

**Preparing Future Teachers in the Western Balkans:  
Educating for Democracy & Human Rights  
2019 -2022**



# Democracy Through Visual Art Education

Semester Module and Session Plans for pre-service training of future teachers

**Rolf Gollob / Maja Raunik Kirkov**

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“Democracy does not rush; it reaches the finish line slowly but surely.”  
Johann Wolfgang von Goethe

This manual is part of the project  
*Preparing Future Teachers in the Western Balkans:  
Educating for Democracy & Human Rights 2019 – 2022.*

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In our work as project managers, we had the opportunity to support and accompany the lecturers of the different universities and faculties in their work. We can see how intensively they created semester plans, taught them and collected feedback from the students. We could see how they incorporated democratic knowledge and democratic principles into their teaching, thus guiding the future young teachers in an exemplary way towards their new profession.

The present work is an example of such intensive work. The authors Maja Raunik Kirkov and the expert Rolf Gollob who accompanied her have managed to document the work at the university and to show in an exemplary way what it takes to do a successful job even under the difficult conditions of Covid-times. We are both pleased with this success and are proud to have accompanied and supported this work.

Jennie Holck-Clausen; Bojana Dujkovic

This publication is a result of the project *Preparing Future Teachers in the Western Balkans: Educating for Democracy & Human Rights 2019 – 2022*, led by the European Wergeland Center. Funded by the Norwegian Ministry of Foreign Affairs and developed in close cooperation with the Department IPE of the Zurich University of Teacher Education, the project provides support for higher education institutions and universities in Albania, Bosnia and Herzegovina, Kosovo\*Montenegro, North Macedonia and Serbia, that are interested in modernizing their teacher education courses, with an aim to improve the quality of teacher education for future teachers in the region.<sup>1</sup> The project is implemented together with 12 universities from the region and in cooperation with the Institute for Development of Education (Albania), Foundation, Education in Action (Bosnia and Herzegovina), Kosovo Education Centre (Kosovo\*), the Bureau for Education Services (Montenegro), Bureau for Development of Education (North Macedonia) and the Institute for Improvement of Education (Serbia).

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\*All references to Kosovo, whether to the territory, institution or population in the text shall be understood in full compliance with the UN Security Council Resolution 1244 and without prejudice of the status of Kosovo

<sup>1</sup> The latest materials in the field of citizenship and human rights education developed by the Council of Europe and Zurich University is used as resources within the project. Examples of these materials are: Living Democracy Volumes I – VI: [www.living-democracy.com](http://www.living-democracy.com), Reference Framework of Competence for a Democratic Culture (RFCDC): <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07>, and Teaching Controversial Issues: <https://rm.coe.int/16806948b6>

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## Introduction: University teaching sets the example

This manual contains the semester plan of a training module for prospective teachers as well as the detailed planning of all 10 semester units - week per week.

The module: “Culture of Democracy through Visual Art Education” was developed as part of the project Future Teachers Western Balkans, which was initiated by the European Wergeland Centre, financed by the Norwegian government and planned and implemented in cooperation with the Zurich University of Teacher Education. The project focuses on three important issues. How can approaches and contents of democracy education and consideration of the newly developed Council of Europe approach to fostering a culture of democracy (RFCDC) be incorporated into teacher education? We can incorporate the urgently needed practical orientation of teacher training, and how can university teaching in its form and approach become a good (methodological) example for future teachers.

Experts from Albania, Kosovo and Montenegro guaranteed that the regional conditions would be met and that the different experiences and professional approaches would be incorporated. All 12 participating universities (indicate countries here?) are developing their own semester modules within the framework of the project, whereby some of them deal with democracy as such, while other modules (such as this one) have a specific content (here: Visual Art Education) and then attempt to transversally incorporate the methodological approaches to democracy education as well as appropriate content elements.

The present example is intended to show how this can succeed. After the first part, which presents the module in its overview, all 10 sessions (weekly events) are presented in a detailed plan. Since the module has already been taught, the evaluations are also integrated in this detailed planning.

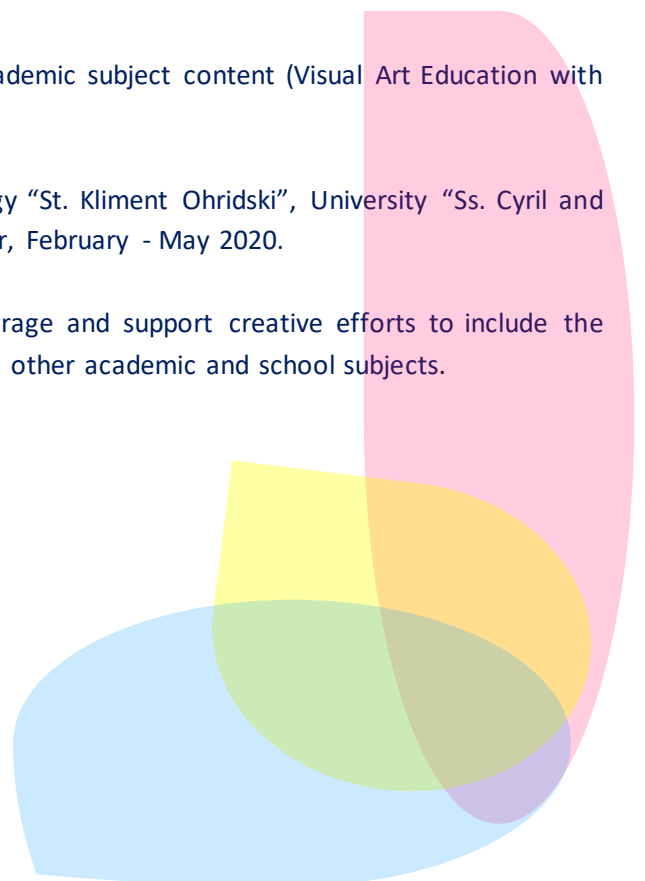
Thanks to the presentations of the detailed planning, it becomes clear how much the planning paid attention to an active participation of all students, in which the Bloomian taxonomy was actively used and is reflected in the work proposals for the students.

This module does not claim to be perfect. It is an example of a semester module implemented in real life and shows the students how to achieve their goals step by step.

However, this is the first university module that integrates academic subject content (Visual Art Education with Didactic) and democracy content.

The implementation was conducted at the Faculty of Pedagogy “St. Kliment Ohridski”, University “Ss. Cyril and Methodius” in Skopje, North Macedonia in the Spring semester, February - May 2020.

We truly hope that the module and session plans will encourage and support creative efforts to include the Culture of Democratic Citizenship / Human Rights Education in other academic and school subjects.



# 1. The semester module: Culture of Democracy through Visual Art Education

## Introduction: Why to do a careful semester planning?

The module 'Culture of Democracy through visual art education' was written in a first version before the Corona pandemic and had to be adapted to the new situation. Firstly, most of the weekly units had to be realised online and therefore had to be shortened considerably. Even more drastic was the impossibility of the module's practical orientation, because no primary schools could be attended.

Thanks to the two-step planning work, this circumstance could be met. The following session plans show in detail how the objectives were implemented despite the restrictions. Of course, the lack of practice could not be compensated. All the more intensive attention and reflection could be paid to the fact that active learning and thus the integration of all learners into the learning process was the focus. The students should experience and reflect on the active use of Bloom's taxonomy and then apply it themselves.

The main aim of this semester module is to engage students into learning process which can enable them to understand and implement both contents - visual art education and democracy content.

### Students will:

- gain and show knowledge and understanding of basic concepts, terms and fact in both contents
- interpret, compare and organize strategies to explain contents in primary school age
- construct and apply creative solutions for acquiring visual and democratic thinking in classroom settings
- create tasks that stimulate creative, imaginative and critical thinking concerning visual art and democracy in primary school settings
- select, classify and compare materials from the website [living-democracy.com](https://living-democracy.com) and Reference Framework on Competences for Democratic Culture (RFCDC) to build meaningful year and daily planning
- Evaluate primary school pupils' competences in acquiring democracy and visual art culture with the use of descriptors in both contents.



## 1.1 The Module

### General Information:

Title of the module: **Culture of Democracy through the Visual Art Education, Spring 2020**

Name of University: Ss. Cyril and Methodius University, Skopje

Name of Faculty: Faculty of Pedagogy "St. Kliment Ohridski"

Development Team: Maja Raunik Kirkov, Vesna Makasevska, Lulzim Ademi

Implementing Lecturer: Maja Raunik Kirkov

Number of teacher students in the training: approximately 30

Number of classes per week: 2 classes lecture + 2 classes practical work at the university + 1 class practical work at primary school

Number of class visits: (due to the Corona virus situation we do not have class visits)

Number of lessons taught by teacher students:

The pandemic made it impossible this semester for the students to do any practical teaching/learning in schools.

Number of Model classes taught by the lecturer: 2

6

### Short description of the contents of the module:

#### Background

This module is intended for primary school-teachers through symbiosis of both contents –Didactics of Visual Art Education with and Democracy. Teaching democracy in visual art education can support the learning process and provide environment where students can not only gain knowledge of the necessary subject matter, but also methodical and decision-making competencies and skills for implementation of democratic thinking and behaviour from classroom knowledge to real life. The module attempts to convey the content and didactics of Visual Art on the one hand, and to introduce appropriate key competencies of democracy education such as Responsibility, Rules and Law etc. in parallel. The materials, which are available on the corresponding website [living-democracy.com](https://living-democracy.com), are intended to encourage students to recognize which elements of personal development of future citizens are fundamentally present in art. The module also intends to use the Reference Framework on Competences for Democratic Culture (RFCDC) in order to identify the forms of applied democratic culture integrated in the classroom. This will be done by defining the identifiable descriptors for each session and checking them afterwards. In general, we will take in account what has been pointed out by Jaroslav Andel, when writing, that greater synergy between the arts and education at all levels would emphasize imagination, critical thinking, and problem solving. Education is critical for the long-term sustainability of democracy and the arts play a pivotal role in educating the whole person. It is, so Andel, necessary to open and sustain spaces in which innovation, creativity, art, and culture are not commodities—where we relate to them not as consumers, but as citizens and human beings. Art is in this approach a leader of culture again—a source of vital cognitive capacities in the future—only if it helps culture to innovate in ways that do not entail commodification. Democracy requires arts and culture most acutely for this very reason. (<https://artseverywhere.ca/2018/04/02/education-democracy-2/>)

Understanding of teaching about democracy and through democracy is a necessary basic competence for realization of the contemporary educational processes, which enables students - future teachers to establish democratic culture among their primary school students. With the knowledge and skills about democracy in education, teachers can be actively engaged in the use of the examples and inroads for understanding citizenship and human rights education in schools and in non-formal settings of education.

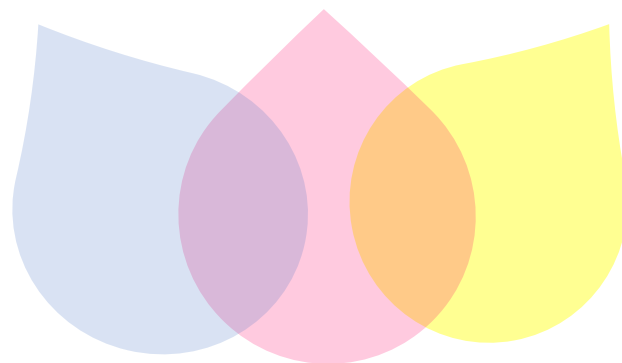
Resources to be used:

Visual Art content

Visual Art Education

Democracy: [www.livingdemocracy.org](http://www.livingdemocracy.org)

Democracy: Reference Framework of Competences for Democratic Culture, V 1-3



## Competences for Democratic Culture addressed:

In each session we will show integration of Visual Art Education with Didactic and Democracy content as an integral semester module.

	Competences	Descriptors
<b>Values</b>	<b>C1</b> Valuing human dignity and human rights	<b>D2</b> Argues that specific rights of children should be respected and protected by society  <b>D4</b> Argues that all public institutions should respect, protect and implement human rights (intermediate level).
	<b>C2</b> Valuing cultural diversity	<b>D9</b> Expresses the view that the cultural diversity within a society should be positively valued and appreciated <b>D10</b> Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (advanced level). <b>D11</b> Argues that intercultural dialogue should be used to develop respect and culture of “living together” (advanced level).
<b>Skills</b>	<b>C10</b> Autonomous learning skills	<b>D62</b> Can select the most reliable sources of information or advice from a range available (advanced level).
	<b>C11</b> Analytical and critical thinking	<b>D65</b> Uses evidence to support his/her opinions <b>D68</b> Can identify any discrepancies or inconsistencies or divergences in materials being analysed (advanced level). <b>D69</b> Can use explicit and specifiable criteria, principles or values to make judgments
	<b>C12</b> Skills of listening and observing	<b>D70</b> Listens carefully to differing opinions
<b>Attitudes</b>	<b>C4</b> Openness to cultural otherness	<b>D24</b> Expresses an appreciation of the opportunity to have experiences of other cultures <b>D25</b> Seeks and welcomes opportunities for encountering people with different values, customs and behaviours
	<b>C7</b> Responsibility	<b>D42</b> Shows that he/she takes responsibility for own mistakes <b>D43</b> Consistently meets commitments to others (advanced level).
	<b>C8</b> Self – efficacy	<b>D45</b> Expresses the belief that he/she can carry out activities that he/she has planned (basic level). <b>D48</b> Shows that he/she feels secure in his/her abilities to meet life’s challenges (advanced level).
<b>Knowledge and critical understanding</b>	<b>C18</b> Knowledge and critical understanding of the self	<b>D109</b> Can reflect critically on his/her own prejudices and stereotypes and what lies behind them (advanced level). <b>D111</b> can reflect critically on his/her own emotions and feelings in a wide range of situations (advanced level).
	<b>C20</b> Knowledge and critical understanding of the world: cultures, religious, history, media	<b>D118</b> Can explain why everybody has a responsibility to respect the human rights of others (basic level). <b>D120</b> can reflect critically on how his/her own world is just one of many world views (basic level).

## Module overview session by session:

### Preparatory session

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation						
Treasure hunt – key word “Children’s rights “(homework - to be sent to the lecturer by mail till 16.2.2020)						
<b>Preparatory session</b> 18.2.2020	Navigation through website: <a href="http://www.livingdemocracy.com">www. living democracy.com</a>	Short introduction to the Aims and Objectives	Key Concept: Rights and freedom  (Children rights - general introduction)	C2 D10 C2 D11 C10 D62	<b>Lecturer:</b> Relations of art/culture /democracy, criteria for democratic culture <b>Students:</b> Discussion and presentation of homework <b>Lecturer:</b> Brief presentation of the website <b>Students:</b> Learning through doing – treasure hunt in pairs, presentation, plenary discussion	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework/ Individual tasks						
To explore activities about “Children’s rights” in the website: <a href="http://www.livingdemocracy.com">www. living democracy.com</a>						

## Session 1

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation Exploring activities aimed for primary school students on the site <a href="http://www.livingdemocracy.com">www.livingdemocracy.com</a> .						
<b>Session 1</b> 25.2.2020	Introduction of the Subject, Aims, Objectives,  Historical Development of the Visual Art Education	Critical approach of the influence of societal changes on the development of visual art education  Influence of visual art examples to the development of visual literacy in primary school students	Key Concept:  Children's Rights & the Right to Education  Children Rights to Visual Art Education learning:  V5 U6 L1 (Primary school, Class 6) – Children's rights: a work of art	C1 D4 C2 D10 C2 D11	<b>Lecturer:</b> Historical development of Visual Art Education <b>Students:</b> handout with core questions <b>Lecturer:</b> Introduction of the subject (Visual Art Education with Methods), Aim, Objectives <b>Students:</b> plenary discussions	<b>Lecturing:</b> 30% <b>Activities:</b> 30% <b>Practice:</b> 40%  <b>MOCK:</b> Analyse of term's harmony and contrast in life and in VAE classes- Task: to create collages in harmonious and contrast colours with democracy motive – Children's Right Cards
<b>Homework / Individual tasks</b> No homework						

## Session 2

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation To explore the CDC key concept Diversity and pluralism						
<b>Session 2</b> 3.3.2020	Forming of the Visual Art Concepts - Development of Visual Expression in Early Age	Identification and selection of children's visual art creations in accordance to their developmental stages  Understanding the use of visual art creations based on the visual principle-composition can support understanding and visual expression of diversity and pluralism in contemporary societies	Key Concept:  Diversity and pluralism  V5 U3 L1 C3 (Primary school, Class 3) We are wizards	C2 D 11 C3 D12 C3 D14	<b>Lecturer:</b> Developmental stages of visual expression in early age in correlation with cognitive and mental growth (age 2-6). <b>Students:</b> Discussions – own experiences vs. presented material <b>Lecturer:</b> Developmental stages of visual expression in early age in correlation with cognitive and mental growth (age 7-18). <b>Students:</b> Selection of children drawings based on the developmental stages, presentation	<b>Lecturing:</b> 30% <b>Activities:</b> 30% <b>Practice:</b> 40%  <b>MOCK:</b> Students as learners or observers. Main observing task: presentations by the teacher, communication between learner – learner, communication between teacher and learner
Homework / Individual tasks  No homework						



### Session 3

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation e-materials - Reference Framework of competences Vol 2: 15 -23						
<b>Session 3</b> on-line session 31.3.2021	Didactic Forms in Visual Art Teaching	Knowledge and understanding of the meaning and the use of didactic methods in visual art education  Identification and selection of didactic forms in visual art teaching	Competences for democratic culture RFCDC  Introduction to the key descriptors	C7 D43 C7 D48 C 10 D62 C 11 D9	<b>Lecturer:</b> Introduction of didactic forms in visual art teaching. Specificity of VAT subject content, visual art techniques, evaluation of students works <b>Students:</b> Discussion - similarities and differences in general didactic methods/ VAE methods <b>Lecturer:</b> Explanation of the descriptors in the context of CDC	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework/ Individual tasks  visual art education content (Raunik Kirkov, 2018: p.115 question 7, p.156, questions 10,11)  explanation of the tasks for RFCDC content: to identify 2 descriptors for each of 4 competences which can be realized with children age7-10 in primary school context and to explain own selection for each descriptor						

## Session 4

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation e- materials sent to students by e-mail: <a href="http://www.ukim.edu.mk/mk_content">http://www.ukim.edu.mk/mk_content</a> p. 73, 155,156						
<b>Session 4</b>  on-line session  14.4.2020	Contemporary methods in Visual Art Teaching and Learning	Knowledge and understanding of the meaning and the use of contemporary methods in VAE  Identification and selection of contemporary teaching and learning methods in visual art teaching  Implementation of the concept of equality in the realization of visual art teaching and learning	<b>Key Concept:</b> Equality Understanding of the EDC key concept Equality in a relation with teaching and learning in visual art education	C1 D2 C2 D8 C5 D27 C10 62 C11 D66 C18 D106 D 107	<b>Lecturer:</b> Standard vs contemporary methods of teaching and learning in VAE <b>Students:</b> Relation of each explained method with own previous learning experience during the subject "Basic of Visual Art Education" <b>Lecturer:</b> "Equality" as CDC concepts - concept and equality in primary schools	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework/ Individual tasks  Students have to search on the web-site for the lesson planning about the key concept "Equality"; to relate it with one method of teaching and learning in visual art education; to implement elements of visual art language and visual art techniques						

