



EPTE Template¹

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| Module name | ARTS |
| Module leader/Co-ordinator | Janka Satkova, Ladislav Tischler |
| Academic staff (teachers) | |
| ECTS Credits | 5 EC TS |
| Duration | 13 weeks (or shorter intensive course with full workload) |
| Form of learning | Lectures, Workshops, Projects |
| Indicative workload | 36 contact hours, 89 h independent study (120h) |
| Module aims | <ul style="list-style-type: none"> - to develop positive and active attitude to art and the sense of identity in National and European cultural context - to appreciate and enjoy in art works and practices in different art media - to develop esthetic sensibility and arts knowledge and skills within cultural similarity and diversity - to understand art as crossroad of different disciplines - to improve literacy in arts and through arts - to be aware of therapeutic impact of the arts - to provide arts context as a space for communication, creative solving problems and cooperation in interdisciplinary team and arts partnerships - to create, perform, reflect, and evaluate arts activities in context of effective arts education. |

¹ The text in the cells of the template with the black print is fixed.

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| Generic Competences | <ul style="list-style-type: none"> - to reveal changes in education in European countries and in home education - to show diversity in terms of dialogues with other cultures and values to decide upon things that unify Europeans - to identify the common ground for European education - to improve language skills - to improve intercultural skills - to be able to reason, problem-solving - to develop critical thinking - to develop tolerance |
| Specific Competences | <ul style="list-style-type: none"> - to develop competence in cultural awareness and expression of National and European heritage - to develop respect and tolerance for culture diversity - to improve art knowledge, skills, expression - to develop creative and reflective thinking <i>in</i> and <i>through</i> art - to communicate <i>in</i> and <i>through</i> art languages - to improve aesthetic sensibility for art environment - to express individual creative capacities through different arts - to contribute and cooperate in common arts projects |
| Learning and Teaching approaches | lectures, arts workshops, individual and cooperative learning, teamwork, project learning, experienced learning, portfolio |
| Content | <p>Music:</p> <ul style="list-style-type: none"> - creative musical expression through performing, creating, and listening of folk music, authored European musical heritage and contemporary music; - music language in interdisciplinary connections - musical literacy in context of teaching-learning theory and practice <p>Fine Arts:</p> <ul style="list-style-type: none"> - visual and plastic expression, as an attitude of re-creation, through the intimate contact with different European movements of arts and crafts. - visual and plastic experiments as a personal and universal language and an interdisciplinary activity - visual literacy as a self-learning process, as a way to understand and to express the richness of visual language diversity in the past and present |

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| | <p>days.</p> <p>Scenic arts – theatre, puppets, movement:</p> <ul style="list-style-type: none"> - different scenic expressions, techniques, and their possible implementation - richness of the theatre language in contemporary multicultural world - an actor preparation and workshop - theatre forms in educational process - drama as symbolic messenger - objects and puppets as metaphoric “actors”; - communication through puppet play - pantomime as nonverbal scenic expression - teaching & learning by/trough theatre forms <p>Film:</p> <ul style="list-style-type: none"> - importance of film, its inclusion to educational process and multicultural communication - creating film process - reasonable use of digital supports in curriculum |
| Level | First Cycle Degree |
| Obligatory requirements | English B2 |
| Status | Obligatory |
| Learning outcomes | <p>Student is able:</p> <ul style="list-style-type: none"> - to be open and reflective to varied expressions and of art and culture - to use knowledge and basic skills of the art education - to recognize and to describe basic trends, directions and techniques of different art fields (music, fine arts, dance, theatre, film) - to notice the diversity and resemblances in the art of different countries in Europe - to motivate pupils to be interested in arts and provoke their creativity - to develop aesthetic sensitivity of pupils - to support pupils’ self-expression through arts - to use teaching-learning methods <i>in</i> and <i>through</i> the art (learning by doing) - to adjust an individual approach in art education |
| Form of Assessment | <p>Individual Portfolio: 20%</p> <p>Multiarts project with public presentation</p> <p>Project: 80%</p> |

space in a creative, animated and expressive way.
4. Lecture and workshop (2 hours + 3 hours)
- creative expression through drawing, painting, building and writing experiences

