	Course name .1						
	Tikrit University / College of Education for Human Sciences						
	Course code .2						
	Aesthetics						
	Semester /year .3						
	2024/2023						
	The date this description was prepared .4						
	2023/20/10						
	Available forms of attendance .5						
	My presence						
	Number of study hours (total) / number of units (total) .6						
	60						
	Name of the course administrator (if more than one name is mentioned) .7						
	Email . Yassen Faraj Yassin: Name: Prof. Dr: yassen.faraj@tu.edu.io	7					
	Course objectives .8						
	ding the Ministry of Education with staff specialized in teaching	Objectives					
	ducation in secondary schools ling students to know the science of aesthetics and conveying its	of the study subject					
	ic and cultural message to students and society						
	ncing students' awareness of the educational, artistic, and						
	ral goals and functions of aesthetics						
	ding students with knowledge related to the methods of studying thetics						
roc	lucing students to philosophical theories and propositions that						
	e them to understand the foundations of philosophy and raise						
_	level of aesthetic awareness						
	ching students ways of thinking, interpretation, deduction, and						
	tion by examining many philosophies from inception to the						
C2(ent Teaching and learning strategies .9						
	1 method Illocutionary	The strategy					
	2 Metacognitive method						
	3Method of solving problems						
	Course structure .10						
L							

Evaluation method	Learning method	Name of the unit or topic	hou the wee k
		•	

Evaluation method	Teaching method	Name of the unit /topic	Required learning outcomes	hours	the week
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Philosoph ical concepts	2	the first
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Philosoph ical thought	2	the secon d
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The origin of philosoph y	2	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Stages of developm ent of Greek philosoph ical thought	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Aesthetics	Beauty and art according to the Pythagore ans	2	Fifth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The relativity of beauty and art according to the	2	VI

.(calendar			Sophists		
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Philosoph ers of mind	2	Sevent h
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The ultimate beauty and art according to Socrates	2	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The aesthetic philosoph y of Socrates	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Aesthetics	Platonic inspiratio n	2	The tenth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The legend of the cave	2	eleven th
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Ion dialogue	2	twelve th
Formative or formative assessment daily exams, class)	Method -1 . Illocutionary Metacognition -2	Aesthetics	Aristotle	2	Thirte enth

discussion, homework assignments and their follow-up, classroom .(calendar	. method How to solve -3 .problems				
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Points of disagree ment between Plato and Aristotle, philosoph ical and aesthetic	2	fourte enth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Aesthetics	Monthly exam	2	Fiftee nth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Beauty and art according to Arab Muslim philosoph ers	2	Chapt er II the first
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The Illuminati onist theory in art according to Abu Nasr Al- Farabi	2	the secon d
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	philosoph y of Ibn Sina	2	the third
Formative or formative assessment daily exams, class)	Method -1 . Illocutionary Metacognition -2	Aesthetics	Brothers of purity	2	the fourth

discussion, homework assignments and their follow-up, classroom .(calendar	. method How to solve -3 .problems		and sense of beauty		
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Modernit y and contempo rary	2	Fifth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Immanuel Kant and aesthetic judgment	2	VI
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Hegel – The ideal, absolute beauty	2	Sevent h
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Arthur 's philosoph y of beauty and art Schopenh auer	2	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Art between philosoph y and aesthetics in contempo rary thought	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between	electronic	Aesthetics	Contemp orary intuitive theory	2	The tenth

students and			<u> </u>		
judgments of success .(and failure					
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom. (calendar	Method -1 . Illocutionary Metacognition -2 . method Method of -3 .solving problems	Aesthetics	Henry Berkson s' philosoph y of beauty and art	2	eleven th
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Beauty and art according to Benedetto Crochet	2	twelve th
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Aesthetic philosoph y in the Americas	2	Thirte enth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The theory of absurdity and nothingne ss in art and beauty - contempo rary existentia l aesthetic thought	2	fourte enth
Personal evaluation semester and final) exams to issue judgments between .(failure and failure	electronic	Aesthetics	Monthly exam	2	Fiftee nth

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

Learning and teaching resources .	Learning and teaching resources .12					
Aesthetics, its horizons and development / Najm Abdel Haider	Required textbooks (methodology, if any)					
Studies in contemporary philosophy / Ibrahim, Zakaria Horizons of Art/ Elliot , Alexander Horizons of Philosophy/Zakaria, Fouad	references (sources)					
Philosophy of art history / Hauser , Arnold	Recommended supporting books and references (scientific journals, reports)					
History arts sites on the Facebook application	Electronic references, Internet sites					

Course Description Form						
1. Course Name:						
the art of acting						
2. Course Code:						
Assistant Professor .Adnan Hussain Ali						
3. Semester / Year:						
2022/2023						
4. Description Preparation Date:						
1/10/2023						
5. Available Attendance Forms:						
Presence 6. Number of Credit Hours (Total) / N	Number of Units (Total)					
90	various (10tal)					
7. Course a decinistratorio e acres (e						
7. Course administrator's name (m	iention all, il more than one name)					
Name: Adnan Hussain Ali	Email: dnan.h.ali@tu.edu.iq					
8. Course Objectives						
Course Objectives	• • Providing the Ministry of Education with staff					
	specialized in teaching art education in secondary					
	schools.					
	• Enabling students to know the correct arts of					
	directing in which the artistic message is delivered to					
	the audience.					
	• Enhancing students' awareness of the objectives					
	and functions of production to convey the message.					
	• Providing students with the theoretical foundations					
	on which production depends and its impact on					
	recipients.					
	• Introducing students to the foundations of artistic					

education that enable them to know the goals and objectives of the art of directing.

 Providing students with directing skills in various fields of education and life.

9. Teaching and Learning Strategies

Strategy

- 1- The introductory method
- 2- Practical application method
- 3- How to solve problems
- 4- How to use visual illustrations

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
the first	3	the art of acting	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical exercises	discussion, homework
				CACTOISCS	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
the second	3	The phenomenon of		1-The	1- Formative or formative
		similarity	acting	introductor y method 2- Conduct	assessment (daily exams, class
				practical exercises	discussion, homework
				exercises	assignments and their follow-

					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
1 1:1					
the third	3	The concept of representation	the art of acting	1-The introductor	1- Formative or formative
		_		y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
the fourth	3	Specificity of representation	the art of acting	1-The introductor	1- Formative or formative
		•		y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation

				between students and judgments of success and failure).
Fifth	3	Acting methods	the art of acting	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
six	3	Realistic style	the art of acting	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

Seventh	3	Semester exam	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Eighth	3	Realism Stanislavsky	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Ninth	3	Realism/naturalism	the art of acting	1-The introductor y method 2- Conduct practical exercises	assessment (daily exams, class

					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
tenth	3	Naturalism -Andre Antoine	the art of acting	1-The introductor	1- Formative or formative
			C	y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
eleventh	3	Acting steps	the art of acting	1-The introductor	1- Formative or formative
			acting	y method	assessment (daily exams, class
				2- Conduct practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
	1	1		I	, , , , , , , , , , , , , , , , , , ,

				between students and judgments of success and failure).
twelveth	3	Steps to understanding personality	the art of acting	assessment (daily exams, class
Thirteenth	3	Realistic performance	the art of acting	assessment (daily exams, class

fourteenth	3	Semester exam	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Fifteenth	3	Epic theatre	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
sixteen	3	Epic/educational theatre	the art of acting	1-The introductor y method 2- Conduct practical exercises	assessment (daily exams, class

up, classr	
	room calendar).
2- Personal e	valuation (semester
and final	exams to issue
judgments	on differentiation
between stud	lents and judgments
of succes	ss and failure).
seventeenth 3 Dramatization of the art of 1-The curricula acting introductor 1-Format	tive or formative
v method	(daily exams, class
practical discussion di discussion discussion discussion discussion discussion discussio	on, homework
exercises assignments	s and their follow-
up, classr	room calendar).
2- Personal e	valuation (semester
and final	exams to issue
judgments	on differentiation
between stud	lents and judgments
of succes	ss and failure).
eighteen 3 Dramatization of the art of 1-The curricula acting introductor 1- Format	tive or formative
y method assessment ((daily exams, class
2- Conduct practical discussion di discussion discussion discussion discussion discussion discussio	on, homework
exercises assignments	s and their follow-
up, classr	room calendar).
2- Personal e	valuation (semester
and final	exams to issue
indoments	on differentiation

					between students and judgments of success and failure).
nineteenth	3	The concept of role playing	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
The twentieth	3	Semester exam	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty one	3	Modern theater	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty tow	3	Contemporary currents	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty three	3	Stream of absurdity	the art of acting	1-The introductor y method 2- Conduct practical exercises	assessment (daily exams, class

					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
towards form				4.77	
twenty four	3	Improvisation	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
twenty fife	3	Children's theater	the art of acting	1-The introductor	1- Formative or formative
			C	y method 2- Conduct	assessment (daily exams, class
			practical	discussion, homework	
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation

					botwoon students and indemnates
					between students and judgments
					of success and failure).
twenty six	3	Acting in kindergarten	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical exercises	discussion, homework
				CACICISCS	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
towards a see				4.77	
twenty seven	3	Focus relaxation	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical exercises	discussion, homework
				CACTOISES	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).

twenty eight	3	Rhythm in acting	the art of acting		assessment (daily exams, class
twenty nine	3	Separation test	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
thirty	3	Monthly exam	the art of acting	1-The introductor y method 2- Conduct practical exercises	assessment (daily exams, class

		up, classroom calendar).
		2- Personal evaluation (semester
		and final exams to issue
		judgments on differentiation
		between students and judgments
		of success and failure).