## Session 5

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation <a href="http://likovna-kultura.ufzg.unizg.hr/predavanja.htm">http://likovna-kultura.ufzg.unizg.hr/predavanja.htm</a> List of principles of teaching in VAE (delivered on-line)						
<b>Session 5</b> 23.4.2021 on-line session	Principles of Teaching in Visual Art Education	Knowledge and understanding of the concept and strategies for implementation of the principles of Teaching in Visual Art Education	<b>Key Concept:</b> Rules and Law  Understanding the EDC key concept - Rules and Law- in the context of social behaviour and in visual art teaching and learning  Rules and Low and principles of VAT as a teacher's personal guidance	C3 D2  C3 D13  C15 D89  C20 D124	<b>Lecturer:</b> Principles of teaching in VAE (age 6-10) in relation with other teaching subjects <b>Students:</b> Analyses of the list of principles of teaching in VAE <b>Lecturer:</b> Principles of teaching in VAE as a teacher's personal guidance. <b>Students:</b> Plenary discussion – implementation of principles of teaching in VAE	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework/ Individual tasks  Students have to: explain how they would use at least three principles in VAE; to elaborate implementation of principles of VAT in the relation of implementation CDC "Rules and Law"; to decide on the implementation of elements of visual art language and visual art techniques in teaching						

## Session 6

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation What is educational planning? <a href="https://unesdoc.unesco.org/">https://unesdoc.unesco.org/</a> <a href="https://www.sciencedirect.com/topics/social-sciences/educational-planning">https://www.sciencedirect.com/topics/social-sciences/educational-planning</a>						
<b>Session 6</b> 30.4.2020	Specifics and Planning in Visual Art Education	Specifics of Visual Art Education  Planning in Visual Art Education  Knowledge and implementation of planning for various visual art media in VAT (1 <sup>st</sup> or 5 <sup>th</sup> grade students)	Understanding of the key concepts "Responsibility" in the implementation in visual art teaching (students) and learning (pupils)	C9 D 56 C10 D62 C14 D 84	<b>Lecturer:</b> Specifics in Visual Art Education <b>Students:</b> Discussion: characteristic of VAE VS other teaching subjects <b>Lecturer:</b> Planning of VAE. Connection of visual art media and the concept "Responsibility" in primary school context <b>Students:</b> students comment and give their solutions about implementation of responsibility in planning of VAE (university context).	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework/ Individual tasks  To present planning for realization of VAE for one visual art media for 1 <sup>st</sup> or 5 <sup>th</sup> grade students (one grade by own choice); To explain their understanding of implementation CDC "Responsibility" in 500 words essay for university and primary school						

## Session 7

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation Bloom Taxonomy of Educational Objectives; National program for education in 1 <sup>st</sup> grade primary school						
<b>Session 7</b> 7.5.2021 on-line session	Annual and Daily Planning in Visual Art Education	Strategies for realization of Annual Planning in Visual Art Education  Introduction to Daily Planning in Visual Art Education (based on the Bloom's Taxonomy of Educational Objectives)	Integrating the CDC concept "Government and Politics" in the realization of the Annual planning in Visual Art Education	C1 D4 C5 D28 C11 D65	<b>Lecturer:</b> Strategies for realization of Annual Planning VAE <b>Students:</b> discuss and rephrase the general strategies and match it with annual planning's across the subjects <b>Lecturer:</b> Daily planning in VAE EDC/HRE key Concept "Government and Politics" and its impact on educational system <b>Students:</b> Plenary discussion: interpreting the national educational concept (1-5 grade)	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework/ Individual tasks Students plan a presentation to show the realization of VAE for one semester for 1 <sup>st</sup> grade students; Students solve the task presented in the concept "Government and Politics" (Educating for democracy Vol I P2 U3 C2)						

## Session 8

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation						
E-form (word doc.) for Daily planning; National program for education in 2 <sup>nd</sup> -5 <sup>th</sup> grade primary school						
<b>Session 8</b> 14.5.2020 on-line session	Comparative aspects of Daily Planning in Visual Art Education	Daily Planning in VAE and the use of Visual Art Media, Visual Art techniques and Visual Language  Creative teachers approach in realization of daily planning	Key Concept: Identity V 2 U8 L1 Wants and needs: what is important to me?  Student handout for U8 L1 Task to decide between "WANTS" and "NEEDS"	C5 D 31 C5 D32 C13 D79 C14 D 85	<b>Lecturer:</b> Standards and options for realization of Daily Planning in Visual Art Education <b>Students:</b> Plenary discussion – planning in VAT and in other subjects <b>Lecturer:</b> Creative approaches in Daily planning and realization <b>Students:</b> explain how can VAT became presentation of teacher's identity <b>Lecturer:</b> explanation of concept of Identity and Visual art education	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework/ Individual tasks						
Creation of one complete daily planning in VAE                      Fill the student handout for U8 L1						

## Session 9

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation						
Lowenfeld, V. (1947) Creative and mental growth. Macmillan Co., NY 9 (selected pages)						
<b>Session 9</b> 21.5.2020 on-line session	Visual Art Education and Stimulation of Creativity of Primary School Students	Introduction to Creativity in visual expressions in children age 6-10  Strategies and techniques for stimulation of creativity in VAE	Key Concept: "Conflict"  V2 U4 L 1: "Everything's okay! Really?" and student handout for U4 L1: Our problem – my problem  Or (by student's choice)  V2 U4 L3: "A list of ideas" Student handout U4L3 Voting cards	C4 D25 C5 D 27 C9 D 50 C17 D 103	<b>Lecturer:</b> Creativity in visual expression in primary school students <b>Students:</b> to classify the children's visual art creations by the level of creative effort <b>Lecturer:</b> Strategies and techniques for stimulation of the creativity in VAE Presentation of CDC key competence "Conflict" <b>Students:</b> plenary discussion – students elaborate concept of conflict VS creativity in primary school.	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework / Individual tasks						
Students analyse and combine strategies and techniques for stimulation of creativity in primary school context according children's age						

## Session 10

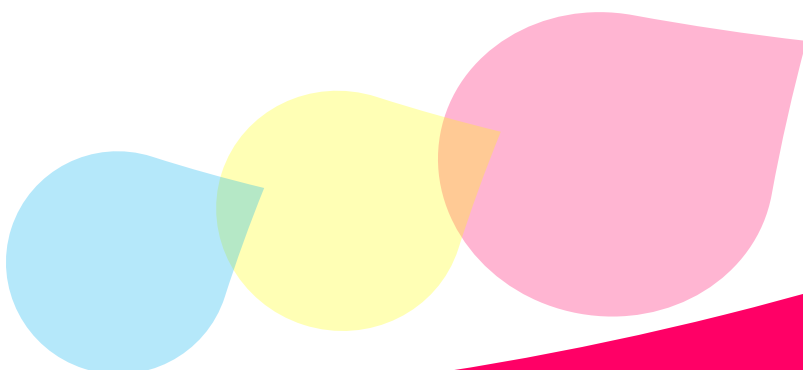
Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation web based search – visual art exhibition age 6-10						
<b>Session 10</b> 28.5.2020 on-line session	Evaluation of Visual Art Works in Primary School Children  Creation of Portfolio and Exhibitions in VAE	Criteria for Evaluation of children's visual art expressions  Standards for exhibiting young children work of art  Significance of exhibition from children's works of art	Key Concept: "Media"  V2 U9 L2 "The power of knowledge and skills"  Unit 9 - Teachers' handout 1: media in democracies in VOL. II	C 2 D 9 C4 D 24 C6 D 36	<b>Lecturer:</b> Criteria for evaluation visual art works age 6-10 <b>Students:</b> Plenary discussion – students present analyses and classifications of web based visual art exhibitions age 6-10 <b>Lecturer:</b> Standards for creating the visual art exhibition in primary school  Importance of media in contemporary communication	<b>Lecturing:</b> 30% <b>Activities:</b> 70% <b>Practice:</b> /
Homework / Individual tasks Realization of the activity V2 U9 L2 "The power of knowledge and skills" We will send students a questionnaire about the module for general feedback for the Project						



## 1.2 Comment

A great challenge in the training of teachers lies in the fact that both the content to be learned (here visual art) and the didactics of the content and thus the profession of the teacher are not neglected. After all, the students here are not supposed to become artists, but art mediators, and the module presented here also makes an attempt to include democratic content and jointly experienced democracy (Competences of Democratic Culture).

Only repeated application will show the extent to which this can succeed. Even more exciting will be what the future teachers will learn from it and what they will implement with their own students.



## 2. Detailed Session Plans

### Introduction: Prepared in detail for the whole semester

The detailed planning with the ten session plans must show how democracy contents are planned. Perhaps even more intensively, however, the future teachers should experience and reflect that the chosen teaching methods enable a high level of participation and thus mean implemented democracy. In addition, the distribution of teaching time in Lecture (by the Lecturer) and active learning time through work and processing assignments should show that learning for all can only happen if everyone is integrated into the active learning approaches.

We have provided various activities for students that were realised in university setting and in the on - line lecturing.

The main goal was to activate different level of student's thinking, to stimulate critical and creative approach and to evaluate their achievements. In the realization of the module at the university, students experienced model class teaching conducted by the lecturer.

More difficult was to provide the same quality of transmission of information, as well as gaining adequate knowledge by on-line sessions.

But shorthanded time for contact with the student during on-line session, forced us to become more focus on each detail of the lecturing. The precise planning of the time needed was crucial.

Before each session as conducted, we sent preparatory task to students, provide in that way necessary basic information for the start of the session.

The most challenging was selection of visual art examples that were planned to match CDC/HRE content. Even all sessions were aimed for teacher students, they had to provide their training for teaching, so the examples have to correspond to the age of primary school pupils.



## 2.1 Preparatory Session: Introduction of the [www. living democracy.com](http://www.livingdemocracy.com)

<b>Date:</b> 18.2.2020	<b>Time:</b> 9:00-12:00	<b>Room:</b> 114, 222
<b>Session No. /</b>		<b>Lecturer(s):</b> Maya Raunik Kirkov

### Part I – General information

<b>Title of Session:</b>	- Introduction of the <a href="http://www.livingdemocracy.com">www. living democracy.com</a>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Relations of art/culture and democracy, basic criteria of democratic culture</li> <li>- Introduction to the basic key elements of ED/HRE</li> <li>- Introduction to the culture of democracy</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Students will <b>relate</b> and <b>specify</b> various aspect of the relations of art/culture and democracy</li> <li>- Students will <b>list, define, compare</b> the basic criteria of Democratic Culture</li> </ul>		
<b>Practice teaching elements included:</b>	/		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	40%	60 %	/
<b>Practice teaching format used:</b>	<ul style="list-style-type: none"> <li>- <input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student</li> <li>- <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer</li> <li>- <input type="checkbox"/> another format (specify):</li> </ul>		
<b>RFDCD: Competences (C)and descriptors (D) to be applied or trained:</b>	<p><b>C2 Valuing cultural diversity</b></p> <p>D10 Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (Advanced level).</p> <p>D11 Argues that intercultural dialogue should be used to develop respect and culture of “living together” (advanced level).</p> <p><b>C10 Autonomous learning skill</b></p> <p>D62 Can select the most reliable sources of information or advice from a range available - navigation trough web –site, (advanced level).</p>		
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>- LCD Projector</li> <li>- computer</li> <li>- white board</li> <li>- white board markers in four different colours</li> <li>- computers /mobile phones</li> </ul>		
<b>Materials needed</b>	- <a href="http://www.livingdemocracy.com">www.livingdemocracy.com</a>		

## Part II – Session step by step:

### Part 1 9:00 -12:00

Preparatory task: treasure hunt – key word “Children’s rights “(homework - to be sent on a prof. mail till 16.2.2020)

**Lecturer:** 9:00 -9:20

Relations of art/culture and democracy, basic criteria of democratic culture

**Students:** 9:20 - 9:45

- will **show** the results of the homework
- Plenary **discussion** and **explanation** about the content of the site Livingdemocracy.com and was to reach

Pause 9:45 –10:00

### Part 2

**Lecturer:** 10:00 -10:10

Brief presentation of the website

**Students:** 10:10 -10:40

- Learning trough doing – treasure hunt in pairs
- Students **show** how they **selected** and **distinguished** among possibilities in the website and **show** the results of the task

**Lecturer:** 10:40 -10:45

- **Analyse** of the process of exploring the site

### Part 3

**Homework** 10:45 -10:55

To explore activities aimed for primary school students on the site [www. living democracy.com](http://www.livingdemocracy.com).

### Part 4

**Debriefing and evaluation of the session** 10:55 -11:00

Plenary discussions - students discuss and rephrase the general strategies of search through the web-site

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## Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	Student were really enthusiastic to participate on this session by their own words – this was the first time that they receive a homework before the start of the lecturing. They noted that they enjoyed the task, found it interesting and challenging, like a game, and express developed curiosity to participate on this subjects’ activities
<b>Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:</b>	<b>Content (Subject or democracy)</b> I evaluated student’s individual discussions about ways they find the treasure – Children’s rights in the web-site <a href="http://living-democracy.com">living-democracy. com</a> , based on the real possibility and options integrated in the site navigation The evaluation of the treasure hunt as a practical task at the university was based on the same criteria - the possibility to reach the goal searching the site. Students reported tree different ways of reaching the goal.

	<p><b>Content (Relations of art/culture and democracy)</b> I did not evaluate students understanding of this content</p> <p><b>Through (learning democracy through the teaching approach)</b> In the plenary discussion, students present their excitement to become a part of the project and the satisfaction of the use of the method of the web-site search to realize a homework. They like the play and the aspect of surprise searching the site. Students express understanding that the contents placed in the web-site can be used in various subjects</p> <p><b>RF CDC</b> (descriptors we plan, visible for the students, or came additionally in action etc.)</p> <p><b>C18 D109</b> Can reflect critically on his/her own prejudices and stereotypes and what lies behind them (advanced level).</p> <ul style="list-style-type: none"> <li>- I ask the questions: Can they explain the difference between prejudice and stereotypes? They gave the examples for prejudice (students marked as a good student all the time vs. students marked as a bad student all the time, good student-good person, bad student – bad person) Stereotypes (woman can't drive vehicle good, men are bad at making food, girls are focused on cosmetic only...)</li> </ul> <p><b>C7 D42</b> Shows that he/she takes responsibility for own mistakes (intermediate level). Student gave the examples of their own experiences during the examination session, how they learn to learn, how they learn to focus on what is important, how they learn to avoid night parties in exam sessions...etc.)</p> <p><b>C20 D118.</b> Can explain why everybody has a responsibility to respect the human rights of others (basic level). <b>My mistake - I did not check this competence.</b></p>
<b>Evaluation of the homework:</b>	/
<b>General remarks by the lecturer:</b>	General remark concerning time table: instead of planned 3 hours for realisation, I have realised everything in 2 hours – a colleague asked me to shorten my time in the room, to enable him to have a meeting with the same students, due to his appointment with a doctor.

## 2.2 Session 1: Introduction of the Art Subject and the Right to Education

<b>Date:</b> 25.2.2019	<b>Time:</b> 9:00-10:00 12:00 -14:00	<b>Room:</b> 114, 222
<b>Session 1</b>		<b>Lecturer(s):</b> prof. Maya Raunik Kirkov PhD

<b>Title of Session:</b>	<ul style="list-style-type: none"> <li>- Introduction of the Subject, Aims, Objectives,</li> <li>- Historical Development of the Visual Art Education</li> </ul>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Characteristics and the influences of the society on the education trough arts and visual art education</li> <li>- Children's Rights &amp; the Right to Education</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Student will critically <b>relate</b> on the influence of historical period and societal changes to the development of visual art education</li> <li>- Students will <b>elaborate</b> and <b>specify</b> how the use of visual art examples of various cultures and historical periods can support development of visual literacy and visual culture in primary school students</li> <li>- Students will <b>analyse</b> the process of learning about children rights in the context of visual art: they will experience children rights in class through the <b>implementation</b> of artistic/creative mode of expression</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the lecturer. Students as learners or observers. Main observing task: communication dynamics between teacher - learner and learner – learner.		
<b>Percentage of time allocation</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	30%	30 %	40% mock teaching
<b>Practice teaching format used:</b>	<input checked="" type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> another format (specify):		
<b>RFDCD: Competences and descriptors applied or trained</b>	<p><b>C1 Valuing human dignity and human rights:</b> D4. Argues that all public institutions should respect, protect and implement human rights (intermediate level)</p> <p><b>C2 Valuing cultural diversity:</b> D10. Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (advanced level). D11. Argues that intercultural dialogue should be used to develop respect and culture of “living together” (advanced level).</p> <p><b>C18 Knowledge and critical understanding of the self</b> D109 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them (advanced level). D111 Can reflect critically on his/her own emotions and feelings in a wide range of situations (advanced level)</p> <p><b>C 20 Knowledge and critical understanding of the world</b> D118 Can explain why everybody has a responsibility to respect the human rights of others (basic level)</p>		

<b>Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>- LCD Projector</li> <li>- Computer</li> <li>- white board</li> <li>- white board markers in four different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>- lecture: room 114 - cinema setting 9:00-9:45</li> <li>- practical work at the university: room 222 10:00-12:00 for model class learning tables with chairs positioned in two parallel lines with 4 tables with chairs between</li> </ul>
<b>Learning materials, handouts, ppt needed:</b>	<ul style="list-style-type: none"> <li>- Ppt: Introduction of the Subject (Visual Art Education with methods), Aims, Objectives and Historical Development of the Visual Art Education</li> <li>- Handout for students</li> <li>- Photocopies Children's Rights Cards</li> <li>- original student works with realized visual art content –harmonious and contrast colours</li> </ul> ppt: presentation of visual art works with children's rights content
<b>Materials needed</b>	Drawing paper, pencils, markers, tempera colours, brushes collage paper, glue, scissors

## Part II: Session step by step

### Part 1 09:00 - 9:20

#### Lecturer: and groupwork/discussions:

Historical development of Visual Art Education

### Part 2 09:20 - 9:40

#### Students:

Will **elaborate** and **illustrate** answers in the handout with core questions, **discuss** about stages of historical development of VAT

### Part 3 09:40 – 10:00

#### Lecture:

Introduction of the subject (Visual Art Education with Methods), Aim, Objectives

### Part 4 12:00 – 14:00

Step by step realization of model class learning:

Before the implementation of the procedure presented in the lesson 1, teacher explains visual art concept – in these case – Visual art principles - harmonious and contrast colours in visual art expression:

#### Lecturer:

Explain the students (18 - total number) will have specific roles by their randomly chosen place to sit – students in the middle (No.6), observers of the communication between student on the right (No.6), and observers of the communication between teacher and the students on the left (No.6).

- Teacher ask students basic questions: what is colour, how and why we perceive colours, why the objects have colours.
- Teacher explain structure of Itten's colour wheel (primary, secondary, tertiary colours)

#### Students:

Will **analyse** the terms harmony and contrast in real life and **compare** the use of harmonious and contrast colours in visual art - with examples of original student visual art creations in different art techniques: painting with tempera, aquarelle, collage, print with plant leaves, monotype).

#### Lecturer:

Explanation of motive – Democracy content:

Children's Rights & the Right to Education, Children Rights to Visual Art Education learning: **V 5 Unit 6 Lesson 1 (Primary school, Class 6) – Children's rights: a work of art** Each student receives printed copies of randomly picked 8 illustrated children rights (few variants of 8 children's rights have to be prepared)

1. Power Point Presentation with visual art examples with artistic expression of human/children's rights:
  - Paul Klee "Cat and the bird", 1928 Oil and ink on canvas
  - Paul Klee landscape with sunset-1923 oil on cardboard
  - Marc Chagall "Summer, Harvest" (the 4 Seasons) 1974, tempera, quash, watercolour and pastel on paper
  - Pablo Picasso "The family of saltimbanques" 1905. oil on canvas
2. Analyse of the colours used in the art works in a relation with harmony or with contrast
3. Explanation of visual art techniques needed to accomplish the task – collage

#### Students:

- Will **select**, **imagine** and **create** type and style of collages in pairs
- Other students will observe by the given task
- After the realization of the collage students with the role – pupils will **name** and **explain** chosen children right as motive for their collage and **interpret** and **show** how they implemented harmonious or contrast colour.

