

Study programme: Master of Arts in Vocational Early Childhood Education	
Type and level of studies: Vocational Master's Studies	I year, II semester
Course Title: FINE ART GAMES	
Instructor: prof. Dragana O. Dragutinović	
Course Status: elective	
ECTS: 6	
Requirements:	
<p>Course objectives</p> <p>The course aims to enable students to practice modern concepts of education and upbringing through a wholesome development of a child in his/her environment. Students will be enabled to understand the principles of integration relating to the discovery of topics, ideas or problems, by means of research, through fine arts or some other educational activities. They shall be enabled to apply an active and motivated approach when choosing the content for encouraging the development of children's creative potentials and competences. They shall be enabled to independently create scenarios for performing creative games as well as to choose topics, methods and materials. They shall be able to understand creative processes and procedures when researching into children's creative development and one's own work methods.</p>	
<p>Course outcomes</p> <p>Student shall devise innovative ideas and methods by applying knowledge of different disciplines. By widening the spectre of acquiring data and creatively expressing themselves by using different senses, media and sources, students shall encourage flexible thinking and emotional engagement of children and thus enrich children's experience. They shall have the competences of a thorough artistic knowledge of a visual language by applying modern technologies and methods in autonomous planning and performing of activities for the development of observation, research and cognitive, emotional and spiritual development. They shall be able to implement well integrated topics of spatial and visual activities: to observe, note, research, evaluate relations, procedures, shapes and methods.</p>	
<p>Course contents</p> <p><i>Theory</i></p> <p>A man outside, a man inside, a man and nature, a man and society. Interactions: space and time – phenomena and processes (movement) – an encrypted and aesthetic sign. Social sciences: history and epic (historical figures, literary characters and folk poetry characters, costume, puppet, stage), ethnography (folk tradition, holidays and customs, theatre, idiosyncrasies and traits of different countries of the world), philosophy and ethics for children (communicational and social skills, critical and creative thinking), archaeology (extinct flora and fauna and civilisations, localities, findings, museum showpieces, co-operation between museums and kindergartens). Natural sciences: biology and ecology (ecosystem, endemorelic flora and fauna species, collection of biological material, collection of herbs, packaging and waste, environmental protection), geography (world map, relief, animate and inanimate nature, sand games), astronomy (planets and stars). Arts: literature, music, drama and movement. Importance of ambience education.</p> <p><i>Practice</i></p> <p>History. Story, fairy tale, myth and legend. Treasury of memories. Diary. Rare collections. Ancestral characters, family tree. Archaeology for children. Forgotten (lost objects), manufacture of objects, story, drawing of maps, seeking games. Archiving and object protection. Flora and fauna. Development and growth. Rhythm. Growth stimulation. Herbarium, aquarium, terrarium (drawing and painting). Dioramas. Ecology. Tree of life. Recycled materials and the possibilities of their use in fine arts. Story about elements: earth, water, air, fire. Drawings and paintings in the rain. Frozen colour. Cartography and topography. Road signs. Weather vanes. Traces in the ground. Footsteps in the snow. Centre and periphery, centre and four sides of the world. I travel by car, plane and ship. A suitcase full of postcards. Starry sky. A child and sundial. I travel by rocket. Visitors from other planets. Spectrum, optics. Treasure under the rainbow. Literature and music. Visualisation of a text. Visualisation of audio rhythms. Structure bonds between music and images. From noise to tone. Musical instruments and how they are made. Drama and movement. Education theatre. Body in space, dance improvisation, expressive ability, emotional content, current topics (everyday life, human relationships, violence and non-violent communication, children's rights).</p> <p>A theme approach and planning, team planning of integrated activities, diary (photo and video documents, audio records, reports). Group projects, evaluation. Co-operation with institutions of culture and active creators, workshops and activities in situ.</p>	
<p>Reading list</p> <p>Vecchi, Vea (2010). Art and Creativity in Reggio Emilia. London: New York: Routledge.</p> <p>Arnhajm, Rudolf (1985). Vizuelno mišljenje, jedinstvo slike i pojma. Beograd: Univerzitet umetnosti.</p> <p>Bogdanović, Kosta (2005). Uvod u vizuelnu kulturu. Beograd: Zavod za udžbenike.</p> <p>Škorc, B. (2012). Kreativnost u interakciji: psihologija stvaralaštva. Zemun: Mostart.</p> <p>Karlavaris, B. (1977). Programiranje i strukturiranje nastavne građe u likovnom vaspitanju. Likovno vaspitanje, br.. 6.http://udruzenjelps.com/wp-content/uploads/2017/03/1977_BogomilKarlavaris.pdf</p> <p>Stanisavljević, J. & Filipović, S. (2015). Analiza dečjih crteža u funkciji razmatranja i razumevanja bioloških pojmova i procesa. Zbornik fakulteta likovnih umetnosti: Umetnost i teorija, Godina I, Broj 1. Beograd: Fakultet likovnih umetnosti Beograd.</p> <p>https://flu.bg.ac.rs/wp-content/uploads/2017/02/Zbornik-FLU-1-1-april-2015..pdf</p>	

Filipović, S. (2016). Dečje likovno stvaralaštvo: Stavovi vaspitača prema negovanju i podsticanju kreativnosti. Zbornik fakulteta likovnih umetnosti:
 Umetnost i teorija, Godina II, Broj 2. Beograd: Fakultet likovnih umetnosti Beograd <https://flu.bg.ac.rs/wp-content/uploads/2017/02/ZBORNIK-FLU-2-2-novembar-2016..pdf> Kamenov, E. (2010). Mudrost čula I deo, igre za razvoj opažanja. Novi Sad: Dragon.
 Natural curiosity: Building Children's Understanding of the World through Environmental Inquiry / A Resource for Teachers (2011). Toronto: The Laboratory School at The Dr. Eric Jackman Institute of Child Study, Ontario Institute for Studies in Education, University of Toronto.

Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures (slides and video-presentations), exercises, workshops, consultation			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	30	Oral exam	20
Rrevision test		Practical exam	20
Seminar paper	20		