



**Ministry of Higher Education and Scientific Research  
Scientific Supervision and Evaluation Authority  
Quality Assurance and Academic Accreditation Department  
Accreditation Department**

# **Academic Program and Course**

**2025**

## **Introduction:**

The educational program is a coordinated and structured package of courses that include procedures and experiences that are organized in the form of a vocabulary of study whose main purpose is to build and refine the skills of graduates to make them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone of obtaining program accreditation and is co-written by the teaching staff under the supervision of the scientific committees in the scientific departments.

This manual, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual and quarterly), as well as the adoption of the description of the academic program circulated under the letter of the Department of Studies M3/2906 on 3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only stress the importance of writing descriptions of academic programs and courses to ensure the smooth functioning of the educational process.

### **Concepts and Terms:**

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission, and goals, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** It provides a contingent summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether he or she has made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious vision of the future of the academic program to be a cutting-edge, inspiring, stimulating, realistic and viable program.

**Program Mission:** Briefly outlines the goals and activities needed to achieve them and outlines the program's development paths and directions.

**Program Objectives:** These are phrases that describe what the academic program intends to achieve over a specific period of time and are measurable and observable.

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

**Learning Outcomes:** A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

**Teaching and Learning Strategies:** These are the strategies used by a faculty member to develop student teaching and learning, and they are plans that are followed to reach learning goals. That is, they describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

## نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة الموصل

الكلية/ المعهد: كلية الفنون الجميلة

القسم العلمي: قسم التربية الفنية

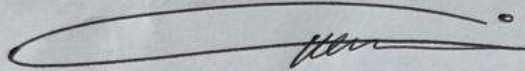
اسم البرنامج الأكاديمي او المهني: بكالوريوس تربية فنية

اسم الشهادة النهائية: بكالوريوس في التربية الفنية

النظام الدراسي: سنوي

تاريخ اعداد الوصف: ٢٠٢٦/١/٤

تاريخ ملء الملف: ٢٠٢٦/٢/١



التوقيع

اسم معاون العلمي

التاريخ

مدرس دكتور  
عبدالله محمد الجليلي  
معاون العميد للشؤون العلمية



التوقيع

أ.د. ميادة مجيد الباجلان  
رئيس قسم التربية الفنية

اسم رئيس القسم

التاريخ

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ: ١٠/٢/٢٠٢٦

التوقيع



مصادقة السيد العميد

أ.د. جابر عبد الرحمن الجليلي  
عميد كلية الفنون الجميلة

جامعة الموصل  
كلية الفنون الجميلة  
شعبة ضمان الجودة  
تطوير الأداء الجامعي

### 1. Program Vision

An artistic and educational discipline that includes education, plastic and theatrical arts, the purpose of which is to educate the individual to be able to live a high-end aesthetic life within the developed social framework to which he belongs, and to be competitive according to different levels for the purpose of finding a kind of completed experience in the different stages of education.

### 2. Program Mission

Preparing a teacher specialized in teaching arts who is characterized by artistic and pedagogical competence and is qualified to build knowledge capable of competing locally and internationally.

### 3. Program Objectives

1- Preparing a teacher of art education at the secondary level who holds a bachelor's degree in the specialization of art education. 2- Preparing specialized researchers who are able to provide training programs for workers in the fields of art education and activating Social development programs and thus achieving the Sustainable Development Goals. 3- Conducting scientific and field research through research and experimentation in the fields of art education. 4- Qualifying specialists who are able to prepare art education programs and their role in the development of society through various means of communication.

### 4. Program Accreditation

yes

### 5. Other External Influences

None

### 6. Program Structure

| Notes*      | Percentage | Study Unit | Number of Courses | Program Structure       |
|-------------|------------|------------|-------------------|-------------------------|
| Core Course |            | 88         | 44                | Enterprise Requirements |
|             |            |            | yes               | College Requirements    |

|  |  |  |      |                         |
|--|--|--|------|-------------------------|
|  |  |  | yes  | Department Requirements |
|  |  |  | None | Summer Training         |
|  |  |  |      | Other                   |

\* It is possible to include notes on whether the course is basic or elective.

| 7. Program Description |             |                                         |                       |                      |
|------------------------|-------------|-----------------------------------------|-----------------------|----------------------|
| Credit Hours           |             | Course or course name                   | Course or course code | Year/Level           |
| 2                      | theoretical | English                                 | FAAE0101              | 2025–2026 / Phase I  |
| 2                      | theoretical | Arabic Language                         | FAAE0102              |                      |
| 1                      | theoretical | Human Rights and Democracy              | FAAE0103              |                      |
| 3                      | Applied     | Fundamentals of using a computer        | FAAE0104              |                      |
| 2                      | theoretical | History of Ancient Art                  | FAAE0105              |                      |
| 3                      | Applied     | Principles of Representation            | FAAE0106              |                      |
| 3                      | Applied     | Audio and Delivery                      | FAAE0107              |                      |
| 4                      | practical   | Layout and colors                       | FAAE0108              |                      |
| 2                      | theoretical | The Science of the Elements of Fine Art | FAAE0109              |                      |
| 2                      | theoretical | Principles of Art Education             | FAAE0110              |                      |
| 1                      | practical   | Extra-curricular sports activities      | FAAE0111              |                      |
| 3                      | Applied     | Arabic Calligraphy and Decoration       | FAAE0201              | 2025–2026 / Phase II |
| 4                      | practical   | Colors                                  | FAAE0202              |                      |
| 2                      | theoretical | Aesthetic Education                     | FAAE0203              |                      |
| 2                      | theoretical | History of Islamic Art                  | FAAE0204              |                      |

|   |             |                                            |                 |                       |
|---|-------------|--------------------------------------------|-----------------|-----------------------|
| 3 | Applied     | <b>Computer Drawing and Design</b>         | <b>FAAE0205</b> |                       |
| 4 | practical   | <b>Planning</b>                            | <b>FAAE0206</b> |                       |
| 3 | practical   | <b>Acting Styles</b>                       | <b>FAAE0207</b> |                       |
| 4 | practical   | <b>Sculpture</b>                           | <b>FAAE0208</b> |                       |
| 2 | Applied     | <b>Perspective Science</b>                 | <b>FAAE0209</b> |                       |
| 2 | theoretical | <b>Arabic Language</b>                     | <b>FAAE0210</b> |                       |
| 2 | Applied     | <b>Theatrical Directing</b>                | <b>FAAE0211</b> |                       |
| 2 | theoretical | <b>English</b>                             | <b>FAAE0212</b> |                       |
| 1 | theoretical | <b>Crimes of the dissolved Baath Party</b> | <b>FAAE0213</b> |                       |
| 2 | theoretical | <b>History of European technology</b>      | <b>FAAE0301</b> | 2025–2026 / Phase III |
| 2 | theoretical | <b>Research Methods</b>                    | <b>FAAE0302</b> |                       |
| 4 | Applied     | <b>Teaching Methods</b>                    | <b>FAAE0303</b> |                       |
| 2 | theoretical | <b>Technical Psychology</b>                | <b>FAAE0304</b> |                       |
| 3 | Applied     | <b>School Theater</b>                      | <b>FAAE0305</b> |                       |
| 4 | practical   | <b>Murals</b>                              | <b>FAAE0306</b> |                       |
| 5 | Applied     | <b>Pictorial Composition</b>               | <b>FAAE0307</b> |                       |
| 3 | Applied     | <b>Musical Taste</b>                       | <b>FAAE0308</b> |                       |
| 4 | practical   | <b>Handicrafts</b>                         | <b>FAAE0309</b> |                       |
| 4 | practical   | <b>Ceramics</b>                            | <b>FAAE0310</b> |                       |
| 3 | Applied     | <b>E-Learning Strategies</b>               | <b>FAAE0401</b> | 2025–2026 / Phase IV  |
| 2 | theoretical | <b>Artistic Thinking Patterns</b>          | <b>FAAE0402</b> |                       |
| 2 | theoretical | <b>History of Contemporary Art</b>         | <b>FAAE0403</b> |                       |
| 2 | theoretical | <b>Graduation Research</b>                 | <b>FAAE0404</b> |                       |
| 4 | practical   | <b>Physical Graduation Project</b>         | <b>FAAE0405</b> |                       |
| 4 | practical   | <b>Theatrical graduation project</b>       | <b>FAAE0406</b> |                       |



|   |             |                              |          |  |
|---|-------------|------------------------------|----------|--|
| 2 | theoretical | Criticism and artistic taste | FAAE0407 |  |
| 3 | Applied     | Curriculum Theater           | FAAE0408 |  |
| 4 | practical   | View & App                   | FAAE0409 |  |
| 2 | theoretical | English                      | FAAE0410 |  |

## 8. Expected Learning Outcomes of the Program

### Knowledge

#### Program Outcomes:

Graduating students who have knowledge and understanding of the concepts of the specialization of art education in all its fields (education, plastic and dramatic arts, vocational rehabilitation, and general culture)

Preparing educational cadres to work in the Ministry of Education and other ministries close to the specialization, such as the Ministry of Culture and institutional media units.

### Skills

#### 1. Creative-artistic skill:

The ability to produce innovative theatrical and visual artworks, and employ elements of design, color, composition, movement, and sound to reflect an aesthetic and cognitive understanding of contemporary and heritage artistic styles.

#### 2. Educational-Teaching Skill:

The ability to plan, implement and evaluate art lessons using modern teaching methods, taking into account individual differences between students, and employing educational aids and digital technologies in arts education.

**3. Critical-Analytical Skill:**

The ability to analyze and critique artistic and theatrical works according to aesthetic, educational and cultural foundations, and to link the artistic product to the social and historical context in a way that contributes to the development of artistic taste and cultural awareness.

**Values**

**1. The value of aesthetic taste and respect for art:**  
Developing students' abilities in how to respect artistic productions in their various forms, and the ability to appreciate and preserve artistic beauty and cultural heritage.

**2. The value of professional and educational responsibility for students:**

Commitment to the ethics of the educational and artistic profession, and work in the spirit of discipline and academic honesty when teaching or producing works of art.

**3. The value of cultural cooperation and openness:**

|                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Empowering students to work within an artistic or educational team, accepting cultural and intellectual diversity, and positive dialogue with others within the educational and artistic environment |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## 9. Teaching and Learning Strategies

### 1- Project-Based Learning Strategy:

The student designs and implements an integrated art project (theatrical performance, painting, sculpture, or applied art lesson) that goes through the stages of planning, implementation, presentation, and evaluation, which develops independence, research, and innovation.

### 2- Collaborative Learning and Group Performance Strategy:

Students rely on working in teams in theatrical rehearsals or plastic workshops, and exchanging roles (actor, director, designer, critic), in order to enhance communication skills, acceptance of other opinions, and building a shared experience.

### 3- Reflective and Critical Learning Strategy:

The student analyzes his or her own and the works of his colleagues, writes technical reports or diaries, and discusses the aesthetic and pedagogical aspects of the artwork, which develops self-awareness, the ability to evaluate, and continuous improvement.

## 10. Evaluation Methods

Weekly, monthly, daily exams and end-of-year exams.

## 11. Faculty

### Faculty Members

| Preparing the teaching staff | Special requirements/skills (if applicable) | Specialization | Academic Rank |
|------------------------------|---------------------------------------------|----------------|---------------|
|                              |                                             |                |               |

| Lecturer | Angel |  |  | Special                                       | General                                                          |                       |
|----------|-------|--|--|-----------------------------------------------|------------------------------------------------------------------|-----------------------|
|          | yes   |  |  | Theater<br>Techniques                         | Performing Arts                                                  | Professor 2           |
| yes      |       |  |  | Art<br>Education                              | Art<br>Education                                                 |                       |
|          | yes   |  |  | Curriculum                                    | Educational<br>and<br>psychological<br>sciences                  | Assistant Professor 4 |
|          | yes   |  |  | Acting/directing                              | Performing Arts                                                  |                       |
|          | yes   |  |  | Fine Arts<br>and<br>Multimedia<br>Languages   | Fine Arts<br>and<br>Multimedia<br>Languages                      |                       |
|          | yes   |  |  | Literature<br>and<br>criticism                | Performing Arts                                                  |                       |
|          | yes   |  |  | Methods<br>of<br>teaching<br>art<br>education | Philosophy in<br>Educational<br>and<br>Psychological<br>Sciences | Lecturer 4            |

|  |     |  |  |                                              |                 |                      |
|--|-----|--|--|----------------------------------------------|-----------------|----------------------|
|  | yes |  |  | Art Education Curricula and Methods          | Art Education   |                      |
|  | yes |  |  | Manuscript Science and Textual Investigation | Islamic Arts    |                      |
|  | yes |  |  | Art Teaching Methods                         | Art Education   |                      |
|  | yes |  |  | Acting                                       | Performing Arts | Assistant Lecturer 3 |
|  | yes |  |  | Carving                                      | Fine Arts       |                      |
|  | yes |  |  | Fine Arts                                    | Arts            |                      |

### Professional Development

#### Mentoring new faculty members

None

#### Faculty Professional Development

None

### 12. Admission Criteria

Graduates of preparatory and vocational and applied studies and fine arts institutes.

### 13. Key sources of information about the program

Art Education and Teaching Methods – Muhammad Mahmoud Al-Hila

An approved book in art education that covers the basics of art education and its teaching methods comprehensively, suitable for the theoretical and applied courses in the department.

