Ministry of Higher Education for Science Scientific Supervision and Evaluation Authority Quality Assurance and Academic Accreditation Department Accreditation Department



Program Description Academic

University Name: University of Babylon College/Institute: College of Fine Arts

Scientific Department: Department of Art Education

Name of Academic or Professional Program: Bachelor of Art Education

Name of Final Certificate: Bachelor of Art Education

Study System: Annual

Description Preparation Date: January 2025

File Filling Date: : January 2025 File Filling Date: : January 2025

Signature.

Name of Head of Department:

Professor Abbas Noori Khader

Date:

File checked by: Quality Assurance and University Performance Division Name of Director of Quality Assurance and University Performance Division: Signature: Date: Signature

Name of the Scientific Assistant Dean assistant professor Raad Muter Majeed Kazim

Date:

Sincerely, Dean of the College

introduction

In confirmation of the vital role played by the Department of Art Education at the College of Fine Arts – University of Babylon in supporting state institutions with educational and artistic cadres since the graduation of its first class in 1984–1985 and to enhance its ability to meet the standards of quality assurance and academic accreditation for colleges Fine and Applied Arts in Iraqi Universities This guide was prepared to describe the academic program and curriculum for the Department of Art Education 2025. It serves as a guide for the department's academic work and a measure of self–evaluation. The educational program is a coordinated and organized package of courses that include procedures Experiences are organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. They are reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program...and to achieve academic integrity that affects the quality of higher education and raises the level of its performance, thus improving the outputs of this department and making them compatible with the needs of society and the labor market.

College of Fine Arts/Department of Art Education Academic Program Description and Curriculum 2025

<u>Academic Program Description</u>: The academic program description provides a concise summary of the program's vision, mission and objectives, including a detailed description of the targeted learning outcomes according to specific learning strategies.

<u>Course Description</u>: Provides a concise summary of the course's main characteristics and the learning outcomes expected of the student, demonstrating whether he or she has made the most of the available learning opportunities. It is derived from the program description

<u>Program Vision</u>: An ambitious picture of the future of the academic program to be an advanced, inspiring, motivating, realistic and applicable program.

<u>Program Mission</u>: It briefly explains the goals and activities required to achieve them and also identifies the paths and directions of the program's development.

<u>Program Objectives</u>: These are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable

<u>Curriculum Structure</u>: All courses/subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track) whether required (ministry, university, college and scientific department) with the number of study units.

<u>Learning Outcomes</u>: A compatible set of knowledge, skills and values acquired by the student after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives

<u>Teaching and learning strategies</u>: These are the strategies used by a faculty member to develop student teaching and learning. They are plans that are followed to achieve learning objectives. That is, they describe all classroom and extracurricular activities to achieve the learning outcomes of the program

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Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division:

Signature:

:Date

Sincerely, Dean of the College

1-Vision of the program

The vision of the department is to excel in university education over similar scientific departments and to produce graduates specialized in the fields of art education and with the specifications of the standards of comprehensive quality management and academic accreditation and to develop the fields of artistic and aesthetic knowledge in the state's educational and pedagogical institutions and other cultural and media institutions. The department is interested in focusing on it as a means It is not aimed at teaching students to produce artistic works with aesthetic and technical features, as well as preparing graduates who are qualified in terms of knowledge, taste, skills and education

2- Program message

This program seeks, within the available capabilities, to achieve excellence in university education and instill artistic, aesthetic and educational values in the souls and minds of students, adopt creativity in artistic and aesthetic research, move towards innovation in teaching art education and its principles, and respond to contemporary developments Preparing graduates according to the standards of comprehensive quality management in various fields of art education and aesthetic education needed by the state's educational and cultural institutions and the local community

3-Program objectives

This program aims to qualify students who are graduates of preparatory studies in its scientific, literary, industrial and commercial branches, and graduates of the Institute of Applied Arts and the Institute of Fine Arts, and to provide them with various artistic skills, cognitive and aesthetic abilities, planning, drawing and teaching in all its forms to obtain a bachelor's degree that prepares students and qualifies them to work in the state's educational and pedagogical institutions as teachers, in addition to working in other artistic and cultural institutions, in addition to The following objectives:

- 1 Preparing qualified teachers to teach art education in secondary school.
- 2- Continuous improvement of curricula, academic programs and courses in various fields of art education.
- 3- Improving the artistic, educational and research performance of faculty members.
- 4- Working to develop students' artistic, cognitive and taste skills in the field of art education.
- 5-Developing teaching methods and strategies through the use of blended learning as well as the use of modern teaching programs and techniques
- 6- Working on developing students' innovative thinking skills instead of memorization and indoctrination.
- 7- Working on using multimedia and modern devices to present educational material to students.

