



Course title: ART WORKSHOP

ECTS credit allocation (and other scores): 2

Semester: spring

Level of study: ISCED-6 - first-cycle programmes (EQF-6)

Branch of science: Social sciences

Language: English

Number of hours per semester: 15

Course coordinator/ Department and e-mail: Katarzyna Ćwirynkało, Special Education Department,  
k.cwirynkalo@uwm.edu.pl

Type of classes: classes

---

#### Substantive content

CLASSES: Creativity and art in people's lives. Visual art: fine arts, contemporary arts and decorative arts. Types of fine art: drawing, painting, sculpture and printmaking. Exploring various art techniques in practice: drawing (e.g. with pencil, coloured pencils), working with paper (scratchboard, mosaics with paper, making masks using newspapers dipped in a paste – paper mache and wrapping around balloons), sculpture (modeling salt paste and other materials to form three dimensional forms) and more group art and decoration techniques.

LECTURES: -

Learning purpose: Providing graduate students with knowledge and skills to use various artistic techniques.

---

On completion of the study programme the graduate will gain:

Knowledge: The graduate will gain knowledge on various artistic techniques and materials

Skills: The graduate will be able to use various artistic techniques

Social Competencies: The graduate will acknowledge the role of art in children's life

---

#### Basic literature:

Children's book art: techniques and media. University of Minnesota.

<http://gallery.lib.umn.edu/exhibits/show/techniquesandmedia>

#### Supplementary literature:

---

Ebersold, S., Schmitt, M. J., and Priestley M. 2011. Inclusive education for young disabled people in Europe: Trends, Issues and Challenges. Leeds: University of Leeds.

Forlin, C., Chambers, D., Loreman, T., Deppler, J., and Sharma, U. 2013. Inclusive education for students with disability. A review of the best evidence in relation to theory and practice. Australia: Australian Research Alliance for Children and Youth. [https://www.aracy.org.au/publications-resources/command/download\\_file/id/246/filename/Inclusive\\_education\\_for\\_students\\_with\\_disability\\_-\\_A\\_review\\_of\\_the\\_best\\_evidence\\_in\\_relation\\_to\\_theory\\_and\\_practice.pdf](https://www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf)

UNESCO, 1994. The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education, Access and Quality. Salamanca, Spain, 7-10 June 1994. Paris: UNESCO.

UNESCO, 2017. A guide for ensuring inclusion and equity in education. Published online on: <http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>



United Nations Human Rights, 2016. Convention on the Rights of People with Disabilities. General comment No. 4 on the right to inclusive education (2016). Geneva: United Nations Human Rights.

United Nations Human Rights, 2017. United Nations Treaty Collection. Geneva: United Nations Human Rights.

---

The allocated number of ECTS points consists of:

Contact hours with an academic teacher: 15

Student's independent work: 35