Art Education and Teaching Methods

A comprehensive Arabic university reference that focuses on the concepts of art education and its teaching techniques and methods in different educational contexts, useful for students and academics.

3- Art Education Curriculum (General Textbook/Reference in Curriculum)

A reference that deals with the design and organization of art education curricula (plastic and theatrical), and contributes to understanding the structure of curriculum implementation, assessment methods, and the integration of the arts in education.

### 14. Program Development Plan

1- Integration between the theoretical and practical aspects: Updating the courses so that they combine theoretical knowledge and practice within workshops, theatrical performances, and plastic projects, while linking the content to the labor market and cultural and educational institutions.

2- Integration of digital technologies and modern media: Inclusion of digital design skills, visual output, e-learning, and multimedia in the curriculum, in line with technological transformations in art and education.

3- Developing teaching and evaluation methods: Relying on active learning strategies such as project learning, performance presentations, and portfolios, while diversifying evaluation methods to include practical performance, technical criticism, and teamwork.

| Program Skills Outline                      |           |    |    |        |    |    |    |           |    |    |    |                      |                                         |                |              |
|---------------------------------------------|-----------|----|----|--------|----|----|----|-----------|----|----|----|----------------------|-----------------------------------------|----------------|--------------|
| Learning Outcomes Required from the Program |           |    |    |        |    |    |    |           |    |    |    |                      |                                         |                |              |
| Values                                      |           |    |    | Skills |    |    |    | Knowledge |    |    |    | Basic or<br>Optional | Course<br>Name                          | Course<br>Code | Year / Level |
| C4                                          | Part<br>3 | C2 | C1 | B4     | B3 | B2 | B1 | A4        | A3 | A2 | A1 |                      |                                         |                |              |
|                                             |           |    |    |        |    |    |    |           |    | *  |    | Essential            | English                                 | FAAE0101       | 2025-2026    |
|                                             |           |    |    |        |    |    |    |           |    |    |    |                      |                                         |                | Phase I      |
|                                             |           |    |    |        |    |    |    |           |    | *  |    | Essential            | Arabic<br>Language                      | FAAE0102       |              |
|                                             |           |    | *  |        |    |    |    |           |    |    |    | Essential            | Human<br>Rights and<br>Democracy        | FAAE0103       |              |
|                                             |           |    |    |        | *  |    |    |           |    |    |    | Essential            | Fundamental<br>s of using a<br>computer | FAAE0104       |              |
|                                             |           |    |    |        |    |    |    |           |    |    | *  | Essential            | History of<br>Ancient Art               | FAAE0105       |              |
|                                             |           |    |    |        |    |    | *  |           |    |    |    | Essential            | Principles of<br>Representatio<br>n     | FAAE0106       |              |

|  |  |  |   |  |  |   |   |   |  |   |   |           |                                         |          |                    |
|--|--|--|---|--|--|---|---|---|--|---|---|-----------|-----------------------------------------|----------|--------------------|
|  |  |  |   |  |  |   | * |   |  |   |   | Essential | Audio and Delivery                      | FAAE0107 |                    |
|  |  |  |   |  |  |   | * |   |  |   |   | Essential | Layout and colors                       | FAAE0108 |                    |
|  |  |  |   |  |  |   |   |   |  | * |   | Essential | The Science of the Elements of Fine Art | FAAE0109 |                    |
|  |  |  |   |  |  |   |   |   |  |   | * | Essential | Principles of Art Education             | FAAE0110 |                    |
|  |  |  |   |  |  |   | * |   |  |   |   | Essential | Extra-curricular sports activities      | FAAE0111 |                    |
|  |  |  |   |  |  | * |   |   |  |   |   |           | Arabic Calligraphy and Decoration       | FAAE0201 | 2025-2026 Phase II |
|  |  |  |   |  |  |   |   | * |  |   |   |           | Colors                                  | FAAE0202 |                    |
|  |  |  | * |  |  |   |   |   |  |   |   |           | Aesthetic Education                     | FAAE0203 |                    |
|  |  |  |   |  |  |   |   |   |  |   | * |           | History of Islamic Art                  | FAAE0204 |                    |
|  |  |  |   |  |  | * |   |   |  |   |   |           | Computer Drawing and Design             | FAAE0205 |                    |



|  |  |  |   |  |  |   |   |  |  |   |   |  |  |                                     |          |                     |
|--|--|--|---|--|--|---|---|--|--|---|---|--|--|-------------------------------------|----------|---------------------|
|  |  |  |   |  |  |   | * |  |  |   |   |  |  | Planning                            | FAAE0206 |                     |
|  |  |  |   |  |  |   | * |  |  |   |   |  |  | Acting Styles                       | FAAE0207 |                     |
|  |  |  |   |  |  | * |   |  |  |   |   |  |  | Sculpture                           | FAAE0208 |                     |
|  |  |  |   |  |  |   | * |  |  |   |   |  |  | Perspective Science                 | FAAE0209 |                     |
|  |  |  |   |  |  |   |   |  |  |   | * |  |  | Arabic Language                     | FAAE0210 |                     |
|  |  |  |   |  |  |   | * |  |  |   |   |  |  | Theatrical Directing                | FAAE0211 |                     |
|  |  |  |   |  |  |   |   |  |  | * |   |  |  | English                             | FAAE0212 |                     |
|  |  |  | * |  |  |   |   |  |  |   |   |  |  | Crimes of the dissolved Baath Party | FAAE0213 |                     |
|  |  |  |   |  |  |   |   |  |  |   | * |  |  | History of European technology      | FAAE0301 | 2025-2026 Phase III |
|  |  |  |   |  |  |   | * |  |  |   |   |  |  | Research Methods                    | FAAE0302 |                     |
|  |  |  |   |  |  |   | * |  |  |   |   |  |  | Teaching Methods                    | FAAE0303 |                     |
|  |  |  |   |  |  |   |   |  |  | * |   |  |  | Technical Psychology                | FAAE0304 |                     |
|  |  |  |   |  |  |   | * |  |  |   |   |  |  | School Theater                      | FAAE0305 |                     |

|  |  |  |   |  |  |   |   |  |  |  |   |  |  |                               |          |                       |
|--|--|--|---|--|--|---|---|--|--|--|---|--|--|-------------------------------|----------|-----------------------|
|  |  |  |   |  |  |   | * |  |  |  |   |  |  | Murals                        | FAAE0306 |                       |
|  |  |  |   |  |  |   | * |  |  |  |   |  |  | Pictorial Composition         | FAAE0307 |                       |
|  |  |  |   |  |  | * |   |  |  |  |   |  |  | Musical Taste                 | FAAE0308 |                       |
|  |  |  |   |  |  |   | * |  |  |  |   |  |  | Handicrafts                   | FAAE0309 |                       |
|  |  |  |   |  |  | * |   |  |  |  |   |  |  | Ceramics                      | FAAE0310 |                       |
|  |  |  |   |  |  | * |   |  |  |  |   |  |  | E-Learning Strategies         | FAAE0401 | 2025-2026<br>Phase IV |
|  |  |  | * |  |  |   |   |  |  |  |   |  |  | Artistic Thinking Patterns    | FAAE0402 |                       |
|  |  |  |   |  |  |   |   |  |  |  | * |  |  | History of Contemporary Art   | FAAE0403 |                       |
|  |  |  |   |  |  |   | * |  |  |  |   |  |  | Graduation Research           | FAAE0404 |                       |
|  |  |  |   |  |  |   | * |  |  |  |   |  |  | Physical Graduation Project   | FAAE0405 |                       |
|  |  |  |   |  |  |   | * |  |  |  |   |  |  | Theatrical graduation project | FAAE0406 |                       |
|  |  |  | * |  |  |   |   |  |  |  |   |  |  | Criticism and artistic taste  | FAAE0407 |                       |

|  |  |  |  |  |  |  |   |  |  |   |  |  |                       |          |  |
|--|--|--|--|--|--|--|---|--|--|---|--|--|-----------------------|----------|--|
|  |  |  |  |  |  |  | * |  |  |   |  |  | Curriculum<br>Theater | FAAE0408 |  |
|  |  |  |  |  |  |  | * |  |  |   |  |  | View & App            | FAAE0409 |  |
|  |  |  |  |  |  |  |   |  |  | * |  |  | English               | FAAE0410 |  |

● Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. Course Name and Stage of Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |
| Principles of Art Education. Phase I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |
| 2. Course Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| FAAE0110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |
| 3. Semester/ Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |
| First Semester and Second Semester 2025 – 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| 4. Date this description was prepared                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |
| 1 / 9 /2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |
| 5. Available Forms of Attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |
| In-Person , Built-in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |
| 6. Number of Hours (Total) / Number of Credits (Total)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
| 60 Hours 2 Units                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |
| 7. Course administrator name (if more than one name mentioned)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| Name : Prof. Mayada Majeed Amin Al-Baghlani Email <a href="mailto:mayada.ameen@uomosul.edu.iq">mayada.ameen@uomosul.edu.iq</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| 8. Course Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |
| <p>The course aims to: introduce students to the importance of the foundations and principles on which art education is based.</p> <p>1- Identifying the importance of art education for the individual and society, defining the goals of art education, and identifying the most important modern theories in the arts. <b>Providing the student with the necessary knowledge in the basics</b> of the subject (principles of art education), its definition, objectives, importance, and educational foundations.</p> <p>2- Developing talents and creativity, and developing language and communication skills in the educational environment.</p> | Course Objectives |
| 9. Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |
| <p>Lecture (discussion and clarification).</p> <p>Commit to and participate in and answer class discussions, and stimulate competition among students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Strategy          |

# E-Learning Strategy with Contemporary Internet Applications.

Brainstorming strategy .

## 10. Course Structure

| Evaluation Method                              | Learning method                      | Unit Name or Subject                                                                           | Required Learning Outcomes | Watches | The week |
|------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------|----------------------------|---------|----------|
| Daily exam and discussion.<br>Theoretical exam | Theoretical presence.<br>Electronic. | An introduction to the general concepts of art education.                                      |                            |         | 1        |
|                                                |                                      | General Foundations of Art Education .                                                         |                            | 2       | 2        |
|                                                |                                      | The importance of art education. Materials used in contemporary and modern art.                |                            | 2       |          |
|                                                |                                      | The contribution of art education in achieving the general results of the educational process. |                            | 2       |          |
|                                                |                                      | The Importance of Art to the Individual and Society                                            |                            | 2       |          |
|                                                |                                      | Objectives of Art Education                                                                    |                            | 2       |          |
|                                                |                                      | Knowledge of the sources of contemporary tools and tools for artworks and paintings.           |                            | 2       |          |
|                                                |                                      | Familiarity with professional technical terminology and the ability to speak them.             |                            | 2       |          |
|                                                |                                      | The psychological foundations of the art education curriculum.                                 |                            | 2       |          |

|  |  |                                                                                |  |   |  |
|--|--|--------------------------------------------------------------------------------|--|---|--|
|  |  | Psychological Theories of Art Education.                                       |  |   |  |
|  |  | Stages of Learners' Artistic Growth.                                           |  | 2 |  |
|  |  | Loonefeld Classification of Learners' Fees.                                    |  | 2 |  |
|  |  | Herbert Reed's classification.                                                 |  | 2 |  |
|  |  | Methods of analyzing the graphics of the learners .                            |  | 2 |  |
|  |  | The Role of Art Education in Developing Aesthetic Awareness                    |  | 2 |  |
|  |  | Theoretical exam.                                                              |  | 2 |  |
|  |  | Art and Aesthetic Education .                                                  |  | 2 |  |
|  |  | Raising awareness and aesthetic sense.                                         |  | 2 |  |
|  |  | The importance of the aesthetic awareness of the learner.                      |  | 2 |  |
|  |  | Obstacles to the Learner's Aesthetic Awareness .                               |  | 2 |  |
|  |  | Concepts in Art Education.                                                     |  | 2 |  |
|  |  | The meaning of art.                                                            |  | 2 |  |
|  |  | Man's motivations for art.                                                     |  | 2 |  |
|  |  | Fine Arts Terms: Fine Arts, Applied Arts, Expressionism, Industrial, Folklore. |  | 2 |  |
|  |  | Art through education.                                                         |  | 2 |  |
|  |  | Fields of Art Education .                                                      |  | 2 |  |
|  |  | Art and culture.                                                               |  | 2 |  |

|  |  |                                                               |  |   |  |
|--|--|---------------------------------------------------------------|--|---|--|
|  |  | Art Education and Islam.                                      |  | 2 |  |
|  |  | The Roles of Art Education                                    |  | 2 |  |
|  |  | Drawing and Works Room Exhibition.<br>Types of Display Panels |  | 2 |  |
|  |  | Theoretical exam                                              |  | 2 |  |

### 11. Course Evaluation

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

The first semester is 20% theoretical and 5% daily exam , 20% theoretical exam and 5% daily exam . Final exam of the year 50%

### 12. Learning and Teaching Resources

|                                                                                                                                                                          |                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Theoretical material                                                                                                                                                     | Required Textbooks (Methodology, if any)                           |
| Art Education Between Theory and Practice , Mahmud Al-Bassiouni<br>Principles of Art Education, Abdel Karim Salim.                                                       | Main References (Sources)                                          |
| Rafidain Arts Magazine/University of Mosul, Academic Magazine/University of Baghdad<br>Nabu Magazine/University of Babylon, Basra Academic Magazine/University of Basra. | Recommended books and references (scientific journals, reports...) |
| Documentaries posted on YouTube, follow Pinterest<br>Visit electronic museums.                                                                                           | Electronic References, Websites                                    |

### 1. Course Name and Stage of Study

**English Stage One Headway Elementary**

### 2. Course Code

**FAAE 0101**

### 3. Semester/Year

**2025–2026 Semester I & II**

### 4. Date this description is prepared

**16-10-2025**

### 5. Available Forms of Attendance

## Presence

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

2 hours

### 7. Name of the course administrator (if more than one name mentioned) and academic title

Name: M.M. Sattam Khader Jassim Email: [sattamaljiboury@gmail.com](mailto:sattamaljiboury@gmail.com)

### 8. Course Objectives

1. Teach basic English grammar to construct simple sentences.
2. Increasing the linguistic output of daily vocabulary to enable the student to talk about themselves and their surroundings.
- 3– Develop basic listening and conversational skills to interact with others easily.
4. Develop confidence in communicating in English and gain a strong foundation for later levels.