8-Rehabilitating educational environments for learners by rehabilitating classrooms in terms of the designs of the internal spaces of classrooms to suit the requirements of this program

4- Programmatic Accreditation

National Accreditation / National Council for Accreditation of Faculties of Fine Arts in Iraqi Universities

5-External influences

Practical applications – desk research – classroom and extracurricular activities – voluntary activities in the field of specialization – other

6- Other external influences

Several aspects where many seminars and meetings were held to discuss the academic and applied content with professors and heads of departments specialized in the field of philosophy of art education. Discussions were also held with colleges and universities that contain similar specializations through committees, conferences, discussion groups and joint work that allow communication between the teaching staff and students for the purpose of coming up with a common vision and setting plans for developing curricula .within the academic program

| 7-Program structure | | | | |
|----------------------------|-------------------|------------|------------|---|
| Program Structure | Number of | Study unit | Percentage | * comments |
| | courses | | | |
| Institutional Requirements | 6 | 9 | 10.79 | Basic course |
| | | | | |
| College Requirements | 7 | 13 | 15.85 | Joint courses with academic departments |
| | | | | |
| Department Requirements | 32 | 61 | 73.36 | |
| | | | | |
| Summer Training | There is | | | Application in middle and secondary |
| | | | | schools affiliated with the education |
| | | | | directorates |
| Other | Sports activities | | | |
| the total | 45 | 83 | 100% | |

8- Program description

| | yearly | | Course Type | | Course | | |
|--------------------|------------------------------------|---------------------------------------|----------------|-----------------------------------|--------|------------------------------|------------|
| Number of units | Number of practical hours | Number of theoretica I hours | | Course name in English | code | اسم المقرر | Level/Year |
| 1 | - | 1 | theoretical | English language | 100 | اللغة الإنكليزية | 2025/First |
| 2 | - | 2 | theoretical | History of ancient art | 101 | تاريخ الفن القديم | 2025/First |
| 1 | - | 1 | theoretical | language Arabic | 102 | اللغة العربية | 2025/First |
| 1 | - | 1 | theoretical | Human rights and democracy | 103 | حقوق الانسان والديمقراطية | 2025/First |
| 2 | 2 | 1 | applied | Computer Basics | 104 | أسس استخدام الحاسوب | 2025/First |
| 2 | 2 | 1 | applied | Principles of acting | 105 | مبادىء التمثيل | 2025/First |
| 2 | 2 | 1 | applied | Voice and delivery | 106 | صوت والقاء | 2025/First |
| 2 | 4 | - | practical | Layout and colors | 107 | التخطيط والالوان | 2025/First |
| 2 | - | 2 | theoretical | Fine art elements science | 108 | علم عناصر الفن تشكيلي | 2025/First |
| 2 | - | 2 | theoretical | Principles of Art Education | 109 | مبادئ التربية الفنية | 2025/First |
| - | - | 1 | practical | Extracurricular sports activities | 110 | الأنشطة الرياضية اللاصفية | 2025/First |

| | yearly | | | | | | |
|-----------------|---------------------------|---------------------------------------|---------------------------|---------------------------------------|-------------|----------------------------|-------------|
| Number of units | Number of practical hours | Number of theoretic al hours | Course Type | Course name in English | Course code | اسم المقرر | Level/Year |
| 2 | - | 2 | theoretica1 | Aesthetic Education | 200 | التربية الجمالية | Second/2025 |
| 2 | 2 | 1 | applied | applied Computer drawing and design 2 | | الرسم والتصميم بالحاسوب | Second/2025 |
| 2 | 4 | - | practical | actical Acting methods | | اساليب التمثيل | Second/2025 |
| 2 | - | 2 | theoretical | Islamic art history | 203 | تاريخ فن اسلامي | Second/2025 |
| 2 | - | 2 | theoretical | language Arabic | 204 | اللغة العربية | Second/2025 |
| 2 | 4 | - | practical | planning | 205 | التخطيط | Second/2025 |
| 2 | 4 | - | practical | sculpting | 206 | النحت | |
| 2 | 2 | 1 | applied | Perspective science | 207 | علم المنظور | Second/2025 |
| 2 | 4 | - | - practical colors | | 208 | الالوان | Second/2025 |
| 2 | 2 | 1 | applied | Theatrical directing | 209 | الإخراج المسرحي | Second/2025 |
| 2 | 2 | 1 | applied | Arabic | 210 | الخط العربي | Second/2025 |