11 .Course evaluation

- 1- First semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam
- 2--Second semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam
- 3- Final exam 50%

12. Learning and teaching resources	
Required textbooks (methodology, if any)	The book Principles of the Art of Acting - written by Dr. Sami Abdel Hamid
Main references (sources)	Theories of the art of acting, written by Dr. Aqeel Mahdi Youssef Director in Contemporary Theater, written by Saad Ardash
Recommended supporting books and references	Foundations in Acting and Directing Theories, written by Jalal Al-Sharqawi
Electronic references, Internet sites	The library is available on the Internet

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities ; available. It must be linked to the program description

Tikrit University - College of Education for	1. Educational institution
Humanities	
Department of Art Education	2. department / center
language 2	3. Course name/ code
My presence	4. Available attendance forms
2024-2023	5. Semester /year
hours 60	6. Number of study hours ((total
2023/2/10	7. Date this description was prepared
8. Course objectives	
-	

- 1- Enabling first-level students in the Department of Art Education to adjust language rules according .to the communicative method, enabling them to distinguish right and wrong in different texts
- 2- Introducing students to the concept and formulation of composition in the English language
- 3- Enabling students to build aparagraph
- 4- Enabling students to acquire the four skills they use in reading, writing, and listening
- 5- Enabling students to know the types of sentences in the English language

(simple, compound, complex, compound-complex)

10. Course outcomes and teaching, learning and evaluation methods

:A- Cognitive objectives

- A1- Remembering: The student should remember that the purpose of the English language is a means for him to learn the language in addition to getting to know other cultures
- A2-Comprehension: The student must understand the rules of the English .language
- A3- Application: The student applies the rules of the English language in describing and explaining the presented events to enhance speaking skills .through communication with others
- A4-Analysis: The student analyzes the artistic text using language through his .imagination and events
- A5- Composition: The student writes a short report about one of the artistic .works in English
- A6- Evaluation: For the student to reach a judgment on how much he has .learned and benefited from the English language
- .B The skills objectives of the course
- B1- Giving lectures (reading technical texts with explanation and clarification)
- B2- Using technological educational means as teaching aids (educational films, .(electronic lectures
- .B3- Self-learning method by supporting a learner-centered learning environment
- B4- Urging the student to use the library or the Internet as one of the learning .methods

and learning methods

Giving lectures (reading technical texts by students and following them with -1 (explanation and clarification

Using technological educational means as teaching aids (educational films, -2 ,electronic lectures Google Classroom & Google Meet .(

.Self-learning method by supporting a learner-centered learning environment -3 Urging the student to use the library or the Internet as one of the learning -4 .methods

Evaluation methods

Electronic written tests using(Google Form)Oral exams - daily contributions - - .completing reports and assignments

- C- Emotional and value-based goals: It is a group of goals that are concerned with building personality in its psychological aspects. It also concerns various abilities and starts from acceptance to excitement and the desire to learn. These :goals can be summarized into the following levels
- C1- Reception and acceptance: Examples of some verbs that can be used at the reception level: (pay attention ask listen follow recognize show choose .(answer

The student should pay attention to the development of the English language through reading and writing

- C2 Response: Examples of some verbs that can be used at the response level: .(answers goes along feels decides helps discusses hears involves)
- .That the student finds pleasure in reading technical texts in English
- C3 Value judgment (judgment in light of value): Examples of some verbs that can be used at the level of value judgment: (initiates highlights works .(proposes estimates

For the student to understand the role of art science in the field of learning the .English language

C4 - Value organization: Examples of some verbs that can be used at the level of value organization: (organizes - corrects - combines - arranges the importance of .(a particular phenomenon

For students to accept the value of learning the skill of speaking through .dialogue in artistic text

and learning methods

Giving electronic lectures on the -1Google Classroom & Google Meet platform (Read the technical text with explanation and clarification)

Using technological educational means as teaching aids (educational films, -2 .(presentations, electronic lectures

.Self-learning method by supporting a learner-centered learning environment -3 .Urging the student to participate in scientific discussions -4

Evaluation methods

Electronic written tests(Google Form) oral tests - daily contributions - - .completing reports and assignments

- D Transferable general and qualifying skills (other skills related to employability .(and personal development
 - . D1- Effective leadership and communication skills
 - D2- Mastering the use of the English language, reading, writing, and applying the general concepts of the English language and its literature
 - D3- Urging the student to memorize some literary texts to enhance his general .culture
 - D4- Urging the student to watch educational films related to art to develop the .English language

and learning methods

Giving electronic lectures -1 On the Google Classroom & Google Meet platform (reading the theatrical text with explanation and clarification)

Using technological educational means as teaching aids (educational films, -2 .(presentations, electronic lectures

- .Self-learning method by supporting a learner-centered learning environment -3
- .Urging the student to participate in scientific discussions -4

Reviewing the student's creative texts - oral exams - completing reports

11.Cour	se structure				
Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Questions and discussion	Lectures, explanations, and distribution of tasks among students to present and discuss parts of the lesson	Introduction to the sentence in the English language	That the student is familiar with the basics of the English language	2	1
Questions and discussion	Lectures, explanations, and involving students in the discussion	Types of sentences in the English language Declarative Imperative Interrogative	The student gets to know the types of sentences	6	4-2
Discussio n and analysis	Showing an educationa I film by placing links to the film on the college and departmen t websites	Art Text	Develop the skills of reading, listening, understanding and analysis	2	5
First semester exam (first (exam	Lecture: Writing notes reading) and analyzing (tenses	English Tenses	Develop the use of tenses	6	8-6

Questions	Lecture:	Preposition	Use of	2	9
and	Writing		prepositions		
discussion	notes				
	reading)				
	and using				
	prepositio				
	ns				
Questions	Lecture:	Art Vocabulary	Technical	8	13-10
and	Writing		vocabulary		
discussion					
Questions	Lecture:	Art vocabulary	Technical	2	14
and	Writing		vocabulary		
discussion	notes				
First semest	ter exam (sec	ond exam)		2	15

12. Infrastructure	
1- Headway pre-intermediate	Required prescribed books -1
1- English grammar in use	Main references (sources) -2
2- English Grammar	
3- Art Vocabulary	
1.English Grammar	Recommended books and
2. Art Vocabulary	references (scientific journals, (,reports
Google.com https://artmuseum.arizona.edu/vocabulary-art- terms \	B - Electronic references, Internet sites

13. Course development plan

The English language subject requires providing additional hours than it currently does, as it is a basic subject in understanding and controlling the basics of the English language, and therefore the greatest role plays in achieving the objectives of the academic program. The course development plan also requires consideration of the appropriate teaching methods and means of explanation for each subject.