**Debriefing and evaluation of the session:** Students will express their opinion about session

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### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	Student had evaluated communication between students and student -teacher. They noticed that lecturer was talking too fast and correct me. They also reported that student's communication between themselves was full with compassion.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C1 D4</b> Argues that all public institutions should respect, protect and implement human rights (intermediate level). All competences were evaluated by the results of student's answers from the student handout at the beginning and from the individual discussions on illustrated version of children rights.</p> <p><b>C2 D10</b> Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (advanced level). <b>C2 D11</b> Argues that intercultural dialogue should be used to develop respect and culture of "living together" (advanced level).</p> <p><b>C18 D118</b> Can explain why everybody has a responsibility to respect the human rights of others (basic level) by the comments in the plenary discussion <b>C18 D109</b> Can reflect critically on his/her own prejudices and stereotypes and what lies behind them (advanced level) realized in the Preparatory session, but we repeated again now, with some new added by the students "All Roma children steal", "All kids today struggle with the obesity". "Contemporary kids don't know to play with the friends, they want only computers" ....</p>



	<p><b>C20 D111</b> Can reflect critically on his/her own emotions and feelings in a wide range of situations (advanced level) – discrimination at school by student appearance, exposure on the dangerous info, etc/</p>
<p><b>Evaluation of the homework / student's work at the university / primary school:</b></p>	<p><b>A) Content (Subject or democracy)</b></p> <p>I have evaluated student's understanding of the Children's Rights &amp; the Right to Education, Children Rights to Visual Art Education by their individual discussions. Students were really interested to read and perceive illustration of children's rights. Their comments were based on several perceived aspects:</p> <ul style="list-style-type: none"> <li>- They were surprised that the Definition of the child - A child is a person under 18 years of age.</li> <li>- Liked the illustration of „The well-being of the child is paramount in all laws and judicial decisions; the well-being of the child comes first “.</li> <li>- Confirmed that „Implementation of rights - Each state must ensure, to the best of its ability, that children's rights are implemented “is not the case in our country (ex. Roma children, violence on children by parents, teacher, friends...).</li> <li>- Enthusiastic that “The child's freedom of opinion “and “Freedom of expression “, „Freedom of thought, conscience and religion “have a status of legal rights.</li> <li>- Commented the children right „Freedom of thought, conscience and religion' in school context in our country is still under the strong influence by authoritative teachers</li> <li>- Confirmed importance of “Educational aims - School education should develop each child's personality and talents “.</li> <li>- Children right „Access to appropriate information “– That „Each state has the duty to protect kids from damaging information “was especially discussed in the context of our state - no state protection of any kind</li> </ul> <p><b>B) Content (Relations of art/culture and democracy)</b></p> <p>Creators (students) and observers explained the use of both contents in realized collages. They report that two collages present successful understanding of both contents and their compatibility, and that one collage was made without real idea, just to fulfil the surface, so the task was not realized well in it.</p> <p><b>C) Through (learning democracy through the teaching approach)</b></p> <ul style="list-style-type: none"> <li>- From 18 students in the plenary discussion, students presented their excitement to be a part of the project and the satisfaction of the use of the method of the web-site search to realize a homework</li> <li>- They like the aspect the play and of a surprise during the search of the site</li> <li>- Students express understanding that the contents placed in the website can be used in various teaching subjects in primary school</li> </ul>
<p><b>General remarks by the lecturer:</b></p>	<p>General remark concerning the timetable: we implemented the changes suggested by our trainer Rolf in the main schedule before the start of the 1<sup>st</sup> session discussed during the preparation. The realization of all activities was completely by the planned timetable.</p>

## 2.3 Session 2: Forming of Visual Art Concepts and Diversity and Pluralism

<b>Date:</b> 3.3.2020	<b>Time:</b> 9:00-10:00 12:00 -14:20	<b>Room:</b> 114, 222
<b>Session No. 2</b>		<b>Lecturer(s):</b> Maya Raunik Kirkov

### Part I – General information:

<b>Title of Session:</b>	Forming of the Visual Art Concepts		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Development of Visual Expression in Early Age</li> <li>- Developmental stages of visual expression in early age in correlation with cognitive, emotional, motor and mental growth of children</li> <li>- Diversity and pluralism</li> <li>- Introduction of the concept of “Diversity and pluralism” as one of the key Concepts of EDC/HRE</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- <b>Selection</b> and <b>classification</b> of children`s visual art creations in accordance to developmental stages</li> <li>- <b>Identification</b> and <b>illustration</b> of own understanding of human rights, concept: Diversity and pluralism</li> <li>- Student will <b>show</b> how the understanding the use of visual art creations based on the visual principle-composition can support understanding and visual expression of <b>diversity and pluralism</b> in contemporary societies</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the lecturer. Students as learners or observers. Main observing task: presentations by the teacher, communication between learner – learner, communication between teacher and learner		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	<b>30%</b>	<b>30 %</b>	<b>40% mock teaching</b>
<b>Practice teaching format used:</b>	<ul style="list-style-type: none"> <li>- <input checked="" type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student</li> <li>- <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer</li> <li>- <input type="checkbox"/> another format (specify):</li> </ul>		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C2 Valuing cultural diversity</b> D11 Arguing that intercultural dialogue should be used to develop respect and a culture of living together</p> <p><b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b> D 12 Argues that school should teach students about democracy and how to act as a democratic citizen D 14 Argues that the laws should always be fairly applied and enforced</p> <p><b>C5 Respect</b> D 31 Express respect for religious differences</p> <p><b>C11 Analytical and critical thinking skills</b> D 68 Can identify any discrepancies or inconsistencies or divergences in materials being analysed</p>		
<b>Room preparation, infrastructure (board,</b>	<ul style="list-style-type: none"> <li>- LCD Projector</li> <li>- Computer</li> <li>- white board</li> </ul>		

<b>beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>- white board markers in four different colours</li> </ul> <p><b>Rooms settings:</b></p> <ul style="list-style-type: none"> <li>- lecture: room 114 - cinema setting 9:00-10:00</li> <li>- practical work at the university: room 222 12:00-14:00 for model class learning - tables with chairs positioned in two parallel lines with 4 tables with chairs between</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>- Drawing paper, pencils, tempera colours, brushes, covers for the desks, two glass for water, pallets</li> </ul>

## Part II - Session

### Part 1 9:00 - 09:20

#### Lecturer:

Developmental stages of visual expression in early age in correlation with cognitive and mental growth of children (age 2-6)

### Part 2 09:20 -09:40

#### Students:

Plenary discussion: Students **analyse** original children`s drawings of and **distinguish** and **classify** them by developmental stage

### Part 3 09:40 - 10:00

#### Lecturer:

Developmental stages of visual expression in early age in correlation with cognitive and mental growth of children (age 7-18)

### Part 4 12:00 – 14:20

#### Model class learning:

#### Lecturer:

Before the implementation of the procedure presented in the session 2, teacher explains visual art concept – in these case – visual art principle- Composition.

Teacher explain that the students (26 - total number) will be divided in three groups by their role in the previous session: those who were students are now observers and vice versa: No.12 students had a role of pupils in the middle, No.10 students – were observers of the communication between students, No.4 students were observers of the communication between teacher and the students

1. Teacher asks students basic questions: did they ever hear the word composition, in what relations, how they connect the word meaning with other subject areas (music, poetry, essay writings, organization of object in a room space....).

2. Based on the answers of the students, teacher continues to explain the definition of the Composition in the context of visual arts: paintings, drawings, prints, sculptures, movies, videos, cartoons. Teacher writes the definition of the composition on the understandable level for the primary school students as the arrangement of the diverse visual elements in a painting or other artwork in a decorative manner, so they can elaborate feelings and ideas.

3. Teacher explains the structure of the various types of visual compositions by presentation of visual art examples made in several visual art techniques: net composition and free composition, ask students after the explanation to recognize type of composition.

4. **Discussion** with the students about term composition and analyses of the use and the placement of the visual art elements in a presented composition.

5. Explanation of motive – Democracy content: diversity and pluralism in the society and composition as a way to include various diverse elements in life in a quality and multi-layered social life

Vol5 U3 L1C3 (Primary school, Class 3) We are wizards

The aim of the session is to become familiar with human right and the concept of diversity and pluralism.

Teacher compares diverse elements in one visual composition which made a visual art message complete with diverse values and attitudes in social life. Teacher discuss with the students about situations, different lifestyles, conflicts that appear in contemporary living.

At the same time, students are required to **identify** situations connected to children's rights in their environment that demand a better solution, and to **imagine** solutions – both «magical» and «real» – together: ex. - what can an ordinary person do to solve a problem? what can a wizard or witch do? The pupils will learn to distinguish realistic and magical solutions for different kinds of problems.

- **Discussion** how the use of visual art creations based on the visual principle - composition can support understanding and visual expression of diversity and pluralism in contemporary societies. The task is to **create** specific type of visual art composition to combine diverse elements in one visual message which expresses magical solution of diversity and pluralism issues. Student can draw an image of an ordinary person or a wizard.

6. **Explanation** of visual art techniques needed to accomplish the task – drawing on a paper with tempera colours

#### **Students:**

Starts to **interpret** drawings in pairs.

Other students observe by the given task:

- observers group 1: presentations by the teacher, communication between student and student
- observers group 2: communication between teacher and students

#### **Lecturer:**

Works individually with each pair of students, encouraging, supporting, correcting technical realization of visual art techniques

#### **Students:**

**Interpret** own drawings in order to explain how visual art composition supports transmission of magical solutions of diversity and pluralism in society.

#### **Part 5**

**Homework** 13:55 -14:00

No homework

**Part 5** 14:00 -14:20

#### **Debriefing and evaluation of the session:**

Students show their satisfaction with presentation of systematic introduction to the culture of democracy. They explained own attitude that democratic behaviour has to be one of the main characteristics of each well-educated student.

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### **Part III – Report (Debriefing and evaluation):**

<b>General remarks from students:</b>	(As proposed in <b>Part 6</b> from the Session planning): The session was accepted by students with curiosity. Some of the students did not participated on the previous sessions, so they we excited to see and join; the ones who have previous two experiences stated that are looking forward to develop their understanding of the concept of integration (visual art education and democratic behaviour).
<b>Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:</b>	<b>C2 D11</b> Explanations of drawings of pairs No.1-5 were supported by examples of other students that the diversity is still not present in the society as a richness, but as an inevitability which is hard to accept. <b>C3 D12</b> Discussion on the drawing E Children's right - Non-discrimination. Students commented that school has a key role in educating students not to react in discriminative way as shown in a drawing (3 students against one with different colour skin and different way of thinking). They explained the view that instead of magic, educational system should provide development of children's democratic culture.

	<p><b>C3 D14</b></p> <p>Students clearly agreed that only with the rule of law, each child can grow and develop its own potential. They explained few examples when school authorities do not fairly applied treatment of each child regardless their diverse national/family culture. They also referred on the drawing by the pair No. 4 confirming their concerns that state does not always applied law fairly to all who polluted living environment.</p> <p><b>C5 D31</b></p> <p>Encouraged by the explanation of pair No.5 students suggested that the celebration of religious holidays between participants of diverse religious can develop deeper understanding of cultural pluralism.</p> <p>Observers identified that during drawing in pairs, communication between students with diverse religious was based on tolerance and mutual support: that interaction with the lecturer was close and with equal respect to all.</p> <p><b>C11 D68</b></p> <p>Student identified that they were not aware about complexity of the democratic behaviour in such a systematic way. They confirmed their need to overcome these discrepancies with further work and learning. (Ex. I didn't know that as a teacher I can inform pupils so precise about how to act and behave; it will be great if all children adopt democratic culture of thinking and reacting; teaching and learning processes will be much easier with knowledge about democratic solutions – both teacher and pupils).</p> <p>Observers reported that lecturer guided students' through the mock with smile and support, but suggested that she have to speak slowly when explain visual art works, so it will be more understandable for young pupils. They explained their satisfaction with presented content and process of learning.</p>
<b>Evaluation of the homework</b>	/
<b>General remarks by the lecturer:</b>	<p>The whole atmosphere was so supportive and encouraging for me, showing that the students understand my role in this innovative approach.</p> <p>Descriptors of the reached competences were implemented by me only, as in the previous mock.</p> <p>The evaluation of implementation of descriptors was made by assessment of learning process and assessment of learning results.</p> <p>We have implemented all planned descriptors in this session.</p> <p>It was clearly visible by:</p> <ul style="list-style-type: none"> <li>- level and quality of RFCD competences shown in drawings</li> <li>- quality of elaborations of created drawings made by student with the role-pupils</li> <li>- analyses on the learning process made by students with the role-observers</li> <li>- student's behaviour during the realization of the session</li> </ul> <p>The reason was my appraisal that students have to be involved in the process first, have to experience the culture of democracy as participants during two mock – and to become able for implementation of the descriptors in a structured way.</p> <p>My plan for the next session is to share printed set of competences and descriptors to all students and to introduce it in a formal way (during lecture) and in inductive way (during my teaching in primary school class).</p>

## 2.4 Session 3: Visual Art Education through the Culture of Democracy

<b>Date:</b> 31.3.2019	<b>Time:</b> 9:00-10:00 12:00 -14:00	<b>Room:</b> e- mail communication
<b>Session 3</b>		<b>Lecturer(s):</b> prof. Maja Raunik Kirkov PhD

<b>Title of Session:</b>	<ul style="list-style-type: none"> <li>- Didactic Forms in Visual Art Teaching</li> <li>- Competences for democratic culture (CDC)</li> </ul>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Correlation with student's general knowledge about didactic forms of teaching</li> <li>- Introduction of the didactic Forms in Visual Art Teaching</li> <li>- Introduction to the key descriptors for Competences for democratic culture (CDC)</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Students will <b>explain</b> and <b>distinguish</b> the meaning and the use of didactic forms in visual art education</li> <li>- Students will <b>identify</b> and <b>select</b> didactic forms in visual art teaching</li> <li>- Students will be able to <b>name</b> and <b>find</b> CDC key descriptors</li> </ul>		
<b>Practice teaching elements included:</b>	no		
<b>Percentage of time allocation</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	20%	80 %	/
<b>RFCD: Competences and descriptors applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b> D2 Argues that specific rights of children should be respected and protected by society</p> <p><b>C3 Valuing democracy justice, fairness, equality and the rule of law</b> D15 Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud</p> <p><b>C7 Responsibility</b> D42 Shows that he/she takes responsibility for own mistakes D43. Consistently meets commitments to others (advanced level).</p> <p><b>C5 Respect</b> D28 Expresses respect for other people as equal human beings</p> <p><b>C10 Autonomous learning skills</b> D62 Can select the most reliable sources of information or advice from a range available (advanced level)</p> <p><b>C11 Analytical and critical thinking</b> D69 Can use explicit and specifiable criteria, principles or values to make judgments (advanced level)</p>		

Learning materials, handouts, ppt needed:	e-materials: <ul style="list-style-type: none"> <li>• Рауник Кирков, М. (2018). Методика на ликовното образование. Универзитет "Св. Кирил и Методиј". Скопје. Македонија: 73, 155,156 <a href="http://www.ukim.edu.mk/mk_content">http://www.ukim.edu.mk/mk_content</a></li> <li>• <b>REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE</b> Volume 2 Descriptors of competences for democratic culture : 15-23 ( in Macedonian language)</li> <li>• Карлаварис,Б.(1991). Методика ликовног одгоја , Ријека. Albin Hofbauer</li> <li>• Јакубин,М.(1996). <i>Визуелно-ликовни одгој и образовање</i>. Загреб. Едука</li> </ul>
Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	<b>Computer</b>  <b>Internet connection</b>
Materials needed	- Computer

## Part II - Session step by step

### Part 1

#### Lecture, on – line guidance:

1. e- materials sent to students by e-mail
2. lecturer's explanation that the new material is strongly connected and originates from didactic
3. explanation about the focus of this session:
  - similarities and differences with student's previous knowledge about didactic methods in general
  - introduction of didactic forms in visual art teaching
    - importance of understanding the specificity in realization of the visual art education – understanding the content, realization of the visual art techniques, evaluation of students works in the use of didactic forms of teaching
4. guidance/ remarks about use of sent e- materials
5. explanation of the word "descriptor "in the context of the Competences for democratic culture (CDC)

### Part 2

#### Homework:

1. to **elaborate** the answers on the questions about visual art education content - Didactic Forms in Visual Art Teaching (Raunik Kirkov, 2018: p.115 question 7, p.156, questions 10,11)
  2. to **solve** the tasks for RFCDC content
- to **identify** 2 descriptors for each of 4 competences which can be realized with children age 7-10 in primary school context
  - to **explain** own **selection** for each descriptor



### Part III - Report (Debriefing and evaluation):

<b>General remarks from students:</b>	<p>It was the mail given tasks to student, so they did not give any remarks about communication with lecturer or comments about homework's. They sent their homework's to me on time.</p>
<b>Debriefing and evaluation all lesson:</b>	<p><b>a) About Content (Subject or democracy)</b> Evaluation of:</p> <ul style="list-style-type: none"> <li>- student's selection of descriptors for democratic culture (CDC) and</li> <li>- explanation of student's own approach to selection</li> </ul> <p><b>b) Through (learning democracy through the teaching approach)</b> Again, the same – evaluation of the homework's</p>
<b>Debriefing and evaluation RFCDC:</b>	<p><b>The evaluation of implementation of descriptors was made by assessment of learning process and assessment of learning results.</b> <b>We have implemented all planned descriptors in this session.</b> It was clearly visible by: Student's competences presented by the answers in the homework</p> <p><b>C10 Autonomous learning skills</b> D62 Can select the most reliable sources of information or advice from a range available (advanced level). From total number of received 31 homework's, only 3 homework's didn't content selection of the descriptors. All the rest 28 homework's present student's selection which correspond to their individual understanding to the CDC. Each student selects and explain own choice of 8 from 135 descriptors (2 descriptors for each one of 4 CDHR competences).</p> <p><b>C11 Analytical and critical thinking</b> D69 Can use explicit and specifiable criteria, principles or values to make judgments (advanced level) We can evaluate realization by the student's explanation of the selection they have made.</p> <p>Examples of student's explanations about competence Values: <b>C1 Valuing human dignity and human rights</b> D2 Argues that specific rights of children should be respected and protected by society Student's comments: With the realization of this competence, emphasis will be placed on the differences and specifics that exists in all, but should be appreciated and respected. Children need to realize that each person may have different habits from others, but this should not be perceived as bad or strange. On the contrary, they have to try to get to know people with cultures different from their own, to learn about others and communicate.</p> <p>Realisation of this descriptor will to stimulate children to be open and accept their friends with all their strengths and weaknesses.; To appreciate the differences and never put aside the one who is different from them. Only through conversation children can discover differences and similarities that exist in the society that surrounds us and to find the best way to interact.</p>



### **C3 Valuing democracy justice, fairness, equality and the rule of law**

D15\_Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud

Student`s comment:

With the realization of this competence, the children will expect the one who deserves to always win, without any deception. They will learn that every voice is important and worthwhile and every voice should be respected.

### **Examples of student`s explanations about competence - Attitudes:**

#### **C7 Responsibility**

D42 Shows that he/she takes responsibility for own mistakes

This competence indicates that children (and later as adults) should always admit their mistakes, accept them and take responsibility for own behaviour, bear in mind the consequences of that mistake. Children would realize that they might not been aware of their own mistakes. And of course, we humans make mistakes consciously or unconsciously, but the end what is important, that is, to take responsibility, means to understand.

D43. Consistently meets commitments to others (advanced level).

We can evaluate this descriptor as realised because 31 from 40 students respond on the task on time, 28 from received 32 homework presented complete answers.

#### **C5 Respect**

D28 Expresses respect for other people as equal human beings

With this competence, children would learn that they should treat everyone kindly and politely, because we are all equal human beings. Respect should be given to everyone, no matter what skin colour they have, what religion they believe in or what nationality they are, we are all human and we all deserve respect.

