Syllabus

Course Description

Course Title	Pedagogy and Didactics of Music and Arts 2 - Specific Contents in Depth
Course Code	13417
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Signora Irina Tavella, Irina.Tavella@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41868 Dott. Andrea Tasser, Andrea.Tasser2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52073
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	Core area: Art and music education. Related areas: Art history, music history, art studies, musicology, anthropology, design, architecture, media. Areas of influence: Natural sciences, literary studies, communication studies.

Course Topics	See the individual course modules.
Keywords	pedagogy of music
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	lectures and labs
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The students - have in-depth didactic knowledge and competences in the areas of art education and music education; - are able to express themselves verbally and non-verbally in relation 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; - learn to develop ideas for aesthetic projects and to plan them appropriately; - learn to plan, carry out and reflect 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 visual and musical communication. Applying knowledge and understanding The students - can analyse works of music and the visual arts and children's works, didacticise these analyses and transfer them to specific pedagogical work; - are able to systematise and reflect on their own musical and

	artistic experiences and implement them in didactic planning, implementation and evaluation, especially for primary schools; - are able to utilise various techniques, both traditional and innovative, in order to expand the spectrum of performance and design for themselves and the children. Judgement The students - Demonstrate the ability to think across disciplines in the context of aesthetic education, which is expressed in an independent judgement; - Are able to assess the consistency, methodological rigour, precision and accuracy of didactic concepts; - Are able to assess the quality and potential of children's drawings and artistic and musical works in an age-appropriate, parameter- and criteria-orientated manner. Communication The students - 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 and support ideas for representation and design Learning strategies The students - Can convey orientations to the children that enable them to set themselves a creative task; they can justify and evaluate this performance 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	Oral examination taking into account work assignments to be completed during the semester. Reference: topics covered, expected learning outcomes and specific educational objectives (syllabus).
Evaluation Criteria	Criteria for assessment are:

	- correct answers, - logical structure, clear argumentation, - reference to literature, - ability to critically analyse and reflect, - use of academic terminology, - independent and well-founded 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 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	Kirschenmann, Johannes; Schulz, Frank & Sowa, Hubert (eds.) (2006): Kunstpädagogik im Projekt der allgemeinen Bildung; Kopäd: München. Auer, Wolfgang-M. (2007): Sinnes-Welten: Die Sinne entwickeln, Wahrnehmung schulen, mit Freude lernen; Kösel: Munich. Kirchner, Constanze: Kunstpädagogik für die Grundschule; Klinkhardt: Bad Heilbrunn 2009. Fuchs, M. (2015): Musikdidaktik Grundschule. Theoretische Grundlagen und Praxisvorschläge. Helbling Verlag. Loritz, M. & Schott, C. (2015): Musik - Didaktik für die Grundschule. Berlin: Cornelsen. Fuchs, Mechthild (2010): Musik in der Grundschule neu denken - neugestalten. Innsbruck: Helbling.
Supplementary Readings	Gombrich, Ernst H. (2002): Kunst und Illusion: Zur Psychologie der bildnerischen Darstellung; Phaidon: Berlin. Krakar, Anna (2011): Die kindliche Wahrnehmung und die Möglichkeiten der Kunstrezeption in der Grundschule; Grin: Munich/Ravensburg. Küppers, Harald (2005): Schnellkurs Farbenlehre; Cologne: DuMont TB.

	Comploi, F. (2009): Singt mit! Liederbuch. Brixen: Weger Fischer, R. (2010): Singen, Bewegen, Sprechen; Mainz: Schott Mohr, A. (2004): Praxis Kinderstimmbildung; Mainz: Schott
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	13417A
Scientific-Disciplinary Sector	PEMM-01/C
Language	Ladin
Lecturers	Dott. Andrea Tasser, Andrea.Tasser2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52073
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. The course aims to: - Knowledge and implementation of the framework guidelines for kindergarten and primary school in the province of Bolzano in the field of music (age group 5-12); - Music theory knowledge and competences and their didactic implementation; - Realisation of the musical educational goals in primary school; - In-depth study of exemplary works of Western music and of