Course description form	
Course name .1	
Tikrit University - College of Education for Humanities – D	epartment of Art
Education	
Course code .2	
Principles of theater directing	
Semester /year .3	
2024/2023	
The date this description was prepared .4	
2023/22/10	
Available forms of attendance .5	
Presence	
Number of study hours (total) / number of units (total) .6	
60	
Name of the course administrator (if more than one name is men	ntioned) .7
Prof. Basim Muhammad Ahmed Email:basim.m.ahm	eed@tu.edu.iq
Course objectives .8	
ding the Ministry of Education with staff specialized in teaching	
ducation in secondary schools ling students to know the theories of directing through which th	of the study subject
tic message is delivered to students and society	e subject
incing students' awareness of the goals and functions of theate	r
ting and identifying the most important schools	
ding students with skills in the external trends that occur in	
ous fields of education and life	
ducing students to the foundations of theatrical directing that	
le them to know the goals and objectives of all types of theatric	al
ormances	
hing students the theoretical foundations on which the study of ter directing depends in its impact on recipients	
Teaching and learning strategies .9	
	The streets
Lecture (instructional) Practical lecture	The strategy
Discussion	
	İ
Model analysis	

Course structure .10	0				
Evaluation method	Learning method	Name of the unit or topic	Requir ed learnin g outcom es	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Directin g concept	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Director s tools'	2	the secon d
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	The director's relation ship with the technicians	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	The director's relation ship with the theater	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments .(of success and failure	electronic	Principles of directing	Monthl y exam	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	director' s duties and work	2	VI

.(calendar					
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Audio theater	2	Sevent h
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Visual theatre	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Kinetic theater	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments .(of success and failure	electronic	Principles of directing	Monthl y exam	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Theatric al text	2	eleven th
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Procedu res and exercise s	2	twelve th
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Text processi ng	2	Thirte enth
Formative or formative assessment (daily exams, class	Method -1 . Illocutionary Metacognition -2	Principles of directing	Traditio nal	2	fourte enth

discussion, homework assignments and their follow-up, classroom .(calendar	. method How to solve -3 .problems		theatre		
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments .(of success and failure	electronic	Principles of directing	Monthl y exam	2	Fiftee nth

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

sever we want proportion, aming, eros, meaning, without enterior, repetite, ero			
Learning and teaching resources .1	2		
Marianne Galloway / The role of	Required textbooks (methodology, if any)		
the director in theatre			
Principles of theater	references (sources)		
directing/Sami Abdel			
Hamid/Badri Hassoun			
Theatrical Science/Idris Nicole			
Stanislavsky /F.N. Theater			
Academy Art Magazine	Recommended supporting books and		
	references (scientific journals, reports)		
The theater library is available	Electronic references, Internet sites		
on the Telegram application			

Course name .1	
Tikrit University - College of Education for Humanities – Depart	rtment of Ar
Education	
Course code .2	
Perspective	
Semester /year .3	
2024/2023	
The date this description was prepared .4	
2023/22/10	
Available forms of attendance .5	
Presence	
Number of study hours (total) / number of units (total) .6	
60	
Name of the course administrator (if more than one name is mention	ned) .7
: Name: Prof. Basim Muhammad Ahmed Emailbasim.m.ahmeed@tu.ed	u.iq
Course objectives .8	
ding the Ministry of Education with staff specialized in teaching ducation in secondary schools	Objectives of the study
ling students to know the science of perspective and conveying rtistic and cultural message to students and society	subject
ncing students' awareness of the educational, artistic, and	
ral goals and functions of perspective science ding students with knowledge related to the methods of studying pective science	
ducing students to the laws and rules that enable them to erstand the foundations of the art of drawing and planning	
hing students the rules of engineering drawing and applying the ect laws and rules of perspective	
Teaching and learning strategies .9	
Lecture (instructional) Practical lecture	The strateg
Discussion Model analysis	

Evaluation method	Learning method	Name of the unit or topic	Require d learning outcome s	hou rs	the wee k

Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling -1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	The origins and developm ent of perspective science	2	the first
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling -1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Engineeri ng rules and definition s	2	the secon d
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Basic rules and theories	2	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	The artistic vision of perspecti ve in the Renaissan ce	2	the fourth
Personal evaluation semester and final) exams to issue	Modeling - 1 . method Metacognition -2	Perspective	Types of perspecti	2	Fifth

differentiation judgments between students and judgments of success .(and failure	. method How to solve -3 .problems		ve		
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Elements of perspecti ve	2	VI
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	General characteri stics of perspecti ve	2	Sevent h
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Basic concepts of perspecti ve	2	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective		2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and	Modeling - 1 . method Metacognition -2 . method	Perspective	Applying basic theories to flat geometric	2	The tenth

judgments of success .(and failure	How to solve -3 .problems		shapes		
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Drawing the square and its derivative s in perspective	2	eleven th
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	How to place geometric shapes in perspecti ve using geometric projection s	2	twelve th
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Draw a rectangle in perspecti ve	2	Thirte enth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Reducing or reducing shapes	2	fourte enth
Personal evaluation semester and final) exams to issue differentiation judgments between students and	electronic	Perspective	Monthly exam	2	Fiftee nth

judgments of success			
.(and failure			

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

Learning and teaching resources .12				
Perspective / Al-Sheikhly ,	Required textbooks (methodology, if any)			
Ismail Ibrahim				

Ismail Ibrahim	Required textbooks (methodology, if any)
Elements of perspective / Armand Cassin	references (sources)
Perspective/Albert, Falcon	
Methods of practicing	
perspective / A. Grosskalo	
Engineering perspective/	Recommended supporting books and
Hamouda, Yahya	references (scientific journals, reports)
History arts sites on the	Electronic references, Internet sites
Facebook application	

Course Description Form

1. Course Name: Sculpture

2. Course Code: Sculpture

3. Semester / Year: 2023-2024

4. Description Preparation Date: 2024-3-21

5. Available Attendance Forms: **Attendance in the classroom**

6. Number of Credit Hours (Total) / Number of Units (Total): / 120-2

Course administrator's name (mention all, if more than one name)

Name:

Email:

:ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed

8. Course Objectives

Course Objectives

- Providing the Ministry of Education with staff specialized in

teaching art education in secondary schools.

- Enabling students to know the means of communication through which the artistic message is delivered to students and society.

9. Teaching and Learning Strategies

Strategy

- The student sets a good example for those around him.
- Forming a general category of good values.
- Providing psychological motivation to achieve emotional goals.

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method

Chapter one	4	Historical		Sculpture	Formative or
1	T	Tilstorical	1-The illocutionary method.	bearptare	formative assessment
1		overview	Metacognition method.		(daily exams, class
			3-Method of solving		discussion,
			problems		homework
					assignments and

	1		1		1
					their follow-up, classroom calendar).
2	4	Sculpture materials	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Terracotta, bronze and other metals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Brass and iron	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Aluminium, stone and wood	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Getting to know the most famous Iraqi sculptors	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Getting to know the most famous international sculptors	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Relief sculpture	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Figure sculpture	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Clay preparation	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up,

					classroom calendar).
11	4	Carved layout	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Forming simple works from clay and learning how to make the base	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Implementing a sculptural work of art from clay	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Complement the execution of sculptural work from clay	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam	امتحان شهري	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Making geometric shapes from wood	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Complementing the work of free forms	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Complementing the work of forms from nature	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Making molds from wood	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

5	4	Supplement the mold work with casting	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Supplement the mold work with casting	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	How iron structures work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Using heavy industrial clay in molds or without them	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Coloring artistic products	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Complementing the coloring of artistic productions with decorative additions	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	Making a layout for a medallion or mural related to a specific topic	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Apply the chart to one of the light metals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Complementing the artwork	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up,

					classroom calendar).
14	4	Coloring artistic products	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. (11. Course Evaluation								
	Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc								
12. l	earning	and Tea	aching Res	sources					
Require	d textboo	ks (curricu	ılar books, if	any)					
Main ref	erences	(sources)							
Recomn	Recommended books and references								
(scientific journals, reports)									
Electronic References, Websites									

12. Learning and teaching Resources

- -The summary in the history of public art / Abu Saleh Al-Alfi.
- Art history books/Zuhair Abdel-Sahib.Al-Baheth Technical Journal, technical reports and research.
- Media and communication library available on the Telegram application History arts sites on the Facebook application.

Course I	Description Form
1. Course Name:	
Theater directing	
2. Course Code:	
Assistant Professor .Adnan Hussain Ali	
3. Semester / Year:	
2022/2023	
4. Description Preparation Date:	
1/10/2023	
5. Available Attendance Forms:	
Presence 6. Number of Credit Hours (Total) / N	(umber of Units (Total)
90	difficult of office (Total)
7. Course administrator's name (m	ontion all if more than one name)
Name: Adnan Hussain Ali	Email: dnan.h.ali@tu.edu.iq
8. Course Objectives	
Course Objectives	Providing the Ministry of Education with staff
	specialized in teaching art education in secondary
	schools.
	• Enabling students to know the correct arts of
	directing in which the artistic message is delivered to
	the audience.
	• Enhancing students' awareness of the objectives
	and functions of production to convey the message.
	• Providing students with the theoretical foundations
	on which production depends and its impact on
	recipients.
	• Introducing students to the foundations of artistic

education that enable them to know the goals and
objectives of the art of directing.

 Providing students with directing skills in various fields of education and life.

