laboratory group; reflection on

	work phases and didactic units - Promotion of creativity; - Linking music education practice to the basics of music theory: notation, tonal systems, harmony, theory of forms; - Aural training: Perception and listening training; rhythmic patterns and intervals.
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	Musik Fischer, R (2013): Spiel und Tanz zu klassischer Musik, Schott Verlag Fuchs, M. (2015): Musikdidaktik Grundschule. Theoretische Grundlagen und Praxisvorschläge. Innsbruck, Esslingen und Bern- Belp: Helbling. 8/8 Kapitel „Didaktische Handlungsfelder“ (S. 294-354) in: Dartsch, Knigge, Niessen, Platz, Stöger (2018): Handbuch Musikpädagogik. Grundlagen -Forschung -Diskurse. Waxmann Verlag. Loritz, Martin D. & Schott, C. (2015): Musik – Didaktik fu¨r die Grundschule. Berlin: Cornelsen. Lutz, J. (2020): Musik erleben – Vielfalt gestalten – Inklusion ermöglichen. Anregungen fu¨r den Musikunterricht und den Grundschulalltag. Hannover: Klett / Kallmeyer.
Supplementary Readings	Fischer, R. (2010): Singen, Bewegen, Sprechen. Mainz: Schott Fuchs, M. (2010): Musik in der Grundschule neu denken – neu gestalten.

	Innsbruck: Helbling. Mohr, A. (2004): Praxis Kinderstimmbildung. Mainz: Schott.

Course Module

Course Constituent Title	Pedagogy and Didactics of Art: In-depth Analysis of Selected Topics
Course Code	12417C
Scientific-Disciplinary Sector	CEAR-10/A
Language	Italian
Lecturers	dr. Giuseppe Nicastro, Giuseppe.Nicastro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47442
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The course aims to ensure that on completion, students are able to: - Interpret and autonomously apply the National and Provincial Framework Directions and take them into account appropriately in the design and implementation of art and image education activities and pathways in pre-school and primary school (range 5-12). Students will also learn about: - Some specific and in-depth aspects for art education of the theories of the image, with particular reference to form and structures and their communicative implications; - the main functions of art and the educational functions of image

	education; - significant works of art history for access to cultural heritage and the visual world and for the cultural education of citizens; - the conceptual basis for teaching art in multicultural contexts, including those different from their own, with a focus on the development of creative skills and cooperation for cultural identity; The main methodological resources for art and image education in primary school up to the transition to secondary school.
Course Topics	- The competences of the Art and Image teacher; - The Digital Image; - Introduction to Aesthetics and Visual Semiotics; - Theories of the image; - Visual didactics (in areas other than art); - Visual Storytelling.
Teaching Format	The lesson takes place remotely. Teaching will be mainly in the form of lectures, interspersed with case studies and cooperative learning situations. Learning will be fostered by self-assessments in progress.
Required Readings	- C. Panciroli, (a cura di), Le arti visive nella didattica. Teorie, esperienze e progetti dalla scuola dell'infanzia alla scuola secondaria, Quiedit, Verona, 2013 - A. Luigini, Disegnare architetture per educare al Bello: Esegesi iconografica di un picturebook di Steven Guarnaccia, Infanzia 3/2017 Luglio-Settembre. - un manuale di storia dell'arte a scelta.
Supplementary Readings	Gombrich, Ernst H. (2002): Kunst und Illusion: Zur Psychologie der bildnerischen Darstellung; Phaidon: Berlin. Oliviero Ferraris, A. (2012): Il significato del disegno infantile, Bollati Boringhieri editore, Torino (ed. orig. 1973, 1978)

Course Constituent Title	Pedagogy and Didactics of Art with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	12417D
Scientific-Disciplinary Sector	CEAR-10/A
Language	Italian
Lecturers	Dott. Mag. Alessandra De Nicola, Alessandra.DeNicola@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44059 dr. Giuseppe Nicastro, Giuseppe.Nicastro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47442
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1 e 2: dr. Giuseppe Nicastro Gruppo 3 e 4: Dott. Mag. Alessandra De Nicola
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop aims to deepen the theoretical and practical aspects of art and visual education in school education starting from early childhood. Special attention will be given to the experience of art and image didactics, to be applied in both the artistic and communicative spheres. - Through practical activities conducted with the direct active participation of the participants, the teaching aims to introduce students in practical and workshop terms to - Interpret and independently apply the indications of the national and provincial framework and take them into account appropriately in the design and implementation of art and image education activities and pathways in pre-school and primary school (5-12 age group) - design and conduct art and image education activities and

	pathways of different characters and languages in the context of pre-school and primary school for the 5-12 age group - Apply the main tools and methods of art and image education with a focus on - development of aesthetic taste - education in reading an artistic image, both abstract and figurative, and a visual artefact; - development of creativity and artistic and visual expression; - elaboration and transmission of artistic forms and visual languages belonging to different contexts, including multicultural contexts.
Course Topics	- Using traditional and digital tools for the production of visual artefacts; - Aesthetic and semiotic analysis of a work of art; - Design and realisation of a visual learning pathway; - Design and realisation of a visual Storytelling.
Teaching Format	The workshops include project activities, thematic workshops, action mazes and public speaking for the presentation of papers. Learning will be fostered by self-assessments in progress.
Required Readings	- C. Panciroli, (a cura di), Le arti visive nella didattica. Teorie, esperienze e progetti dalla scuola dell'infanzia alla scuola secondaria, Quiedit, Verona, 2013 - A. Luigini, Disegnare architetture per educare al Bello: Esegesi iconografica di un picturebook di Steven Guarnaccia, Infanzia 3/2017 Luglio-Settembre. - un manuale di storia dell'arte a scelta.
Supplementary Readings	Gombrich, Ernst H. (2002): Kunst und Illusion: Zur Psychologie der bildnerischen Darstellung; Phaidon: Berlin. Oliviero Ferraris, A. (2012): Il significato del disegno infantile, Bollati Boringhieri editore, Torino (ed. orig. 1973, 1978)

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