| | | | | calligraphy and decoration | | والزخرفة | |
|---|---|---|-------------|--|-----|---|-------------|
| 2 | - | 2 | theoretical | Crimes of the baath regime in Iraq | 211 | جرانم حزب البعث في العراق | Second/2025 |
| 2 | - | 2 | theoretical | Technical terms and concepts in English | 212 | مصطلحات ومفاهيم فنية باللغة الانكليزية | Second/2025 |

| | yearly | | | | | | |
|-----------------|---------------------------|---|----------------|--------------------------------|-------------|--------------------|-------------|
| Number of units | Number of practical hours | Numbe r of theoret ical hours | Course Type | Course name in English | Course code | اسم المقرر | Level/Year |
| 2 | - | 2 | theoretica1 | History of Modern European Art | | تاريخ الفن الحديث | Third /2025 |
| 2 | - | 2 | theoretica1 | Research Methods | 301 | اصول ومناهج البحث | Third /2025 |
| 3 | 2 | 2 | applied | Art Teaching Methods | 302 | طرائق تدريس الفنون | Third /2025 |
| 3 | 4 | 1 | applied | Imaginative Composition | 303 | الانشاء تصويري | Third /2025 |

| 2 | 2 | 1 | applied | School Theater | 304 | المسرح المدرسي | Third /2025 |
|---|---|---|----------------------------------|----------------|-------------|----------------|-------------|
| 2 | 2 | 1 | 1 applied Music 305 Appreciation | | تذوق موسيقي | Third /2025 | |
| 2 | - | 2 | theoretica1 | Art Psychology | 306 | علم النفس الفن | Third /2025 |
| 2 | 4 | | practical | Murals | 307 | جداريات | Third /2025 |
| _ | - | | | | | | Third /2025 |
| 2 | 4 | - | practical | Handicrafts | 308 | اشغال يدوية | Third /2025 |
| 2 | 4 | - | practical | Porcelain | 309 | الخزف | Third /2025 |

| | yearly | | | | | | |
|-----------------|------------------------------------|---------------------------------------|-------------|-------------------------------------|----------------|--|---------------|
| Number of units | Number of practical hours | Number of theoretic al hours | Course Type | Course name in English | Course code | اسم المقرر | Level/Year |
| 2 | 2 | 1 | applied | e-learning strategies | 400 | استراتيجيات التعليم الإلكتروني أنماط التفكير الفني | Fourth /2025 |
| 2 | - | 2 | theoretica1 | Artistic thinking patterns | 401 | أنماط التفكير الفني | Fourth /2025 |
| 2 | - | 2 | theoretica1 | History of Contemporary Art | 402 | تأريخ الفن المعاصر | Fourth /2025 |
| 2 | - | 2 | theoretica1 | Graduation research | 403 | بحث التخرج | Fourth /20246 |
| 2 | 4 | - | practical | Theatrical graduation project | 404 | مشروع تخرج مسرحي | Fourth /2025 |
| 2 | 4 | - | practical | Graduation project | 405 | مشروع تخرج مسرحي مشروع تخرج تشكيلي | Fourth /2025 |
| 2 | - | 2 | theoretica1 | Criticism and artistic appreciation | 406 | النقد والتذوق الفني | Fourth /2025 |

| 2 | 4 | - | applied | Dramatization of curricula | 407 | مسرحة المناهج | Fourth /20246 |
|---|---|---|-----------|----------------------------|-----|-------------------|---------------|
| 2 | 4 | - | practical | View and Application | 408 | المشاهدة والتطبيق | Fourth /20246 |

9-Teaching and learning strategies

- -Thinking strategy according to the learner's ability, so that if the student is able to learn the concept of the meaning of creativity in art, he will acquire various artistic skills in producing dissimilar works of art.
- Critical thinking strategy in learning and in analyzing works of art. This strategy refers to the highest levels of thinking in the learner in deducing solutions to a specific problem or when analyzing works of art
- -Divergent thinking strategy allows the learner to identify many suitable, dissimilar solutions to address a specific educational problem or several suitable solutions, for example, to create a specific artwork

| 10-Expected learning outcomes of the program Knowledge | |
|--|--|
| Informing students about the design materials and raw materials they deal with to facilitate their understanding and awareness of their importance | Students acquire theoretical information about their specialization and support it with what enables practical application |

| Skills | | | | | | | |
|--|--|--|--|--|--|--|--|
| Developing the student's executive capabilities in terms of idea and application | Gain the ability to handle and implement concepts using different techniques | | | | | | |
| Values | | | | | | | |
| Increase and refine knowledge and culture in the field of specialization | Familiarity with aesthetic and artistic culture | | | | | | |