9. Teaching and Learning Strategies

Strategy

- 1- The introductory method
- 2- Practical application method
- 3- How to solve problems
- 4- How to use visual illustrations

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
the first	3	A historical overview of theater directing	Theater	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

the second	3	His beginnings and the period in which theatrical directing appeared	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
the third	3	Places where theater directing first appeared	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

the fourth	3	Who are the most prominent pioneers of theater directing?	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Fifth	3	Aesthetic characteristics of directing directions	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

six	3	Foundations and standards of a successful director	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Seventh	3	Components of theatrical work	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

Eighth	3	Determine the audience and how to choose the text	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Ninth	3	Director's tasks	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

tenth	3	Director's tasks Directing methods	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
eleventh	3	The steps taken by the theater director in constructing the play	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twelveth	3	Interpretation of the text	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Thirteenth	3	Assigning actors to memorize their roles	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

fourteenth	3	Action drawing and table exercise	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Fifteenth	3	How the script works	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

sixteen	3	Training on entry and exit, how to move, and theatrical composition	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
seventeenth	3	Motor and auditory rhythm	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

eighteen	3	Theatrical movement and its types	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
nineteenth	3	Directing music and sound effects	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

The twentieth	3	Producing the lighting and its divisions on the stage	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty one	3	Decoration and how to design it	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty tow	3	Decoration and how to design it	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty three	3	Theater buildings and their locations in Iraq	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty four	3	Voice training and how to reach the last seat of the audience	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty fife	3	The fourth wall and the possibility of eliminating it	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty six	3	The role of the audience in theatrical work	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty seven	3	Theatrical doctrines and their relationship to décor	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty eight	3	Types of exercises and how to sequence them	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty nine	3	General Prova	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

thirty	3	A review of the most important aspects of the directing process	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

11 .Course evaluation

- 1- First semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam
- 2--Second semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam
- 3- Final exam 50%

12. Learning and teaching resources

Required textbooks (methodology, if any)	2-Ahmed Zaki: Contemporary Theater Trends, General
	Book Authority, Cairo, 2002.
	3- Ahmed Suleiman Attia: Modern Directing Trends, Dar
	Al-Sadiq Cultural Foundation, Iraq, 2012.
	4-Edward Gordon Craig: On theatrical art, translated by:
	Darini Khashaba, ed., Library of Arts and its printing press
	in Al-Jamamiz, Cairo 1960.
Main references (sources)	Journal of the Researcher in Theater Directing
Recommended supporting books and	The library is available on the Internet
references	

Electronic references, Internet sites	Media and communication library available on the
,	Telegram application
	Arts History sites on the Facebook application

Course description form

Course name .1

Psychological counseling and educational guidance

Course code .2

M. M. Ahmed Bassem Ahmed

Semester /year .3

2024-2023

The date this description was prepared .4

2023/2/10

Available forms of attendance .5

My presence

Number of study hours (total) / number of units (total) .6

hours 60

Name of the course administrator (if more than one name is mentioned) .7

: Name: Ahmed Basem Ahmed Emailahmad.b.ahmad@tu.edu.iq

Course objectives .8

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Objectives of the study subject Providing the Ministry of Education with staff specialized in teaching .psychological counseling in schools Providing the Ministry of Education with mentors capable of overcoming .obstacles facing students Enabling students to become familiar with modern educational guidance .methods and techniques Providing the necessary guidance skills to work as an effective educational counselor within the school context, and trying to apply them practically at the university while addressing the problems that the counselor may face in the school .environment Developing the cognitive and

analytical abilities that are important

for the work of the educational

counselor by presenting the most important problems of adolescents in .school
The strategy

Course structure .10

Evaluation	Learning	Name of the	Required	hours	the week
method	method	unit or topic	learning outcomes		
	a lecture	An introductory introduction to educational guidance	outcomes	2	1
	a lecture	Principles and objectives of educational guidance		2	2
	discussion	The difference between counseling and psychotherapy		2	3
	a lecture	Foundations of guidance		2	4
	Drawings, analysis, and personal examples with assignments and narrative models illustrative) of the .(material	Behavioral theory		2	5
	Drawings, analysis, and personal	Psychoanalytic theory		2	6

examples with assignments and			
narrative			
models			
illustrative) of the			
.(material			
Drawings, analysis, and personal examples with assignments	Self theory	2	7
Drawings, analysis, and personal examples with assignments	Ellis's theory of mental- emotional therapy: 1	2	8
Drawings, analysis, and personal examples with assignments	Ellis's theory of mental- emotional therapy: 2	2	9
a lecture	Methods of collecting information in guidance	2	10
a lecture	Guidance methods and techniques	2	11
Drawings, analysis, and personal examples with assignments	Counseling and guidance in school	2	12
Drawings, analysis, and personal examples with	Guidance programme	2	13

assignments			
role play	Guidance	2	14
	process		
	process (optional) or family and		
	family and		
	guidance		
	Review the	2	15
	article		

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

Learning and teaching resources .12

Educational and psychological -	Required textbooks (methodology, if any)
guidance book: A. M. Dr. Ahmed	
Younis Al-Bajari (2012).	
University of Mosul, Ministry of	
Higher Education and Scientific	
Research	
Book of Principles of Psychological	references (sources)
and Educational Counseling: A.	
Dr Saleh Hassan Al-Dahri (1998).	
University of Baghdad, Ministry of	
Higher Education and Scientific	
.Research	
Counseling and psychotherapy	Recommended supporting books and
theories: Patterson	references (scientific journals, reports)

Epub.pdf.com ,apa.org	Electronic references, Internet sites

Course description form

Course name .1	
Pictorial Composition	
Course code .2	
Semester/year .3	
Annual (2023-2024)	
ate this description was prepared .4	The d
2024/20/3	
Available forms of attendance .5	
My presence	
rs (total) / number of units (total) .6	Number of study hou
120/90	
ore than one name is mentioned) .7	Name of the course administrator (if n
: A.M.D. Nibras Wafa Badri Email	nibraswafa@tu.edu.iq : Name
Course objectives .8	
Objectives of the study subject	Providing the Ministry of Education with staff specialized in teaching art education in secondary .schools Enabling students to learn about pictorial creation and conveying its artistic and cultural message to .students and society Enhancing students' awareness of the educational, artistic, and cultural goals and functions of .pictorial creation Providing students with knowledge

Teaching students the rules of	•
pictorial composition and applying	
the correct laws and rules of	
.composition	