Course  
Objectives

### 9. Teaching and Learning Strategies

The first phase contributes to expanding students' communication abilities in everyday situations. In addition, it helps Arabic-speaking students adapt to the English alphabet system and improve their pronunciation skills.

It also contributes to teaching students on English language skills and developing them through a modern study

It also contributes to the development of general and qualifying skills for students such as skills related to employability and personal development in the English language.

It also contributes to the preparation of a student with good English language skills in writing and reading.

It contributes to the development of conversation in the English language by listening to some everyday situations and turning them into duties.

Strategy

### 10. Course Structure



| <b>Evaluation Method</b>                  | <b>Learning method</b>                      | <b>Unit Name or Subject</b>                                                                                                                                                                    | <b>Required Learning Outcomes</b> | <b>Weeks</b> | <b>The week</b> |
|-------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------|-----------------|
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | Grammar: Basic sentence structure, present simple tense, present continuous tense, past simple tense, articles, prepositions, possessive adjectives, and conjunctions.                         |                                   | 2            | 1               |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 2- Vocabulary: Basic everyday vocabulary (e.g., colors, numbers, family members, basic descriptions, common objects), as well as greetings and basic expressions.                              |                                   | 2            | 2               |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 3- Speaking and Listening: Practice through basic conversations and dialogues. Focus on greetings, introductions, simple questions, and answers about personal information.                    |                                   | 2            | 3               |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 4- Reading and Writing: Simple texts on familiar topics, such as personal information, daily routines, and simple descriptions.                                                                |                                   | 2            | 4               |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 5- Grammar: Past continuous tense, simple future tense, comparatives and superlatives, countable and uncountable nouns, basic modals (can, could, would, should), and simple relative clauses. |                                   | 2            | 5               |

|                                                          |                                                                |                                                                                                                                                                                  |  |          |           |
|----------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|-----------|
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>6- Vocabulary: More<br/>everyday vocabulary (e.g.,<br/>food, clothes, jobs, hobbies,<br/>time, and dates), as well as<br/>useful expressions for<br/>everyday situations.</b> |  | <b>2</b> | <b>6</b>  |
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>7- Speaking and Listening:<br/>More complex conversations<br/>and dialogues. Focus on<br/>expressing likes/dislikes,<br/>preferences, routines, and<br/>plans.</b>            |  | <b>2</b> | <b>7</b>  |
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>8- Reading and Writing:<br/>More complex texts on<br/>familiar topics, such as<br/>personal experiences,<br/>opinions, plans, and<br/>narratives.</b>                         |  | <b>2</b> | <b>8</b>  |
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>What a wonderful world</b>                                                                                                                                                    |  | <b>2</b> | <b>9</b>  |
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>What a wonderful world</b>                                                                                                                                                    |  | <b>2</b> | <b>10</b> |
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>Wonders of the modern<br/>world</b>                                                                                                                                           |  | <b>2</b> | <b>11</b> |
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>Wonders of the modern<br/>world</b>                                                                                                                                           |  | <b>2</b> | <b>12</b> |
| <b>Oral Assessment,<br/>Short and<br/>Semester Tests</b> | <b>Interactive<br/>learning and<br/>through<br/>activities</b> | <b>13- Hot verbs/ takes,<br/>put, telephone<br/>conversation</b>                                                                                                                 |  | <b>2</b> | <b>13</b> |

|                                           |                                             |                                        |  |   |    |
|-------------------------------------------|---------------------------------------------|----------------------------------------|--|---|----|
|                                           | through activities                          |                                        |  |   |    |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 14- Language focus/ going to           |  | 2 | 14 |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | EXAM1                                  |  | 2 | 15 |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | Doing the right thing                  |  | 2 | 16 |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | Doing the right thing                  |  | 2 | 17 |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | Likes and dislikes                     |  | 2 | 18 |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 19- Exaggeration and understanding     |  | 2 | 19 |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 20 Answering the exercises 19,20,21,22 |  | 2 | 20 |

|                                                 |                                                      |                                                          |  |   |    |
|-------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|--|---|----|
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and<br>through<br>activities | 21- Frequency adverb                                     |  | 2 | 21 |
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and<br>through<br>activities | 22-Reading<br>comprehension skills                       |  | 2 | 22 |
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and<br>through<br>activities | 23- Countable and<br>uncountable                         |  | 2 | 23 |
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and<br>through<br>activities | 24-Peer writing (why<br>writers use use perr<br>writing) |  | 2 | 24 |
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and<br>through<br>activities | 25- Regular and<br>irregular                             |  | 2 | 25 |
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and<br>through<br>activities | 26- Risking life and<br>limb/<br>auxialary2 model        |  | 2 | 26 |
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and<br>through<br>activities | 27- Possessive forms                                     |  | 2 | 27 |
| Oral Assessment,<br>Short and<br>Semester Tests | Interactive<br>learning and                          | 28- In your dream/<br>expressions with if                |  | 2 | 28 |

|                                           |                                             |                                |  |   |    |
|-------------------------------------------|---------------------------------------------|--------------------------------|--|---|----|
|                                           | through activities                          |                                |  |   |    |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 29- Some, any, a lot, a lot of |  | 4 | 29 |
| Oral Assessment, Short and Semester Tests | Interactive learning and through activities | 30- Revision                   |  | 4 | 30 |

### 11. Course Evaluation and Grade Divisions

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

### 12. Learning Resources and Teaching

|                                                                                                                                                                             |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Headway Elementary                                                                                                                                                          | Required Textbooks (Methodology, if any)                                      |
|                                                                                                                                                                             | Main Reference(s)                                                             |
|                                                                                                                                                                             | Recommended books and supporting references (scientific journals, reports...) |
| <a href="https://www.esolcourses.com">https\\ www.esolcourses.com</a><br><a href="https://www.learenglish.britishcouncil.org">https\\www.learenglish.britishcouncil.org</a> | References, Websites                                                          |

### 1. Course Name and Stage of Study

Arabic Language / Phase I

### 2. Course Code

FAAE0102

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>4. Date this description is prepared</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| 1/9/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>5. Available Forms of Attendance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Attendance/Nature of the Theoretical Course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>6. Number of study hours (total) / number of units (total)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| 2 Theoretical (2) Hours per Week / (2) Units                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Name: Eng. Dr. Zeina Hamidi Nayef Email: <a href="mailto:zena.homede1990@uomosul.edu.iq">zena.homede1990@uomosul.edu.iq</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>8. Course Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| The aim of studying "Hamza" is to provide them with the ability to write and draw correct spelling, and to develop them according to the rules of spelling and linking the language materials to all its branches, as language is a means of communication and translation of ideas, understanding and friction between members of society in all fields of life, as well as the goal of studying literary arts and theatrical texts as they represent a coherent and coherent literary text, as well as to identify the elements of these arts, because they help the student to learn, increase his ability to receive lessons and develop his sense of artistic and aesthetic taste |  |
| <b>9. Teaching and Learning Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| The Arabic language is of great importance in Arab culture, heritage and literature, because it is considered a part of the Arab civilization, as it is one of the languages that still maintains its theoretical presence in its linguistic and grammatical history. What made its value stand                                                                                                                                                                                                                                                                                                                                                                                        |  |

out in art, literature and discourses, is that it is the key to communication between peoples.

## 10. Course Structure

| <b>Evaluation Method</b> | <b>Learning method</b> | <b>Unit Name or Subject</b>                                             | <b>Required Learning Outcomes</b>    | <b>Weeks</b> | <b>Theweek</b> |
|--------------------------|------------------------|-------------------------------------------------------------------------|--------------------------------------|--------------|----------------|
|                          | Theoretical presence   | Dictation                                                               | Know the rule Grammar and morphology | 2            | 2              |
|                          | Theoretical presence   | Hamza and its types, the difference between distraction and distraction |                                      | 2            | 2              |
|                          | Theoretical            | Difference Between                                                      |                                      | 2            | 3              |

|                                  |                                     |                                                                          |                                          |          |          |
|----------------------------------|-------------------------------------|--------------------------------------------------------------------------|------------------------------------------|----------|----------|
|                                  | pres<br>ence                        | en<br>Cabin<br>Thous<br>and<br>and<br>Elong<br>ated<br>Thous<br>and      |                                          |          |          |
| Oral<br>exam                     | Theo<br>retic<br>al<br>pres<br>ence | Punct<br>uation                                                          |                                          | <b>2</b> | <b>4</b> |
|                                  | Theo<br>retic<br>al<br>pres<br>ence | Differ<br>ence<br>Betwe<br>en<br>Dhaad<br>and<br>Dhaa                    | .                                        | <b>2</b> | <b>5</b> |
|                                  | Theo<br>retic<br>al<br>pres<br>ence | Gram<br>mar:<br>The<br>word<br>and<br>its<br>divisi<br>ons               |                                          | <b>2</b> | <b>6</b> |
| Theo<br>retic<br>al<br>Exa<br>ms | Theo<br>retic<br>al<br>pres<br>ence | Types<br>of<br>Sente<br>nces<br>in<br>Arabic<br>:<br>(Nomi<br>nal<br>and | Know the rule<br>Grammar a<br>morphology | <b>2</b> | <b>7</b> |



|                     |                                     |                                                                                            |                                           |   |        |
|---------------------|-------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------|---|--------|
|                     |                                     | Verba<br>l)                                                                                |                                           |   |        |
| Repo<br>rt          | Theo<br>retic<br>al<br>pres<br>ence | Prono<br>uns in<br>Arabic                                                                  |                                           | 2 | 8      |
|                     | Theo<br>retic<br>al<br>pres<br>ence | Audio<br>Clips<br>in<br>Arabic                                                             |                                           | 2 | 9      |
| Oral<br>exam        | Theo<br>retic<br>al<br>pres<br>ence | Plural<br>and<br>its<br>appen<br>dices                                                     |                                           |   | 1<br>0 |
|                     | Theo<br>retic<br>al<br>pres<br>ence | Mutha<br>nna<br>and<br>its<br>appen<br>dix.                                                |                                           | 2 | 1<br>1 |
|                     | Theo<br>retic<br>al<br>pres<br>ence | Litera<br>ture:<br>Symb<br>olism<br>and<br>Symb<br>olism<br>in<br>Arabic<br>Litera<br>ture | Prominent<br>linguistic a<br>literary wor | 2 | 1<br>2 |
| Theo<br>retic<br>al | Pres<br>ent<br>Urge                 | The<br>play:<br>its<br>defini<br>tion,                                                     | Introducing<br>these arts                 | 2 | 1<br>3 |

|                   |                      |                                                                         |  |   |    |
|-------------------|----------------------|-------------------------------------------------------------------------|--|---|----|
| Exams             |                      | its elements                                                            |  |   |    |
|                   | Theoretical presence | The roots of Arab theater                                               |  | 2 | 14 |
|                   | Theoretical presence | The play in modern Arabic literature                                    |  | 2 | 15 |
| Homework          | Theoretical presence | The Applied Model : Tawfiq Al-Hakim, His Life, His Most Important Plays |  | 2 | 16 |
| Theoretical Exams | Theoretical presence | The play of the people of the cave.                                     |  | 2 | 17 |

|  |                                     |                                                                                                       |  |          |                |
|--|-------------------------------------|-------------------------------------------------------------------------------------------------------|--|----------|----------------|
|  | Theo<br>retic<br>al<br>pres<br>ence | The<br>story<br>is its<br>defini<br>tion,<br>devel<br>opme<br>nt,<br>and<br>eleme<br>nts              |  | <b>2</b> | <b>1<br/>8</b> |
|  | Theo<br>retic<br>al<br>pres<br>ence | The<br>Story<br>of<br>(Unde<br>r the<br>Umbr<br>ella)<br>by<br>Nagui<br>b<br>Mahfo<br>uz<br>Anem<br>o |  | <b>2</b> | <b>1<br/>9</b> |
|  | Theo<br>retic<br>al<br>pres<br>ence | Articl<br>e:<br>Defini<br>tion,<br>Types,                                                             |  | <b>2</b> | <b>2<br/>0</b> |
|  | Theo<br>retic<br>al<br>pres<br>ence | Biogr<br>aphy,<br>its<br>defini<br>tion,<br>types:                                                    |  | <b>2</b> | <b>2<br/>1</b> |

|                   |                      |                                                                                           |  |   |        |
|-------------------|----------------------|-------------------------------------------------------------------------------------------|--|---|--------|
| Oral exam         | Theoretical presence | Al-Khatra, the novel.                                                                     |  | 2 | 2<br>2 |
|                   | Theoretical presence | The literature of satire according to Muhammad Al-Maghut in the play (The Hunchback Bird) |  | 2 | 2<br>3 |
| Homework          | Theoretical presence | Theatrical poem defined by                                                                |  | 2 | 2<br>4 |
| Theoretical Exams | Theoretical presence | The applied model of a poem of a cane pack by                                             |  | 2 | 2<br>5 |

|  |                      |                                                        |  |   |    |
|--|----------------------|--------------------------------------------------------|--|---|----|
|  |                      | Adonis                                                 |  |   |    |
|  | Theoretical presence | Abbasid era                                            |  | 2 | 26 |
|  | Theoretical presence | The most prominent poets of the era<br>Abu Nawas       |  | 2 | 27 |
|  | Theoretical presence | The poet Abu Tammam his most prominent poetic purposes |  | 2 | 28 |
|  | Theoretical presence | An applied model of his poem                           |  | 2 | 29 |
|  | Theoretical          | Review                                                 |  |   | 30 |

|  |              |  |  |  |  |
|--|--------------|--|--|--|--|
|  | pres<br>ence |  |  |  |  |
|--|--------------|--|--|--|--|