- -Brainstorming to produce quick solutions and answers to a learning problem
- -E-learning and blended learning strategy
- -Self-learning strategy
- -Cooperative learning strategy for some practical and applied courses

11-Evaluation methods

- 1- Daily observation.
- 2- Written tests.
- 3- Oral questions.
- 4- Conducting daily tests.
- 5- Semester and annual exams.
- 6- Presenting and critiquing work.
- 7- Follow-up on computer work.
- 8-Periodically evaluating individual and group artistic work

| 1 2-Facu | lty | | | | |
|----------|----------------|-----------------|-----------|--------------------|---------------------|
| sequence | The full name | Certificate | Academic | General and spec | ific specialization |
| | of the teacher | | degree | according to the u | university order |
| | | | | General | Subspecialization |
| | | | | specialization | |
| 1 | Ali Shanawa | doctor's degree | Professor | Philosophy of | Art teaching |
| | Wadi Jassim | | | art education | methods |
| 2 | Haider Abdul | doctor's degree | Professor | Fine education | Fine education |
| | Amir Rashid | | | | |
| | Kazim | | | | |
| 3 | Abbas Nouri | doctor's degree | Professor | Philosophy of | Art teaching |
| | Khader Abbas | | | art education | methods |
| 4 | Successful | doctor's degree | Professor | psychology | psychology |
| | Hamza pointed | | | | |
| | anklet | | | | |
| 5 | Fatima Latif | doctor's degree | Professor | Fine education | Fine education |
| | Abdullah Mal | | | | |
| | Allah | | | | |
| 6 | Suhad Abdel | doctor's degree | Professor | Fine education | Fine education |
| | Moneim Abdel | | | | |
| | Mohsen | | | | |
| | Ahmed | | | | |
| 7 | Rehab Khader | doctor's degree | Professor | Fine education | Fine education |
| | Obaidi Yas | | | | |
| 8 | Fatima Imran | doctor's degree | Professor | Fine education | Fine education |

| | Raji Hussein | | | | |
|----|--|-----------------|-----------|-----------------------------|-----------------------------|
| 9 | Hamed Khader Hussein Dahi | doctor's degree | Professor | Fine education | Fine education |
| 10 | Mohammed Awda Sabti Hamid | doctor's degree | Professor | Etiquette | Etiquette/philosophy |
| 11 | Inas Mahdi Ibrahim Mohammed | doctor's degree | Professor | Fine education | Fine education |
| 12 | Bushra Salman Kazim Shani | doctor's degree | Professor | Fine education | Fine education |
| 13 | Alaa Ali Aboud Saeed | doctor's degree | Professor | Fine education | Fine education |
| 14 | Israa Hamed Ali Hussein | doctor's degree | Professor | Fine education | Fine education |
| 15 | Amal Hassan Ibrahim Muhammad | doctor's degree | Professor | Philosophy of art education | Philosophy of art education |
| 16 | Diaa Hamoud Mohammed Abdul Hussein | Masters | Professor | Fine education | Fine education |
| 17 | Hadeel Hadi Abdul Amir Hussein | doctor's degree | professor | Fine education | Fine education |

| 18 | Athear Sabah | doctor's degree | assistant | art education | Pinting |
|------------|----------------|------------------|-----------|----------------|-----------------------|
| | Hussein Ali | | professor | | |
| 19 | Israa Ibrahim | Masters | assistant | Fine education | Fine education |
| | Falih Hassan | | professor | | |
| 20 | Salam Hamid | doctor's degree | assistant | Fine education | Fine education |
| | | | professor | | |
| | Rashid Abdul | | | | |
| | Hussein | | | | |
| | | | | | |
| 21 | Iman Amer | doctor's degree | assistant | Fine education | Fine education |
| | | | professor | | |
| | Ne'ma Khader | | | | |
| 22 | Khader Jassim | doctor's degree | assistant | art education | Curricula and |
| | Rashid Khader | decie. 6 deg. 66 | professor | | methods of teaching |
| | Rasma Riidaci | | professor | | art education |
| 23 | Ghosoun | doctor's degree | assistant | Theatrical | Theatrical education |
| | Mohammed | doctor o dogree | professor | education | modifical oddodion |
| | Abdul Muttalib | | professor | Cadoation | |
| | Fattah | | | | |
| 24 | Talib Sultan | doctor's degree | assistant | art education | Criticism and |
| 4 7 | | doctor's degree | | art education | |
| 25 | Hamza Rashid | | professor | | artistic appreciation |
| 25 | Rasha Akram | doctor's degree | assistant | Fine education | Fine education |
| | Musa Ahmed | | professor | | |
| 26 | Raad Muter | doctor's degree | assistant | Art history | Art history |

