

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	TYΠ901	SEMESTER	9th
COURSE TITLE	Didactics of Art and Course Planning Project		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	The Skills Development Course is intended for all Department students. It is one of the four courses that students do to become competent teachers.		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, In the English language		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3617		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course:

- The goals and tenets of art education will be taught to the students. Students will comprehend the function of arts education as a vehicle for creativity and as a form of expression within the educational process.
- The value of integrating visual arts education with instructional approaches and its impact on students' cognitive and socioemotional growth will be recognized by the students.
- The requirements for successfully incorporating the visual arts into the curriculum as well as the abilities that students should gain from participating in artistic endeavors will be examined by the students.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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(3) SYLLABUS

The artistic growth of the student and their introduction to the arts are examined in this subject. As a communication medium, art engages the emotional realm of the individual in addition to imparting knowledge and information. As outlined in the Visual Arts curriculum for elementary and secondary school, knowledge of artistic legacy, comprehension of various art forms, and awareness of the social presence and role of art all contribute to the holistic development of the individual.

The main objective of teaching the arts is twofold: to offer access to and foster understanding of the phenomenon of Art, and to liberate students' expressive potential through artistic creation. The course approaches these goals by analyzing and defining the field of research and by organizing an epistemological foundation. This includes the development of mechanisms, teaching tools, and interpretative frameworks for understanding the visual culture that surrounds us, with particular emphasis on the visual arts.

Recommended Weekly Distribution of course Content

Week 1

- Definitions and scope of Art Didactics
- Art Education – Introduction
- Historical overview

Week 2

- The importance of Art in Education
- Pedagogical approaches to Aesthetic Education

Week 3

- How do we "learn" the Arts?
- Introductory activities in visual language

Week 4

- Primary School Visual Arts Curriculum
- Visual Arts Curriculum for Primary and Lower Secondary School

Week 5

- Primary and Lower Secondary Visual Arts – Curriculum analysis
- Content areas
- Objectives of Visual Arts Education

- The teacher's role

Week 6

- Stages of children's drawing
- Developmental stages of visual creation in children and adolescents
- Suggested activities (collage, painting, sculpture, printmaking)

Week 7

- Research approaches on how Art can be taught

Week 8

- What is a Visual Arts teaching plan?
- Creative visual play
- Great painters in the classroom

Week 9

- Teaching elements of Art Criticism

Week 10

- Audiovisual education in school

Week 11

- Sculpture in secondary education

Week 12

- Printmaking in primary education

Week 13

- The use of animation in education
- Cinema in the classroom

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using the electronic platform e-class to support the learning process Use of ICT in Teaching, Use of ICT in Communication with Students														
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td><i>Lectures</i></td><td></td></tr><tr><td><i>study and analysis of bibliography</i></td><td></td></tr><tr><td>To explore opinions on artistic education, some teaching units include a screening of documentaries and movies about teaching the visual arts.</td><td></td></tr><tr><td>Observing art courses in elementary and secondary schools is part of the training.</td><td></td></tr><tr><td>Based on the art course syllabus for each grade, the course contains tasks pertaining to the creation of instructional programs targeted at elementary or high school students.</td><td></td></tr><tr><td>Course total</td><td>60</td></tr></table>	Activity	Semester workload	<i>Lectures</i>		<i>study and analysis of bibliography</i>		To explore opinions on artistic education, some teaching units include a screening of documentaries and movies about teaching the visual arts.		Observing art courses in elementary and secondary schools is part of the training.		Based on the art course syllabus for each grade, the course contains tasks pertaining to the creation of instructional programs targeted at elementary or high school students.		Course total	60
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<table><tr><td>Summative</td><td>Evaluation</td></tr><tr><td colspan="2">In order to conduct Visual Arts classes in Primary and Lower Secondary Education, students must construct a teaching project as part of a necessary assignment.</td></tr><tr><td colspan="2">The final oral exam evaluates the learning outcomes and covers the material presented in the teaching project and the course lectures.</td></tr><tr><td colspan="2">The evaluation framework and assessment standards for students are established by topic areas provided on the e-course platform.</td></tr><tr><td colspan="2">The project assignment and oral test are administered in English to Erasmus students.</td></tr></table>	Summative	Evaluation	In order to conduct Visual Arts classes in Primary and Lower Secondary Education, students must construct a teaching project as part of a necessary assignment.		The final oral exam evaluates the learning outcomes and covers the material presented in the teaching project and the course lectures.		The evaluation framework and assessment standards for students are established by topic areas provided on the e-course platform.		The project assignment and oral test are administered in English to Erasmus students.					
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(5) ATTACHED BIBLIOGRAPHY

: 1. University Textbooks

- Magouliotis, A. (2014). *Art Education*. Athens: Symmetria.
- Stiropoulou, Z., & Zorpala, M. (2020). *Integrating the Arts in Education*. Athens: Pedio.

2. Suggested Bibliography

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- Perkins, D. (1994). *The Intelligent Eye: Learning to Think by Looking at Art*. Los Angeles: The J. Paul Getty Trust.
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- Wick, R. K. (2000). *Johannes Itten: Visual Arts Education as Holistic Pedagogy* (trans. S. Bekiari). Athens: Union of Art Teachers, Press Line.