### 11. Course Evaluation and Grade Divisions

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

### 12. Learning Resources and Teaching

|                                                                                                                                                                 |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                 | Required Textbooks<br>(Methodology, if any)                                         |
|                                                                                                                                                                 | Main Reference(s)                                                                   |
| Clear grammar... Dr. Ali Al-Jare<br>The Collector of Arabic Lesson<br>Dr. Mustafa Al-Ghalayini<br>Selected literary texts.<br><br>Dr. Ali Hussein Al-<br>Attoum | Recommended books and<br>supporting references (scientific<br>journals, reports...) |
|                                                                                                                                                                 | References, Websites                                                                |

### 1. Course Name and Stage of Study

**Principles of Representation/Stage I**

### 2. Course Code

### 3. Semester/Year

**Semester One and Two 1/9/2025**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>4. Date this description is prepared</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
| 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |
| <b>5. Available Forms of Attendance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
| Face-to-face / electronic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |
| <b>6. Number of study hours (total) / number of units (total)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |
| 3 Hours/ 2 Units                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
| Name : Eng. Anwar Mohamed Zaki Younis Email anwermoh.e123@uomosul.edu.iq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |
| <b>8. Course Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
| <p>The course aims to provide the student with knowledge of the concept of the art of acting and its goal is to develop the tools and skills of the actor and train them through exercises and exercises that follow the requirements of the art of acting. And the types and forms of movement on the stage. Identify the methods of the art of acting that helped to emerge the types and forms of relationships that the actor performs before he ascends the stage and during his ascent to the end of the theatrical performance. Introducing students to acting in school theater and the problems that accompany the actor in school theater and acting in puppet theater. Supported by photographers, audio recordings, and videos, reviewing the concept of the art of acting and its goal is</p> | <p><b>Course Objectives</b></p> |

to develop the tools and skills of the actor and train them through exercises and exercises that follow the requirements of the art of acting. The types and forms of movement on the stage acquire the student a solid artistic and academic culture that qualifies him to occupy his place in the work after graduation.

## 9. Teaching and Learning Strategies

The strategy is to be an academic scientific study that sheds light on the concept of the art of acting and its goal, which is to develop and train the actor's tools and skills through exercises and exercises that follow the requirements of the art of acting. And the types and forms of movement on the stage.

Identify the methods of the art of acting that helped to emerge the types and forms of relationships that the actor performs before he ascends the stage and during his ascent to the end of the theatrical performance. Introducing students to acting in school theater and the problems that accompany the actor in school theater and acting in puppet theater. Supported by photographers, audio and video recordings, and a review of the concept of the art of acting, and its goal is to develop and train the actor's tools and skills through exercises and exercises that follow the requirements of the art of

**Strategy**



acting. and the types and forms of movement on the stage, and the student gains a solid artistic and academic culture.

#### 10. Course Structure

| E<br>v<br>a<br>l<br>u<br>a<br>t<br>i<br>o<br>n<br>M<br>e<br>t<br>h<br>o<br>d | Lear<br>ning<br>meth<br>od | Unit Name<br>or Subject | Required<br>Learning<br>Outcomes | W<br>a<br>t<br>c<br>h<br>e<br>s | T<br>h<br>e<br>w<br>e<br>e<br>k |
|------------------------------------------------------------------------------|----------------------------|-------------------------|----------------------------------|---------------------------------|---------------------------------|
|------------------------------------------------------------------------------|----------------------------|-------------------------|----------------------------------|---------------------------------|---------------------------------|

|                  |          |                                                 |                                                                    |   |   |
|------------------|----------|-------------------------------------------------|--------------------------------------------------------------------|---|---|
| Ask<br>questions | Presence | Overview of<br>the concept<br>of acting         | Providing<br>student w<br>knowledge of<br>concept of art<br>Acting | 3 | 1 |
| Ask<br>questions | Compact  | The<br>peculiarities<br>of the art of<br>acting | Providing<br>student w<br>knowledge of<br>peculiarities<br>Acting  | 3 | 2 |
| Ask<br>questions | Presence | Acting Styles                                   | Introducing<br>student to<br>methods<br>acting                     | 3 | 3 |

|                |          |                                             |                                                                     |   |    |
|----------------|----------|---------------------------------------------|---------------------------------------------------------------------|---|----|
| Ask questions  | Compact  | Acting Schools                              | Introducing student to acting schools                               | 3 | 4  |
| Ask questions  | Presence | Realism                                     | Providing student with realist knowledge                            | 3 | 5  |
| Practical exam | Presence | Exercises on the Realistic School (Practic) | Introducing student to method of acting In the real school          | 3 | 6  |
| Practical exam | Presence | Exercises on the Realistic School (Practic) | Student Acting Training In the real school                          | 3 | 7  |
| Ask questions  | Presence | Stanislavski Method                         | Introducing student through the Stanislavski method                 | 3 | 8  |
| Practical exam | Presence | Stanislavsky Method Exercises (Practical)   | Training student on curriculum Stanislavski                         | 3 | 9  |
| Ask questions  | Presence | Exercises on Types of Movement on Stage     | Training student on types movement On stage (theoretical practical) | 3 | 10 |
| Ask questions  | Presence | Executive steps to embody the personality   | Introducing student to executive steps To embody character          | 3 | 11 |

|                                |          |                                                               |                                                     |   |    |
|--------------------------------|----------|---------------------------------------------------------------|-----------------------------------------------------|---|----|
| Ask questions                  | Compact  | Performance in the Epic Theater                               | Introducing student to performance the Epic Theater | 3 | 12 |
| Practical exam                 | Presence | Performance Exercises in Children's Theater (Practical)       | Training student to in Children's Theater           | 3 | 13 |
| Practical exam                 | Presence | Performance Exercises in Children's Theater (Practical)       | Training student to in theater Children             | 3 | 14 |
| Theoretical exam and practical | Presence | Semester Exam (First Semester)                                | The student exam theoretical and practical          | 3 | 15 |
| Ask questions                  | Compact  | Movement forms on stage                                       |                                                     | 3 | 16 |
| Ask questions                  | Presence | Educational Materials Theater                                 |                                                     | 3 | 17 |
| Practical exam                 | Presence | Exercises on Performance in Educational Theater ( Practical ) |                                                     | 3 | 18 |
| Ask questions                  | Compact  | Modern Theater and Contemporary Currents                      |                                                     | 3 | 19 |
| Ask questions                  | Presence | Acting in schools and kindergartens                           |                                                     | 3 | 20 |

|                  |          |                                                               |  |   |    |
|------------------|----------|---------------------------------------------------------------|--|---|----|
| Practical exam   | Presence | Exercises on Performance in Educational Theater ( Practical ) |  | 3 | 21 |
| Ask questions    | Presence | Improvisation and innovation                                  |  | 3 | 22 |
| Ask questions    | Compact  | Focus and relaxation                                          |  | 3 | 23 |
| Ask questions    | Presence | Rhythm in acting                                              |  | 3 | 24 |
| Ask questions    | Compact  | Mezzanine and the Movement of the Actor                       |  | 3 | 25 |
| Practical exam   | Presence | Exercises on Performing in Systematic Theater ( Practical )   |  | 3 | 26 |
| Ask questions    | Compact  | Kinetic theater                                               |  | 3 | 27 |
| Ask questions    | Presence | Photo Theater                                                 |  | 3 | 28 |
| Practical exam   | Presence | Exercises on Performing in Systematic Theater ( Practical )   |  | 3 | 29 |
| Theoretical exam | Presence | Semester Exam                                                 |  | 3 | 30 |

|                  |  |                      |  |  |  |
|------------------|--|----------------------|--|--|--|
| and<br>practical |  | (Second<br>Semester) |  |  |  |
|------------------|--|----------------------|--|--|--|

### 11. Course Evaluation and Grade Divisions

Distribution of the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, etc. (first semester grade 30, second semester grade 30, final exam grade 40)

### 12. Learning Resources and Teaching

|                                                                                                                                        |                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Introduction to the Art of Acting / Author : Sami Abdel Hamid                                                                          | Required Textbooks (Methodology, if any)                                      |
| Acting / Theatrical Actor Performance Styles / Acting Methods Through the Ages / Acting in School Theater                              | Main Reference(s)                                                             |
| Theses and Dissertations on Acting Arts Journal of Mesopotamian Arts / University of Mosul / Academic Magazine / University of Baghdad | Recommended books and supporting references (scientific journals, reports...) |
| Most of the acting websites / educational videos are related to the methods of training the actor.                                     | References, Websites                                                          |

### Course Description

Elements of Fine Art – First Grade

### 13. Course Code

| FApL0104                                                                                                                                                                                                                                                                                                                                                                                  |                 |                                                                |                            |         |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------|----------------------------|---------|-----------------|
| 14. Semester/ Year                                                                                                                                                                                                                                                                                                                                                                        |                 |                                                                |                            |         |                 |
| 2025–2026 Semester I & II                                                                                                                                                                                                                                                                                                                                                                 |                 |                                                                |                            |         |                 |
| 15. Date this description was prepared                                                                                                                                                                                                                                                                                                                                                    |                 |                                                                |                            |         |                 |
| 2025 – 2026                                                                                                                                                                                                                                                                                                                                                                               |                 |                                                                |                            |         |                 |
| 16. Available Forms of Attendance                                                                                                                                                                                                                                                                                                                                                         |                 |                                                                |                            |         |                 |
| Presence                                                                                                                                                                                                                                                                                                                                                                                  |                 |                                                                |                            |         |                 |
| 17. Number of Hours (Total) / Number of Credits (Total)                                                                                                                                                                                                                                                                                                                                   |                 |                                                                |                            |         |                 |
| 2 Hours, 2 Units                                                                                                                                                                                                                                                                                                                                                                          |                 |                                                                |                            |         |                 |
| 18. Course administrator name (if more than one name mentioned)                                                                                                                                                                                                                                                                                                                           |                 |                                                                |                            |         |                 |
| Name :Ruwaida and Adallah Mohammed                                                                                                                                                                                                                                                                                                                                                        |                 |                                                                |                            |         |                 |
| Email: <a href="mailto:rwaidawaadallah@uomosul.edu.iq">rwaidawaadallah@uomosul.edu.iq</a>                                                                                                                                                                                                                                                                                                 |                 |                                                                |                            |         |                 |
| Course Objectives                                                                                                                                                                                                                                                                                                                                                                         |                 |                                                                |                            |         |                 |
| <p><b>Course Objectives</b> - The course aims to introduce students to the elements of painting.</p> <p>2- Providing the student with the skills of using the elements of painting to build an integrated artwork.</p> <p>And keeping pace with contemporary arts in artistic formation.</p> <p>3 - Developing the ability of students to evaluate works of art of different elements</p> |                 |                                                                |                            |         |                 |
| 19. Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                                                                      |                 |                                                                |                            |         |                 |
| Encouraging students to create new works of art by discovering different methods and techniques using<br>Fonts<br>Holding an exhibition for students to enhance students' self-confidence                                                                                                                                                                                                 |                 |                                                                |                            |         | <b>Strategy</b> |
| 20. Course Structure                                                                                                                                                                                                                                                                                                                                                                      |                 |                                                                |                            |         |                 |
| Evaluation Method                                                                                                                                                                                                                                                                                                                                                                         | Learning method | Unit Name or Subject                                           | Required Learning Outcomes | Watches | The week        |
| Exam Paper                                                                                                                                                                                                                                                                                                                                                                                |                 | Getting to know art, art through history, my presence, my work |                            |         | 1               |