| | Majeed Kazim | | professor | | |
|----|----------------|-----------------|-----------|-------------------|---------------------|
| 27 | Azhar Kazem | doctor's degree | assistant | Fine education | Fine education |
| | Karim Abbas | | professor | | |
| 28 | Amer Abdul | doctor's degree | assistant | Philosophy of | Philosophy of art |
| | Redha Abdul | | professor | art education | education |
| | Hussein | | | | |
| | Mohammed | | | | |
| 29 | Roaa Sadiq | doctor's degree | assistant | Fine education | Fine education |
| | Mahmoud | | professor | | |
| | Hamoud | | | | |
| 30 | Saad Ali Jafar | doctor's degree | assistant | Literature/Arabic | Language the arabic |
| | Almoreb | | professor | | |
| 31 | Nebras | doctor's degree | assistant | Performing arts | Performing arts |
| | Hisham Abdul | | professor | | |
| | Abbas Fleih | | | | |
| 32 | Anwar Sabah | doctor's degree | assistant | Fine education | Fine education |
| | Abdel Ghaffar | | professor | | |
| | Abdel Halim | | | | |
| 33 | Khader Abbas | Masters | assistant | Computer | Computer science |
| | Hussein Marza | | professor | science | |
| 34 | Sahar Raouf | Masters | assistant | Fine education | Fine education |
| | Saeed Razouki | | professor | | |
| 35 | Jalal Rahim | doctor's degree | assistant | art education | Pinting |

| | Awda Nasser | | professor | | |
|----|---|-----------------|------------------------|----------------------|----------------------|
| 36 | Qahtaan Sabry Sayyab Dhaidan | Masters | assistant professor | art education | Pinting |
| 37 | Ali Khader Mohammed Hassan | doctor's degree | Instructor | Art history | Art history |
| 38 | Raed Mohammed Jabr Zaher | doctor's degree | Instructor | Fine art | sculpture |
| 39 | Afrah Malik Mohsen Hassan | doctor's degree | Instructor | Fine education | Fine education |
| 40 | Inaam Issa Kazim Judy | Masters | Instructor | Fine education | Fine education |
| 41 | Hindbad Ali Majeed Amin | Masters | Instructor | Fine education | Fine education |
| 42 | Ahmed Nour Kazim Hussein | doctor's degree | Instructor | Fine education | Fine education |
| 43 | Wasal Abbas Abdul Hussein Hammadi | Masters | Instructor | Theatrical education | Theatrical education |
| 44 | Zaidoun Jaafar Mahdi Abdullah | Masters | Assistant Lecturer | Fine education | Fine education |

| 45 | Alaq Diaa El- | Masters | Assistant | English | English language |
|----|---------------|---------|-----------|---------------|---------------------|
| | Din Abdul | | Lecturer | language | |
| | Jabbar Jassim | | | | |
| 46 | Dhafer Habib | Masters | Assistant | art education | Curricula and |
| | Shalan | | Lecturer | | methods of teaching |
| | | | | | art education |

Learning outcomes required from the programme

13-Professional development

Orienting new faculty members

Participation in technical, administrative and legal courses

Professional development for faculty members

Organizing workshops and practical courses to develop teaching and learning skills and strategies and the use of electronic multimedia in education

14 - Acceptance standard

Direct admission + central admission

15-The most important sources of information about the program

The website of the College of Fine Arts, University of Babylon, and the Department of Art Education The website of the University of Babylon

The website of the Higher Education Department

The social media page of the College of Fine Arts, University of Babylon

Official documentation of the files of the Department of Art Education, College of Fine Arts, University of Babylon

16-Program development plan

Continuous review of the vision, mission, goals and curricula for the purposes of development and improvement