Teaching and learning strategies .9

Active thinking -

The strategy

Brainstorming method -

Cognitive growth ladder strategy -

Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar daily exams,) class and their follow-up, classroom (calendar follow-up, classroom daily exams,) class and their follow-up, classroom daily exams,) class and their follow-up, classroom (calendar follow-up, clas					Course	structure .10
Formative or formative assessment daily exams,) class and their follow-up, classin ments and their follow-up, class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class discussion, ho mework assignments and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class discussion, ho mework assignments and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assignments and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (.calendar Formative or formative or formative assessment daily exams,) class (.calendar follow-up, classroom distriction formative assessment daily exams,) class (.calendar follow-up, classroom distriction formative assessment daily exams,) class (.calendar follow-up, classroom distriction formative assessment daily exams,) class (.calendar follow-up, classroom districtio	Evaluation	Learning	Name of the unit	Required	hours	the week
Formative or formative assessment daily exams,) class and their follow-up, classroom discussion, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar Formative or formative or formative assessment daily exams,) class and their follow-up, classroom (calendar Formative or formative assessment daily exams,) class and their follow-up, classroom (calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar Formative or formative assessment daily exams,) class discussion, homework discussion discussion, homework discussion discussion, homework discussion d	method	method	or topic	_		
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (.calendar daily exams,) class discussion, homework assessment daily exams, of class and their follow-up, classroom (.calendar daily exams,) class discussion, homework assignments and their follow-up, class discussion, homework assignments and their follow-up, class discussion, homework assignments and their follow-up, classroom (.calendar daily exams,) class discussion, homework assignments and their follow-up, classroom (.calendar daily exams,) class discussion, homework assignments and their follow-up, classroom (.calendar daily exams,) class discussion, homework assessment daily exams, olassroom (.calendar daily exams,) class discussion, homework assessment daily exams, olassroom (.calendar daily exams, olassroom (.ca			1			
formative assessment daily exams, class discussion, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams, homework assignments and their follow-up, classroom (calendar Formative assessment daily exams, homework daily exams, homework allowed formative assessment daily exams, homework discussion, homework allowed formative assessment daily exams, homework discussion, homework discussion discussion, homework discussion discussion, homework discussion d	Formative or	The -1	An introduction to the		3	1
assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams, o class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams, o class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams, o class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams, o class discussion, homework assignments and their follow-up, classroom method daily exams, o class discussion, homework discussion discussion discussion discussion, homework discussion discussion discussion discussion discussion, homework discussion disc	formative	illocutionary	general concepts of	should be		•
daily exams,) class discussion, homework assignments and their follow-up, clasroom dialy exams,) class discussion, homework assignments and their follow-up, class method daily exams,) class discussion, homework assessment daily exams, olassoom dicalendar. Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom dicalendar. Formative or formative assessment daily exams, olassoom dicalendar. Formative or formative assessment daily exams, olassoom dicalendar. Formative or formative assessment daily exams, olassoom discussion, homework assignments and their follow-up, classroom dicalendar. Formative or formative assessment daily exams, olassoom discussion, homework discussion discussion discussion, homework discussion discussion, homework discussion discussion discussion discussion, homework discussion discussion discussion discussion discussion discussion discussion discussion discussion, homework discussion d		. method				
class discussion, homework assignments and their follow-up, classo discussion, homework assignments and their follow-up, class discussion, homework assignments and their follow-up, class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework discussion, homework assignments and their follow-up, classroom .cealendar The -1 illocutionary construction or construction Purpose of - construction The structural - value of the va	daily exams,)	-		importance of		
discussion, homework assignments and their follow-up, classroom .(calendar formative assessment daily exams,) classroom .(calendar follow-up, classroom discussion, homework assignments and their follow-up, classroom .(calendar formative assessment daily exams,) class discussion, homework assessment daily exams,) class discussion, homework assessment daily exams,) classroom .(calendar formative assessment daily exams,) classroom daily exams,) class discussion, homework daily exams,) class discussion, homework daily exams, olassing discussion,	• /			_		
homework assignments and their follow-up, classroom(calendar Formative or formative assessment daily exams, homework assignments and their follow-up, classroom(calendar Formative or formative assessment daily exams, and their follow-up, classroom(calendar Formative or formative or daily exams, and their follow-up, classroom(calendar Formative or formative or formative assessment daily exams, classroom(calendar Formative or formative or formative assessment daily exams, class discussion, homework Metacognition The -1 illocutionary composition Development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition The development of to be able to know the development of pictorial composition	discussion,			composition in		
assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar The -1 illocutionary . method Method of -3 solving and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework Abethod of -3 solving .problems Improving his artistic abilities in the field of plastic arts For the student to be able to know the historical sequence of the development of pictorial composition The -1 illocutionary construction construction The -1 construction construction That the student realizes the importance of pictorial The structural reaction and its role in building personality,	homework			developing and		
and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class of discussion, homework and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class odiscussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class odiscussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class odiscussion, homework All the construction concepts Development of construction concepts Whetacognition assignments of pictorial composition The -1 illocutionary construction of construction Purpose of - the importance of pictorial creation and its role in building personality,	assignments			improving his		
classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework All plastic arts Development of construction concepts Metacognition Method of -3 solving .problems The -1 illocutionary .method Method of -3 construction Purpose of construction The structural construction	and their	1		artistic abilities		
Ccalendar Formative or formative assessment daily exams, Class discussion, homework assignments and their follow-up, classroom .(calendar Formative assessment daily exams,) Class discussion, homework assignments and their follow-up, classroom .(calendar Formative assessment daily exams,) Class discussion, homework Scaless discussion, homework Class discussion, homework Class discussion, homework Class discussion, homework Scales discussion, homework Class discussion	follow-up,			in the field of		
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework sidicussion, homework assessment daily exams, or class discussion, homework discussion discussion, homework discussion discu	classroom			plastic arts		
formative assessment daily exams,)						
assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework discussion, homework assessment daily exams,) class discussion, homework discussion, homework discussion, homework assessment daily exams,) class discussion, homework assessment daily exams, or class discussion, homework assessment discussion, homework assess					3	2
daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework assessment daily exams,) class discussion, homework assessment daily exams,) class discussion, homework discussion, homework discussion, homework daily exams,) class discussion, homework discussion, homework discussion, homework daily exams,) class discussion, homework discussion, discussion, homework discussion, disc		•	construction concepts			
discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework method method formative assessment satisfication and their formative assessment daily exams, or class discussion, homework solving artwork method method of -3 solving solving solving solving sequence of the development of pictorial composition The -1 composition of composition or student realizes the importance of pictorial construction of pictorial composition or student realizes the importance of pictorial or creation and its role in building personality,						
discussion, homework assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework homework discussion, ho	•					
Method of -3 solving assignments and their follow-up, classroom .(calendar The -1 illocutionary assessment daily exams,) class discussion, homework Class solving Cla				•		
assignments and their follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework solving .problems .pro	· ·			•		
and their follow-up, classroom .(calendar Formative or formative assessment daily exams,)		solving				
follow-up, classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework The -1 illocutionary construction Purpose of construction Metacognition method Method of -3 solving The structural value of the artwork Definition of construction student realizes the importance of pictorial creation and its role in building personality,	_	.problems		composition		
classroom .(calendar Formative or formative assessment daily exams,) class discussion, homework Class discussio						
Calendar The -1 Definition of - That the formative assessment daily exams, class discussion, homework The -1 illocutionary construction Purpose of - the importance construction The time student realizes The importance construction The structural creation and its role in building Purpose of - the importance The importance construction The structural creation and its role in building Purpose of - the importance The impor						
Formative or formative assessment daily exams,) class discussion, homework of method solving associated as solving of the student realizes of the importance construction of pictorial creation and its value of the personality,						
formative assessment daily exams,) class discussion, homework look of the memory assolving look of the look of th	_	The -1	Definition of -	That the	2	3
assessment daily exams,) class discussion, homework assessment daily exams,) assessment daily exams,) class discussion, homework assessment daily exams,) assessment daily exam					3	3
daily exams,) class discussion, homework daily exams,) class discussion, homework Method of -3 solving construction The structural - value of the artwork of pictorial creation and its role in building personality,		•				
class discussion, homework homework class solving class discussion, homework homewor				_		
discussion, homework homework solving walue of the artwork personality,	•					
homework solving artwork personality,	discussion,		value of the			
Solving	homework		artwork			
assignments .problems developing his	assignments	.problems		developing his		
and their artistic	and their	. F		artistic		
follow-up, abilities, and						
classroom developing his						
.(calendar abilities in the	.(calendar					
field of plastic				-		
arts				arts		

4	3	Working to	Structural	The -1	Formative or
•		develop the	composition elements	illocutionary	formative
		student's	with application (line)	. method	assessment
		artistic and	`	-2	daily exams,)
		creative		Metacognition	class
		abilities		.method	discussion,
		through		Method of -3	homework
		practicing		solving	assignments
		composition in		.problems	and their
		drawing and		.problems	follow-up,
		planning			classroom
		P8			.(calendar
5	3	Working to	Structural	The -1	Formative or
3	3	develop the	configuration	illocutionary	formative
		student's	elements with	. method	assessment
		artistic and	application	-2	daily exams,)
		creative	(the shape)	Metacognition	class
		abilities	(the shape)	method.	discussion,
		through		Method of -3	homework
		practicing			assignments
		composition in		solving	assignments and their
				.problems	follow-up,
drawing and planning		O			classroom
		XX71-* 4 -	C4	TI 4	.(calendar
6	3	Working to	Structural	The -1	Formative or
		develop the	composition elements	illocutionary	formative
(color) artistic and creative	with application	. method	assessment		
			(color)	-2	daily exams,)
				Metacognition	class
		abilities		.method	discussion,
		through		Method of -3	homework
		practicing		solving	assignments
		composition in		.problems	and their
		drawing and			follow-up,
		planning			classroom
					.(calendar
7	3	Working to	Structural	The -1	Formative or
		develop the	composition elements	illocutionary	formative
		student's	with application	. method	assessment
		artistic and	(space)	-2	daily exams,)
		creative		Metacognition	class
		abilities		.method	discussion,
		through		Method of -3	homework
		practicing		solving	assignments
		composition in		.problems	and their
		drawing and		•	follow-up,
		planning			classroom
					.(calendar
8	3	Working to	Structural	The -1	Formative or
3		develop the	composition elements	illocutionary	formative
		student's	with application	. method	assessment
		artistic and	(texture)	-2	daily exams,)
		creative	` '	Metacognition	class
		abilities		.method	discussion,
		through		Method of -3	homework
		practicing		solving	assignments
		composition in		.problems	and their
		_		.hi onicins	
		drawing and		l	follow-up,