By realizing this competence, students will realize that everyone has different beliefs and different things attract different people. The fact is what one finds attractive and accurate for someone else could be quite the opposite (in terms of the political programs offered). Politics is only a small part of a person's life and that part does not define the whole person and does not set all of his values, which means that regardless of the political opinion, every person deserves respect. On the other hand, the student will be free to express his political views without expecting to be humiliated or disrespected by others.

### **Examples of student`s explanations about competence Skills:**

#### **C13 Empathy**

D79 Takes other people's feelings into account when making decisions

With this competence, with its realization, children would always put themselves in the place of the other before doing something. That is, if a child wants to hurt or offend another child, he or she will wonder how that child could feel. If he understood that the child would feel bad and uncomfortable, then he would not take that step.

	<p><b>C8 Self – efficacy</b></p> <p>D48 Shows that he/she feels secure in his/her abilities to meet life`s challenges (advanced level).</p> <p>We can evaluate this descriptor as implemented due to student`s high quality response to the task even they received only few information before the task realization.</p> <p>Only the explanation of word “descriptor” in the context of the Competences for democratic culture (CDC) and explanation of the tasks for RFCDC content were given to the students by the lecturer.</p> <p>Even so, they were highly engaged, choosing the most appropriate descriptors by their own opinion. We can evaluate each student individual approach and understanding of CDC.</p> <p><b>C20 Knowledge and critical understanding of the world</b></p> <p>118. Can explain why everybody has a responsibility to respect the human rights of others (basic level).</p> <p>We can evaluate realization by the student`s explanation of the selection they have made.</p> <p><b>Student`s comments about competence Skills:</b></p> <p><b>C16 Co-operation skill</b></p> <p>D99 When working with others, supports other people despite differences in points of view</p> <p>Working in a team a group the children can come across different opinions from the members of the group about how to solve the task. By realizing this competence, children will realize that everyone's opinion is important and should be respected, whether there is someone in a group who thinks differently from the others.</p> <p>Students are advised to acquire the ability to discuss with arguments. If you can disagree with whether they can have more people, whether you want to be resolved or consider giving them a chance to review or deliver them, can they accept if you want to talk and wrap up.</p> <p><b>Student`s comments about competence Knowledge and critical understanding:</b></p> <p><b>C19 Knowledge and critical understanding of language and communication</b></p> <p>D112 Can explain how tone of voice, eye contact and body language can aid communication</p> <p>By realizing this competence, the non-verbal type of communication would be developed. This means that children can often communicate without saying a word. And we can often send a message without saying a word. For example, the tone of voice gives us an idea of whether we are angry, calm, or sad.</p> <p>The toddler should be able to control his voice in the various situations, to learn how to communicate with other people with his eyes and body, and most importantly, know how to explain it to others.</p>
<p><b>General remarks by the lecturer:</b></p>	<p>The session was accepted by students with interest and responsibility. They responded on the task selecting and explaining the reason for their own choices.</p> <p>I find than they explain task with the democracy content more deeply than visual art task. My opinion is that the reason for this is the need to express merely theoretical knowledge of the use of didactic methods in visual art education</p>

setting, and that CDHR content was based on their own judgment and critical thinking.

Both contents are realised, but student's enthusiasm was bigger in EDHR task realisation.

I found that students like challenges in learning and expressing.

Based on the recommendation of implementation of the CDC from the REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Volume 3, explanation of implementation of the: "Key competences" are expected to be developed as cross-curricular competences in the curriculum, and this form of curriculum is expected to cross the boundaries of subjects and a disciplinary way of thinking about the contents of education" I decided to implement this part of EDHR content even I did not introduced the students all key Concepts of EDHR. My motive and decision to implement Introduction to the key descriptors for Competences for democratic culture (CDC) in this stage of programme realization was gained with this approach. I intentionally did not explain deeply each competence and descriptor, setting a task with general explanation to make students to "learn by doing". In this way their procedural knowledge can be assessed bearing in mind the possibility to my only e- communication with the students.

Much more in this way the students will have more deep understanding of the general concept and pragmatic implementations of EDHR context, which will hopefully lead to perceiving EDHR key concept in a more understandably way.

The results are encouraging – make me understand that I have to go further with creation of challenging tasks.

One of the most frequently selected descriptors by mu great surprise was in the competence - Knowledge and critical understanding:

No.112 Can explain how tone of voice, eye contact and body language can aid communication

I strongly hope that the reason was deeply related with student's awareness of the possibilities of the subject Visual Art Education in primary school context, as a subject with dominant non-verbal way of expression.

## 2.5 Session 4: Contemporary methods in Visual Art and Equality

Date: 14.4.2019	Time: 18:00 -18.40	Room: zoom platform
Session 4		Lecturer(s): prof. Maya Raunik Kirkov PhD

### Part I – General information:

<b>Title of Session:</b>	<ul style="list-style-type: none"> <li>- Contemporary methods in Visual Art Teaching and Learning</li> <li>- Democracy: Equality</li> <li>- Key Competences for Democratic Culture: Nr. 1,2,5,10,11,18</li> </ul>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Overview of the students' knowledge of the previous session about standard methods in Visual Art Teaching</li> <li>- Introduction of the contemporary methods in Visual Art Teaching and Learning</li> <li>- Introduction of the concept of "Equality" as one of the key Competences for democratic citizenship</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Students will <b>classify</b> contemporary methods in visual art education and <b>compare</b> with the traditional VAT methods</li> <li>- <b>Identification</b> and <b>selection</b> of contemporary teaching and learning methods in visual art teaching</li> <li>- <b>Implementation</b> of the concept of equality in the realisation of visual art teaching and learning</li> </ul>		
<b>Practice teaching elements included:</b>	no		
<b>Percentage of time allocation</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	30%	70 %	/
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> another format (specify):		
<b>RFDCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b> D2 Argues that specific rights of children should be respected and protected by society</p> <p><b>C2 Valuing cultural diversity</b> D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another</p> <p><b>C5 Respect</b> D27 Gives space to others to express themselves D28 Expresses respect for other people as equal human beings D29 Treats all people with respect regardless of their cultural background</p> <p><b>C10: Autonomous learning skills</b> D62. Can select the most reliable sources of information or advice from a range available (advanced level).</p>		

	<p><b>C11: Analytical and critical thinking skills</b> D66 Can assess the risks associated with different options</p> <p><b>C18: Knowledge and critical understanding of the self</b> D106 Can describe his/her own motivations D107 Can describe the ways in which his/her thoughts and emotions influence his/her behaviour</p>
<b>Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet connection</li> </ul>
<b>Materials needed</b>	<p>e-materials:</p> <ul style="list-style-type: none"> <li>- Рауник Кирков, М. (2018). Методика на ликовното образование. Универзитет "Св. Кирил и Методиј". Скопје. Македонија: 73, 155,156</li> <li>- <a href="http://www.ukim.edu.mk/mk_content">http://www.ukim.edu.mk/mk_content</a></li> <li>- <a href="http://www.living-democracy.com/">www. https://www.living-democracy.com/</a></li> <li>- <a href="https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/05/20.current%20art%20education%20methods%20explained.pdf">https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/05/20. current art education methods explained</a></li> </ul>

## Part II – Session step by step:

### Part 1 18:00 -18:10

#### Lecture:

1. e- materials sent to students by e-mail
2. lecturer's overview about student's homework related to the material learned in the previous session - standard form and methods of teaching and learning
3. explanation about the focus of this session:  
 relation: standard vs. contemporary methods of teaching  
 relation: standard vs. contemporary methods of learning  
 introduction of contemporary methods of teaching and learning in visual art education

### Part 2 18:10 -18:20

#### Students:

Will **relate**, **interpret** and **rephrase** each explained method with own previous learning experience during the subject "Basic of Visual Art Education"  
 (implemented in the previous winter semester)

### Part 3 18:20 - 18:30

#### Lecture:

Introduction to the concept of "Equality" as one of the key Competences for democratic culture (CDC)  
 Connection of visual expression and the concept of equality in primary school context

### Part 4 18:30 -18:40

**Students:**

**Elaboration** and **explanation** of the search in the “Treasure Hunt” task in the beginning of the semester (web-site [www. Living-democracy.com](http://www.Living-democracy.com)). Students will **compare** this process with other received tasks and will **summarize** the outcomes.

**Part 5** 18:40 - 18.45

**Lecture– explanation of the homework:**

**Integrated content of Visual Art Education, Democracy and RFCDC**

1. To search in the web-site for the lesson planning about the key concept “Equality”
2. to relate it with one method of teaching and learning in visual art education
3. to implement elements of visual art language and visual art techniques

**Part III – Report (Debriefing and evaluation):**

<b>General remarks from students:</b>	Student act satisfied with the given task. They also stated that treasure hunt is a game that enables to learn a lot without noticing it.
<b>Debriefing and evaluation all lesson:</b>	<p><b>About Content (Subject or democracy)</b></p> <p>Evaluation of:</p> <ul style="list-style-type: none"> <li>- Contemporary methods in Visual Art Teaching and Learning</li> </ul> <p>In all homework’s were presented contemporary methods of learning students are planning to use: puzzle, brainstorming, debate, discussion integrated with the content of equality.</p> <p>Students claim that activities that connect visual art and democracy contents can provide development of <u>beautiful view of the world, free conversations, development of critical thought and empathy.</u></p> <p>student’s selection of the lesson in the key concept “Equality”</p> <ul style="list-style-type: none"> <li>- Explanation of student’s own approach to selection:</li> </ul> <p>Connection of the different flowers and different people – all equally worth of respect, that we have act as a group to make the world better place for all, learning trough the method of discussion...</p> <p><b>Through (learning democracy through the teaching approach)</b></p> <p>By the evaluation of the homework’s I can confirm that in 12 from 15 homework’s students supported the idea that by realizing visual art works, pupils can learn to respect others thoughts, others work, others ideas even different from their own. I all homework’s is visible that students implement equality as a motive in the process of visual art creation.</p>
<b>Debriefing and evaluation RFCDC:</b>	<p>Student’s competences presented by the answers in the homework</p> <p><b>C1 D2</b></p> <p>Students listed the right to have a name and the right of education by number, proving that they are really familiar and understand children rights.</p> <p><b>C1 D8</b></p> <p>Students acquire this competence by selection of the adequate activities connected to the concept of Equality.</p> <p><b>C5 D27</b></p> <p><b>C5 D29</b></p>

	<p><b>C5 D28</b> All 15 students that submitted their homework's showed individual research of the <u>living democracy. com</u> web-site, presenting various activities connected with the concept of "Equality": "I have a name – we have a school", "A bouquet of flowers", "All different, all equal" .... Proved as acquired by student's answers to the homework's task to explain own selection of activities from the livingdemocracy.com: development of friendship among pupils, idea that equality is related by the rights of children, that all pupils together create their class.</p> <p><b>C11 D66</b> Present ability to select most adequate options among many presented on the web site and explain their purpose.</p> <p><b>C18 D106</b> Students explained their own personal approach to the interconnections of equality and elements of visual art language and visual art techniques. They named various aspect of understanding own role as a teacher – mediator, coordinator, organizer....</p> <p><b>C18 D107</b> I did not provide conditions to access this descriptor – not in the lecturing, not in the homework's tasks.</p>
<p><b>General remarks by the lecturer:</b></p>	<p><b>The zoom session</b> It was accepted by 22 students. They participated with interest, answered on questions (the biggest number, not all). Some of them were able to explain the "Treasure Hunt" task from the beginning of the semester, but the biggest number just doesn't answer, even if I call them by their name to join. Some of them send me not audio, but written answer during session. 10 students actively participated, ask questions and gave solutions. All of them agreed that they will like us to have zoom lectures, as well as to continue with Gmail communication. Also ask for opening of Subject face book page (for easier access to the homework and tasks).</p> <p><b>Evaluation of the homework:</b> I received 15 homework's. Students were deeply engaged to find a solution on a task. In creation of the assignment I have relayed completely on Bloom Taxonomy of Educational objectives, setting the student's activities on the 3<sup>rd</sup> level – <b>applying</b> (to select and apply methods) and 6<sup>th</sup> level - <b>creating</b> (the activity for pupils that integrates contemporary methods of teaching and learning with the concept of equality). <b>I did not provide condition to introduce nor to check C18 D 107! I have to be more careful next time!</b></p>



## 2.6 Session 5: Principles of Teaching in Visual Art and Rules & Law

Date: 23.4.2020	Time: 18:00 -18.45	Room: zoom platform
Session Nr. 5		Lecturer(s): Maya Raunik Kirkov

### Part I – General information:

<b>Title of Session:</b>	Principles of teaching in Visual Art Education		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Overview of the students' understanding of didactic principles of teaching</li> <li>- Introduction of the principles of teaching in Visual Art Education</li> <li>- Introduction of the concept of "Rules and Law" as one of the key concepts of EDC/HRE</li> <li>- Competences for Democratic Culture: Nr. 3, 15, 20</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Students will <b>name</b>, <b>explain</b> and <b>relate</b> the principles of teaching in the subject visual art education</li> <li>- Students will <b>illustrate</b> and <b>imagine the use</b> of the EDC key concept of Rules and Law in the context of visual art teaching and learning</li> </ul>		
<b>Practice teaching elements included:</b>	No		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	30%	70 %	/
<b>Practice teaching format used:</b>	<ul style="list-style-type: none"> <li>- <input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student</li> <li>- <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer</li> <li>- <input type="checkbox"/> another format (specify):</li> </ul>		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b></p> <p>D12 Argues that schools should teach students about democracy and how to act as a democratic citizen</p> <p>D13 Expresses the view that all citizens should be treated equally and impartially under the law</p> <p><b>C15 Linguistic, communicative and plurilingual skills</b></p> <p>D 89 Asks speakers to repeat what they have said if it was not clear</p> <p><b>C20 Knowledge and critical understanding of the world</b></p> <p>D124 Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world</p>		
<b>Room preparation, infrastructure (board, beamer, flipchart...)</b>	On-line-session: <ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet connection</li> </ul>		
<b>Materials needed</b>	Computer e-materials: <ul style="list-style-type: none"> <li>- <a href="http://likovna-kultura.ufzg.unizg.hr/predavanja.htm">http://likovna-kultura.ufzg.unizg.hr/predavanja.htm</a></li> <li>- <a href="https://sanjafilipovicblog.wordpress.com/">https://sanjafilipovicblog.wordpress.com/</a></li> <li>- <a href="https://www.living-democracy.com/">https://www.living-democracy.com/</a></li> <li>- List of principles of teaching in VAE (delivered on-line to each student by the lecturer)</li> </ul>		

### Part II – Session step by step:

<b>Part 1 18:00 -18:10</b>
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**Lecturer:**

Lecturer's gives overview about student's homework related to the material learned in the previous sessions  
- methods of teaching and learning and implementation of "Equality" as a key concept for EDC  
Lecturer's give an explanation about the focus of this session:  
- Concept of principles of teaching in VAE (children age 6-10)  
- Introduction and explanation of principles of teaching in VAE in relation with other teaching subject in primary school education

**Part 2 18:10 -18:15****Task for student:**

Students **analyse** the implementation of principles of teaching in VAT based on their own previous learning experience during the subject "Basic of Visual Art Education" (implemented in the previous winter semester) and received material: list of principles of teaching in VAE

**Part 3 18:15 -18:25****Lecturer:**

Introduction of principles of VAT as a teacher's personal guidance.  
Introduction to the concept of "Rules and Law" as one of the key Competences for democratic culture (CDC)  
Connection of visual expression and the concept of "Rules and Law" in primary school context

**Part 4 18:25 -18:35****Task for student:**

In plenary **discussion** students **comment** and give their **solutions** about **implementation** of one principle of teaching in VAE

**Part 5 18:35 -18:40****Homework:**

Integrated content of Visual Art Education, Democracy and RFCDC

- 1 Students have to **explain** how they would use at least three principles in VAE
- 2 Students have to **elaborate** implementation of principles of VAT in the relation of implementation CDC "Rules and Law"
- 3 Students **decide** on the implementation of elements of visual art language and visual art techniques in teaching

**Part 6: 18:40 -18:45****Debriefing and evaluation of the session:**

We will have a short possibility for students to give remarks, comments  
- about the Visual Art Education Content  
- about the Democracy Content  
about learning democracy through the teaching approach (RFCDC)

### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	<p>(As proposed in <b>Part 6</b> from the Session planning):</p> <p>During lecturing, students were asked to express their remarks, just after each explained part. They expressed opinions that the material was clear presented.</p>
<b>Debriefing of the Visual Art Content including homework</b>	<p>Students presented knowledge and understanding of implementation of visual art principles by their analyses of process of teaching in subject: Basic of visual art education in the previous semester. It was supported during the plenary discussion by student's explanations of their solutions how to implement at least three principles of visual art teaching in primary school class.</p> <p><b>Competence: Knowledge and understanding</b>  11 students showed high understanding and ability to organize didactic principles in visual art teaching in creative way, 6 students - average knowledge and 4 students had to rewrite some aspect of their explanation about purpose and implementation of didactic principles in VAT.</p> <p><b>Competence: Analytical and critical thinking skills</b>  Students showed abilities to choose relevant sources of information (mainly websites for integration of visual art and democracy content) and organize them adequately with an aim to create a proposal in visual art teaching</p> <p><b>Competence: Creative implementation of visual language</b>  Following principles were best explained by the students:  principle -Systematically and Gradually- in realization of the illusion of 3D space in painting, in the process of realization of cardboard prints;  Principle -Consciousness and Activity- in the drawings texture with ink; principle – Exemplarity- with visual art examples prior to start of each activity.</p>
<b>Debriefing of the Democracy (EDC/HRE) content</b>	<p>The students elaborated implementation of principles of teaching in visual art education in relation with the CDC "Rules and Law".</p> <p>All students showed understanding of both contents and their solutions for implementation was realistic and correct. Creative were 9 students (some examples):</p> <ul style="list-style-type: none"> <li>-The use of principle of Exemplarity and Puzzle with presentation of 9 key CD concepts,</li> <li>-Implementation of activity <b>V2 L3</b> - Our new school rules in paintings with tempera colours,</li> <li>-V2 U5 L2 Campaign f new rules in a collage-poster...</li> </ul> <p>One student had used the key competence - Conflict to explain its use with principles in visual art teaching by her choice.</p>
<b>Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:</b>	<p><b>C3 D12</b>  <b>C3 D13</b></p> <p>Students showed understanding that implementation of the rules and law in classroom organization is of the greatest importance, because it provides basic condition for realization of educational process. Their examples are: attention, working atmosphere, realization of homework's, participation in sports activities, building friendship, respectful relations with teacher and parents... They also</p>

	<p>related critically with on some conditions when the lack of valuing democracy, justice, fairness, equality and the rule of law exists: authoritative teachers, aggressive pupils, unfair treatment of minority pupils, dysfunction in realization of school law....</p> <p><b>C15 D89</b></p> <p>During the lecturing, students did not ask me to repeat any content presented, elaborating that they understand well. But in realization of homework, 5 students ask for additional help to understand the task, even it was sent in written form on mail and placed on closed subject face book page.</p> <p><b>C20 D124</b></p> <p>I did not evaluate this descriptor – student’s comments during the lecture and in homework was directed to a primary school context.</p>
<b>General remarks by the lecturer:</b>	<p>Since I cannot evaluate <b>C20: Knowledge and critical understanding of the world</b> (D 124: Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world) in next sessions I have to provide context and predict better possibilities to evaluate each competence.</p>

## 2.7 Session 6: Specifics and Planning in Visual Art and Responsibility

<b>Date:</b> 30.4.2020	<b>Time:</b> 18:00 -18.45	<b>Room:</b> zoom platform
<b>Session Nr. 6</b>		<b>Lecturer(s):</b> Maya Raunik Kirkov

### Part I – General information

<b>Title of Session:</b>	Specifics and Planning in Visual Art Education		
<b>Overview, issues addressed:</b>	Specifics of Visual Art Education - Planning in Visual Art Education - Introduction of the concept of “Responsibility” as one of the key concepts of EDC/HRE		
<b>Aims and learning outcomes:</b>	- Students will <b>decide</b> and <b>list</b> specific of planning for various visual art media in VAT (1st or 5th grade students) - Students will <b>elaborate</b> understanding of the key concepts “Responsibility “in the context of its implementation in visual art teaching (students) and learning (pupils)		
<b>Practice teaching elements included:</b>	No		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	30%	70 %	/
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> another format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C9 Tolerance of ambiguity</b> D56 Enjoys the challenge of tackling ambiguous problems  <b>C10 Autonomous learning skills</b> D62 Can select the most reliable sources of information or advice from the range available  <b>C14 Flexibility and adaptability</b> D84 Adapts to new situations by using a new skill		
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	On-line-session: - Computer - Internet connection - PPT		
<b>Materials needed</b>	- Computer e-materials: What is educational planning? <a href="https://unesdoc.unesco.org/">https://unesdoc.unesco.org/</a> <a href="https://www.sciencedirect.com/topics/social-sciences/educational-planning">https://www.sciencedirect.com/topics/social-sciences/educational-planning</a> - <a href="https://www.living-democracy.com/">https://www.living-democracy.com/</a>		

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### Part II – Session step by step:

**Part 1: 18:00 -18:10****Lecture:**

Lecturer's overview about student's homework related to the material learned in the previous sessions - principles of teaching and learning and implementation of "Rules and Law" as a key competence for DC

Explanation about the focus of this session:

- Specifics in Visual Art Education-----PPT
- Introduction to planning in Visual Art Education
- "Responsibility" as a Key concept for both - teaching in VAE and DC

**Part 2: 18:10 -18:15****Students:**

Students have to **elaborate** the characteristic of VAE that makes it different and **compare** with characteristic of other teaching subjects - discussion

**Part 3: 18:15 -18:25****Lecture:**

- Introduction of planning of VAT as a systematic outline of activities to be undertaken in order to meet the developmental objectives (distributing curriculum across the year/semester) -----PPT
- Introduction to the concept of "Responsibility" as one of the key Concept of EDC/HRE -----PPT
- Connection of visual art media and the concept of "Responsibility" in primary school context

**Part 4: 18:25 -18:35****Students:**

Plenary **discussion** students **comment** and give their **solutions** about implementation of responsibility in planning of VAE (university context).