| | Program Outcomes Map Desired learning outcomes of the program | | | | | | | | | | | | | | |
|----|---|-----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|-----------|----------------|----------------------------------|--------|------------|
| | Va | alues | | | Sk | ills | | | Knov | wledge | | Essential | | Course | |
| C4 | С3 | C2 | C1 | B4 | В3 | B2 | B1 | A4 | A3 | A2 | A1 | or optional | Course name | code | Year/level |
| | | √ | V | | | V | V | | V | V | V | essential | English language | 100 | |
| | | √ | √ | | | | | 1 | V | 1 | V | essential | History of ancient art | 101 | The first |
| | | $\sqrt{}$ | $\sqrt{}$ | | V | √ | V | V | V | V | | essential | language Arabic | 102 | |
| V | $\sqrt{}$ | | ~ | √ | | | | 1 | 1 | √ | 1 | essential | Human rights and democracy | 103 | |
| | | √ | V | √ | V | √ | V | V | V | V | √ | essential | Computer Basics | 104 | |
| | | √ | √ | | V | V | V | V | V | V | √ | essential | Principles of acting | 105 | |
| | | √ | √ | V | V | V | V | V | V | 1 | √ | essential | Voice and delivery | 106 | |
| | √ | √ | √ | | V | V | V | V | V | 1 | √ | essential | Layout and colors | 107 | |
| | | √ | √ | | | √ | V | 1 | V | V | 1 | essential | Fine art elements science | 108 | |
| | V | V | √ | | | | | V | V | V | √ | essential | Principles of Art Education | 109 | |

| | V | V | V | √ | √ | | | | | 1 | essential | Extracurricula r sports activities | 110 | |
|---|--------------|-----------|----------|-----------|--------------|---|----------|----------|----------|----------|-----------|--|-----|--------|
| V | √ | $\sqrt{}$ | | | | | 1 | V | V | V | essential | Aesthetic Education | 200 | |
| | $\sqrt{}$ | $\sqrt{}$ | V | ~ | ~ | | 1 | V | ~ | V | essential | Computer drawing and design | 201 | |
| | | $\sqrt{}$ | V | √ | \checkmark | | | V | √ | V | essential | Acting methods | 202 | |
| | √ | $\sqrt{}$ | | | | | V | V | V | V | essential | Islamic art history | 203 | Second |
| | √ | V | | | √ | | V | V | V | 1 | essential | language Arabic | 204 | |
| | √ | √ | √ | $\sqrt{}$ | $\sqrt{}$ | | V | V | √ | V | essential | planning | 205 | |
| | | | √ | $\sqrt{}$ | $\sqrt{}$ | | | | √ | V | essential | sculpting | 206 | |
| | √ | √ | V | V | √ | √ | 1 | V | V | V | essential | Perspective science | 207 | |
| | V | √ | √ | V | | | | | √ | V | essential | colors | 208 | |
| | $\sqrt{}$ | $\sqrt{}$ | V | ~ | √ | | | | ~ | | essential | Theatrical directing | 209 | |
| | √ | V | √ | √ | V | V | √ | 1 | √ | 1 | essential | Arabic calligraphy and decoration | 210 | |

| V | V | V | V | | | | | √ | V | V | V | essential | Crimes of the baath regime in Iraq | 211 | |
|---|---|-----------|-----------|-----------|-----------|--------------|-----------|----------|-----------|-----------|----------|-----------|---|-----|-----------------|
| | | V | V | | | | | √ | V | V | √ | essential | Technical terms and concepts in English | 212 | |
| | | √ | √ | | | | | 1 | 1 | √ | 1 | essential | History of Modern European Art | 300 | |
| | | √ | √ | √ | $\sqrt{}$ | $\sqrt{}$ | √ | 1 | √ | √ | √ | essential | Research Methods | 301 | The third stage |
| | | V | √ | √ | $\sqrt{}$ | $\sqrt{}$ | √ | V | √ | 1 | √ | essential | Art Teaching Methods | 302 | g . |
| | | V | √ | V | $\sqrt{}$ | \checkmark | $\sqrt{}$ | | | V | √ | essential | Imaginative Composition | 303 | |
| | | $\sqrt{}$ | $\sqrt{}$ | $\sqrt{}$ | | | | | $\sqrt{}$ | $\sqrt{}$ | | essential | School Theater | 304 | |
| | | V | V | √ | V | $\sqrt{}$ | V | | | √ | V | essential | Music Appreciation | 305 | |
| | | $\sqrt{}$ | $\sqrt{}$ | | | | | | | | | essential | Art Psychology | 306 | |
| | | V | $\sqrt{}$ | 1 | V | $\sqrt{}$ | V | | | √ | V | essential | Murals | 307 | |
| | | V | V | √ | | $\sqrt{}$ | | | | √ | | essential | Handicrafts | 308 | |
| | | V | V | V | V | | V | | √ | √ | V | essential | Porcelain | 309 | |
| | | $\sqrt{}$ | $\sqrt{}$ | √ | √ | V | V | √ | V | V | V | essential | e-learning strategies | 400 | Fourth stage |