		planning			classroom .(calendar
9	3	The student	Types of technical	The -1	Formative or
9	3	will be able to	training	illocutionary	formative
		distinguish	ti aiiiiig	. method	assessment
		between		. method -2	daily exams,)
		different types		=	class
				Metacognition	discussion,
		of pictorial composition		.method	homework
		composition		Method of -3	
				solving	assignments and their
				.problems	
					follow-up, classroom
4.0	2	Th	T	TI 4	.(calendar
10	3	The student	Types of technical	The -1	Formative or
		will be able to	training	illocutionary	formative
		distinguish		. method	assessment
		between		-2	daily exams,)
		different types		Metacognition	class
		of pictorial		.method	discussion,
		composition		Method of -3	homework
				solving	assignments
				.problems	and their
					follow-up,
					classroom
					.(calendar
11	3	The student	Universal plate	The -1	Formative or
		should be able	transfer	illocutionary	formative
		to adopt an		. method	assessment
		artistic vision		-2	daily exams,)
		based on his		Metacognition	class
		ability to		.method	discussion,
		understand the		Method of -3	homework
		relationships		solving	assignments
		between artistic		.problems	and their
		products		•	follow-up,
		_			classroom
					.(calendar
12	3	Developing	Universal plate	The -1	Formative or
		knowledge of	transfer	illocutionary	formative
		the structures	ti unisiei	. method	assessment
		of artistic		-2	daily exams,)
		works and		Metacognition	class
		being able to		.method	discussion,
		understand		Method of -3	homework
		how pictorial		solving	assignments
		construction is		.problems	and their
		achieved in		·hi onicins	follow-up,
		artistic			classroom
		productions			.(calendar
13	3	Developing	Universal plate	The -1	Formative or
13	3	knowledge of	transfer	illocutionary	formative
		the structures	uansier	. method	assessment
		of artistic		-2	daily exams,)
		works and		_	class
		being able to		Metacognition	discussion,
		understand		.method	homework
		how pictorial		Method of -3	assignments
		HUW DICTULIAL		solving	assigninchis

	1				
and their	.problems		construction is		
follow-up,			achieved in		
classroom			artistic		
.(calendar			productions		
Formative or	The -1	Universal plate	Developing	3	14
formative	illocutionary	transfer	knowledge of		
assessment	. method		the structures		
daily exams,)	-2		of artistic		
class	Metacognition		works and		
discussion,	.method		being able to		
homework	Method of -3		understand		
assignments	solving		how pictorial		
and their	.problems		construction is		
follow-up,	.problems		achieved in		
classroom			artistic		
.(calendar			productions		
Diagnostic		Exam -	productions	2	1.5
C				3	15
evaluation		Evaluation of -			
semester and)		works of art			
final exams to					
issue judgments					
of success and					
.(failure					
Formative or	The -1	The foundations of	The student	3	16
formative	illocutionary	pictorial construction	should be		
assessment	. method	with the application	familiar with		
daily exams,)	-2	(sovereignty)	the methods of		
class	Metacognition	, ,	construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving		1		
and their	.problems				
follow-up,	.problems				
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	2	1.7
formative		pictorial construction	should be	3	17
	illocutionary	-			
assessment	. method	with application (familiar with		
daily exams,)	-2	(continuity	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving				
and their	.problems				
follow-up,	-				
classroom					
.(calendar					
Formative or	The -1	The foundations of	The student	3	18
formative	illocutionary	pictorial construction	should be	-	10
assessment	. method	with the application	familiar with		
daily exams,)	-2	(curving)	the methods of		
class	Metacognition	(2 ,8)	construction		
discussion,	.method		and technical		
homework			composition		
assignments	Method of -3		composition		
_	solving				
and their	.problems				
follow-up, classroom					
Cloccroom					

.(calendar					
Formative or formative assessment	The -1 illocutionary . method	Foundations of pictorial construction with application	The student should be familiar with	3	19
daily exams,)	. method -2	(consistency)	the methods of		
class	Metacognition	(consistency)	construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving		1		
and their	.problems				
follow-up,	1				
classroom					
.(calendar				_	
Formative or	The -1	Foundations of	The student	3	20
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with the methods of		
daily exams,) class	-2	(Unity)	construction		
discussion,	Metacognition .method		and technical		
homework	Method of -3		composition		
assignments	solving		оттрожител		
and their	.problems				
follow-up,	.problems				
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	21
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams,)	-2	(contrast)	the methods of		
class discussion,	Metacognition		construction and technical		
homework	.method Method of -3		composition		
assignments	solving		composition		
and their	.problems				
follow-up,	.problems				
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	22
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams,)	-2	(repetition)	the methods of		
class	Metacognition		construction		
discussion, homework	.method		and technical		
assignments	Method of -3		composition		
assignments and their	solving				
follow-up,	.problems				
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	23
formative	illocutionary	pictorial construction	should be	-	_,
assessment	. method	with application	familiar with		
daily exams,)	-2	(contrast)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments and their	solving				
anu tiitii	.problems				

follow un				1	
follow-up,					
classroom					
.(calendar	TD1 4		7D1 ()		
Formative or	The -1	Foundations of	The student	3	24
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams,)	-2	(rhythm)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving		_		
and their	.problems				
follow-up,	.problems				
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	25
formative		pictorial construction	should be	3	25
	illocutionary		familiar with		
assessment	. method	with application			
daily exams,)	-2	(Balance)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving				
and their	.problems				
follow-up,	•				
classroom					
.(calendar					
Formative or	The -1	Drawing a painting	That the	3	26
formative	illocutionary	with a structural	student is able		20
assessment	. method	composition by the	to apply the		
daily exams,)	-2	student	correct laws		
class	Metacognition	statent	and rules in		
discussion,	.method		producing		
homework			artistic works		
assignments	Method of -3		to deliver his		
assignments and their	solving		intellectual,		
	.problems		educational		
follow-up,					
classroom			and artistic		
.(calendar			message to the		
			recipient		
Formative or	The -1	Drawing a painting	That the	3	27
formative	illocutionary	with a structural	student is able		
assessment	. method	composition by the	to apply the		
daily exams,)	-2	student	correct laws		
class	Metacognition		and rules in		
discussion,	.method		producing		
homework	Method of -3		artistic works		
assignments	solving		to deliver his		
and their	.problems		intellectual,		
follow-up,	·bi onicins		educational		
classroom			and artistic		
.(calendar			message to the		
·(caiciiuai			recipient		
Formative or	The 4	Drawing a painting	That the	2	20
	The -1	Drawing a painting		3	28
formative assessment	illocutionary	with a structural	student is able		
accacement	. method	composition by the	to apply the		
		4 1			
daily exams,)	-2 Metacognition	student	correct laws and rules in		

71			, .		
discussion,	.method		producing		
homework	Method of -3		artistic works		
assignments	solving		to deliver his		
and their	.problems		intellectual,		
follow-up,			educational		
classroom			and artistic		
.(calendar			message to the		
·			recipient		
Formative or	The -1	Drawing a painting	That the	3	29
formative	illocutionary	with a structural	student is able		
assessment	. method	composition by the	to apply the		
daily exams,)	-2	student	correct laws		
class	Metacognition		and rules in		
discussion,	.method		producing		
homework	Method of -3		artistic works		
assignments	solving		to deliver his		
and their	.problems		intellectual,		
follow-up,	.problems		educational		
classroom			and artistic		
.(calendar			message to the		
,			recipient		
Diagnostic		Exam -	*	3	30
evaluation		Evaluation of -		3	50
semester and)		works of art			
final exams to		WUINS UI AIL			
issue judgments					
of success and					
.(failure					
·(Imilai c					

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, and practical application

		Learning and teaching resources .12
Concepts in pictorial construction/ Dr. Aziz Al-	-	Required textbooks (methodology, if any)
Rikabi		
Training in plastic arts/	-	Main references (sources)
Abdel Fattah Riad		
Drawing How do we taste	-	
it? (Elements of		
Composition)/Frederick		
Mallens		
Vision Dialogue/Nathan	-	Recommended supporting books and
Nobler		references (scientific journals, reports)

The creative process in the -	
art of photography/Dr.	
Shaker Abdel Hamid	
Artists' channels on YouTube specialized in teaching artistic composition	Electronic references, Internet sites