**Part 5: 18:35 -18:40****Lecture– explanation of homework:****Integrated content of Visual Art Education, Democracy and RFCDC**

1. To present **planning** for realization of VAE for one visual art media for 1<sup>st</sup> or 5<sup>th</sup> grade students (one grade by own choice)
2. To **explain** their understanding of **implementation** CDC "responsibility" in 500 words essay for university and primary school context based on the information in <https://www.living-democracy.com>

**Part 6: 18:40 -18:45****Debriefing and evaluation of the session:**

Students were informed that the session will last 45 min, but after 25 min of realization I received ZOOM notification to end a session on 30 min. Students commented with regret that same have happened on other subjects, too.

### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	(As proposed in <b>Part 6</b> from the Session planning): Students reported that they need more time and contact with lecturer
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C9 D56</b> Enjoys the challenge of tackling ambiguous problems Proved by the quality and variety of personal expression in the essays.</p> <p><b>C10 D62</b> Can select the most reliable sources of information I checked this competence by evaluation student's planning's for realization of VAE for one visual art media for 1st or 5th grade students – they have to select content studied in the previous and content studied in this semester in order to create planning for the first time.</p> <p><b>C14 D84</b> The new skill is aimed to be ability to planning for realization of VAE for one visual art media for 1st or 5th grade students which is acquired in all homework's. Students show that they can combine VA materials with VA techniques in various VA media- each homework has different combination.</p>
<b>Evaluation of the homework:</b>	<p><b>Evaluation of the Visual Art Education homework:</b></p> <p><b>Competence: Autonomous learning skills</b> Descriptor: Express an ability to create a plan for educational process and to incorporate knowledge gained into self-evaluation (basic level): All students showed only basic acquisition of autonomous learning skills – they stay safe on standard use of the VA techniques and did not implement original solutions in planning. However, all created plan for educational process for one visual art media for one grade for 1st or 5th grade students.</p> <p><b>Competence: Knowledge and critical understanding of the self-Descriptor:</b> Shows evidence of adequate implementation of the knowledge and understanding of the visual art curriculum: In all received planning understanding of visual art language was evident by defining the teaching content. Only in 2 from 16 received homework's instead of VAE content – motive was placed. All students have filled table for planning successfully, presented the standard ways of integration the content with VA techniques. <u>They use only the techniques they were introduced and personally realized in the previous semester.</u></p> <p><b>Competence: Knowledge and critical understanding of the implementation of visual art educational process in primary school context</b> Descriptor: Understanding of the principles and methods for developing planning in VAE (basic): Student showed evidence of implementation of principles and methods VAE in planning. There were no mistakes, and most of them have chosen standard didactic methods. Concerning the new knowledge, they have to exquisite during this semester, I can confirm that they succeeded to implement principles of VAE in a critical way in the planning.</p> <p>Evaluation of the Democracy homework: <b>Student's 500 words essays</b></p>

	<p>Students successfully followed my suggestion that the essay have to rely on professional explanations and on own personal opinions. All submitted essays were deeply inspired by students' personal experiences:</p> <p>"Responsibility is a word that is worth a lot. In today's world of lies and hypocrisy, it is very difficult to be responsible, so it is even more important" - Angela Cikarska</p> <p>"Responsibility" will help us understand the value of everything we own" - Shengul Mersim</p> <p>"Responsibility seemingly so small word, actually carries a great importance" - Vesna Trajanovik</p> <p>"Our responsibility as teachers is to provide a relaxed but encouraging working climate and to establish a constructive communication - meta-communication, on the teacher-student-parent relationship" - Aleksandra Pavlovska</p>
<b>General remarks by the lecturer:</b>	<p>Inconsistency in functioning of the zoom platform.</p> <p>I was concern that it will reflect on the quality of students understanding of topics presented, but their planning for realization of VAE for one visual art media for 1st or 5th grade students, show me that they have understood basic of planning educational process in VAE.</p> <p>Essays left me breathless – they are so personal, so deep presentation of student's experiences, perception and suggestions: in one essay the whole concept of teacher's responsibility is presented trough one day at school and diverse behaviour of two teachers to the same student! So, so great!</p>

## 2.8 Session 7: Annual/Daily Planning and Government and Politics

<b>Date:</b> 7.5.2020	<b>Time:</b> 18:00 -18.45	<b>Room:</b> zoom platform
<b>Session No. 7</b>		<b>Lecturer(s):</b> Maya Raunik Kirkov

### Part I – General information

<b>Title of Session:</b>	Annual and Daily Planning in Visual Art Education		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Strategies for realization of Annual Planning in Visual Art Education</li> <li>- Introduction to Daily Planning in Visual Art Education (based on the Bloom Taxonomy of Educational Objectives)</li> <li>- Introduction of the concept of “Government and Politics” as one of the key Concepts of EDC/HRE</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Students will <b>analyse</b> and <b>distinguish</b> similarities and differences in strategies in annual and daily planning’s in VAT</li> <li>- Understanding will <b>elaborate</b> the purpose of annual and daily planning in VAT</li> <li>- Students will <b>integrate</b> the CDC concept “Government and Politics “in the Annual planning of VAT</li> </ul>		
<b>Practice teaching elements included:</b>	No		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	<b>30%</b>	<b>70 %</b>	<b>/</b>
<b>Practice teaching format used:</b>	<ul style="list-style-type: none"> <li>- <input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student</li> <li>- <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer</li> <li>- <input type="checkbox"/> another format (specify):</li> </ul>		
<b>RFCDC: Competences (C)and descriptors (D) to be applied or trained:</b>	<b>C1 Valuing human dignity and human rights</b> D4 Argues that all public institutions should respect, protect and implement human rights <b>C5 Respect</b> D28 Express respect for other people as equal human beings <b>C11 Analytical and critical thinking skills</b> D65 Uses evidence to support his/her opinion		
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	On-line-session: <ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet connection</li> <li>- PPT</li> </ul>		
<b>Materials needed</b>	e-materials: <ul style="list-style-type: none"> <li>- Рауник Кирков, М. (2018). Методика на ликовното образование. Универзитет "Св. Кирил и Методиј". Скопје. Македонија: 85 -98 <a href="http://www.ukim.edu.mk/mk_content">http://www.ukim.edu.mk/mk_content</a></li> <li>- Gollob, R. &amp; Weidenger, W. (2010). Educating for democracy (Vol. I) of EDC/HRE Volumes I-VI Education of Democratic Citizenship and Human rights in school practice Teaching sequences, concepts, methods and</li> </ul>		



models. Council of Europe ISBN 978-92-871-6920-4 [www.living-democracy.com](http://www.living-democracy.com)  
 - <https://www.living-democracy.com/>

## Part II – Session step by step:

### Part 1 18:00 -18:05

#### Lecture:

Lecturer`s overview about student`s homework concerning integration of the concept -Responsibility in the context visual art teaching (students) and learning (pupils)

Explanation about the focus of this session:

- Strategies for realization of Annual Planning in Visual Art Education
- Introduction of the concept of “Government and Politics” as one of the key Concepts of EDC/HRE

### Part 2 18:05 -18:10

#### Students:

Students **discuss** and **rephrase** the general strategies and match it with annual planning`s across the subjects

### Part 3 18:10 -18:25

#### Lecture:

- Strategies for realization of annual planning in VAT as a basic element for creation of successful educational process-----PPT
- Introduction of the daily planning in VAE-----PPT
- EDC/HRE key Concept “Government and Politics” and its impact on educational system

### Part 4 18:25 -18:35

#### Students:

Plenary discussion: **interpreting** the national educational concept for primary school education (early years 1-5) in North Macedonia

### Part 5: 18:35 -18:40

#### Lecture– explanation of homework:

#### Integrated content of Visual Art Education, Democracy and RFCDC

3. Students **plan** a presentation to **show** the realization of VAE for one semester for 1<sup>st</sup>grade students
4. Students **solve** the task presented in the concept “Government and Politics”( Education for democracy Vol.I P2 U3 C2) Educating for democracy Vol. I P2 U3 C2 from the site <https://www.living-democracy.com/>

### Part 6 18:40 -18:45

#### Debriefing and evaluation of the session:

Students select the examples of educational plantings in general, as they studied in didactic, and compared VAE with the subject Early reading and writing (they are introduced to practical realisation of planning`s).

### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	<p>(As proposed in <b>Part 6</b> from the Session planning):</p> <p>Student responses to my question about clarity of presented topic was affirmative. They commented - everything looks familiar and clear, but that might be some difficulties during the realisation of the homework, which might appear during the work.</p>
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p>I set the conditions to check competences only in the homework, not during zoom session. I received 11 homeworks from 19 present students, and in only 6 Democracy content was realized. My evaluation of the competences relies on 6 homework's only:</p> <p><b>C1 D 4</b></p> <p>Acquired competence, visible in student's conclusions that the Government have to react and provide payment for bus transport to school for all students, even the budget was cut.</p> <p><b>C5 D28</b></p> <p>In all 6 homework's students showed commitment that all pupils deserve equal treatment, regardless on their social status.</p> <p><b>C11 D65</b></p> <p>Evidence that this competence is realized was presented in 4 homework's – students confirmed understanding that all pupils have the same right for education as one of the basic democracies right.</p>
<b>Evaluation of the homework:</b>	<p><b>Evaluation of the Visual Art Education homework:</b></p> <p>Weak point – definition of a motive</p> <p><b>Competence: Autonomous learning skills</b></p> <p>Descriptor: Presents efficient transmission of the content knowledge and methodology of the field of visual arts into planning's.</p> <p>This is the strongest point – combination of VA content and VA techniques, understanding and defining of VA content and Session topic! Really successful!</p> <p>Descriptor: Shows evidence of adequate implementation of the knowledge and understanding of the visual art curriculum in Annual planning's</p> <p>7 of 11 planning's were strongly related to the National VA curriculum, labelling and matching the proposed content and VA techniques. The rest 4 planning's present accidental use of a content, partially adequate for selected grade.</p> <p><b>Competence: Knowledge and critical understanding of the implementation of visual art educational process in primary school context</b></p> <p>Descriptor: Can efficiently implement knowledge and understanding of the visual art curriculum</p> <p>I received 11 planning's and in 10 of them logical connection between sessions in creation of one semester planning was present. Only in one planning the interconnection was weak.</p> <p><b>Evaluation of the Democracy homework:</b></p> <p>Realization of activity from the livingdemocracy.com web-site</p> <p>Vol. I P2 U3 C2 - Work file 1: How can I address politics in my EDC/HRE classes?</p> <p>Realised in 6 from 11 homework's</p>

	Students reacted on a story in the activity presenting their own proposals for the solutions based on the topic they have learned from the site (by their own words) equality and non-discrimination, right to education, rule of social security.
<b>General remarks by the lecturer:</b>	<p>VAE content was better accepted and presented than democracy content. Students showed greater interest to learn how to plan VAE activities than to discuss about this lesson democracy content.</p> <p>I have learned that I have to select activities more wisely to intrigue students more. I supposed that interest was little lower than in the other sessions because proposed activity is in the close connection with real political practicing in our country.</p>

## 2.9 Session 8: Comparative aspects of Daily Planning and Identity

<b>Date:</b> 14.5.2020	<b>Time:</b> 18:00 -18.45			<b>Room:</b> zoom platform
<b>Session No. 8</b>				<b>Lecturer(s):</b> Maya Raunik Kirkov

### Part I – General information

Title of Session:	Comparative aspects of Daily Planning in Visual Art Education		
Overview, issues addressed:	<p>Daily Planning in VAE and the use of Visual Art Media,</p> <p>Visual Art techniques and Visual Language</p> <p>Creative teachers approach in realization of daily planning</p> <p>Introduction of the concept of “Identity” as one of the key Concepts of EDC/HRE</p>		
Aims and learning outcomes:	<p>Student will <b>classify</b> and <b>explain</b> similarities and differences in the use of Visual Art Media</p> <p>Students will <b>illustrate</b> and <b>demonstrate</b> various creative teaching approaches in realisation of daily planning</p> <p>Students will <b>plan</b> and <b>create</b> Daily planning of VAT with integration of the CDC concept “Identity”</p>		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> another format (specify):		
RFDCDC: Competences (C)and descriptors (D) to be applied or trained:	<p><b>C 5 Respect</b></p> <p>D 31 Expresses respect for religious differences</p> <p>D 32 Expresses respect for people who hold different political opinions from himself/herself</p> <p><b>C 13 Empathy</b></p> <p>D79 Takes other people’s feelings into account when making decisions</p> <p><b>C 14 Flexibility and adaptability</b></p> <p>D 85 Adapts to new situations by applying knowledge in a different way</p>		
Room preparation, infrastructure (board,	<p>On-line-session:</p> <ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet connection</li> </ul>		

beamer, flipchart etc.):	- PPT
Materials needed	<p>Computer</p> <ul style="list-style-type: none"> <li>- e-materials:</li> <li>- E-form (word doc.) for Daily planning;</li> <li>- National program for education in 2<sup>nd</sup> -5<sup>th</sup> grade primary school</li> <li>- Gollob, R. &amp; Weidenger, W. (2010). Growing up in democracy (Vol. II) of EDC/HRE Volumes I-VI Education of Democratic Citizenship and Human rights in school practice Teaching sequences, concepts, methods and models. Council of Europe ISBN 978-92-871-6728-6 <a href="http://www.living-democracy.com">www.living-democracy.com</a></li> </ul>

## Part II – Session step by step:

### Part 1 18:00 -18:05

#### Lecture:

Lecturer`s overview about student`s homework concerning integration of the concept “Responsibility “in the context visual art teaching (students) and learning (pupils)

Explanation about the focus of this session:

Standards and options for realization of Daily Planning in Visual Art Education

### Part 2 18:05 -18:10

#### Students:

Plenary discussion – **relation** of planning in VAT and in other subjects

Students **discuss** and **rephrase** the general strategies and match it with annual planning`s across the subjects

### Part 3 18:10 -18:25

#### Lecture:

Creative approaches in Daily planning and realization

Strategies for realization of annual planning in VAT as a basic element for creation of successful educational process-----PPT

Introduction of the daily planning in VAE-----PPT

EDC/HRE key Concept “Government and Politics” and its impact on educational system

### Part 4 18:25 -18:35

#### Students:

Plenary discussion: **explain** how can VAT became presentation of teacher`s identity

**Interpreting** the national educational concept for primary school education (early years 1-5) in North Macedonia

### Part 5 18:35 -18:40

#### Lecturer:

Explanation of concept of Identity and Visual art education

Key Concept: Identity

Lecture– explanation of homework:

Creation of one complete daily planning in VAE

Integrated content of Visual Art Education, Democracy and RFCDC

Students **create** one complete daily planning in VAE

Students **solve** the task presented in the student handout for U8 L1 V 2

Wants and needs: what is important to me?

Student handout for U8 L1 Task to decide between “WANTS” and “NEEDS”

**Part 6 18:40 -18:45**

**Debriefing and evaluation of the session:**

In a plenary discussion student showed examples of their primary or secondary teacher’s identities:

Teacher who presents contents always through conversation, teacher who performs monologues with little or no possible interference of the student, teacher who realizes task in unusual and creative way, teacher who speaks too silently to be heard and understood....