Scenic arts – theatre, puppets, movement - 17 hours

1. Lecture (2 hours)
- elements of different theatre expressions and languages (arts involved in theatre performance - movement, text, music, fine arts including props, light), recognizing techniques and their possible implementation
2. Workshop/teamwork (1,5 hour)
- short scenic presentations of each national students' group, based on fairy tales, myths, legends universally known in their country of origin (home culture) - attempt of mutual meeting in the context of the cultural diversity
3. Workshop (3 hours)
- chosen exercises helping in building social relations, self-expression and confidence among group members - theatrical games and movement
4. Workshop (3,5 hours)
- chosen elements of an actor preparation in workshop (warm-up of the body, diction (enunciation) exercises, breathing exercises, interpretation of the text etc.), pantomime as nonverbal scenic expression, objects and puppets as metaphoric "actors"
5. Workshop (3 hours)
- applying elements of time, space and force/energy concepts
6. Lecture (2 hours)
- understanding when and why which theatre form in educational process can be applied, communication through puppet play
7. Lecture and workshop (2 hours)
- planning, organizing and trying methods for learning in dance and movement as an expression

Film and media – 4 hours

1. Lecture (1 hour)
- understanding importance of film, its inclusion to multicultural educational process and reasonable use of digital supports
2. Workshop (3 hours)

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| Course II (8 weeks) * | <ul style="list-style-type: none"> - creating film through creative phases - creative process in multiart projects (at least 3 arts fields) in possible cooperation with schools, artists or culture institutions (7 weeks) - presentation with reflection and evaluation (1 week) |
| Literature | <p>Obligatory:</p> <ul style="list-style-type: none"> - Bamford, A. (2006). <i>The Wow Factor, Global research compendium on the impact of the arts in education</i>. Berlin: Waxmann Verlag. - Bresler, L. (2007). <i>International Handbook of Research in Arts Education</i>. Netherlands: Springer. (Selected chapters) - Brown, John Russell (1995). <i>The Oxford Illustrated History of Theatre</i>, Oxford University Press. - Eisner, Elliot W. (2002). <i>The Arts and the Creation of Mind</i>. New Haven & London: Yale University Press. - Road Map for Arts Education. (2006). <i>The World Conference on Arts Education. Building Creative Capacities for 21st Century</i>. Lisbon: UNESCO - Majaron, E. and Kroflin, L. (ed.), <i>Puppet what a miracle!</i> Zagreb: Croatian Centre of UNIMA - McCaslin, N., (2006). <i>Creative drama in the classroom and beyond</i>. Boston: Pearson Education. - O'Toole, J. (2006). <i>Doing Drama Research</i>. City East QLD: Drama Australia. - Payne, H. (2006). <i>Dance movement therapy: theory, research and practice</i>. London: Routledge. - Winston, J. in Tandy, M. (2005). <i>Begginig drama 4 -11</i>. London, New York: David Fulton Publisher. - McPherson, G. E. (2007). <i>The Child as Musician: A handbook of musical development</i>. Oxford University Press, Inc. (selected chapters). - Munari, Bruno (1997). <i>Design as Art</i>. London: Penguin. - Lehmann, A. C., Sloboda, J. A., Woody R. H. (2007). <i>Psychology for Musicians: Understanding and Acquiring the Skills</i>. Oxford University Press, Inc. (selected chapters). - Lowenfeld, Viktor (1978). <i>Creative and mental growth</i>. New York: Macmillan Co. - Read, Herbert (1966). <i>Education Through Art</i>. London: Faber and Faber. - Jacqueline M. Smith-Autard (2001). <i>The Art of Dance in Education</i> (Second Edition). London:Black. |

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| | <p>Optional:</p> <ul style="list-style-type: none"> - Gersie Alida, King Nancy (1990). <i>Storymaking in Education and Therapy</i>, Jessica Kingsley Publishers - Leborg, Christian (2006). <i>Visual Grammar</i>. New York: Princeton Architectural Press. - Lowenfeld, Viktor (1978). <i>Creative and mental growth</i>. New York: Macmillan Co. - Lupton, Ellen (2004). <i>Thinking with Type: a critical guide for Designers, Writers, Editors & Students</i>. New York: Princeton Architectural Press. - Read, Herbert (1966). <i>Education Through Art</i>. London: Faber and Faber. - Stuhr, Patricia (1996). <i>Postmodern Art Education. Virginia</i>: The National Art Education Association Tullet, Hervé (2004). <i>The five senses</i>. London: Tate Publishing. - Wilde, Judith and Wilde, Richard (1991). <i>Visual Literacy</i>. New York: Watson-Guption Publications. |
| Grading | ECTS grades according to ECTS guidelines |
| Other information | |
| Internet address of the EPTE course | |
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* **About Course 1 and Course 2** (document attached in *EPTE Arts Group*.)