Course description form

	Course name .1
	Taste and aesthetic artistic criticism
	Course code .2
	Ziad Helou Jadallah 🌖
	Semester/year .3
	2024/2023
7	The date this description was prepared .4
	2023/2/10
	Available forms of attendance .5
	My presence
Number of study	hours (total) / number of units (total) .6
	60
Name of the course administrator	(if more than one name is mentioned) .7
	<u>` </u>
<u>zeauneneo wtu.</u>	edu.iq: Name: Ziad Helou Jadallah Email
	Course objectives .8
• •	:Objectives of the study material Providing the Ministry of1
•	Education with staff specialized
	in teaching art education insecondary schools
	Enabling students to know -2
	taste and artistic criticism and
	conveying its artistic and
	cultural message to students
	and society
	Enhancing students' -3
	awareness of the educational, artistic, and cultural goals and
	functions of appreciation and
	artistic criticism
	Providing students with -4
	knowledge related to the
	methods of studying aesthetic
	1
	.artistic appreciation Teaching and learning strategies .9

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week		
	Brainstorming growth ladder s			Cou	rse structure .10		
	Active t	hinking -1	The strategy				

			Cour	se structu	re 0 10
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	Connoisseurshi p and artistic criticism	Critical concepts	2	the first
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	Connoisseurshi p and artistic criticism	Analysis concept	2	the secon d
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	Connoisseurshi p and artistic criticism	Artistic style	2	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	Connoisseurshi p and artistic criticism	Artistic taste The stages that the recipient goes through	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Connoisseurshi p and artistic criticism	Raising artistic taste	2	Fifth
Formative or formative assessment daily exams, class) discussion,	The -1 illocutionary . method Metacognition -2	Connoisseurshi p and artistic criticism	The role of art education	2	VI

assignments and their follow-up, classroom (.calendar Formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success (.and failure Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success (.and failure Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Personal evaluation semester and final) exams to issue differentiation judgments of success (.and failure Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Personal evaluation semester and final) exams to issue differentiation judgments of success (.and failure Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (.calendar Personal evaluation semester and final) exams to issue differentiation judgments of success (.and failure Formative or formative assessment formative accompliant part of the pand artistic carticism pa					411	1
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n and artistic of th	th	_	of	p and artistic	illocutionary	formative assessment
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assignments and their Method of -3 artistic			artistic		Method of -3	assignments and their
follow-up, classroom solving problems taste			taste			
.(calendar						<u> </u>

F4	T1 1	C : 1:	.	0	7D1 1 4
Formative or	The -1	Connoisseurshi	Extracurri	2	Thirte
formative assessment	illocutionary	p and artistic	cular		enth
daily exams, class)	. method	criticism	position		
discussion,	Metacognition -2		1		
homework	.method				
assignments and their	Method of -3				
follow-up, classroom	.solving problems				
.(calendar					
Formative or	The -1	Connoisseurshi	Methodol	2	fourte
formative assessment	illocutionary	p and artistic	ogical		enth
daily exams, class)	. method	criticism	position		
discussion,	Metacognition -2	01101010111	Position		
homework	.method				
assignments and their	Method of -3				
follow-up, classroom	.solving problems				
.(calendar					
Personal evaluation	electronic	Connoisseurshi	Monthly	2	Fiftee
semester and final)		p and artistic	exam		nth
exams to issue		criticism	CAUTI		11011
differentiation		CHUCISIII			
judgments between					
students and					
judgments of success					
.(and failure					
Formative or	The -1	Connoisseurshi	Descripti	2	First -
formative assessment	illocutionary	p and artistic	_	4	Chapt
daily exams, class)	. method	-	ve		_
discussion,	Metacognition -2	criticism	analytical		er
homework	.method		method		Two
assignments and their	Method of -3				
follow-up, classroom	.solving problems				
.(calendar	.sorving problems				
Formative or	The -1	Connoisseurshi	Standard	2	the
formative assessment	illocutionary			۷	
daily exams, class)	. method	p and artistic	curriculu		secon
discussion,	Metacognition -2	criticism	m		d
homework	.method				
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follow-up, classroom	.solving problems				
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.(carendar		Connoisseurshi	Integrativ	2	the
			Integrativ	۷	
		p and artistic	e		third
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		p and artistic	artistic		fourth
		criticism	vision of		
		CI ICICISIII			
			the critic		
			and artist		
		Connoisseurshi	Image	2	Fifth
		p and artistic	culture		
i		-	_		
		criticism			

		Connoisseurshi	How does	2	VI
		p and artistic	artistic		
		criticism	taste turn		
			into		
			aesthetic		
			judgment		
			criticism)		
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		Connoisseurshi	Art	2	Sevent
		p and artistic	criticism		h
		criticism			
Formative or	The -1	Connoisseurshi	The	2	VIII
formative assessment	illocutionary			۷	VIII
daily exams, class)	. method	p and artistic	relationsh		
discussion,	Metacognition -2	criticism	ip of art		
homework	.method		criticism		
assignments and their	Method of -3		to		
follow-up, classroom			aesthetics		
(calendar	.solving problems		acstrictics		
Formative or	The -1	Connoisseurshi	Λ+	2	Ninth
formative assessment	illocutionary		Art	2	Ninth
daily exams, class)	. method	p and artistic	criticism		
discussion,	Metacognition -2	criticism	methods		
homework	.method				
assignments and their	Method of -3				
follow-up, classroom	.solving problems				
.(calendar	.sorving problems				
Personal evaluation	My presence	Connoisseurshi	Impressio	2	The
semester and final)	my presence			۷	
exams to issue		p and artistic	nist		tenth
differentiation		criticism	criticism		
judgments between					
students and					
judgments of success					
and failure.					
Formative or	The -1	Connoisseurshi	Psycholo	2	eleven
formative assessment	illocutionary				th
daily exams, class)	. method	p and artistic	gical		uı
discussion,	Metacognition -2	criticism	criticism		
homework	.method				
assignments and their	Method of -3				
follow-up, classroom	.solving problems				
.(calendar	Proofering				
Formative or	The -1	Connoisseurshi	Social	2	twelve
formative assessment	illocutionary	p and artistic	criticism	_	th
daily exams, class)	. method	_	CHUCISIII		uii
discussion,	Metacognition -2	criticism			
homework	.method				
assignments and their	Method of -3				
follow-up, classroom	.solving problems				
.(calendar					
.(541611441		<u> </u>	1		

Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	Connoisseurshi p and artistic criticism	Philosoph ical criticism	2	Thirte enth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	Connoisseurshi p and artistic criticism	Historical criticism	2	fourte enth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Connoisseurshi p and artistic criticism	Monthly exam	2	Fiftee nth

	Course evaluation .11				
Distribution of the grade out of 100 according to the tasks assigned to the student,					
such as daily preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
	Required textbooks (methodology, if any)				
Art criticism / Jerome Stolentz Artistic taste/Dr. Khamis Hamdi	Main references (sources)				
Al-Baheth Technical Journal,	Recommended supporting books and				
technical reports and research The Academy Magazine is a	references (scientific journals, reports)				

magazine published by the College	
of Fine Arts	
Websites specialized in publishing	Electronic references, Internet sites
arts and criticism	

Course Description Form

1. Course Name: earthenware

2. Course Code: earthenware

3. Semester / Year: 2023-2024

4. Description Preparation Date: 2024-3-21

5. Available Attendance Forms: **Attendance in the classroom**

6. Number of Credit Hours (Total) / Number of Units (Total): / 120-2

Course administrator's name (mention all, if more than one name)

Name:

Email:

:ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed

8. Course Objectives

Course Objectives

- Providing the Ministry of Education with staff specialized in

teaching art education in secondary schools.

- Enabling students to know the means of communication through which the artistic message is delivered to students and society.

9. Teaching and Learning Strategies

Strategy

- The student sets a good example for those around him.
- Forming a general category of good values.
- Providing psychological motivation to achieve emotional goals.