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### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	(As proposed in Part 6 from the Session planning):  Students reacted on my question about understanding the process of planning, elaborating that it is easier after this session to understand how to implement what they had learned in subject Didactic and in Basic of VAE.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<b>C5 D31</b> I have not provided conditions to check this descriptor and could not check this competence with this descriptor. <b>C5 D32</b> Clearly presented in 4 homework’s, but visible in all homework’s concerning the fact that all students were affirmative to the individual combination of wants and needs. <b>C13 D79</b> Competence is shown in all homework’s with explanations about unique combination of wishes/needs to different pupils, and need for primary school teacher to support, correct and guide. Shown in all received homework’s - that other people’s emotions are presentation of own identity and students proposed the ways how each classroom teacher can nurture and support development of individual growth. In 7 works, the upbringing aspect of teacher responsibility is shown -concerning guidance to pupil’s wants/needs issue. <b>C14 D85</b> Visible in Plenary discussion during lecture: 6 students explained how VAT can be a presentation of teacher’s identity

	<p>In homework's – 7 students with high success, 6 students with moderate success presented evidence to organize and adapt previous knowledge in new planning. It was not visible in 3 homework's.</p>
<b>Evaluation of the homework:</b>	<p><b>Evaluation of the Visual Art Education homework:</b></p> <p><b>VAE Competence: Autonomous learning skills</b>          Descriptor: Presents efficient transmission of the content knowledge and methodology of the field of visual arts into daily planning.          All homework's show student's competence to combine and explain own combination of VAE content, techniques and methods (examples):          Contour and texture lines, drawing with ink – motive cards with children rights          Wide and narrow line – presentation of space drawing with pencil          Method of illustration and cooperative learning cards with children rights to present own identity</p> <p><b>VAE Competence: Knowledge and critical understanding of the implementation of visual art educational process in primary school context</b>          Descriptor: Can efficiently implement knowledge and understanding of the visual art curriculum          Ability to organize and adapt VAE content to correspond with the characteristic of pupil's age is present in 7 homework's with high success, in 6 with moderate (mistakes are present), and is not present in 3 homework's.</p> <p><b>Evaluation of the Democracy homework:</b></p> <p>Student handout for U8 L1 Task to decide between "WANTS" and "NEEDS" Vol. I P2 U3 C2</p> <p>Students were especially creative in realization of this task (answers and quotes):</p> <p>Expand the topic with own title: Children's needs to spend money – wants or needs?</p> <p>We do not need money to fulfil the most important needs – for love, belonging, safety, self-respect, independence...</p> <p>Ability to love is strong alternative to greedy wants for taking and getting/obtaining.</p> <p>Wish keeps us awake. As long we have a wish, there is hope that we can change – improve things / situations.</p>
<b>General remarks by the lecturer:</b>	<p>I decide to check the same VAE in Session 7 and Session 8</p> <p>In the session 7, Annual and Daily Planning in Visual Art Education were introduced to the students, with a homework to plan the realization of VAE for one semester aimed for the 1<sup>st</sup> grade students. In this session, students have to create one complete daily planning in VAE. I plan to develop in students the competences with different tasks, since the knowledge and abilities to plan educational process is essential for future teachers. After I checked both homework's I found this method highly effective and suitable to reach planned outcomes. To be able to plan activities in education is ongoing lifelong process, but this attitude showed me that students are much better in daily planning when they have a previous experience.</p>

## 2.10 Session 9: Stimulation of Creativity and Conflict

<b>Date:</b> 21.5.2020	<b>Time:</b> 18:00 -18.45	<b>Room:</b> zoom platform
<b>Session No. 9</b>		<b>Lecturer(s):</b> Maya Raunik Kirkov

### Part I – General information

<b>Title of Session:</b>	<ul style="list-style-type: none"> <li>- Visual Art Education and Stimulation of Creativity of</li> <li>- Primary School Students</li> </ul>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Introduction to Creativity in visual expressions in children age 6-10</li> <li>- Strategies and techniques for stimulation of creativity in VAE</li> <li>- Introduction of the concept of "Conflict" as one of the key Concepts of EDC/HRE</li> </ul>		
<b>Aims and learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Students will <b>define</b> characteristic of creativity in visual expressions in children age 6-10</li> <li>- Students will be able to <b>explain</b> meaning and realization of strategies and techniques that stimulate creativity in VAE</li> <li>- Students will <b>integrate</b> the one EDC concept and one activity from the site Living-democracy.com in daily planning</li> </ul>		
<b>Practice teaching elements included:</b>	No		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	30%	70 %	/
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> another format (specify):		
<b>RFDCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C4 Openness to cultural otherness</b> D25 Seeks and welcomes opportunities for encountering people with different values, customs and behaviours <b>C 5 Respect</b> D 27 Gives space to others to express themselves <b>C 9 Tolerance of ambiguity</b> D 50 Engages well with other people who have a variety of different points of view <b>C 17 Conflict-resolution skills</b> D 103 Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns		
<b>Room preparation, infrastructure (board,</b>	On-line-session:		



<b>beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet connection</li> <li>- PPT</li> </ul>
<b>Materials needed</b>	<p>Computer</p> <ul style="list-style-type: none"> <li>- e-materials:</li> <li>- Lowenfeld, V. (1947) Creative and mental growth. Macmillan Co., NY 9 (selected pages)</li> <li>- Gollob, R. &amp; Weidenger, W. (2010). Growing up in democracy (Vol. II) of EDC/HRE Volumes I-VI Education of Democratic Citizenship and Human rights in school practice Teaching sequences, concepts, methods and models. Council of Europe ISBN 978-92-871-6728-6 <a href="http://www.living-democracy.com">www.living-democracy.com</a></li> </ul>

## Part II – Session step by step:

### Part 1 18:00 -18:05

#### Lecture:

Lecturer's overview about student's results of the homework to **create** one complete daily planning in VAE and how the task presented in the student handout for **U8 L1 V 2** was solved

**Wants and needs: what is important to me?** (to decide between "WANTS" and "NEEDS")

Explanation of the focus of the session:

Creativity in visual expression in primary school students

Strategies for stimulation of creativity in VAE

### Part 2 18:05 -18:10

#### Students:

Students **analyse** and **compare** children's visual art creations to classify them by the level of creative achievement

### Part 3 18:10 -18:25

#### Lecture:

Techniques for stimulation of creativity in VAE

Presentation of EDC/HRE key concept "Conflict"

### Part 4 18:25 -18:35

#### Students:

Plenary discussion:

Students **elaborate** concept of conflict VS concept of creativity in primary school.

Possible questions to activate the thinking:

"As presented, behind a conflict, you will find first different interests, different points of view, different solutions or different values systems. Creativity is something very personal, very individual. My question.

Where do you see parallels in the key concept of conflict between the situation in society and in Art/creativity? Where are the differences?"

#### Part 5 18:35 -18:40

##### Lecture– explanation of homework:

##### Integrated content of Visual Art Education, Democracy and RFCDC

Students **analyse** and **combine** strategies and techniques for stimulation of creativity in primary school context according children's age to implement (create) one key concept of EDC/HRE and one activity from the site living-democracy.com in one daily planning

Students solve tasks:

**V2 U4 L 1:** "Everything's okay! Really? "and student handout for **Unit 4, lesson 1:** Our problem – my problem

Or (by student's choice)

**V2 U4 L3:** "A list of ideas" Student **handout U4 L3** Voting cards

#### Part 6 18:40 -18:45

##### Debriefing and evaluation of the session in two rounds of ONE-WORD-Reflections:

First round: EVERY student will give ONE word that **describes** the content of the session (understandable, boring, interesting...)

Second round: EVERY Student will give ONE word that **describes** HIS OWN participation (active, passive, interested...)

Only 8 from 20 student followed mu request to evaluate content of the session with one word: interesting, clear, clear, familiar, boring, useful, applicative, and applicative. Six students who participated in plenary discussion confirmed interest and activity, three respond that were too passive and other 11 did not respond at all, just were present all the time.

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#### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	<p>(As proposed in <b>Part 6</b> from the Session planning):</p> <p>The students were cooperative and have a lot to share on the both topics- conflict and creativity. They not only explain understanding of the concept, but gave solutions based on their own experiences during practical work in schools.</p> <p>All students stayed 20 min. over the planed time, expressing satisfaction for the possibility to debate and will to hear others thinking about this topic.</p> <p>I can summarize that no one topic challenged student's activities during online sessions more than this one, which was confirmed orally by the students too. They stated that teacher has to become a creative leader of the classroom in all challenging conflicts in everyday life situations.</p>
<b>Debriefing of the Visual Art Content including homework</b>	<p>In the first part only 3 students were active and share their understanding of a lecture in differencing levels of pupil's creativity in VAE.</p>

In a plenary discussion almost, all students were active. They discussed and connected both VA and CD contents giving solutions:

conflict between pupils about stealing idea how to solve the VA task

creative solution: teacher have to correct pupils work in accordance to individual type of expression and to give direction for further individual work, letting pupils know who invent the idea;

when someone misses material for work and ask others

creative solution: to put all materials in one colourful box and to share as y share y art work with others;

Conflict between colleagues – to invite them to work together on some task and to overcome own conflict emotion first as y has to overcome own fear of failure in visual art....

to seek for solution for solution of conflict as to seek for solution in visual art composition

to try to integrate all parties in finding solution as y have to integrate visual art samples to find new solution for composition in painting

### Homework

13 from 21 students send finished homework with the task. They responded with elaborations how to implement (create) one key concept of EDC/HRE and one activity from the site living-democracy.com in one daily planning This are the results in daily planning's:

**Contrast colours**, cardboard print, **Diversity and pluralism**

**Line**, drawing with pencil, **Conflict**

**Balance**, modelling with paper, **Conflict**

**Graduation of colour**, collage-recompositing, **Media**

**Rhythm of line and form**, collage, **Conflict**

**Light and dark colours**, painting with tempera colours, **Identity – freedom**

**Contour and texture line**, drawing with ink, **Children's rights**

**Lines in space**, drawings with pencil, **Identity**

**Secondary colours**, painting with tempera colours, **Identity-similarities and differences**

**Rhythm of form and colour**, plant print, **Media**

**Cold and worm colours**, monotype, **Media, Power of knowledge and skills**

**VA Exhibition**, Media, **Power of knowledge and skills**

**VA Composition**, collages, **Media**

<b>Debriefing of the Democracy (EDC/HRE) content</b>	<p>Students solve tasks:" Conflict"</p> <p><b>V2 U4 L 1:</b> "Everything's okay! Really? "and student handout for Unit 4, lesson 1: Our problem – my problem</p> <p>Or (by student's choice)</p> <p><b>V2 U4 L3:</b> "A list of ideas" Student handout U4 L3 Voting cards</p> <p>From all received homework's, this content was explained as a plan how to realize chosen activity in several examples, and in other was integrates as a motive in daily preparations</p>
<b>Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:</b>	<p><b>C4 D25</b> <b>C5 D27</b></p> <p>Acquiring of these two competences was visible and presented in the plenary discussion by almost all students: they confirm that in order to solve the problem/conflict, we (teachers) have to compare, interpret and summarize other's attitudes, wishes and approaches even we could think differently.</p> <p><b>C9 D50</b></p> <p>Presented in homework's - integration of VAE and democracy content is visible: planning to include all pupils' activities where they can show, confront their individual standpoints, ideas and to learn how to find solutions together.</p> <p><b>C17 D103</b></p> <p>Explained in the in the plenary when students discussed with the suggestions how to solve problems in primary school context. All suggestions were accompanied with examples (in the: Debriefing of the Visual Art Content including homework)</p>
<b>General remarks by the lecturer:</b>	<p>In homework from the previous session one student have integrated visual art content with democracy content as upgrading on the received task.</p> <p>I took her example to start this session with the overview about student's results in creating of daily planning in VAE.</p> <p>Even it was the beginning of the lecture; I have explained the task for the next homework using the previous explained homework as an example.</p> <p><b>My experience with using actively Blooms taxonomy has helped me, to become more aware of the way students receive information and then process and apply it in their new thinking. I will see, where I can reflect with them on it.</b></p> <p>Despite the fact that students were the most active during this lecturing, I am disappointed that only 13 from 20 students responded with finished task.</p>

## 2.11 Session 10: Evaluation of Visual Art Works and Media

<b>Date:</b> 28.5.2020	<b>Time:</b> 18:00 -18.45	<b>Room:</b> zoom platform
<b>Session No. 10</b>		<b>Lecturer(s):</b> Maya Raunik Kirkov

### Part I – General information

<b>Title of Session:</b>	<ul style="list-style-type: none"> <li>- Evaluation of Visual Art Works in Primary School Age</li> <li>- Creation of Portfolio and Exhibitions in VAE</li> </ul>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>- Criteria for Evaluation of children`s visual art expressions</li> <li>- Standards for exhibiting and presenting young children work of art</li> <li>- Significance and Impact of creation exhibition from children`s works of art</li> <li>- Integration of the EDC Key Concept” Media”</li> </ul>		
<b>Aims and learning outcomes:</b>	<p>Students can <b>define</b> criteria for Evaluation of children`s visual art expressions</p> <p>Students can <b>identify</b> and <b>apply</b> standards for evaluation and exhibition of children art work in accordance with their age</p> <p>Students <b>combine</b> EDC key concept “Media” with criteria for <b>presentation</b> of children`s visual art expressions</p>		
<b>Practice teaching elements included:</b>	No		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning by University Students</b>	<b>Teaching practice in university or mock teaching</b>
	30%	70 %	/
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> another format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C2 Valuing cultural diversity</b></p> <p>D9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated</p> <p><b>C 4 Openness to cultural otherness</b></p> <p>D 24 Expresses an appreciation of the opportunity to have experiences of other cultures</p> <p><b>C 6 Civic-mindedness</b></p> <p>D 36 Discusses what can be done to help make the community a better place</p>		
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<p>On-line-session:</p> <ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet connection</li> <li>- PPT</li> </ul>		
<b>Materials needed</b>	<p>Computer</p> <p>e-materials:</p> <ul style="list-style-type: none"> <li>- web based search – visual art exhibition age 6-10</li> <li>- Living-democracy.com</li> </ul>		

## Part II – Session step by step:

### Part 1: 18:00 -18:05

#### Lecture:

Criteria for evaluation visual art works age 6-10

Explanation of the focus of the session:

Significance and impact of creation exhibition from children`s works of art

### Part 2: 18:05 -18:10

#### Students:

Plenary discussion – students present **analyses** and **classifications** by the motive used in the web based visual art exhibitions age 6-10

### Part 3: 18:10 -18:25

#### Lecture:

Standards for creating visual art exhibition in primary school

Explanation of the importance of media in contemporary communication as an expression of freedom to receive and impart information

Presentation of “Media” as EDC/HRE key concept

### Part 4: 18:25 -18:35

#### Students:

Plenary discussion:

Students **identify** and **relate** criteria for evaluation visual art works. They can **classify** visual art exhibitions by the media concept implemented.

Questions to discuss:

What impact can visual art exhibition have on children growth and development? Possible perceptive view on own art creations in early age. Guided active perception: what did I achieved? Exhibition of own work in a media in early age - disappointment or stimulation of active art creation?

### Part 5: 18:35 -18:40

#### Lecture– explanation of homework:

#### Integrated content of Visual Art Education, Democracy and RFCD

Unit 9 - Teachers’ handout 1: media in democracies in VOL. II

Students solve tasks: **Media - V2 U9 L2** “The power of knowledge and skills”

### Part 6:18:40 -18:45

#### Debriefing and evaluation of the session:

16 students were present and 9 of them were active in the plenary. They showed information about pupil’s exhibitions in a confident way, explaining the motives.

In the second task, students discussed about bad criteria for evaluation more, than about those who can serve as a good example.

### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	<p>(As proposed in <b>Part 6</b> from the Session planning):</p> <p>The students were enthusiastic to share their experience as a participant to the school exhibitions during their childhood years. They shared the excitement of being selected by teacher, of the intensive emotions before the exhibition, about pride to be selected.</p> <p>They were very motivated to ask me about real life situation during the process of evaluation: direct help of a parent in a pupil's work, complaining's, how to select and organize exhibition...</p>
<b>Debriefing of the Visual Art Content including homework</b>	<p>In the first part 9 students were active and describe their choice of exhibition about motive: landscape, New year, Spring.... They followed the second part of lecturing with attention and questions about present content -criteria of evaluation.</p> <p>The second task was explained by only two students- due to the limited time. They can classify visual art exhibitions by the media concept implemented and can relate their selection to the motive.</p> <p><b>Homework's:</b></p> <p>I received only 4 homework's:</p> <p>Rhythm of form and colour, potato print, cartoons, e - channels, commercials;</p> <p>Contrast of colours, pastille, The power of knowledge and skills;</p> <p>Activity: The power of knowledge and skills as a way how to organize exhibition;</p> <p>In one homework 3 different solutions:</p> <p>Composition, collage, exhibition;</p> <p>Complex 3D for, modelling from paper, TV as a media for promotion of the school event;</p> <p>Complementary contrast with the selection of works from the pupils from other cities, documented with photographs and shared by the social media.</p>
<b>Debriefing of the Democracy (EDC/HRE) content</b>	<p>During the lecturing, students showed that they are highly informed about various of media and their option that can be used in primary school context. They elaborated understanding of their power and their influence</p>
<b>Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:</b>	<p><b>C2 D9</b></p> <p><b>C4 D24</b></p> <p>Both competences were showed in plenary discussion where students elaborated with examples that contemporary media are social media based on openness to cultural diversity.</p> <p><b>C6 D36</b> The idea to present pupil's creativity in a school exhibition was confirmation that this competence is acquired.</p>
<b>General remarks by the lecturer:</b>	<p>Students were the most interested about possibilities to implement the use of contemporary media in visual art exhibitions in primary school: as a part of planning, as a part of the exhibition, as a part of promotion.</p> <p>They were feeling comfortable in application of various possibilities of contemporary media, that can enrich and lift communication on higher level.</p>



### 3. Implementation experience

#### 3.1 Writing a module

To create new module is like to create a whole new 3D painting – to start with the general concept and to fill it then with precisely interconnected elements.

Contemporary standards for creation of the high-quality university curriculums, and each subject/module that correspond it, are highly demanding. New module has to provide integrated, holistically oriented educational process, and in our case - to enable students to acquire visual art education and democracy competences.

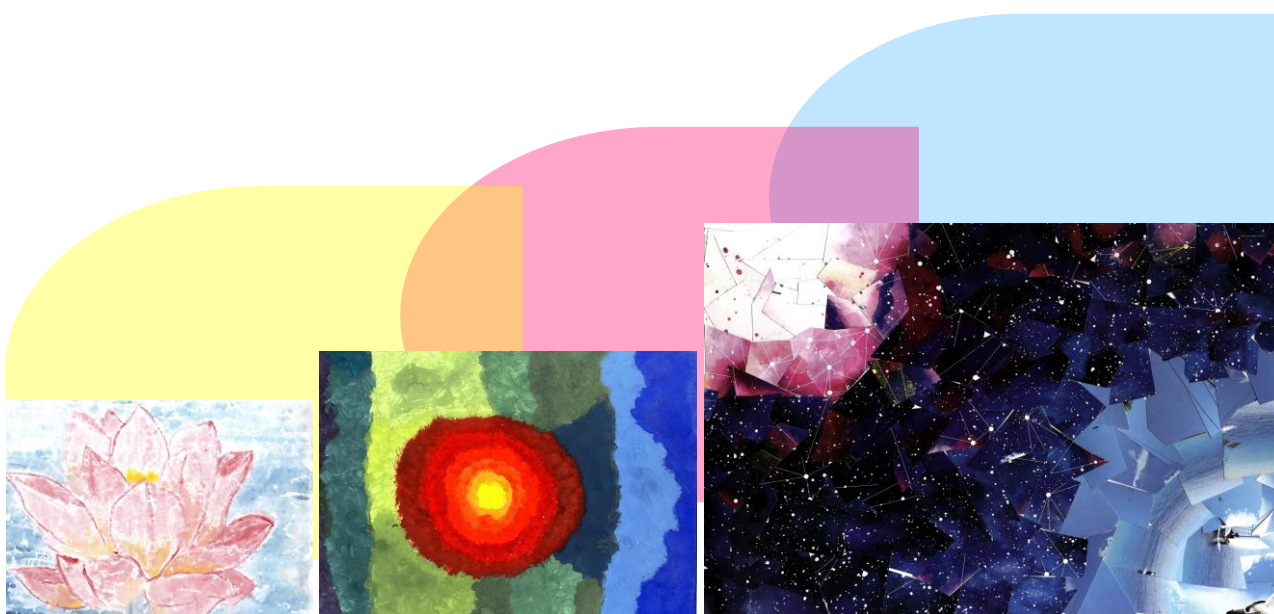
The need to incorporate EDC/HRE content in various university modules aimed for future teachers is really big. Regardless of the existence of many successful university curriculums, there is a world-wide empty space in teaching practice, where only randomly learned democratic behaviour can take a place in everyday life.

Right for participation in democratic culture is basic human rights, which cannot be ignored. The responsibility to provide structured and organized acquiring of knowledge and skills lays in educational systems.

We decided to create a module which implements democratic culture by the use of key competences of EDC/HRE integrated with basic subject content – Visual Art Education for primary school students.

Visual presentation of the module in a chart/table presents all necessary components and their interrelations. We hope that it clearly presents also the philosophy of this multi-layered educational approach too.

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### 3.2 Writing the sessions plans

One of the most challenging tasks for each university professor in conduction of teaching/learning process is a quality implementation of the big picture/idea (semester module) into a step by step procedure (session planning).

In the visual art education sessions specificity of the subject (practical realization of visual language and visual art techniques) determines implementation of democracy content. We decided to present EDC/HRE key concept in each new session and to provide in that way complete basic introduction to the culture of democratic citizenship to students. On the already accredited university curriculum for the subject Visual Art Education with didactics, we integrated the most suitable democracy content:

- Harmonious and contrast colours with the presentation of Children rights
- Visual principle - composition to support understanding and expression of key concept "Diversity and pluralism" in contemporary societies
- Understanding of the key concepts "Responsibility" in the relation with the visual art teaching (students) and learning (pupils)

Because the biggest number of sessions were conducted on-line, we do not have possibility to organize practical work for students and evaluate their achievement in primary school settings. Therefore, creating the task and homework for students that has to be solve and send by mail was extremely demanding process:

- We had to create tasks that would challenge student's intellectual curiosity not only to learn visual art content, but to understand democracy content as well.
- We also had to invent assignments that stimulate and nurture student's creative and critical thinking in search for solutions.

