



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Visual Art Education	

Academic staff	Core academic unit(s)
Coordinating: Edita Musneckiene Other(s):	Šiauliai Academy

Study cycle	Type of the course unit
1 st study cycle (Bachelor)	Mandatory

Mode of delivery	Semester or period when the course unit (module) is delivered	Language(s) of instruction
Classroom, Blended learning	5	English

Requisites	
Co-requisites (if relevant): Interests in art and education	Additional requirements (if any):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	52	81

Purpose of the course unit (module)		
To develop students' competence in visual art education, planning educational activities and teaching methods. To know the concepts of art education, children's visual development stages and their creative abilities. To develop aesthetic, artistic, creative and cultural competencies, the ability to understand the links between art, culture and education.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students will know the concepts of art education children's visual development stages and their creative abilities. Will be able to analyse and understand children's drawings.	Lecture, reading and analysis of methodological literature, case study (case studies), discussion and reflection.	Case study
Students will develop their knowledge and skills of visual expression and creativity. Develop their visual experience through learning about culture and environment.	Lectures, workshops, exercises, visits to museums and galleries.	Visual journal
Students will be able to plan the content of art and educational activities at different levels and design lesson plans. They will be able to model the curriculum for children with different abilities and needs.	Group and/or individual work	Individual project report, illustrated presentation, reflection
Students will be able creatively apply the methods of visual art and visual experience in the process of art and crafts education.	Creative workshops, discussion and reflection.	Portfolio and illustrated oral presentation

Content: breakdown of the topics	Contact hours							Individual work: time and assignments		
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work	E-learning	Contact hours,	Individual work	Assignments
1. Concepts and models of art education. Research on children's artistic development and the value of art education.	1							1	5	Reading and analysis of methodological literature.
2. Children's visual development stages and development of artistic competence of child.	2		2					4	10	Case study
3. Basic principles and structure of curriculum of visual art education.	1		4					5	10	Analysis of literature, group or individual work. Presentation of group work
4. Visual art content and planning of art education activities in formal and informal settings: methods, techniques, integration of arts.	2		4	2				8	10	Individual project report, reflection, portfolio
5. Creative methods and technologies of visual art education. Graphic art, color, spatial expression, knowledge of art, design and digital visual technologies.	2		4	4				10	12	Individual project report, reflection, portfolio
6. Individualization and differentiation for children with different abilities and special needs. Art education methods for Inclusive Education.	2		4	4				10	12	Creative workshops, exercises, discussion and reflection.
7. Integration of arts and ways of education through arts. Educational artistic environments. Museum education. Visits to schools and museums	2		6	4				12	12	Individual project report. Visual journal Reflection.
8. Final presentation.			2					2	10	Portfolio and illustrated oral presentation
Total	12	0	26	14	0			52	81	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Case study, individual project of art education	30	At the time set during the semester	<p>Excellent level of achievement (A) - the structure of the project work is clear and logical, there are all the necessary parts, the work is of the right scope, the analysis is reasonable, very detailed, the conclusions are reasonable, the appropriate level of written language culture.</p> <p>Typical level of achievement (B) - the structure of the project work meets the formal requirements, there are all the necessary parts, only descriptive analysis is applied.</p> <p>The sufficient level of achievement (C/D) - the work meets the formal requirements of structure and scope, but the analysis is superficial, the project work are not sufficiently substantiated.</p>

			Negative assessment (F) - work performed in poor quality, the requirements of formal tasks are not observed.
Portfolio, of individual and works and workshops; visual journal	40	At the end of the semester	Excellent level of achievements (A) - actively participates in workshops and group works, all works performed, works of high quality. Portfolio is completed and well structured. Typical level of achievements (B) - Participates in workshops and group work (up to 80 percent). The portfolio works meets the basic requirements. The sufficient level of achievement (C/D) - participates in at least 50 percent of the workshops. the quality of the works and portfolio structure is satisfactory. Negative evaluation (F) - less than 50 percent of the exercises are involved, the quality of the work performed is very poor.
Illustrated oral and visual presentation.	30	Final exam	Excellent level of achievements (A) - demonstration of knowledge and understanding of the basics of the subject, student is able to explain the results of the work done and the possibilities of their application in practice, the ability to discuss, answers questions in detail; Typical level of achievements (B) - ability to substantiate and explain the results of work performed, answer questions; Sufficient level of achievement (C/D) - formal presentation, does not answer all the questions asked; Negative evaluation (F) – not prepared the presentation.

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
Required reading				
Hurwitz A., Day M.	2007	Children and their art.		Orlando.
Suzanne Darley and Wende Heath	2008	(The expressive arts activity book : a resource for professionals /		
Craig R.	2006	Young in Art: a developmental look at child art.		https://pdf4pro.com/view/young-in-art-craig-roland-72552.html
		Art Education		https://www.tandfonline.com/toc/uare20/current
		Kinder Art		https://kinderart.com/blog/art-education/
		Childrens Art		http://www.users.totalise.co.uk/~kbroom/Lectures/children.htm
Recommended reading				
Addison, N.	2010	Understanding art education : engaging reflexively with practice.		London : Routledge.
		Drawing development in children.		http://www.learningdesign.com/Portfolio/DrawingDev/kiddrawing.html