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method

Chapter one	4	A historical		earthenware	Formative or
4	T	A mstoricar	1-The illocutionary		formative assessment
1		overview of the	method.		(daily exams, class
			Metacognition method.		discussion,
		art of ceramics	3-Method of solving		homework
			problems		assignments and

					their follow-up, classroom calendar).
2	4	Its beginnings and the period in which it appeared	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Places of ceramic art	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Clay formation methods	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	A continuation of the methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Using the hand in shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Use hand-wheel for shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	How to use an electric wand	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	How to make gypsum molds	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11		How to use	1-The illocutionary	earthenware	Formative or
	4	gypsum molds	method. 2- Metacognition method. 3-Method of solving problems		formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Free sculptural pottery work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Layout work for sculptural pottery	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Simplified denial of planning	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Clay artwork after layout approval	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Implementing more difficult works, for example murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Implementation of mini murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Carrying out work from the cultural heritage	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	A sequel to a	1-The illocutionary	earthenware	Formative or formative assessment

		legacy	method. 2- Metacognition method. 3-Method of solving problems		(daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Make free medals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Design and implementation of natural sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Creating abstract sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Getting to know the ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Ways to use ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	A tour of the corridors of the Fine Arts Department, Ceramics Branch	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Implementing various artistic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Denies works of art teapots	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Completion and		earthenware	Formative or

		completion of work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems		formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. (Course E	Evaluatio	n					
	Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc							
12. l	earning	and Tea	aching Res	sources				
Require	d textboo	ks (curricu	ılar books, if	any)				
Main ref	erences	(sources)						
Recomn	Recommended books and references							
(scientific journals, reports)								
Electronic References, Websites								

12. Learning and teaching Resources

- -The summary in the history of public art / Abu Saleh Al-Alfi.
- Art history books/Zuhair Abdel-Sahib.Al-Baheth Technical Journal, technical reports and research.
- Media and communication library available on the Telegram application History arts sites on the Facebook application.

Course description form

.1Course name: **Teaching methods subject** .2Course code M. Kamal Saleh Ghadib .3Semester/year 2024-2023 .4The date this description was prepared 2023/2/10 .5Available forms of attendance My presence .6Number of study hours (total) / number of units (total) 60hours .7Name of the course administrator (if more than one name is mentioned) Name: Kamal Saleh Ghadib Email: kamal.s.godaeib@tu.edu.iq .8Course objectives Objectives of the study subject to understand Roads And methods different To teach Study subjects: includes that study And analysis group miscellaneous from Roads And methods that maybe Use it in teaching Materials different And in Different Contexts Learning. Strengthen skills Planning And organization. development skills communication And interaction with the students In a way effective And understand Their needs Educational different. Strengthen Ability on presentation Calendar Effective And evaluation

Comprehensive To be sure from to understand the students And their

progress.

- Strengthen Thinking Cash And creative To enable the students from development skills Thinking Cash And creative To design And implementation Experiences
 Educational Effective.
- Strengthen to understand factors
 Cultural And social in Learning.
- Strengthen Optimization Continuous
 For practice Teaching: with a goal
 supply the students With knowledge
 And skills Necessary For improvement
 Continuous For their methods
 Teaching And develop it building on
 Experiments And notes.

.9Teaching and learning strategies

Lecture, discussion, cooperative learning, method, classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

The strategy

.10Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	a lecture	Introduction to teaching methods		2	the first
	a lecture	Educational goals		2	the second
	discussion	Sources of educational objectives		2	the third
	Personal drawings and examples	Behavioral goals		2	the fourth
	Interrogation method	Classification of behavioral goals in the cognitive domain The emotional		2	Fifth

	field The psychomotor field		
role play	Outcomes and outcomes of the learning process	2	VI
Exploration method	Learning and teaching	2	Seventh
a lecture	Pillars of the teaching process	2	VIII
Collaborative learning	Foundations of good teaching	2	Ninth
Method of solving problems	Teaching method and methods	2	The tenth
role play	Characteristics of a successful teacher	2	eleventh
a lecture	Ancient and modern teaching methods	2	twelveth
Questions, answers and discussion	Traditional teaching methods	2	Thirteenth
discussion	Modern teaching methods	2	fourteenth
a lecture	Re-present the study material	2	Fifteenth

.11Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

.12Learning and teaching resources

General teaching methods Prof.	Required textbooks (methodology, if any)
Dr. Saad Zayer	
Teaching methods Dr. Khaled	Main references (sources)
Muhammad Al-Saud	
nothing	Recommended supporting books and
	references (scientific journals, reports)
nothing	Electronic references, Internet sites

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program ; .description

Tikrit University/ College of Education for Human	Educational institution .1				
Sciences					
Department of Art Education	Scientific department / .2				
	center				
Developmental psychology	Course name/ code .3				
My presence	Available attendance forms .4				
2024-2023	Semester /year .5				
60	Number of study hours (.6 (total				
2023/2/10	Date this description was .7				
	prepared				
	Course objectives .8				
Providing students with educational and psychological knowledge and teaching them modern principles and methods in studying growth, its characteristics, and the requirements of the age stages .of human development Providing students with experiences, psychological theories, and					
the results of local and international research and studies					
regarding developmental psychology					
Training students to write research and reports and summarize					

theoretical and applied ideas in the field of developmental psychology

Identify the growth demands of each age stage Recognizing methods of socialization and forming attitudes

Course outcomes and teaching, learning and evaluation methods .10

A- Cognitive objectives

A2- The student gets to know the laws of growth and its characteristics A3- Providing students with educational and scientific experiences to solve students' problems at different academic levels

A4- Providing students with the results of psychological research and studies in this field

.B - The skills objectives of the course

- B1 Introducing students to methods of raising and raising children and how to deal with them
 - B2 Enabling students to confront and solve the problems of childhood and adolescence
 - B3 Developing self-confidence, self-reliance, decision-making and role-taking

and learning methods

- Method of discussion and problem solving-1
 - The rhetorical method -2
 - Encouraging students to self-learn -3

Evaluation methods

(Written tests (essays). and objectivity -1

For the preliminary assessment / formative assessment / summative)-2 assessment), represented by the semester and final exams

C- Emotional and value goals

C1- Building a positive value system in students' behavior

C2- The ability to discuss, ask questions and engage in dialogue in positive ways

C3- The ability to deal with students inside and outside school

	ds
Delivering/discussion/learning and self-organise Cooperative learning	
Evaluation methods	<u> </u>
Written tests and observ	
D - General and qualifying transferable skills (other skills related to employa .(and personal develop D1- Verbal communication D2- Oral question presentation skills D3- Teamwork	men
D3- Teamwork	

			Course	structure	.11
Evaluation	Teaching	Name of the unit	Required	hours	the week
method	method	topic/	learning		
		-	outcomes		
Oral	Presentati	Definition of	Identify the most	2	1
exams	on and	growth/its	important laws		
	discussion	laws/factors	that govern		
		affecting	human		
		growth/	development and		
		environmental	dealing with		
		and genetic/the	different age		
		embryonic stage,	groups		
		its			
		characteristics			
		and			
		requirements			
=	=	Early, middle	=	2	2
		and late			
		childhood/			
		childhood			
		problems, their			
		causes,			
		symptoms and			
		ways to solve			
		them			
=	=	The stage of	=	2	3
		adolescence / its			
		meaning / stages			
		characteristics / /			
		problems of			
		adolescence /			
		ways to solve			
		them / how a			
		teenager adapts			
		himself to others			
		how a teenager /			
		chooses a			
		specialty and			
		profession			
=	=	The stage of	=	2	4
		adulthood / its			
		meaning /			
		requirements /			

Г	-	. 1 /0			
		tasks / forming a			
		family /			
		assuming			
		responsibilities			
=	=	The stage of	=	2	5
		aging/its			
		requirements,			
		characteristics,			
		diseases, and			
		elderly care			
=	=	Psychological	=	2	6
		development		_	
		theories (
		Piaget's theory,			
		Freud's theory,			
		Bruner's theory,			
		Kohlberg's			
		theory,			
		Erikson's theory			
=	=	Definition of	=	2	7
		growth/its		L	,
		laws/factors			
		affecting			
		growth/			
		environmental			
		and genetic/ the			
		embryonic stage,			
		its			
		characteristics			
		and			
		requirements			
=	=	Early, middle	=	2	8
_	_	and late		4	O
		childhood /			
		childhood			
		problems, their			
		causes,			
		symptoms and			
		ways to solve			
		The stage of		2	
=	=	The stage of	=	2	9
		adolescence / its			
		meaning / stages			
		characteristics / /			

		1.1 0			
		problems of			
		adolescence /			
		ways to solve			
		them / how a			
		teenager adapts			
		himself to others			
		how a teenager /			
		chooses a			
		specialty and			
		profession			
=	=	The stage of	=	2	10
		adulthood / its			
		meaning /			
		requirements /			
		tasks / forming a			
		family /			
		assuming			
		responsibilities			
=	=	The stage of	=	2	11
		aging/its			
		requirements,			
		characteristics,			
		diseases, and			
		elderly care			
=	=	Psychological	=	2	12
		development			
		theories (
		Piaget's theory,			
		Freud's theory,			
		Bruner's theory,			
		Kohlberg's			
		theory,			
		Erikson's theory			
=		Definition of	=	2	13
		growth/its			
		laws/factors			
		affecting			
		growth/			
		environmental			
		and genetic/the			
		embryonic stage,			
		its			
		characteristics			
		and			
		and			