|  |  |                                                                                                                                  |  |   |    |
|--|--|----------------------------------------------------------------------------------------------------------------------------------|--|---|----|
|  |  | <b>The dot, the line, how the line is created</b>                                                                                |  |   | 2  |
|  |  | <b>Font Types, Line Directions</b>                                                                                               |  | 2 | 3  |
|  |  | <b>Font types (vertical line, horizontal line, slash, curved line)</b>                                                           |  | 2 | 4  |
|  |  | <b>Visual illusion of lines, expressive and symbolic connotations of lines directions</b>                                        |  |   | 5  |
|  |  | <b>Form, Shape, Types of Shapes, General Foundations that Govern the Distribution of Shapes, Drawing Different Shapes</b>        |  |   | 6  |
|  |  | <b>Classification of Shapes, the Relationship Created Between Shapes</b>                                                         |  |   | 7  |
|  |  | <b>Form and Material, classification of forms based on the relationship between form and content</b>                             |  |   | 8  |
|  |  | <b>Color, (color pigments) and light colors, color mixing in pigments</b>                                                        |  |   | 9  |
|  |  | <b>Mixing Light Colors, Identifying Hot and Cold Colors, Contrast, Color Saturation Colors, Their Number, and Neutral Colors</b> |  |   | 10 |
|  |  | <b>Newton's Theory , Light , Colors of Light , Light and Matter , Physics of Color Classification</b>                            |  |   | 11 |
|  |  | <b>Mansell Circle</b>                                                                                                            |  |   | 12 |
|  |  | <b>Oswald Color Circle</b>                                                                                                       |  |   | 13 |
|  |  | <b>Color Properties, Color Characterization</b>                                                                                  |  |   | 14 |
|  |  | <b>Semester exam</b>                                                                                                             |  |   | 15 |
|  |  | <b>Origin of color, color value</b>                                                                                              |  |   | 16 |
|  |  | <b>Color intensity</b>                                                                                                           |  |   | 17 |
|  |  | <b>Planning to color the artwork</b>                                                                                             |  |   | 18 |
|  |  | <b>Advanced and Late Colors (Linear Perspective – Color Perspective)</b>                                                         |  |   | 19 |
|  |  | <b>Expressive and symbolic connotations of colors</b>                                                                            |  |   | 20 |
|  |  | <b>The Meaning of Color in the Artwork</b>                                                                                       |  |   | 21 |
|  |  | <b>Texture, Texture Rating</b>                                                                                                   |  |   | 22 |
|  |  | <b>The nature of the texture and its physical material</b>                                                                       |  |   | 23 |
|  |  | <b>Color and its Relationship to the Structural Structure of the Material</b>                                                    |  |   | 24 |
|  |  | <b>Space and Space, the Meaning of Space</b>                                                                                     |  |   | 25 |
|  |  | <b>Proportions in the human body</b>                                                                                             |  |   | 26 |

|  |  |                                                                             |  |  |    |
|--|--|-----------------------------------------------------------------------------|--|--|----|
|  |  | <b>Discussion of Architectural Configurations of International Artworks</b> |  |  | 27 |
|  |  | <b>A Study in the Planning and Shading of Human Body Parts (Drawing)</b>    |  |  | 28 |
|  |  | <b>Designing murals using a variety of fonts and colors</b>                 |  |  | 29 |
|  |  | <b>Second Semester Exam</b>                                                 |  |  | 30 |
|  |  |                                                                             |  |  |    |

## 21. Course Evaluation

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

## 22. Learning and Teaching Resources

|                                                                                                           |                                                                       |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Elements of plastic art                                                                                   | Required Textbooks (Methodology, if any)                              |
| Elements of Fine Art - by the author Faraj Abb                                                            | Main References (Sources)                                             |
| Shaker Abdel Hamid – The Book of Aesthe<br>Preference<br>Nazih Abdel Hamid – The Foundations of<br>Design | Recommended books and references<br>(scientific journals, reports...) |
| MoMA – Glossary of Art Ter<br>Smarthistory.c<br>The Art Story Foundati                                    | Electronic References, Websites                                       |

|                                             |
|---------------------------------------------|
| <b>1. Course Name and Stage of Study</b>    |
| <b>English Headway Intermediate</b>         |
| <b>2. Course Code</b>                       |
| <b>FAAE 0212</b>                            |
| <b>3. Semester/Year</b>                     |
| <b>2025-2026 Semester I &amp; II</b>        |
| <b>4. Date this description is prepared</b> |
| <b>16 – 9 - 2025</b>                        |
| <b>5. Available Forms of Attendance</b>     |
| <b>Presence</b>                             |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>6. Number of study hours (total) / number of units (total)</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
| <b>2 Hours Number of Units 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b>                                                                                                                                                                                                                                                                                                                                                                                          |                   |
| Name: Eng. Sattam Khader Jassim Email: <a href="mailto:sattamaljiboury@gmail.com">sattamaljiboury@gmail.com</a>                                                                                                                                                                                                                                                                                                                                                                          |                   |
| <b>8. Course Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |
| <ul style="list-style-type: none"> <li>• Educating students and developing their proficiency in the English language and studying the English language curriculum prescribed by the Ministry of Higher Education and Scientific Research.</li> <li>• Working to establish theoretical premises by relying on activating aspects and applications and using English language skills with the participation of students in the system of conversation and dialogues in English.</li> </ul> | Course Objectives |
| <b>9. Teaching and Learning Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |
| The third stage contributes to expanding students' communication abilities in everyday situations. In addition, it helps Arabic-speaking                                                                                                                                                                                                                                                                                                                                                 | Strategy          |

students adapt to the English alphabet system and improve their pronunciation skills.

It also contributes to teaching students on English language skills and developing them through a modern study

It also contributes to the development of general and qualifying skills for students such as skills related to employability and personal development in the English language.

It also contributes to the preparation of a student with good English language skills in writing and reading.

It contributes to the development of conversation in the English language by listening to some everyday situations and turning them into duties.

## 10. Course Structure

| Eval<br>uatio<br>n<br>Met<br>hod | Lea<br>rni<br>ng<br>met<br>hod | Unit<br>Name<br>or<br>Subje<br>ct | Req<br>uire<br>d<br>Lea<br>rnin<br>g | Wa<br>tch<br>es | T<br>h<br>e<br>w<br>e |
|----------------------------------|--------------------------------|-----------------------------------|--------------------------------------|-----------------|-----------------------|
|----------------------------------|--------------------------------|-----------------------------------|--------------------------------------|-----------------|-----------------------|

|                                                        |                                                         |                                                                                                        | Out<br>com<br>es |   | e<br>k |
|--------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------|---|--------|
| Oral<br>Assessment<br>, Short and<br>Semester<br>Tests | Interactive<br>learning<br>and<br>through<br>activities | Unit1,<br>tenses,<br>auxiliar<br>y verb                                                                |                  | 2 | 1      |
| Oral<br>Assessment<br>, Short and<br>Semester<br>Tests | Interactive<br>learning<br>and<br>through<br>activities | Reading<br>and<br>speakin<br>g,<br>vocabul<br>ary and<br>pronunc<br>iation,<br>everyda<br>y<br>English |                  | 2 | 2      |
| Oral<br>Assessment<br>, Short and<br>Semester<br>Tests | Interactive<br>learning<br>and<br>through<br>activities | Short<br>answers,<br>what's<br>in a<br>word,<br>social<br>expressi<br>ons                              |                  | 2 | 3      |
| Oral<br>Assessment<br>, Short and<br>Semester<br>Tests | Interactive<br>learning<br>and<br>through<br>activities | Unit 2,<br>present<br>tenses                                                                           |                  | 2 | 4      |
| Oral<br>Assessment<br>, Short and<br>Semester<br>Tests | Interactive<br>learning<br>and<br>through<br>activities | Simple<br>or<br>continuo<br>us,<br>passive                                                             |                  | 2 | 5      |
| Oral<br>Assessment                                     | Interactive<br>learning                                 | Sports,<br>number                                                                                      |                  | 2 | 6      |

|                                                   |                                                    |                                                                             |  |          |           |
|---------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------|--|----------|-----------|
| <b>, Short and Semester Tests</b>                 | <b>and through activities</b>                      | <b>s and dates</b>                                                          |  |          |           |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Reading and speaking, vocabulary and pronunciation, everyday English</b> |  | <b>2</b> | <b>7</b>  |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Unit 3, past, passive</b>                                                |  | <b>2</b> | <b>8</b>  |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Art and literature, giving opinions</b>                                  |  | <b>2</b> | <b>9</b>  |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Unit 4, modal verbs, obligation and permission</b>                       |  | <b>2</b> | <b>10</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Nationality words, request and offer</b>                                 |  | <b>2</b> | <b>11</b> |

|                                                   |                                                    |                                                                      |  |   |    |
|---------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------|--|---|----|
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | Reading and speaking, vocabulary and pronunciation, everyday English |  | 2 | 12 |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | Unit 5, on the move, future forms                                    |  | 2 | 13 |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | The weather, travelling around                                       |  | 2 | 14 |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | Unit 6, like, verb patterns                                          |  | 2 | 15 |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | Describing food, towns and people                                    |  | 2 | 16 |
| <b>Oral Assessment , Short and</b>                | <b>Interactive learning and</b>                    | Signs and sounds                                                     |  | 2 | 17 |

|                                                   |                                                    |                                                          |  |          |           |
|---------------------------------------------------|----------------------------------------------------|----------------------------------------------------------|--|----------|-----------|
| <b>Semester Tests</b>                             | <b>through activities</b>                          |                                                          |  |          |           |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Unit 7, present perfect, active and passive</b>       |  | <b>2</b> | <b>18</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Phrasal verbs, on the phone</b>                       |  | <b>2</b> | <b>19</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Unit 8, conditionals, time clauses</b>                |  | <b>2</b> | <b>20</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>1. Base and strong adjectives, making suggestions</b> |  | <b>2</b> | <b>21</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Modal verbs 2, possibility</b>                        |  | <b>2</b> | <b>22</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and</b>                    | <b>Character adjectives, so do,</b>                      |  | <b>2</b> | <b>23</b> |

|                                                   |                                                    |                                                              |  |          |           |
|---------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------|--|----------|-----------|
| <b>Semester Tests</b>                             | <b>through activities</b>                          | <b>neither do</b>                                            |  |          |           |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Unit 10, present perfect continuous, time expressions</b> |  | <b>2</b> | <b>24</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Compound nouns, quantity</b>                              |  | <b>2</b> | <b>25</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Unit 11, indirect questions, question tags</b>            |  | <b>2</b> | <b>26</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>The body, informal English</b>                            |  | <b>2</b> | <b>27</b> |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>Unit 12, reported speech, reporting verbs</b>             |  | <b>2</b> | <b>28</b> |
| <b>Oral Assessment , Short and</b>                | <b>Interactive learning and</b>                    | <b>Birth, marriage and death, saying sorry</b>               |  | <b>4</b> | <b>29</b> |

|                                                   |                                                    |                                                                                  |  |          |           |
|---------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------|--|----------|-----------|
| <b>Semester Tests</b>                             | <b>through activities</b>                          |                                                                                  |  |          |           |
| <b>Oral Assessment , Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>1. Reading and speaking, vocabulary and pronunciation, everyday English .</b> |  | <b>4</b> | <b>30</b> |

### 11. Course Evaluation and Grade Divisions

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

### 12. Learning Resources and Teaching

|                                                                                                                                                                             |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Headway Intermediate</b>                                                                                                                                                 | Required Textbooks<br>(Methodology, if any)                                   |
|                                                                                                                                                                             | Main Reference(s)                                                             |
|                                                                                                                                                                             | Recommended books and supporting references (scientific journals, reports...) |
| <a href="https://www.esolcourses.com">https\\ www.esolcourses.com</a><br><a href="https://www.learenglish.britishcouncil.org">https\\www.learenglish.britishcouncil.org</a> | References, Websites                                                          |

23. Course Name , Stage of Study



|                                                                                                                                                                                                                                                                                                                                                                                          |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Arabic Calligraphy and Decoration / Phase II                                                                                                                                                                                                                                                                                                                                             |          |
| 24. Course Code                                                                                                                                                                                                                                                                                                                                                                          |          |
|                                                                                                                                                                                                                                                                                                                                                                                          |          |
| 25. Semester/ Year                                                                                                                                                                                                                                                                                                                                                                       |          |
| 2025-2026 Semester I & II                                                                                                                                                                                                                                                                                                                                                                |          |
| 26. Date this description was prepared                                                                                                                                                                                                                                                                                                                                                   |          |
| 2025-2026                                                                                                                                                                                                                                                                                                                                                                                |          |
| 27. Available Forms of Attendance                                                                                                                                                                                                                                                                                                                                                        |          |
| Presence                                                                                                                                                                                                                                                                                                                                                                                 |          |
| 28. Number of Hours (Total) / Number of Credits (Total)                                                                                                                                                                                                                                                                                                                                  |          |
| 3 Hours, 3 Units                                                                                                                                                                                                                                                                                                                                                                         |          |
| 29. Course administrator name (if more than one name mentioned)                                                                                                                                                                                                                                                                                                                          |          |
| Email Name:                                                                                                                                                                                                                                                                                                                                                                              |          |
| Assoc. Prof. Dr. Raad Raitham Hussein <a href="mailto:alhusseini7raad@gmail.com">alhusseini7raad@gmail.com</a>                                                                                                                                                                                                                                                                           |          |
| Course Objectives                                                                                                                                                                                                                                                                                                                                                                        |          |
| .                                                                                                                                                                                                                                                                                                                                                                                        |          |
| <b>Course Objectives</b> - 1- The course aims to achieve communication with the living heritage of Islamic art<br>2- Developing the scientific and practical abilities of students by developing skills in this field<br>3- Consolidating the creative thought of Arabic calligraphy and decoration.                                                                                     |          |
| 30. Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                                                                     |          |
| - The use of modern techniques in the preparation of new decorative linear compositions<br>- Use of visual means such as displaying the products of Islamic art and of Arabic calligraphy<br>- Making artistic paintings in Kufic calligraphy by students which the techniques of linear superposition.<br>- Making paintings with various lines by students with a variety of materials | Strategy |
| 31. Course Structure                                                                                                                                                                                                                                                                                                                                                                     |          |