| | V | V | √ | | V | | 1 | V | √ | V | essential | Artistic thinking patterns | 401 | |
|--|----------|----------|----------|-----------|-----------|-----------|----------|----------|-----------|----------|-----------|-------------------------------------|-----|--|
| | V | √ | | | | | V | V | V | √ | essential | History of Contemporary Art | 402 | |
| | √ | V | | √ | V | V | V | V | √ | V | essential | Graduation research | 403 | |
| | √ | √ | √ | V | V | √ | 1 | V | √ | √ | essential | Theatrical graduation project | 404 | |
| | V | √ | 1 | V | $\sqrt{}$ | $\sqrt{}$ | V | √ | $\sqrt{}$ | √ | essential | Graduation project | 405 | |
| | √ | √ | | | V | V | 1 | V | √ | √ | essential | Criticism and artistic appreciation | 406 | |
| | √ | √ | 1 | $\sqrt{}$ | $\sqrt{}$ | √ | V | √ | √ | √ | | Dramatization of curricula | 407 | |
| | | V | V | $\sqrt{}$ | $\sqrt{}$ | | V | V | $\sqrt{}$ | | | View and Application | 408 | |



كلية الفنون الجميلة/قسم التربية الفنية وصف البرنامج الأكاديمي والمقرر الدراسي ٢٠٢٥



| Educational institution | College of Fine Arts University of Babylon |
|--|---|
| University department/center | Department of Art Education |
| Course name/code | Layout + colors 107 |
| Programs in which it is included | Application programs |
| Available forms of attendance | weekly |
| Semester/year | annual |
| Learning outcomes, teaching and learning met | thods and assessment |
| A-Knowledge and understanding A1- Knowledge of planning the required shape A2- Knowledge of applying planning methods and constructing the required shape A3- Knowledge of color and its symbolic meaning A4- Knowledge of the types of lines in drawing the | s |

| B- Subject-specific skills B1- Ability to plan the required shape B2- Ability to plan and color the required subject B3- Ability to draw a subject using planning and color | |
|---|--------------------------|
| Teaching and learning methods | |
| -Modeling method -Learning by doing method -(Demonstration method (skill demonstration | |
| Evaluation methods | |
| -Preparing class and homework assignments -Conducting daily and semester exams -Conducting final exams | |
| C- Thinking skills A1- The ability to understand all planning and col A2- The ability to understand how to draw different and colors A3- The ability to understand how to implement when the colors is a second colors. | nt shapes using planning |
| using planning and color skills (Number of study hours (total | |
| Date this description was prepared | November 2024 |

1. Course objectives

- .Introducing students to planning and color skills
- .Introducing shape and texture and their relationship to portrait drawing
- .Introducing planning and color methods
- .Color concepts and their symbolic connotations

- Practicing lines of all types
- .Practicing portrait drawing with B pencils and their degrees, as well as portrait drawing with watercolors

| Course st | Course structure | | | | | | | | | | |
|-----------|------------------|--|---|--------------------|--|--|--|--|--|--|--|
| week | Watches | Required learning outcomes | Name of unit/course or topic | Teaching method | Evaluation method | | | | | | |
| First sem | ester | | | | | | | | | | |
| 1 | 4 | Innovate and find ways to master the art of planning | Drawing geometric shapes with a pencil | Modeling method | Questions and practical application | | | | | | |
| 2 | 4 | New ways to implement the desired shape in planning | Drawing geometric shapes with a pencil | Modeling method | Que3stions and 4practical application | | | | | | |
| 3 | 4 | Student knowledge of planning techniques | Drawing geometric shapes with a pencil and methods of distributing shadow and light | Modeling method | Questions and practical application | | | | | | |
| 4 | 4 | The student can implement planning skills | Still life drawing with pencil | Modeling method | Questions and practical application | | | | | | |

| 5 | 4 | The student can implement planning .skills | Still life drawing with pencil | Modeling method | Questions and practical application |
|----|---|--|---|--------------------|--|
| 6 | 4 | New ways to implement the desired shape in realistic planning | Still life drawing with pencil | Modeling method | Questions and practical application |
| 7 | 4 | -The student knows the various techniques of using the different degrees of the marker pen in drawing solid shapesThe student can draw various subjects using the pencil | Drawing a still life with a pencil and how to distribute shadow and light | Modeling method | Questions and practical application |
| 8 | 4 | The student knows the techniques for distributing shadow and light on the shape to be implemented | Drawing a still life with a pencil and how to distribute shadow and light | Modeling method | Questions and practical application |
| 9 | 4 | The student can implement planning skills | Drawing a still life with a pencil and how to distribute shadow and light | Modeling method | Questions and practical application |
| 10 | 4 | The student can implement the skills of using planning easily and flexibly in implementing the skill | Drawing a still life with a pencil and how to distribute shadow and light | Modeling method | Questions and practical application |