The only way we can evaluate student's knowledge and understanding were to rely strongly on the Bloom Taxonomy of Educational objectives in order to be sure which level of student achievement/s we are evaluating.

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For the preparation of students' tasks (pupils' tasks):

## Action-Verbs in the centre of learning activities (following Bloom's revised Taxonomy)

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analysing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts/ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break Information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Choose</li> <li>Define</li> <li>Find</li> <li>Label</li> <li>List</li> <li>Match</li> <li>Name</li> <li>Recall</li> <li>Relate</li> <li>Select</li> <li>Show</li> <li>Spell</li> <li>Tell</li> <li>Specify:               <ul style="list-style-type: none"> <li>What</li> <li>When</li> <li>Where</li> <li>Which</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Classify</li> <li>Compare</li> <li>Contrast</li> <li>Demonstrate</li> <li>Explain</li> <li>Extend</li> <li>Illustrate</li> <li>Interpret</li> <li>Outline</li> <li>Relate</li> <li>Rephrase</li> <li>Show</li> <li>Summarize</li> <li>Translate</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Build</li> <li>Choose</li> <li>Construct</li> <li>Develop</li> <li>Experiment</li> <li>with</li> <li>Identify</li> <li>Interview</li> <li>Make use of</li> <li>Model</li> <li>Organize</li> <li>Plan</li> <li>Select</li> <li>Solve</li> <li>Utilize</li> </ul>	<ul style="list-style-type: none"> <li>Analyse</li> <li>Assume</li> <li>Categorize</li> <li>Classify</li> <li>Compare</li> <li>Conclusion</li> <li>Contrast</li> <li>Discover</li> <li>Dissect</li> <li>Distinguish</li> <li>Divide</li> <li>Examine</li> <li>Function</li> <li>Inference</li> <li>Inspect</li> <li>List</li> <li>Motive</li> <li>Simplify</li> </ul>	<ul style="list-style-type: none"> <li>Agree</li> <li>Appraise</li> <li>Assess</li> <li>Award</li> <li>Choose</li> <li>Compare</li> <li>Conclude</li> <li>Criteria</li> <li>Criticize</li> <li>Decide</li> <li>Defend</li> <li>Determine</li> <li>Estimate</li> <li>Evaluate</li> <li>Explain</li> <li>Influence</li> <li>Interpret</li> <li>Judge</li> </ul>	<ul style="list-style-type: none"> <li>Adapt</li> <li>Build</li> <li>Change</li> <li>Choose</li> <li>Combine</li> <li>Compile</li> <li>Compose</li> <li>Construct</li> <li>Create</li> <li>Delete</li> <li>Design</li> <li>Develop</li> <li>Discuss</li> <li>Elaborate</li> <li>Estimate</li> <li>Formulate</li> <li>Imagine</li> <li>Improve</li> </ul>

### 3.3 Teaching the sessions

The biggest challenge – how to educate future educators?

What to do when:

Creation of the module – checked!

Creation of the session plan – checked!

Even when all concept and guidance are clear, when all room settings are organized and material is shared – the biggest challenge still stays – how to implement all in real time with real students!

Faced with even bigger challenge, to incorporate democracy content in the visual art education sessions, we had shortened time when visual art education content had to be delivered to the students. In the same time, this also raised the need to challenge student's curiosity and interest for new additional content– culture of democracy.

Time dedicated to precise and detailed programming of the semester module and session plans proved to be of the greatest importance and help.

We discovered that teaching the sessions in this module shape active perception of the lecturer, enable successive focusing on the aspects of the teaching process step by step.

As a visual art educator, I found that democracy content incorporated in each session gave another important aspect of acculturation to the whole educational process.

Culture of democracy in symbiosis with art and creativity deepened the content and provides much more easier acquiring of the visual literacy in student's - future teachers.

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### 3.4 The students' feedback

In the realisation of the module the biggest motive was student's responses.

Here are some of their comments presented in the reflection after the sessions:

"Students were really enthusiastic to participate on this session by their own words – this was the first time that they receive a homework before the start of the lecturing. They noted that they enjoyed the task, found it interesting and challenging, like a game, and express developed curiosity to participate on this subjects' activities" (preparatory session, 18.2.2020).

"Students show their satisfaction with presentation of systematic introduction to the culture of democracy.... explained own attitude that democratic behaviour has to be one of the main characteristics of each well-educated student. The session was accepted by students with curiosity. (Session 2, 3.3.2020).

"Students were cooperative and have a lot to share on the both topics - conflict and creativity. ....not only explain understanding of the concept, but gave solutions based on their own experiences during practical work in schools....all students stayed 20 min. over the planed time, expressing satisfaction for the possibility to debate and will to hear others thinking about this topic.....stated that teacher has to become a creative leader of the classroom in all challenging conflicts in everyday life situations" ( session 9, 21.5.2020).

Evaluation of the results of the survey confirmed that students are positive that participation in this module enable them to understand the importance of implementation of the culture of democracy content in each primary school subjects....."I will dedicate myself among other subject, to include teaching democracy as an important factor in society.....participating in this course..... I have upgraded myself first this activity will make me a better teacher".

Starting with the "treasure hunt" on the site [living-democracy.com](http://living-democracy.com), at the beginning of the semester, with participation on the sessions, student succeeded to learn how to implement culture of democracy in each daily planning for realization of primary school subject Visual Art education integrated with task created based on Bloom Taxonomy of educational objectives





## 4. Semester Survey: General results

**Participants:** 15 female students,

**University and Faculty:** University St Cyril And Methodius in Skopje, Faculty of Pedagogy “St. Kliment Ohridski” - Skopje

**The course was on bachelor level:** 3<sup>rd</sup> year of university studies, 6<sup>th</sup> semester

### Introduction

During the Spring semester 2020, 21 students followed the new course: “Culture of Democracy through the Visual Art Education” as pilot module. For the first time Culture of democratic citizenship is integrated in the subject content - Visual Art Education with Didactic.

We conducted 11 Sessions: 4 of them were realized in the university settings (one preparatory and sessions 1-3), 7 sessions were performed online (platform Zoom: session 4-10).

At the end of the semester, when all the sessions in this module were introduced to the students, we sent a survey to assess student’s thoughts, opinions and feelings about the module.

### Reflection

The survey consists of III parts:

#### I. General remarks

Students find that from several listed options, following aspect of the module are the most useful for their future teaching practice:

- Learning about key competences and descriptors in accordance with the Reference Framework of Competences for Democratic Culture
- The possibility for me to develop my skills as a teacher by practicing teaching in a school
- New resources/ manuals introduced related to democracy and human rights education

Concerning the fact that the biggest number of lessons were presented on-line, students did not have a chance to experienced interactive group work as an option, or reflection on their teaching since practical teachings cannot be performed. Deciding to choose these options clearly presents the strong parts of the module – introduction of democracy content / resources, and possibility to develop teaching skills even without possibility of real practice.

#### II. Democracy content and RFCDC

Responses on the questions about Democracy content and RFCDC are so encouraging.

It is so great for me to see that almost all students confirmed that by participation in the module their own view on “the importance of creating a democratic culture in schools have greatly changed”. Some of them also added that they gain important and useful information and adequate methods for realization of visual art education classes, which strongly confirms the importance of the module. 1/3 of the students stated beliefs that principles of democratic practice and human rights education will improve their future role as a teacher to some degree.

#### III. Teaching skills

Concerning the teaching skill aspect, 8 from 15 students stated that by participation on this course they gain intermediate abilities to use tools and strategies introduced. All other students confirmed high satisfaction with the preparation for critical reflection on own professional practice, and by the tools / strategies for active and participatory methods they were equipped during the course.

The most interesting were the answers with open-ended questions – students projected their individual approaches toward the materials and activities introduced.

All students were positive that they will use activities in their own future training.

Explaining it, most of the students take the examples of the tasks created as their homework's with integration of both democracy and visual art education content: to write an essay based on own understanding of a democracy contents – key concept “Responsibility” in the primary school context; to use activities with democracy content introduced during lectures in their own daily planning of visual art education classes; to explain principle of Visual Art Education in relation with the implementation of key concept “Rules and Law”; Some of the students have named general use of the key concepts as Identity, Equality, Responsibility, Rules and freedom in their future teacher training. Other, named general concepts as political culture, human rights, or methods like cooperative learning and principles of plenary discussion.

Really encouraging is that the most of the students claim to use precise lessons from the web-site livingdemocracy.com as: “The power of knowledge and skills”, “I have a name – we have a school”, “What I want” ...

All 15 students answered that they will use resources and literature used in the module, in their future teaching – they presented the examples of the livingdemocracy.com web-site (with precise determination of number of the textbook, volume, unit, lesson). Most of the students added that the web-site contains “excellent information, examples, activities as additional supportive material for learning – they are of great importance, especially because they are adequately designed for precise age of students”. (one ex. in Survey No.6).

Explaining the use of the activities, one student wrote: “All different-all equal” – I worked on this activity as my homework because it was one of the most interesting for me. I paid special attention to it and I am sure that is really important to use in my future teaching” (Survey 13).

### Conclusion and recommendations

Based on the analyse of the survey, I can confirm that we have to be satisfied with student's understanding of the content and possibilities for practical implementation of the module.

Students confirmed belief that introduction to principles of democratic practice and human rights education will improve their future role as a teacher. Even more - participation on this module enable and encourage them to look more critically and with deeper understanding of the main subject content:

“It is really important to define the descriptors of competences in primary school students in visual art education classes” (Survey No.1).

The weakest point was inability for direct interaction with students in university and primary school setting, so it influences the answers on the question concerning the use of the strategies in practical work and mock teaching classes - 8 students gave medium mark (4 students marked-3, 4 students mark - 4). I hope it will change in future implementation of the module. Only few medium and almost all highest marks are present.

For me, as a one of the creators of this module and a lecturer, the most comprehensive are statements supported by all students in different ways, defined precisely in two of the responses:

Question: Do you think that taking part in this course has improved your teaching skills?

Answer: To a large extent, yes. Since I will be a primary class teacher, I will dedicate myself among other subject, to include teaching democracy as an important factor in society”. (Survey No. 5).

“By participating in this course and by developing the activities, I think that I have upgraded myself first. All the activities made a great impression on me. I hope that in the future I will have the opportunity to apply some of them and become a better teacher” (Survey No.15).

I strongly hope that student's experiences and perception of a module presented in this survey will be valuable inspiration for further development of not only this module, but of all other modules the colleagues from other universities are planning to create as well. (Prof. Maja Raunik Kirkov PhD)

## 5. Appendix

### 5.1 Module Template

#### General Information:

Title of the module:  
Name of University:  
Name of Faculty:  
Development Team:  
Implementing Lecturer:  
Number of teacher students in the training:  
Number of classes per week:  
Number of class visits:  
Number of lessons taught by teacher students:  
Number of Model classes taught by the lecturer:

#### Short description of the contents of the module:

Background:

Resources to be used:

#### Competences for Democratic Culture addressed:

	Competences	Descriptors
Values		
Skills		
Attitudes		
Knowledge and critical understanding		

Module overview session by session:

Session Nr/Date	Topic of the session	Visual Art Education with Didactics content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division  Lecturing, Activities, Practice
Student's preparation:						
Session 1  date					Lecturer:  Task for students:  Lecturer:  Task for students:	Lecturing: %  Activities: %  Practice: %
Homework / Individual tasks						



## 5.2 Session Planning Template

Session No.:

Visual Art Content:

Democracy Content:

Competences for Democratic Culture:

Date:	Time: 00:00 -00.00	Room:
Session No.		Lecturer(s):

### Part I – General information

Title of Session:			
Overview, issues addressed:			
Aims and learning outcomes:			
Practice teaching elements included:			
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	%	%	%
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> class in schools <input type="checkbox"/> by student <input type="checkbox"/> by classroom teacher <input type="checkbox"/> by lecturer <input type="checkbox"/> another format (specify):		
RFCD: Competences (C)and descriptors (D) to be applied or trained:			
Room preparation, infrastructure (board, beamer, flipchart etc.):			
Materials needed			

## Part II – Session step by step:

<b>Part 1:</b> 00:00 -00:00 Lecture: <b>Part 2:</b> 00:00 -00:00 Students' tasks: <b>Part 3:</b> 00:00 -00:00 Lecture: <b>Part 4:</b> 00:00 -00:00 Students' tasks: <b>Part 5:</b> 00:00 -00:00 Lecture– <b>explanation of homework:</b> Students solve tasks: <b>Part 6:</b> 00 -00:00 <b>Debriefing and evaluation of the session:</b>
--

## Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	(As proposed in <b>Part 6</b> from the Session planning)
<b>Debriefing of the Visual Art Content including homework</b>	
<b>Debriefing of the Democracy (EDC/HRE) content</b>	
<b>Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:</b>	
<b>General remarks by the lecturer:</b>	

## 5.3 Survey Template

Country:

Female ☐

Male ☐

University and Faculty

The course was on bachelor level ☐

The course was carried out on master's level ☐

You have attended a semester course that is part of an international democracy project. The regular course content was combined with knowledge elements about democracy. Also, the concept of so-called competences for a culture of democracy, developed by the Council of Europe, was presented. As a third element, this course is characterized by the idea that more practical relevance must be included in the training of teachers. We ask you to answer the following questions. It helps us to improve ourselves and to learn more about the impact.

### IV. General remarks

1. Which aspects of the course did you find particularly useful for your future teaching practice? (tick any that applies)

- ☐ Learning about key competences and descriptors in accordance with the Reference Framework of Competences for Democratic Culture
- ☐ The possibility for me to develop my practical skills as a teacher through mock-teaching class
- ☐ The possibility for me to develop my skills as a teacher by practicing teaching in a school
- ☐ The interactive group work
- ☐ Debriefing sessions
- ☐ Reflection of my own teaching practice
- ☐ New resources/ manuals introduced related to democracy and human rights education
- ☐ Other:

Please feel free to specify your answer:

2. Do you think taking part in this course will make you a better teacher?

Not at all		To some degree		A great deal
1	2	3	4	5

Please explain your answer (by examples if possible):

## II Democracy content and the Reference Framework of Competences for a Democratic Culture (RFCDC)

To what extent do you agree with the following statements concerning democracy topics:

- a. My view on “the importance of creating a democratic culture in schools” changed by participating in this course

Not at all		To some degree		A great deal
1	2	3	4	5

- b. I believe that the principles of democratic practice and human rights education that I have been introduced to in this course will improve my future role as a teacher

Not at all		To some degree		A great deal
1	2	3	4	5

### III Teaching skills

1. To what extent to you agree with the following statements concerning teaching skills:

- a. After participating in this course, I feel better prepared to critically reflect on my future professional practice

Not at all		To some degree		A great deal
1	2	3	4	5

- b. I have been equipped with tools and strategies which will allow me to use an active and participatory methods in my role as a teacher

Not at all		To some degree		A great deal
1	2	3	4	5

- c. I agree that practice teaching (mock teaching classes or teaching practice with pupils in a school) is an important element in education for future teachers

Not at all		To some degree		A great deal
1	2	3	4	5

2. Will you try to use any of the activities that you took and active part in during this course in your own future training?

Yes/No

If yes, please indicate which ones?

If no, please explain why not

3. Will you try to use any of the activities introduced to you via the literature (including online materials/ websites) in your future teaching?

Yes

No:

If yes, please indicate which ones?

If no, please explain why not

Thank you so much for taking the time to fill out this survey. It is very much appreciated!!

## 5.4 Photographs and student's visual art creations

### Preparatory session



Treasure hunt on the web-site [living-democracy.com](http://living-democracy.com) key words

Children's rights (analysis of the preparatory work)



Presentation of the web site – [living-democracy.com](http://living-democracy.com)





Basic criteria of Democratic Culture trough Visual Art Education



"A start of a wonderful journey" – Angela Cikarska, student



## 25.2.2020 MOCK - university settings



MOCK – analyse of art works and students' paintings with motive: Children rights

Art works:

- Paul Klee "Cat and the bird", 1928, Oil and ink on canvas
- Paul Klee "Landscape with sunset"-1923, oil on cardboard
- Marc Chagall "Summer, Harvest" (the 4 Seasons) 1974, tempera, quash, watercolour and pastel on paper
- Pablo Picasso "The family of saltimbanques" 1905, oil on canvas



MOCK - Students with role pupils – creating the collage





Children's Right to peaceful public gathering-  
Contrast colours



Children's right - Freedom of expression -  
Contrast colours



Children's rights - Survival and development of  
the child – Harmonious colours



Analyses of the students collagues



### 3.3.2020 MOCK - university settings

*“Responsibility is a word that is worth a lot. In today's world of lies and hypocrisy, it is very difficult to be responsible, so it is even more important” - Angela Cikarska, student*



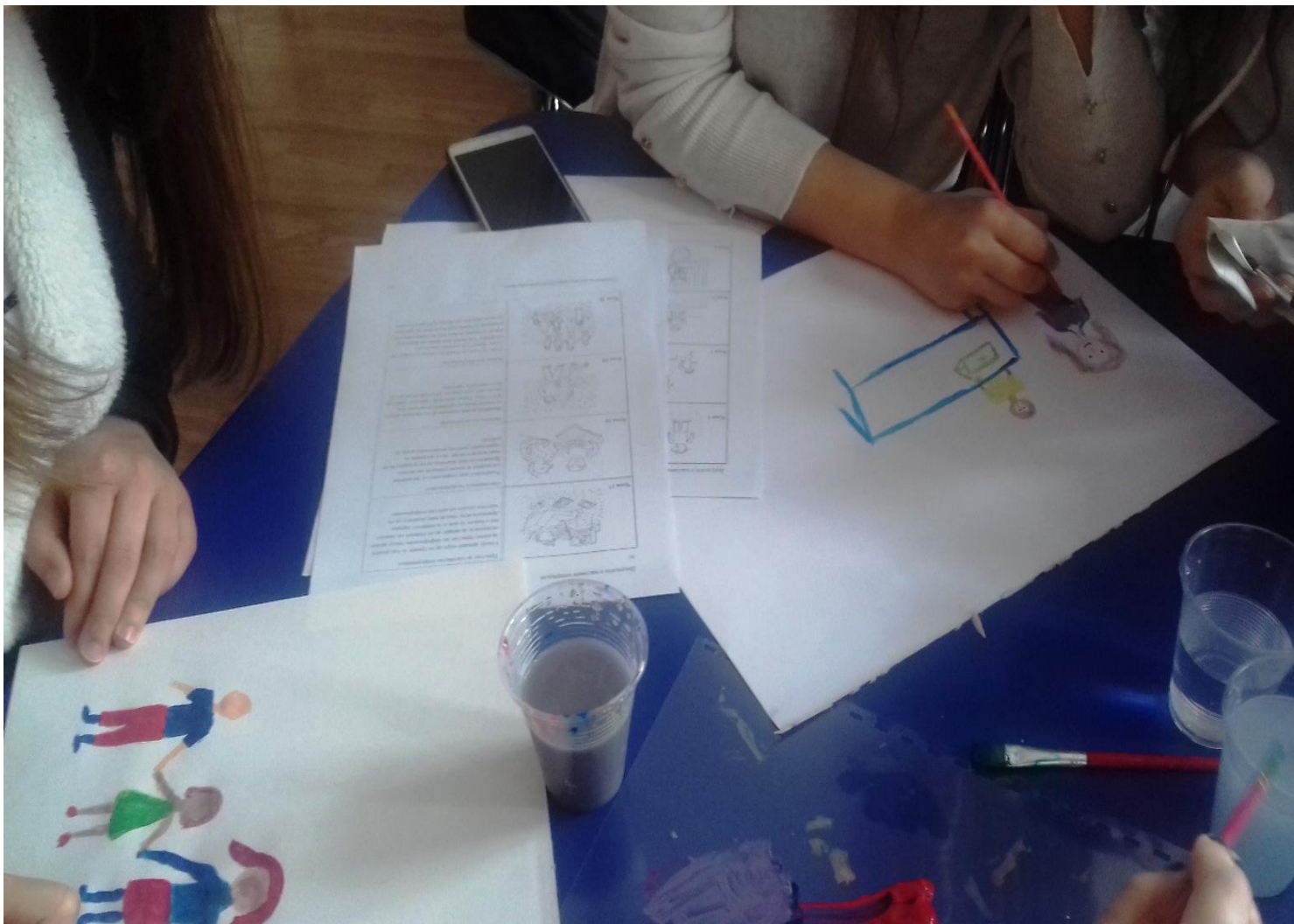
Realisation of visual art and democratic culture content work in pairs - Visual art technique drawing with tempera colours