| Evaluation Method                                   | Learning method | Unit Name or Subject                                              | Required Learning Outcomes | Watches | The week |
|-----------------------------------------------------|-----------------|-------------------------------------------------------------------|----------------------------|---------|----------|
| Exam Paper<br>Evaluate performance during paintings | The             | Genesis of Arabic Writing<br>Theoretical Practical Presence       |                            | 3       | 1        |
|                                                     |                 | Writing the letters of Kufic calligraphy a b d r                  |                            | 3       | 2        |
|                                                     |                 | Sumerian civilization in Iraq                                     |                            | 3       | 3        |
|                                                     |                 | Writing the letters of the Kufic script S S S I                   |                            | 3       | 4        |
|                                                     |                 | Pharaonic civilization in Egypt                                   |                            | 3       | 5        |
|                                                     |                 | Writing the letters of the Kufic script F Q K L M N               |                            | 3       | 6        |
|                                                     |                 | The Aegean civilization in Greece and its islands                 |                            | 3       | 7        |
|                                                     |                 | Writing the letters of the Kufic script J A H I No                |                            | 3       | 8        |
|                                                     |                 | The Origin of Arabic Calligraphy                                  |                            | 3       | 9        |
|                                                     |                 | Writing Kufic script sections                                     |                            | 3       | 10       |
|                                                     |                 | Types of Arabic Calligraphy                                       |                            | 3       | 11       |
|                                                     |                 | Writing a full line in Kufic script                               |                            | 3       | 12       |
|                                                     |                 | Thuluth script / Naskh script / Commentary script / Diwani script |                            | 3       | 13       |
|                                                     |                 | Writing the line of the exhibition board                          |                            | 3       | 14       |
|                                                     |                 | First Semester Exam                                               |                            | 3       | 15       |
|                                                     |                 | Origin of decoration                                              |                            | 3       | 16       |
|                                                     |                 | A Practical Study of the Decorative Snail                         |                            | 3       | 17       |
|                                                     |                 | The Origin of Decoration                                          |                            | 3       | 18       |
|                                                     |                 | Drawing a Decorative Snail Opposite                               |                            | 3       | 19       |
|                                                     |                 | Geometric Decoration                                              |                            | 3       | 20       |
|                                                     |                 | Drawing a decorative snail overlapping                            |                            | 3       | 21       |
|                                                     |                 | Botanical Decoration                                              |                            | 3       | 22       |
|                                                     |                 | Cross-lapse snail drawing                                         |                            | 3       | 23       |

|  |  |                              |  |   |    |
|--|--|------------------------------|--|---|----|
|  |  | Animal Decoration            |  | 3 | 24 |
|  |  | Drawing Half Decorative Unit |  | 3 | 25 |
|  |  | Writing Decoration           |  | 3 | 26 |
|  |  | Writing Exhibition Paintings |  | 3 | 27 |
|  |  | Mixed Decoration             |  | 3 | 28 |
|  |  | Creative Decoration          |  | 3 | 29 |
|  |  | Second Semester Exam         |  | 3 | 30 |
|  |  |                              |  |   |    |

### 32. Course Evaluation

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

### 33. Learning and Teaching Resources

|                                                                                                                                                                                                                                         |                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                                                                                                                                                                                                                                         | Required Textbooks (Methodology, if any)                           |
| Kufic calligraphy / Ruqa'a calligraphy, Youssef Thanoun<br>Botanical Decoration / Taleb Al-Azzawi<br>The Origin and Development of Arabic Calligraphy / Suhaila Yassin<br>Arabic Calligraphy: A Brief History and Art / Youssef Thanoun | Main References (Sources)                                          |
| Arabic Calligraphy: The Journey of Improvement and Intonation/ Bassel Thannoun<br>The Journey of Arabic Calligraphy from Muslim to Hadith / Ahmed Shoukhan<br>Islamic Decorative Arts / Muhammad Abdula Marzouq                         | Recommended books and references (scientific journals, reports...) |
| The Academy of Arts website and at the link Academy.gov.eg                                                                                                                                                                              | Electronic References, Websites                                    |

|                        |
|------------------------|
| 1. Course Name         |
| History of Islamic Art |
| 2. Course Code         |
|                        |

| 3. Semester/Year                                                                                                                                                                                                                          |                      |                                                  |                            |         |                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------|----------------------------|---------|-------------------|
| 2025–2026 Semester I & II                                                                                                                                                                                                                 |                      |                                                  |                            |         |                   |
| 4. Date this description was prepared                                                                                                                                                                                                     |                      |                                                  |                            |         |                   |
| 1/9/2025                                                                                                                                                                                                                                  |                      |                                                  |                            |         |                   |
| 5. Available Forms of Attendance                                                                                                                                                                                                          |                      |                                                  |                            |         |                   |
| Presence                                                                                                                                                                                                                                  |                      |                                                  |                            |         |                   |
| 6. Number of Hours (Total) / Number of Credits (Total)                                                                                                                                                                                    |                      |                                                  |                            |         |                   |
| 2                                                                                                                                                                                                                                         |                      |                                                  |                            |         |                   |
| 7. Course administrator name (if more than one name mentioned)                                                                                                                                                                            |                      |                                                  |                            |         |                   |
| Name: Eng. Ruwaida & Adallah Mohamed Email: rwaidawaadallah@uomosul.edu.iq                                                                                                                                                                |                      |                                                  |                            |         |                   |
| 8. Course Objectives                                                                                                                                                                                                                      |                      |                                                  |                            |         |                   |
| The course aims to provide students with the necessary knowledge in study of Islamic art, its types, its representations in art and nature, and historical development through the types of Islamic arts from a historical point of view. |                      |                                                  |                            |         | Course Objectives |
| 9. Teaching and Learning Strategies                                                                                                                                                                                                       |                      |                                                  |                            |         |                   |
| The importance of the course lies in the fact that it provides theoretical historical study of Islamic art and the style of art through the study of architecture, painting, and applied arts.                                            |                      |                                                  |                            |         | Strategy          |
| 10. Course Structure                                                                                                                                                                                                                      |                      |                                                  |                            |         |                   |
| Evaluation Method                                                                                                                                                                                                                         | Learning method      | Unit Name or Subject                             | Required Learning Outcomes | Watches | The week          |
| Theoretical Attendance Exam                                                                                                                                                                                                               | Theoretical presence | A Historical Introduction to Islamic Art and the |                            | 2       | 1                 |

|  |  |                                                                                    |  |  |    |
|--|--|------------------------------------------------------------------------------------|--|--|----|
|  |  | Importance of Studying Art History to Learn from the Experiences of Ancestors      |  |  |    |
|  |  | Pre-Islamic Arabian Arts                                                           |  |  | 2  |
|  |  | Arts of South Arabia<br>Arts Yemen                                                 |  |  | 3  |
|  |  | - Arts of the North of the Arabian Peninsula / Iraq -<br>City of Hatra and Al-Hira |  |  | 4  |
|  |  | - Arts of Northern Arabia/Nabataean                                                |  |  | 5  |
|  |  | - Nabataean art features                                                           |  |  | 6  |
|  |  | - First Islamic architecture                                                       |  |  | 7  |
|  |  | Manifestations of Islamic Architecture                                             |  |  | 8  |
|  |  | Contracts in Islamic Architecture                                                  |  |  | 9  |
|  |  | Columns and Capitals                                                               |  |  | 10 |
|  |  | Minarets in Islamic Mosque Architecture                                            |  |  | 11 |
|  |  | Mihrabs and Entrances in Islamic Architecture                                      |  |  | 12 |
|  |  | Floral motifs and the art of Arabic orbesque laminate.                             |  |  | 13 |
|  |  | Chapter One Review                                                                 |  |  | 14 |
|  |  | First Semester Exam                                                                |  |  | 15 |

|  |  |                                                                                                                 |  |  |    |
|--|--|-----------------------------------------------------------------------------------------------------------------|--|--|----|
|  |  | Islamic Photography and the Success of the Islamic Religion from Photography and Photography in the Umayyad Era |  |  | 16 |
|  |  | - Islamic Photography in the Abbasid Era and the Arab School of Photography                                     |  |  | 17 |
|  |  | Advantages of Al-Wasti fees                                                                                     |  |  | 18 |
|  |  | Islamic Photography in Egypt, the Levant, the Mamluk and Andalusian Era                                         |  |  | 19 |
|  |  | Photography in Islamic Manuscripts and Islamic Schools of Photography                                           |  |  | 20 |
|  |  | Al Mudhafariyah School of Islamic Photography                                                                   |  |  | 21 |
|  |  | Jalairiya School of Islamic Photography                                                                         |  |  | 22 |
|  |  | Timurid School of Islamic Photography                                                                           |  |  | 23 |
|  |  | Assigning students to write a research paper on Islamic arts                                                    |  |  | 24 |
|  |  | Timurid Photography / Herat School of Islamic Photography                                                       |  |  | 25 |

|  |  |                                                                   |  |  |    |
|--|--|-------------------------------------------------------------------|--|--|----|
|  |  | Safavid School of Islamic Photography                             |  |  | 26 |
|  |  | Turkish Photography and the Turkish School of Islamic Photography |  |  | 27 |
|  |  | The Philosophy and Style of Islamic Photography                   |  |  | 28 |
|  |  | The cost of students to make a report on Arab arts after Islam    |  |  | 29 |
|  |  | Chapter Two Review                                                |  |  | 30 |
|  |  | Second Semester Exam                                              |  |  |    |

#### 11. Course Evaluation

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

#### 12. Learning and Teaching Resources

|                                                                                            |                                                                    |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Course Book(History of Arabic Art Before and After Islam)Bilqees Mohsen                    | Required Textbooks (Methodology, if any)                           |
| Book (Encyclopedia of Islamic Photography) Okasha's wealth Islamic Art Book / Bernard Okan | Main References (Sources)                                          |
|                                                                                            | Recommended books and references (scientific journals, reports...) |
|                                                                                            | Electronic References, Websites                                    |

#### 1. Course Name and Stage of Study

Arabic Language / Phase II

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. Course Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| FAAE0210                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>3. Semester/Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| First and Second Semesters of the Academic Year 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>4. Date this description is prepared</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1/9/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>5. Available Forms of Attendance</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Attendance/Nature of the Theoretical Course                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>6. Number of study hours (total) / number of units (total)</b>                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2 Theoretical (2) Hours per Week / (2) Units                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b>                                                                                                                                                                                                                                                                                                                                                                   |
| Name: Eng. Dr. Zeina Hamidi Nayef Email:<br><a href="mailto:zena.homede1990@uomosul.edu.iq">zena.homede1990@uomosul.edu.iq</a>                                                                                                                                                                                                                                                                                                                                    |
| <b>8. Course Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Language is a means of communication and translation of ideas, understanding and friction between members of society in all fields of life, as well as the goal of studying literary arts and theatrical texts, as they represent a coherent and coherent literary text, as well as identifying the elements of these arts, because they help the student to learn, increase his ability to receive lessons and develop his sense of artistic and aesthetic taste |
| <b>9. Teaching and Learning Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |



The Arabic language is of great importance in Arab culture, heritage and literature, because it is considered a part of the Arab civilization, as it is one of the languages that still maintains its theoretical presence in its linguistic and grammatical history. What made its value stand out in art, literature and discourses, is that it is the key to communication between peoples.

## 10. Course Structure

| <b>Evaluation Method</b> | <b>Learning method</b> | <b>Unit Name or Subject</b> | <b>Required Learning Outcomes</b>        | <b>Weeks</b> | <b>The week</b> |
|--------------------------|------------------------|-----------------------------|------------------------------------------|--------------|-----------------|
|                          | Theoretical presence   | <b>Raised in Arabic</b>     | Know the rules of Grammar and morphology | <b>2</b>     | <b>2</b>        |
|                          | Theoretical presence   | <b>The actor.</b>           |                                          | <b>2</b>     | <b>2</b>        |
|                          | Theoretical presence   | <b>Vice-Actor.</b>          |                                          | <b>2</b>     | <b>3</b>        |
| Oral exam                | Theoretical            | <b>The beginner and</b>     |                                          | <b>2</b>     | <b>4</b>        |

|                   |                      |                                                                                         |                                      |   |   |
|-------------------|----------------------|-----------------------------------------------------------------------------------------|--------------------------------------|---|---|
|                   | presence             | the informant.                                                                          |                                      |   |   |
|                   | Theoretical presence | Factors involved in the beginner and the experience (Kan and her sisters and sisters ). | .                                    | 2 | 5 |
|                   | Theoretical presence | The plurals in the Arabic language include:                                             |                                      | 2 | 6 |
| Theoretical Exams | Theoretical presence | The plural of the masculine and the adjunct to it.                                      | Know the rule Grammar and morphology | 2 | 7 |
| Report            | Theoretical          | The plural of the feminine                                                              |                                      | 2 | 8 |

|                   |                      |                                          |                                         |   |    |
|-------------------|----------------------|------------------------------------------|-----------------------------------------|---|----|
|                   | presence             | ne and its appendix.                     |                                         |   |    |
|                   | Theoretical presence | Collecting cracking.                     |                                         | 2 | 9  |
| Oral exam         | Theoretical presence | Muthanna and its accessories.            |                                         |   | 10 |
|                   | Theoretical presence | How to analyze a theatrical text.        |                                         | 2 | 11 |
|                   | Theoretical presence | Elements of composing a theatrical text. | Prominent linguistic and literary works | 2 | 12 |
| Theoretical Exams | Present Urge         | Characteristics of a playwright.         | Introducing these arts                  | 2 | 13 |
|                   | Theoretical presence | Elements of the theatrical text.         |                                         | 2 | 14 |