	foreign cultures in their cultural and social context; - Knowing and applying a variety of methods (age group 5-12)
Course Topics	- consolidation of musical basic concepts: melody, rhythm, beat, tempo, harmony, form, dynamics, clews - The families of instruments – instruments that can be used to accompany singing with children - How to keep the beat, recognize rhythms, and begin a song - Basics of singing with children: breathing, posture, formation of vowels and consonants - Warming up the voice - Choreography and movement - Methods for listening to music with children - Creation and development of teaching units for preschool and elementary school - Learning music from all over the world
Teaching Format	The lesson will be hold in presence in form of frontal teaching, discussions, examples, and cooperative learning methods.
Required Readings	Kirschenmann, Johannes; Schulz, Frank & Sowa, Hubert (Hrsg.) (2006): Kunstpädagogik im Projekt der allgemeinen Bildung; Kopäd: München. Auer, Wolfgang-M. (2007): Sinnes-Welten: Die Sinne entwickeln, Wahrnehmung schulen, mit Freude lernen; Kösel: München. Kirchner, Constanze: Kunstpädagogik für die Grundschule; Klinkhardt: Bad Heilbrunn 2009. Fuchs, M. (2015): Musikdidaktik Grundschule. Theoretische Grundlagen und Praxisvorschläge. Helbling Verlag. Loritz, M. & Schott, C. (2015): Musik – Didaktik für die Grundschule. Berlin: Cornelsen. Fuchs, Mechthild (2010): Musik in der Grundschule neu denken – neugestalten. Innsbruck: Helbling.
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Music with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	13417B
Scientific-Disciplinary Sector	PEMM-01/C
Language	Ladin
Lecturers	Dott. Andrea Tasser, Andrea.Tasser2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52073
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	30
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	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 music education activities and pathways in pre-school and primary school (5-12 age group) - planning and conducting music education activities and pathways of different character and repertoire in the preschool and primary school context for the 5-12 age group - development of the musical ear and education in listening and knowledge, including through movement and dance, of structures and meanings of musical works from different repertoires - development of creativity and musical expression - elaboration and transmission of vocal and instrumental pieces belonging to different contexts and repertoires (Ladin, Italian, German and English).

Course Topics	The contents of the lesson are developed and deepened in a practical way: - methods on how to teach children to ing - movement and dance – "body percussion" - instrumental accompaniment - learning a repertoire of ladin songs and translate some other songs into ladin - ear training: recognizing intervals, writing down rhythms and simple melodies - concucting and methods for teaching songs - listen to and analyze music in several languages - MuseScore: software for writing music
Teaching Format	Workshop and exercise-creative activities in order to acquire good practice-oriented skills for the 5-12 age group.
Required Readings	Kirschenmann, Johannes; Schulz, Frank & Sowa, Hubert (Hrsg.) (2006): Kunstpädagogik im Projekt der allgemeinen Bildung; Kopäd: München. Auer, Wolfgang-M. (2007): Sinnes-Welten: Die Sinne entwickeln, Wahrnehmung schulen, mit Freude lernen; Kösel: München. Kirchner, Constanze: Kunstpädagogik für die Grundschule; Klinkhardt: Bad Heilbrunn 2009. Fuchs, M. (2015): Musikdidaktik Grundschule. Theoretische Grundlagen und Praxisvorschläge. Helbling Verlag. Loritz, M. & Schott, C. (2015): Musik – Didaktik für die Grundschule. Berlin: Cornelsen. Fuchs, Mechthild (2010): Musik in der Grundschule neu denken – neugestalten. Innsbruck: Helbling.
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Art: In-depth Analysis of Selected

	Topics
Course Code	13417C
Scientific-Disciplinary Sector	CEAR-10/A
Language	Ladin
Lecturers	Signora Irina Tavella, Irina.Tavella@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41868
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 lecture builds on the knowledge and skills acquired in Module 10 and expands on these in terms of content. Art and art education are placed in the context of comprehensive aesthetic education and its scientific foundations. Various parameters of creative forces that are relevant to creative educational activities and art lessons are presented. These are explored in theoretical and practical depth in such a way that they can be transferred to future pedagogical-didactic situations of aesthetic education and training.
Course Topics	- History, theories and techniques of representation, both traditional and digital; - History and systematics of children's painting and drawing; - Didactics of pictorial representation and design and the development of competences as well as the development, promotion and teaching of artistic-creative skills; - Levels of realisation and techniques of visual design; - The analogue and digital image; representation and dimensionality; - Theories of aesthetics and visual semiotics - Image science and visual language; 'visual storytelling'

	- Image organisation and work analysis; - Shaping, colour systems and colour theory; - aesthetic reception and communication.
Teaching Format	The lesson takes place remotely. Lecture, discussion of case studies, co-operative forms of learning
Required Readings	see readlings of the course
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Art with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	13417D
Scientific-Disciplinary Sector	CEAR-10/A
Language	Ladin
Lecturers	Signora Irina Tavella, Irina.Tavella@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41868
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The aim of the laboratory is to deepen the topics of the lecture and put them into practice. Theoretical and practical aspects of art education and didactics are taught, particularly with regard to the phase between the transition to primary school and secondary school. This also involves art and art education as a central element of comprehensive aesthetic education.
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 between the fifth and twelfth years and to primary school, e.g: - The image of the world in the child's world of images: Construction, reconstruction, coconstruction in the medium of pictorial creation at primary school age; - Art as a medium of play, representation, creation and communication: aesthetics and communication; - Formation of aesthetic judgement; visual semiotics; - Fundamentals of compositional design; materials and techniques; - Methods and techniques of image and media analysis; - Material and technical design for children between the ages of 5 and 12; - performative design in primary school; 'visual storytelling'; - Traditional and digital tools for the production of artistic artefacts; media didactics for primary schools; - Planning and reflecting on art education teaching units.
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 such as presentations.
Required Readings	see readings of the course
Supplementary Readings	