Motive: textbook **Vol 5 U3 L1 C3** (Primary school, Class 3) **We are wizards**



Photocopies of illustrated version of Children's Rights (Children's Rights cards)

Original student's works with visual art and democracy content: visual art principle – composition



*"Responsibility" will help us understand the value of everything we own" - Shengul Mersim*

Explanation of integrated content Democracy and Visual Art Education



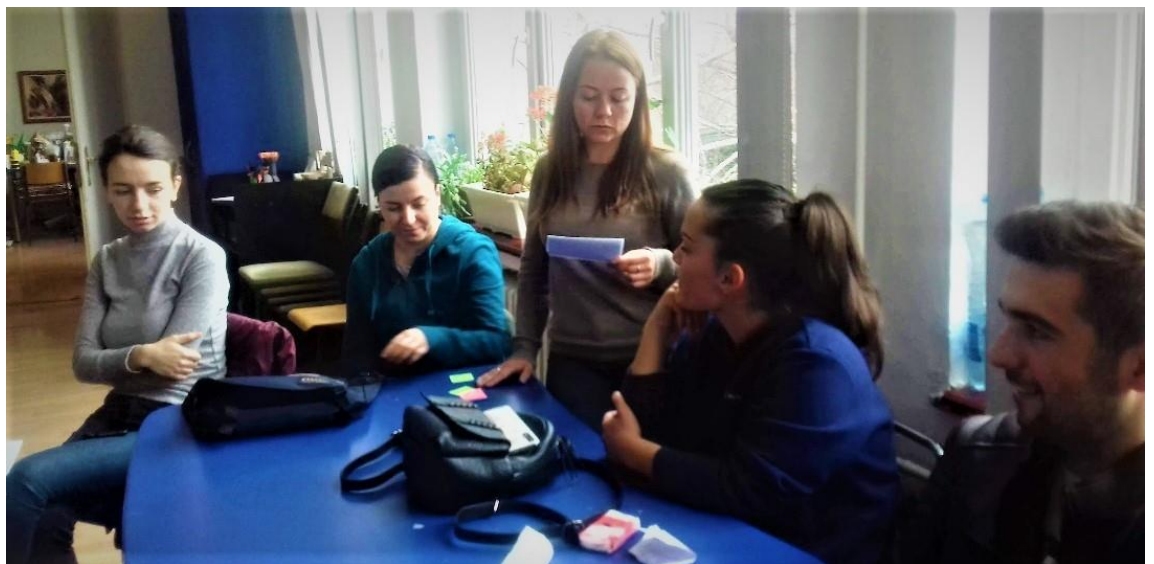
*“Our responsibility as teachers is to provide a relaxed but encouraging working climate and to establish a constructive communication - meta-communication, on the teacher-student-parent relationship” - Aleksandra Pavlovská, student*



Studio work



Observer's reports: Evaluation of communication between students



Observer's reports: Evaluation of communication between teacher and students



## Students drawings:



**Democracy content:** The well-being of the child is paramount  
**Visual Art Education content:** Horizontal composition



**Democracy content:** Non-discrimination  
**Visual Art Education content:** Diagonal composition

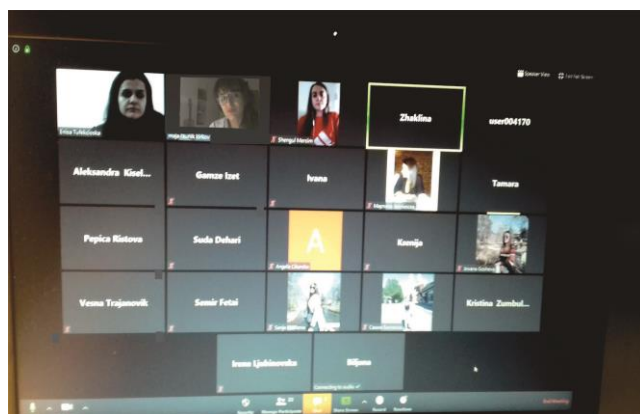


**Democracy content:** Non-discrimination  
**Visual Art Education content:** Open free composition

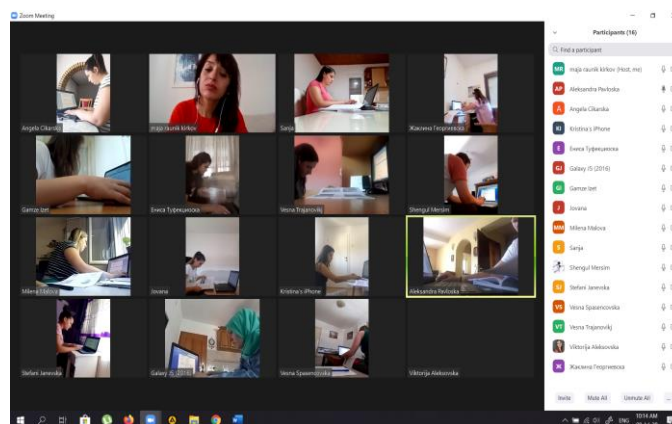


**Democracy content:** Non-discrimination  
**Visual Art Education content:** Asymmetrical composition





On - line session, platform Zoom



On - line exam, platform Zoom

Име и презиме на студентот	Ангела Цикарска
Број на индекс	11750
Наставна содржина	Градација на боја
Наставна тема	Градација
Ликовна техника: Колаж, рекомпозиција	Мотив: Право на квалитетен медиум - Мојот омилен анимиран лик
Стари весници, ножички, лепак, хартија за подлога.	

#### ЦЕЛИ И ЗАДАЧИ НА НАСТАВНАТА АКТИВНОСТ:

##### - Стекнување на знаења:

Учениците да стекнат знаења за **именување** на колажот како сликарска техника. Стекнување на знаења за **дефинирање** и **прикажување** на ликовниот принцип- градација. **Одбира** и **селектира** примери на градација на боја во природата, околината и во уметничките дела.

##### - Стекнување на вештини:

Учениците да стекнат моторички вештини на правилно ракување со средствата за работа, да стекнат вештини на ракување со принципот градација на боја, да го поттикнат и развијат **креативното** мислење, да **воочуваат** и **прецизира** видови техники.

##### - Стекнување на способности:

Учениците да се оспособат за **елаборирање** на правилно реализирање на сликарските техники, да се оспособат правилно да ракуваат со ликовните средства и материјали за работа. Способност да ја препознаат градацијата во природата, да ја **идентификуваат**.

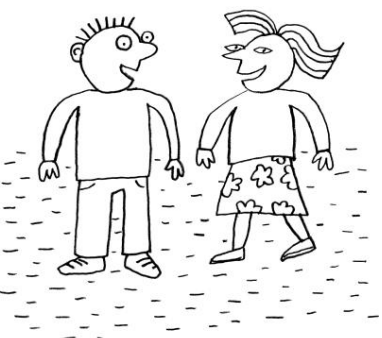



#### АКТИВНОСТИ НА УЧЕНИКОТ:

- Воведни активности:** Учениците одговараат на прашањата во врска со нивните знаења околу користењето на хартијата, како и **да ја именуваат, дефинираат и селектираат** ликовната техника колаж и да ги употребуваат правилно ликовните средства и ликовните материјали.
- Активности за учење:** Учениците знаат да го **именуваат, дефинираат и селектираат** ликовниот принцип – градација; да **креираат** ликовни творби во техниката колаж со ликовниот принцип градација
- Евалуациони активности на ученикот:** Учениците прават разлика во видовите на ликовни техники ги **споредуваат** едни со други, го **анализираат** и **елборираат** начинот на кој таа се реализира и потребните материјали за нејзина реализација

<b>Name of student</b>	Zaklina Georgievska
Student ID:	11754
Teaching content – Visual Art Education	Harmony of form and texture
Teaching VA theme	Harmony
<b>Sculpturing and modeling with clay</b>	<b>Motive:</b> Identity
<b>Material:</b> Clay, cardboard, wather, hardwood and plastic modeling tools	
<b>Aims and Objectives :</b> <ul style="list-style-type: none"> <li>- <b>Knowledge:</b></li> <li>- To <b>name</b> and <b>define</b> the concept of harmony in life and in visual arts, to <b>compare</b> various visual art pieces based on the their use of the visual principle - harmony, to <b>identify</b> and elaborate harmonical forms and textures in 2D and 3D media</li> <li>- <b>Skills:</b></li> <li>- To <b>create</b> 3D sculpture with use of harmonious forms and texture, to <b>demonstrate</b> realization of the technique – modeling with clay.</li> <li>- <b>Abilities:</b></li> <li>- For <b>perception</b> of various types of forms, <b>recognition/selection</b> of harmonious forms and textures in visual art and in the nature and surrounding, for <b>evaluation</b> of harmonious forms based on different tasks</li> </ul> <b>Primary school student's activities:</b> <p>1.In introductory part of the session:</p> <p>Pupils can <b>name</b> the concept of harmony, <b>recognize</b> various types of harmonical relationship in life and in visual arts, they can <b>elanborate characteristics</b> and show harmonical forms and textures in 2D and 3D media</p> <p><b>2. In learning activities:</b></p> <p>Pupils can <b>define</b> the the concept of harmony in life and in visual arts, to <b>identify</b> and <b>compare</b> various visual art pieces based on the their use of the visual principle – harmony, to to <b>demonstrate</b> realization of the technique – modeling with clay and to <b>create</b> sculptures with solution for the task: 3D sculpture with harmonious forms and textures</p> <p><b>3.In evaluation activities:</b></p> <p>Pupls will <b>evaluate</b> created sculptures based on the <b>analasys</b> of the <b>implementation</b> of harmonious forms and textures based on the <b>interpretation</b> of the motive: Identity- in the process of modeling, in the final creations.</p>	

No.2 Example of an implementation of Democracy content and Bloom Taxonomy of Educational Objectives  
in the student's daily preparation for the primary school subject Visual Art Education

## 5.5 Illustrated version of Children's Rights Cards

 <p><b>Article 1</b></p>	<p>Definition of the child</p> <p>A child is a person under 18 years of age.</p>
 <p><b>Article 2</b></p>	<p>Non-discrimination</p> <p>No child should be discriminated against due to skin color, gender, language, religion, opinion, country of origin, poverty or wealth, disability or belonging to an ethnic minority.</p>
 <p><b>Article 3</b></p>	<p>The well-being of the child is paramount</p> <p>In all laws and judicial decisions, the well-being of the child comes first.</p>
 <p><b>Article 4</b></p>	<p>Implementation of rights</p> <p>Each state must ensure, to the best of its ability, that children's rights are implemented.</p>

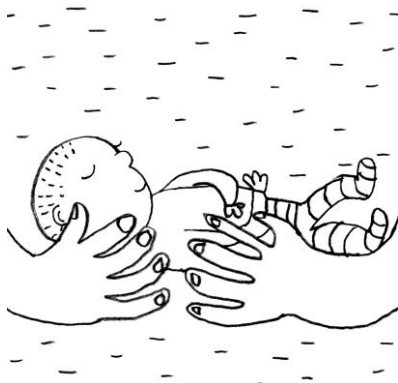




#### Article 5

#### Respect of parental rights

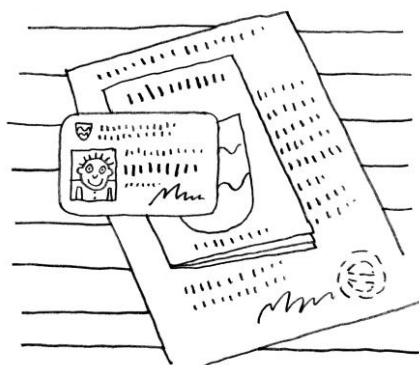
Each state is responsible for making sure that the duties, rights and responsibilities of parents are carried out in such a way as to ensure that children are free to exercise their rights. (Governments must respect the rights and duties of the parents, family members and/or legal guardians by informing and advising children about their rights).



#### Article 6

#### Survival and development of the child

Every child has the right to life and survival. The state must ensure that children and young people can develop well.



#### Article 7

#### Name and state membership

Every child has, from birth onwards, the right to a name, to state membership and to be cared for by their own parents.



#### Article 8

#### Protection of identity

Every child has the right to keep or to restore their name, state membership and family relations.



#### Article 9

##### Separation of parents

Every child has the right to live with his or her parents, apart from when they need to be protected from their parents. If a child must be separated from either or both of their parents, they have the right to be heard. If a child is separated from either or both of their parents, they have the right to know where they are.



#### Article 10

##### Family reunification

Every child has the right to leave each state and travel to their own country in order to be reunified with their family.



#### Article 11

##### Protection from kidnapping and abduction

Every state must fight against kidnapping and abduction to another country and non-return of children by a parent or another person.



#### Article 12

##### The child's freedom of opinion

Every child has the right to be heard and to express their opinion on all questions and matters relating to their life. This is particularly valid in legal or administrative processes. The older the child, the more their opinion should be listened to.



**Article 13**

#### Freedom of expression

Every child has the right to express their opinion freely and to obtain and disseminate information through the media. Every child also has the responsibility to express their opinion in such a way as to respect the rights of others.



**Article 14**

#### Freedom of thought, conscience and religion

Every child has the right to freely practice their religion and freely exercise their thought and conscience. The state must respect the rights and responsibilities of parents when children implement these rights.



**Article 15**

#### Right to peaceful public gathering

Every child has the right to gather together with other children, to join or found an association or union, as long as the rights of others are not injured in the process.



**Article 16**

#### Protection of privacy

Every child has the right to not have anyone interfere with their private life, family, dwelling or written exchanges. In addition, every child has the right to not have anyone damage their honour.



#### Access to appropriate information

Each state must ensure that children have access to information through various forms of media and that they can acquire knowledge that is important for their well-being. The state also has the duty to protect kids from damaging information.

#### Article 17



#### Responsibility of parents

Parents or guardians are jointly responsible for the upbringing of the child. The state has the responsibility to support them in this and, for example, to make childcare available should the parents need to work.

#### Article 18



#### Protection from abuse

The state is responsible for protecting the child from abuse by parents or other people. Every child has the right to learn how to avoid or deal with every form of abuse.

#### Article 19



#### Young people without families

Every child that doesn't live with their family, has the right to special protection and support. They then have the right to a foster family or care in an appropriate institution that is considerate of their religious, cultural or linguistic background.

#### Article 20



#### Article 21

##### Adoption

A child can be adopted if adoption is authorized, recognized and approved by the country and if it serves the well-being of the child.



#### Article 22

##### Refugee children

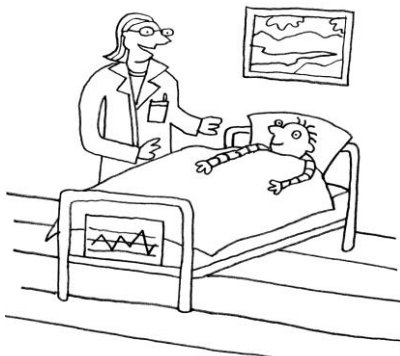
Every child who is forced to leave their country, who is a refugee and seeking asylum, has a right to special protection by the state.



#### Article 23

##### Disabled children

Every child with a disability has a right to special care and education. They should be helped to be independent and to participate actively in their communities.



#### Article 24

##### Health and medical services

Every child has the right to the best possible medical care. The state has the duty to combat child mortality, to ensure medical provisions for young people, to combat poor diet and illness, to guarantee medical care for pregnant women and young mothers, to make accessible health education, to develop prevention in the public health sector and to abolish customs that harm children.



#### Article 25

##### Review of treatment or care

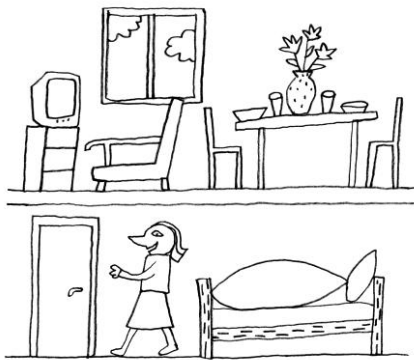
Every child that has been admitted to an institution for their protection, care or treatment has the right to have their admission checked and reviewed.



#### Article 26

##### Social security

Every child has the right to social security such as a social insurance. The state guarantees the child payments which take into consideration the financial situation of the family or carers.



#### Article 27

##### Standard of living

Every child has the right to a standard of living appropriate to their physical, spiritual, moral and social development. The parents or guardians are above all responsible for ensuring this. The state has the duty to support them in this.



#### Article 28

##### Education

Every child has the right to an education and to school. The state has the duty to make primary education free and obligatory and similarly to make secondary education accessible to all children and young people. The state has the duty to ensure that children and young people are treated appropriately at school and that their human rights are not infringed upon.



#### Educational aims

School education should develop each child's personality and talents, prepare each child for adult life and should encourage children to respect human rights and their own and other cultures and values.

#### Article 29



#### Children of minorities

Every child belonging to a minority has the right to learn about and practice their own culture, religion and language.

#### Article 30



#### Rest, play and free time

Every child has the right to rest and free time in which they can play and participate freely in cultural and artistic life.

#### Article 31



#### Child labour

Every child has the right to be protected from every form of exploitation and work that could damage their education or development. The state has the duty of determining a minimum age for the permission to work, the amount of hours per day and working conditions.

#### Article 32



Protection from narcotic drugs

Every child has the right to be protected from the production and trade of illegal drugs.

#### Article 33



Protection from sexual exploitation

Every child has the right to be protected from sexual exploitation and abuse and from prostitution and pornography.

#### Article 34



Protection from sale and trafficking

The state must undertake everything within its power to ensure that children and young people are not abducted or trafficked.

#### Article 35



Protection from all other forms of exploitation

Every child has the right to be protected from all other forms of exploitation (e.g. begging).

#### Article 36





#### Article 37

##### Torture and imprisonment

Every child has the right to protection from torture, cruel treatment or punishment, illegal arrest or any other forms of injury to their personal freedom. The state has the duty to prohibit the death penalty and life imprisonment for young people. If a child is imprisoned, they have the right to humane and respectful treatment. If a child or young person is arrested, they must not be held in confinement with adults, be able to keep in contact with their families and have the right to legal assistance.



#### Article 38

##### War and armed conflict

Children and young people under 15 years of age have the right to not take part in war and armed conflict. The state has the duty to grant special protection to children who are affected by war.



#### Article 39

##### Rehabilitation and integration

Every child who is the victim of armed conflict, torture, neglect or exploitation has the right to appropriate care to enable them to become mentally and physically healthy and to be integrated in a community.



#### Article 40

##### Juvenile justice

Every child accused of committing a crime has the right to be treated with dignity in court. They are innocent until proven guilty. Every child has the right to a fair trial, an interpreter (if needed), the protection of their privacy and to have a court decision re-examined. The state has the duty to set a minimum age below which children cannot be held criminally responsible. The state also has the duty to provide alternatives to imprisonment for convicted children and young people.