|                                  |                                     |                                                                                                                               |  |   |        |
|----------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--|---|--------|
|                                  | Theo<br>retic<br>al<br>pres<br>ence | Satire<br>in<br>Arabic<br>Literat<br>ure:                                                                                     |  | 2 | 1<br>5 |
| Hom<br>ewor<br>k                 | Theo<br>retic<br>al<br>pres<br>ence | Langu<br>age<br>and<br>idiom.                                                                                                 |  | 2 | 1<br>6 |
| Theo<br>retic<br>al<br>Exa<br>ms | Theo<br>retic<br>al<br>pres<br>ence | Reaso<br>ns for<br>ridicul<br>e.                                                                                              |  | 2 | 1<br>7 |
|                                  | Theo<br>retic<br>al<br>pres<br>ence | Stages<br>of the<br>develo<br>pment<br>of<br>irony.                                                                           |  | 2 | 1<br>8 |
|                                  | Theo<br>retic<br>al<br>pres<br>ence | The<br>Applie<br>d<br>Model<br>of<br>Irony<br>in the<br>Literat<br>ure of<br>Muha<br>mmad<br>Al-<br>Magh<br>ut - His<br>Life. |  | 2 | 1<br>9 |

|              |                                     |                                                                                                                                              |  |   |        |
|--------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--|---|--------|
|              | Theo<br>retic<br>al<br>pres<br>ence | The<br>play<br>The<br>Hunch<br>back<br>Bird by<br>Al-<br>Magh<br>ut.                                                                         |  | 2 | 2<br>0 |
|              | Theo<br>retic<br>al<br>pres<br>ence | The<br>theatri<br>cal<br>poem:<br>its<br>definit<br>ion.                                                                                     |  | 2 | 2<br>1 |
| Oral<br>exam | Theo<br>retic<br>al<br>pres<br>ence | Al-<br>Khatr<br>a, the<br>novel<br>.                                                                                                         |  | 2 | 2<br>2 |
|              | Theo<br>retic<br>al<br>pres<br>ence | The<br>litera<br>ture<br>of<br>satire<br>accor<br>ding<br>to<br>Muha<br>mma<br>d Al-<br>Magh<br>ut in<br>the<br>play<br>(The<br>Hunc<br>hbac |  | 2 | 2<br>3 |

|                          |                      |                                                             |  |          |           |
|--------------------------|----------------------|-------------------------------------------------------------|--|----------|-----------|
|                          |                      | <b>k<br/>Bird)</b>                                          |  |          |           |
| <b>Homework</b>          | Theoretical presence | <b>Theatrical poem defined by</b>                           |  | <b>2</b> | <b>24</b> |
| <b>Theoretical Exams</b> | Theoretical presence | <b>The applied model of a poem of a cane pack by Adonis</b> |  | <b>2</b> | <b>25</b> |
|                          | Theoretical presence | <b>Abbasid era</b>                                          |  | <b>2</b> | <b>26</b> |
|                          | Theoretical presence | <b>The most prominent poets of the era Abu Nawas</b>        |  | <b>2</b> | <b>27</b> |
|                          | Theoretical presence | <b>The poet Abu Tammam his</b>                              |  | <b>2</b> | <b>28</b> |

|  |                                     |                                                                  |  |          |                |
|--|-------------------------------------|------------------------------------------------------------------|--|----------|----------------|
|  |                                     | <b>most<br/>prom<br/>inent<br/>poeti<br/>c<br/>purp<br/>oses</b> |  |          |                |
|  | Theo<br>retic<br>al<br>pres<br>ence | <b>An<br/>appli<br/>ed<br/>mode<br/>l of<br/>his<br/>poem</b>    |  | <b>2</b> | <b>2<br/>9</b> |
|  | Theo<br>retic<br>al<br>pres<br>ence | <b>Revie<br/>w</b>                                               |  |          | <b>3<br/>0</b> |

## 11. Course Evaluation and Grade Divisions

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

## 12. Learning Resources and Teaching

|                                                                                                  |                                                                                  |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                                                                                  | Required Textbooks (Methodology, if any)                                         |
|                                                                                                  | Main Reference(s)                                                                |
| Clear grammar... Dr. Ali Al-Jarem<br>The Collector of Arabic Lessons ...<br>Mustafa Al-Ghalayini | Recommended books and supporting<br>references (scientific journals, reports...) |

|                                                    |                      |
|----------------------------------------------------|----------------------|
| Selected literary texts. Dr. Ali Hussein Al-Attoum |                      |
|                                                    | References, Websites |



|                                                                                                 |  |
|-------------------------------------------------------------------------------------------------|--|
| <b>1. Course Name and Stage of Study</b>                                                        |  |
| Perspective / Second Stage / Art Education                                                      |  |
| <b>2. Course Code</b>                                                                           |  |
| AAE0209                                                                                         |  |
| <b>3. Semester/Year</b>                                                                         |  |
| 2025-2026 Semester I & II                                                                       |  |
| <b>4. Date this description is prepared</b>                                                     |  |
| 1/9/2025                                                                                        |  |
| <b>5. Available Forms of Attendance</b>                                                         |  |
| In-person and Compact                                                                           |  |
| <b>6. Number of study hours (total) / number of units (total)</b>                               |  |
| 60 hours per year__ - 2 per week                                                                |  |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b> |  |
| Name:      Name Ms. Zeina Salem Youssef      Email: zenas9073@uomosul.edu.iq                    |  |
| <b>8. Course Objectives</b>                                                                     |  |
| <div style="height: 300px; border: 1px solid black;"></div>                                     |  |

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|                                                                                              |                                                             |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |          |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|
|                                                                                              |                                                             |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |          |
| ....<br>....                                                                                 |                                                             |                                                                       | Course Objectives<br><br>1-How to deal with perspective<br>As an artistic way of understanding things looking at them scientifically<br>And artistically in the representation of shapes<br>Visible on a two-dimensional surface across Engineering technology aimed at projecting Shapes and their embodiment at the level of Drawing Board.<br>2- Introducing the student to the rules of Basic Perspective and Elements<br>Basic and Transformation Training<br>Visible Forms in the Physical Medium<br>To flat or stereoscopic shapes<br>On a two-dimensional roof. |         |          |
| 9. Teaching and Learning Strategies                                                          |                                                             |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |          |
| 1. Brainstorming<br>2. Note                                                                  |                                                             |                                                                       | Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |          |
| 10. Course Structure                                                                         |                                                             |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |          |
| Evaluation Method                                                                            | Learning method                                             | Unit Name or Subject                                                  | Required Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Watches | The week |
| Exams<br>Oral<br>Theory<br>Operation<br><br>Exams<br>Quarterly<br>Half year<br>Exam<br>Final | 1_Application and approach<br>Figure with<br>Visual Reality | 1-<br>Introduction to the<br>history and<br>concept of<br>perspective | 1- Possessing t<br>outlook<br>High Aesthe<br>And the delic<br>se<br>and the ability<br>cre<br>And creativity a<br>t<br>that will lead<br>The most wonder<br>wor                                                                                                                                                                                                                                                                                                                                                                                                         | 2       | 1        |
|                                                                                              | 2_ Applied draw<br>with explanation                         | 2_ Sensory percept<br>of shapes and objects                           | 2- Student<br>Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2       | 2        |

|  |                                                                                                                                                                                       |                                            |                                                                                   |   |   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------|---|---|
|  |                                                                                                                                                                                       | environme                                  | Basic Ru<br>Perspect<br>To be able to ap<br>th<br>Rules on Nat<br>direc           |   |   |
|  | 3- Activating<br>role of students<br>By participating<br>drawing on<br>Whiteboard                                                                                                     | 3. Font types                              | 3- To enable<br>student solutions t<br>By means<br>investigat<br>The th<br>dimens | 2 | 3 |
|  | 4_Activation<br>The role of stude<br>Correction<br>And take opinion<br>Everyone in orde<br>Interaction<br>and dialogue<br>And the argum<br>in order to<br>Upgrade<br>Student Thinking | 4- Theories<br>and rules of<br>perspective |                                                                                   | 2 | 4 |
|  | 5_ Drawing<br>Shapes in the hall<br>Study with the vi<br>of<br>All Students                                                                                                           | 5_Vanishing Points a<br>Lin                |                                                                                   | 2 | 5 |
|  | 6_ Assignment<br>Duties                                                                                                                                                               | 6_Box Ca                                   |                                                                                   | 2 | 6 |
|  | 7_ Daily exams                                                                                                                                                                        | 7_ Drawing a<br>faded<br>rectangle         |                                                                                   | 2 | 7 |
|  | 8_Review<br>Permanent Hook<br>Shapes<br>Previous<br>and benefit from<br>From its rules                                                                                                | 8_ How to<br>divide a plot<br>of land      |                                                                                   | 2 | 8 |

|  |  |                                                       |  |   |    |
|--|--|-------------------------------------------------------|--|---|----|
|  |  |                                                       |  |   |    |
|  |  | 9_ Theoretical and practical exam                     |  | 2 | 9  |
|  |  | 10_ Situations of perspective Vanish                  |  | 2 | 10 |
|  |  | 11_ How to draw columns between them a fixed distance |  | 2 | 11 |
|  |  | 12. Reductions                                        |  | 2 | 12 |
|  |  | 13_ How to divide the ground into visible parts       |  | 2 | 13 |
|  |  | 14_ Drawing the vertical square                       |  | 2 | 14 |
|  |  | 15_ Half-year vacation                                |  | 2 | 15 |
|  |  | 16_ Isometric                                         |  | 2 | 16 |
|  |  | 17_ Cube Visible from the Front                       |  | 2 | 17 |
|  |  | 18_ cube from an angle perspective                    |  | 2 | 18 |

|  |  |                                                                   |  |   |    |
|--|--|-------------------------------------------------------------------|--|---|----|
|  |  |                                                                   |  |   |    |
|  |  | 19_vertical cube at<br>level of vis                               |  | 2 | 19 |
|  |  | 20_Pyramid Ca                                                     |  | 2 | 20 |
|  |  | 21_Use<br>Circle<br>Diagonal                                      |  | 2 | 21 |
|  |  | 22_Draw a<br>visible and<br>invisible<br>circle                   |  | 2 | 22 |
|  |  | 23_Drawing a cylind                                               |  | 2 | 23 |
|  |  | 24_Drawing differ<br>sta                                          |  | 2 | 24 |
|  |  | 25_Drawing<br>Brackets                                            |  | 2 | 25 |
|  |  | 26. Drawing<br>different<br>shapes using<br>perspective           |  | 2 | 26 |
|  |  | 27_Draw<br>Shadows                                                |  | 2 | 27 |
|  |  | 28_Actual Rit<br>Virtual, living room a<br>indoor and outdo<br>sp |  | 2 | 28 |
|  |  | 29. Applying<br>perspective                                       |  | 2 | 29 |

|  |  |                                  |  |   |    |
|--|--|----------------------------------|--|---|----|
|  |  | to<br>international<br>paintings |  |   |    |
|  |  | 30_Final<br>Exam                 |  | 2 | 30 |

### 11. Course Evaluation and Grade Divisions

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

Chapter I 30 – Chapter Two 30 Includes daily and oral exams and final exam assignments 60

### 12. Learning Resources and Teaching

|                                                                                                                                                                                                                                         |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Ismail Al-Sheikhly, Perspective, Ministry Education Higher and Research Al-Alami, 1999Q                                                                                                                                                 | Required Textbooks (Methodology, if any)                                      |
| 1. Ihsan, Shirin Shirzad: <b>Principles of Art and Architecture</b> , Al-Waqdah Library, Baghdad, 1985.<br>2. Ayman Al-Meligy. The Art of Engineering Perspective<br>3. Saadi Dagher, Ayyad Abu Bakr Hashem, The Science of Perspective | Main Reference(s)                                                             |
|                                                                                                                                                                                                                                         | Recommended books and supporting references (scientific journals, reports...) |
|                                                                                                                                                                                                                                         | References, Websites                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. Course Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Sculpture / Phase II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 14. Course Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 15. Semester/ Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2025 – 2026 / Semester I and Semester II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 16. Date this description was prepared                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1/9/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 17. Available Forms of Attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Presence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 18. Number of Hours (Total) / Number of Credits (Total)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4 Working Hours/ Number of Units (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 19. Course administrator name (if more than one name mentioned)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Name : M.M. Mohamed Tahsin Jamal Email : mohammed.m@uomosul.edu.iq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 20. Course Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ol style="list-style-type: none"> <li>1. Develop an aesthetic sense and the ability to express art through the three-dimensional shape.</li> <li>2. Introduce students to the concept of sculpture, its historical and cultural importance, and its role in society.</li> <li>3. Students acquire basic skills in dealing with different sculptural materials.</li> <li>4. Developing the ability to observe and constructively analyze natural and human forms.</li> <li>5. Promoting creative thought and innovation in the treatment of mass and vacuum.</li> <li>6. Identify the types of sculpture (stereoscopic, basic, recessed, and repulsive).</li> <li>7. See the schools and trends of sculpture through the ages.</li> </ol> |
| 21. Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>It includes a set of methods that aim to develop students' skills in an integrated way whether through lectures theory, workshops, practical lectures, interactive and collaborative learning, and other methods that contribute to the promotion of Understanding, skill and creativity.</p> <ol style="list-style-type: none"> <li>1. Explain theoretical concepts related to sculpture such as composition, mass and space, materials.</li> <li>2. The teacher presents the steps of sculptural formation in front of the student and explains the use of tools and materials in practice.</li> </ol>                                                                                                                               |

3. Adopting sculptural workshops as a basis for learning where students learn through direct practice.
4. Encouraging students to explore materials and their properties and find innovative plastic solutions.
5. Assigning students to complete integrated sculptural works within a specific period of time.
6. Addressing the technical and technical problems facing students during the sculptural execution.
7. Discuss and critically analyze sculptural works in the classroom or workshop.