| 11 | 4 | The student can implement the skills of using planning easily and flexibly in implementing the skill | Drawing a still life with a pencil and how to distribute shadow and light | Modeling method | Questions and practical application |
|-----------------|---|--|---|--------------------|---|
| 12 | 4 | -The student learns how to plan an integrated topic in the planning subject | Drawing a still life with a pencil and how to quickly distribute shadow and light from different angles | Modeling method | Questions and practical application |
| 13 | 4 | -The student learns how to plan an integrated topic in the planning subject | Drawing a still life with a pencil and how to distribute shadow and light quickly | Modeling method | Questions and practical application |
| 14 | 4 | -The student learns how to plan an integrated topic in the planning | Subject: Drawing a still life with a pencil and how to distribute shadow and light quickly | Modeling method | Questions and practical application |
| 15 | 4 | End of semester exam | End of semester exam | Modeling method | Practical application of rigid life planning |
| Second semester | | | | | |

| 1 | 4 | Mastering Still Life Coloring Skills | Drawing geometric shapes with pencil and colors | Skill presentatio n and modeling method | Questions and practical applicatio n |
|---|---|--|---|---|--|
| 2 | 4 | New methods of implementing the desired shape with planning and colors | Drawing geometric shapes with pencil and colors | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 3 | 4 | Student knowledge of techniques for using planning and colors | Drawing geometric shapes with a pencil and methods of distributing shadow and light | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 4 | 4 | The student can implement the skills of using planning and .colors | Drawing geometric shapes with a pencil and methods of distributing shadow and light | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 5 | 4 | The student can implement the skills of using planning and .colors | Drawing geometric shapes with a pencil and methods of distributing shadow and light | Skill presentatio n and modeling method | Questions and practical applicatio n |

| 6 | 4 | New methods to implement the desired shape with realistic planning and colors | Drawing geometric shapes with a pencil and methods of distributing shadow and light | Skill presentatio n and modeling method | Questions and practical applicatio n |
|----|---|--|--|---|--|
| 7 | 4 | The student knows the various techniques of using the different degrees of the marker pen in drawing solid shapes. The student can draw various subjects using the marker pen and colors | Drawing a still life with a pencil and how to distribute shadow and light | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 8 | 4 | The student knows the techniques for distributing shadow and light on the shape to be implemented | Drawing a still life with a pencil and how to distribute shadow and light | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 9 | 4 | The student can implement planning and color skills | Drawing a still life with a pencil and colors and how to distribute shadow and light quickly | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 10 | 4 | The student can implement the skills of using planning and colors easily and flexibly in implementing the skill | Drawing a still life with a pencil and colors and how to distribute shadow and light quickly | Skill presentatio n and modeling method | Questions and practical applicatio n |

| 11 | 4 | The student can implement the skills of using planning and colors easily and flexibly in implementing the skill | Drawing a still life with a pencil and colors and how to distribute shadow and light quickly | Skill presentatio n and modeling method | Questions and practical applicatio n |
|----|---|---|---|---|--|
| 12 | 4 | The student learns - how to plan an integrated topic in the subject of planning and colors | Drawing a still life with a pencil and how to quickly distribute shadow and light from .multiple angles | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 13 | 4 | The student learns - how to plan an integrated topic in the subject of planning | Drawing a still life with a pencil and how to quickly distribute shadow and light from .multiple angles | Skill presentatio n and modeling method | Questions and practical applicatio n |
| 14 | 4 | The student learns - how to plan an integrated topic in the subject of planning and colors | Drawing a still life with a pencil and how to quickly distribute shadow and light from .multiple angles | Skill presentatio n and modeling method | Questions and practical applicatio n |

| | 15 | 4 | Practical exam for the end of the second semester | Practical exam for the end of the second semester | Modeling method | Practical application of drawing a still life using planning and colors |
|--|----|---|---|--|--------------------|---|
|--|----|---|---|--|--------------------|---|

| Acceptance | | | | |
|----------------------------|--|--|--|--|
| Prerequisites | They have knowledge of the art of .planning and colors | | | |
| Minimum number of students | Eighteen students | | | |
| Maximum number of students | twenty two students | | | |

| Infrastructure | | | | |
|--|--|--|--|--|
| Required readings: ☐ Basic texts ☐ Course books ☐ Other | Lectures prepared by the instructor | | | |
| Special requirements (including, for example, (workshops, periodicals, software, and websites | Practical application of models of planning and color themes | | | |
| Social services (including, for example, guest (lectures, vocational training, and field studies | Practical application when making drawings for various topics outside the educational environment with planning and color skills | | | |