

(Table 5.2) Course unit description

Study program: Primary School Teacher
Type and level of studies: Bachelor Studies
Course unit: Methodology of Teaching Fine Arts 1
Teacher in charge: Kristinka Selaković, Ph.D., Assistant Professor Aleksandar Mitrović, M.A., Teaching Assistant
Language of instruction: English
ECTS: 4
Prerequisites: /
Semester (Winter or Summer Semester)
Course unit objective Acquiring of theoretical and practical knowledge in the field of fine arts and Methodology of Teaching Fine Arts, including the theory of form and the basic concepts of visual language. The course enables students to apply the acquired knowledge in planning, organizing, implementing, and evaluating fine arts instruction in accordance with the developmental and social characteristics of students in the early years of primary school. It emphasizes the functional integration of general (didactic) and specific methodological knowledge through concrete examples – based on the content of the fine arts curriculum. The course also aims to develop students' research skills, as well as a critical and creative approach to professional work, particularly in designing lesson plans for fine arts classes.
Learning outcomes of Course unit Mastery of theoretical and practical knowledge in the field of fine arts and the methodology of teaching fine arts, including the theory of form and the basic concepts of visual language. Ability to apply the acquired knowledge in planning, organizing, implementing and evaluating fine arts instruction, in accordance with the developmental and social characteristics of students in the lower grades of primary school. Competence in functionally integrating general (didactic) and specific methodological knowledge through concrete examples. Capability to work independently, creatively, critically, and in a research-oriented manner, including the creation of conceptual sketches and lesson scenarios for fine arts classes.
Course unit contents Theoretical classes Methodology of teaching visual arts as a scientific and educational discipline – subject matter, aims and objectives. Historical development of art education. Contemporary perspectives on the role and significance of visual arts. Psychology of creativity. Development of children's visual expression. Creativity teaching fine arts. Teaching methods, strategies and principles in teaching fine arts. Assessment in fine arts/visual arts classes in accordance with educational standards. Educational role of visual arts textbooks. The artwork as a stimulus for the development of visual abilities. The museum as a place of learning. Introduction to the theory of form, fundamental concepts of visual language. Basic elements of visual arts: line, surface (shape, plane), form, texture, color, value, direction, size. Principles of composition: rhythm, contrast, harmony, balance, proportion, dominance, unity. Visual communication. Planning and programming of teaching activities. Practical classes – exercises Studying and analysis of children's drawings based on original examples. Study of basic art elements in the artwork and independent artistic expression using various traditional techniques, processes and materials of fine arts and applied arts. Introducing students through direct work with various alternative techniques, processes and materials that are specially adapted for school work. Lectures and activities are also planned in cultural institutions (museums, galleries, art studios), in relation to current events. Analysis of visual arts textbooks.

References
 Carroll K. L., Tucker, L., J. (2007). *Better Practice in Visual Arts Education: Building Effective Teaching Through Educational*, 4th Edition. Baltimore: Maryland State Department of Education.
 Chapman, L.H. (1978). *Approaches to art education*. New York, NY: Harcourt Brace Jovanovich.
 Eisner, W. E.(2002).*The Arts and the Creation of Mind*. New Haven & London: Yale University Press.

Number of active teaching hours				Other classes
Lectures: 2	Practice: 1	Other forms of classes: 1	Independent work	

Teaching methods
 Lectures, exercises, illustrative-demonstrative methods, dialog-based teaching, practical individual and group work, consultations, workshops, e-teaching, presentations and mentoring.

Examination methods (maximum 100 points)

Exam prerequisites	No. of points:	Final exam	No. of points:
student's activity during lectures	10	oral examination	60
practical classes/tests	10	written examination	
seminars/homework	20	
project			
other			

Grading system		
Grade	No. of points	Description
10	91–100	Excellent
9	81–90	Exceptionally good
8	71–80	Very good
7	61–70	Good
6	51–60	Passing
5	Less than 51	Failing