## 22. Course Structure

| Evaluation Method | Learning method | Unit Name or Subject                                                                  | Required Learning Outcomes | Watches | The week |
|-------------------|-----------------|---------------------------------------------------------------------------------------|----------------------------|---------|----------|
|                   |                 | A historical introduction to the importance of the art of sculpture.                  |                            |         | 1        |
|                   |                 | The most important special materials for sculpture.                                   |                            |         | 2        |
|                   |                 | Types of sculpture.                                                                   |                            |         | 3        |
|                   |                 | How to prepare and purify clay material for sculpture.                                |                            |         | 4        |
|                   |                 | Making a flat surface of clay with dimensions: 1 cm×20 cm×25 cm                       |                            |         | 5        |
|                   |                 | Making a regular rectangular parallelogram cube of clay material.                     |                            |         | 6        |
|                   |                 | Making regular geometric balls and cylinders out of clay material of different sizes. |                            |         | 7        |
|                   |                 | Sculpture that is artistic and aesthetic from regular geometric figures.              |                            |         | 8        |
|                   |                 | A stereoscopic sculpture of the nose only from clay material.                         |                            |         | 9        |
|                   |                 | Sculpture of the ear only, and of clay material measuring 20 cm.                      |                            |         | 10       |
|                   |                 | A schematic study with low lead for the palm of the hand.                             |                            |         | 11       |
|                   |                 | Carving on a life-size clay palm projecting surface.                                  |                            |         | 12       |



|  |  |                                                                            |  |  |    |
|--|--|----------------------------------------------------------------------------|--|--|----|
|  |  | Sculpture of a palm of the hand in clay.                                   |  |  | 13 |
|  |  | Revision and preparation for the first semester exam.                      |  |  | 14 |
|  |  | Second Semester Exam                                                       |  |  | 15 |
|  |  | Introduction to Sculpture Materials in the Second Semester.                |  |  | 16 |
|  |  | Using cork material to sculpt a geometric figure.                          |  |  | 17 |
|  |  | Adding material to the cork material with special tools.                   |  |  | 18 |
|  |  | Paint the holographic sculpture from cork material and color it.           |  |  | 19 |
|  |  | Study and draw coins.                                                      |  |  | 20 |
|  |  | Relief sculpture of a coin coin.                                           |  |  | 21 |
|  |  | Study of casting plaster molds on clay material.                           |  |  | 22 |
|  |  | Relief sculpture of a circular medallion with a diameter of 25 cm of clay. |  |  | 23 |
|  |  | Carving a prominent side face of a man in clay.                            |  |  | 24 |
|  |  | Sculpt a prominent side face of a woman in clay.                           |  |  | 25 |
|  |  | Sculpting a side face of a child's face in clay.                           |  |  | 26 |
|  |  | Sculpting a side face of an elderly man's face in clay.                    |  |  | 27 |
|  |  | Portrait of a Man's Head                                                   |  |  | 28 |
|  |  | Reviewing and preparing for the second semester exam.                      |  |  | 29 |
|  |  | Second Semester Exam                                                       |  |  | 30 |

### 23. Course Evaluation

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

### 24. Learning and Teaching Resources

|                                                                                                                                                                                                             |                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| - The Artistic Anatomy of Sculptors, by George <b>B. Bridgman</b> .<br>- Introduction to the Art of Sculpture, by Ernest Fischer, deals with theoretical and aesthetic foundations of the art of sculpture. | Required Textbooks (Methodology if any) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|

|                                                                                                                                                                                                                                                                                                      |                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- The Foundations of Sculpture, Abdel Ghani Al-Ani, deals with basic principles of sculptural composition and material.</li> <li>- The Art of Sculpture , Herbert Reed, A Comprehensive Class Reviewer of the History and Philosophy of Sculpture.</li> </ul> | Main References (Sources)                                          |
| The Aesthetics of Contemporary Sculpture, Dr. Shaker Hassan Al S<br>– discusses the sphere and aesthetic transformations in modern sculpture.                                                                                                                                                        | Recommended books and references (scientific journals, reports...) |
| Academic Research Specializing in Sculpture, Sculpture Journal (Online edition)                                                                                                                                                                                                                      | Electronic References, Websites                                    |

|                                                                   |
|-------------------------------------------------------------------|
| <b>1. Course Name and Stage of Study</b>                          |
| Theatrical Directing/Phase II                                     |
| <b>2. Course Code</b>                                             |
| FAAE0211                                                          |
| <b>3. Semester/Year</b>                                           |
| The first and second semesters of the academic year 2025-2026     |
| <b>4. Date this description is prepared</b>                       |
| 10/9/2026                                                         |
| <b>5. Available Forms of Attendance</b>                           |
| Attendance, Course Nature: Applied                                |
| <b>6. Number of study hours (total) / number of units (total)</b> |

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Number of Hours 2 / Number of Units 2

**7. Name of the course administrator (if more than one name mentioned) and academic title**

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Name: Eng. Ali Nazem Abdel Email: [ali.nadhim@uomosul.edu.iq](mailto:ali.nadhim@uomosul.edu.iq)

## 8. Course Objectives

- 1– Introduce the student to the concept of theatrical directing and prevent it from being confused with cinematic directing.**
- 2– Passing through various international directing schools.**
- 3– Employing Theatrical Doctrines in Theatrical Directing**
- 4– Study the methods of international directors.**
- 5– Identify the methods of directing in children's theater with experimentation through directing and acting scenes performed by students.**

## 9. Teaching and Learning Strategies

To view international theatrical performances and embody the experiences of international directors in the students' directing applications.

## 10. Course Structure

| Eval<br>uati<br>on<br>Met<br>hod | Lea<br>rni<br>ng<br>met<br>hod | Unit<br>Name<br>or<br>Subjec<br>t | Req<br>uire<br>d<br>Lea<br>rnin<br>g<br>Out | Wa<br>tch<br>es | T<br>h<br>e<br>w<br>e<br>e<br>k |
|----------------------------------|--------------------------------|-----------------------------------|---------------------------------------------|-----------------|---------------------------------|
|----------------------------------|--------------------------------|-----------------------------------|---------------------------------------------|-----------------|---------------------------------|

|                                                      |                  |                                                                       | com<br>es |   |   |
|------------------------------------------------------|------------------|-----------------------------------------------------------------------|-----------|---|---|
| Exam<br>theoretical<br>and practical<br>Pres<br>ence | Pre<br>sen<br>ce | Concep<br>ts of<br>Theate<br>r<br>Directi<br>ng                       |           | 2 | 1 |
|                                                      |                  | What<br>are the<br>Method<br>s of<br>Directi<br>ng                    |           |   | 2 |
|                                                      |                  | Theatri<br>cal<br>Directi<br>ng<br>Throug<br>h<br>Histori<br>cal Eras |           |   | 3 |
|                                                      |                  | Interna<br>tional<br>Directi<br>ng<br>Schools                         |           |   | 4 |
|                                                      |                  | Elemen<br>ts of a<br>theatri<br>cal<br>perfor<br>mance                |           |   | 5 |
|                                                      |                  | Exercis<br>e                                                          |           |   | 6 |
|                                                      |                  | The<br>most<br>import                                                 |           |   | 7 |

|  |  |                                                                                            |  |  |        |
|--|--|--------------------------------------------------------------------------------------------|--|--|--------|
|  |  | ant<br>interna<br>tional<br>directo<br>rs                                                  |  |  |        |
|  |  | Duchy<br>of Saxe-<br>Meinin<br>gen -<br>George<br>II                                       |  |  | 8      |
|  |  | Histori<br>cal<br>accurac<br>y in<br>theatri<br>cal<br>directi<br>ng                       |  |  | 9      |
|  |  | Theore<br>tical<br>exam                                                                    |  |  | 1<br>0 |
|  |  | Practic<br>al exam                                                                         |  |  | 1<br>1 |
|  |  | The<br>Nature<br>of<br>Theatri<br>cal<br>Directi<br>ng in<br>Childre<br>n's<br>Theate<br>r |  |  | 1<br>2 |
|  |  | The<br>directo<br>r's                                                                      |  |  | 1<br>3 |

|  |  |                                                                     |  |  |    |
|--|--|---------------------------------------------------------------------|--|--|----|
|  |  | <b>handling of the theatrical text</b>                              |  |  |    |
|  |  | <b>Exercise</b>                                                     |  |  | 14 |
|  |  | <b>Natural theater and its most important features</b>              |  |  | 15 |
|  |  | <b>Directing Methods in the Silent Theater Show</b>                 |  |  | 16 |
|  |  | <b>André Antoine and his most important directorial innovations</b> |  |  | 17 |
|  |  | <b>Exercise</b>                                                     |  |  | 18 |
|  |  | <b>Acting Performance in</b>                                        |  |  | 19 |

|  |  |                                                                                       |  |  |        |
|--|--|---------------------------------------------------------------------------------------|--|--|--------|
|  |  | <b>Natural<br/>Theater</b>                                                            |  |  |        |
|  |  | <b>Directing<br/>Treatments for<br/>Acting<br/>Scenes</b>                             |  |  | 2<br>0 |
|  |  | <b>Theatrical<br/>Decoration<br/>and its<br/>Role in<br/>Building the<br/>View</b>    |  |  | 2<br>1 |
|  |  | <b>Directing in<br/>Realistic<br/>Theater</b>                                         |  |  | 2<br>2 |
|  |  | <b>Realism and<br/>the art<br/>of<br/>acting</b>                                      |  |  | 2<br>3 |
|  |  | <b>The<br/>importance of<br/>theatrical<br/>makeup in the<br/>director's<br/>work</b> |  |  | 2<br>4 |

|  |  |                                                     |  |  |    |
|--|--|-----------------------------------------------------|--|--|----|
|  |  | Konstantin Stanislavsky and the actor's preparation |  |  | 25 |
|  |  | If magic and the circumstances given                |  |  | 26 |
|  |  | General Evaluative Output Notes                     |  |  | 27 |
|  |  | Exercise                                            |  |  | 28 |
|  |  | Review                                              |  |  | 29 |
|  |  | Exam                                                |  |  | 30 |

|                                                              |                                             |
|--------------------------------------------------------------|---------------------------------------------|
| <b>11. Course Evaluation and Grade Divisions</b>             |                                             |
| <b>30% First Semester 30% Second Semester 40% Final Exam</b> |                                             |
| <b>12. Learning Resources and Teaching</b>                   |                                             |
|                                                              | Required Textbooks<br>(Methodology, if any) |



|                                                                                                                                                                                                                                                                    |                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Director in Contemporary Theater - Saad Ardash</b><br><b>Theatrical Dictionary – Mary Elias / Hanan Kassab Hassan</b><br><b>Transformations of the Theatrical Scene - Mahmoud Abu Douma</b><br><b>Dramatic Elements in Theatrical Directing – Raji Abdallah</b> | Main Reference(s)                                                             |
| Scientific Journals:<br>- New Theater Quarterly<br>- Theater Topics<br>- TDR- The Dream Review                                                                                                                                                                     | Recommended books and supporting references (scientific journals, reports...) |
| 1- Backstage 30: An online newspaper interested in theatrical directing and theater in general.<br>2- Al-Khashba website: A website specialized in theater, directing methods, and studies related to theater.                                                     | References, Websites                                                          |

|     |                              |
|-----|------------------------------|
| 25. | Course Name                  |
|     | Aesthetic Education/Stage II |
| 26. | Course Code                  |
|     |                              |

| 27. Semester/ Year                                                                                                                          |                                        |                                 |                                                                                 |         |          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------|---------------------------------------------------------------------------------|---------|----------|--|
| 2026                                                                                                                                        |                                        |                                 |                                                                                 |         |          |  |
| 28. Date this description was prepared                                                                                                      |                                        |                                 |                                                                                 |         |          |  |
| 1/9/2025                                                                                                                                    |                                        |                                 |                                                                                 |         |          |  |
| 29. Available Forms of Attendance                                                                                                           |                                        |                                 |                                                                                 |         |          |  |
| Built-in (Face-to-Face + Electronic)                                                                                                        |                                        |                                 |                                                                                 |         |          |  |
| 30. Number of Hours (Total) / Number of Credits (Total)                                                                                     |                                        |                                 |                                                                                 |         |          |  |
| 2 Hours/2 Units                                                                                                                             |                                        |                                 |                                                                                 |         |          |  |
| 31. Course administrator name (if more than one name mentioned)                                                                             |                                        |                                 |                                                                                 |         |          |  |
| Name : Eng. Dr. Karam Moayed Ahmed Email : uomosul.edu.iq@ alshaekh87                                                                       |                                        |                                 |                                                                                 |         |          |  |
| 32. Course Objectives                                                                                                                       |                                        |                                 |                                                                                 |         |          |  |
| <b>Developing an aesthetic and artistic sense</b><br><b>Encouraging creativity and innovation</b><br><b>Building a balanced personality</b> |                                        |                                 |                                                                                 |         |          |  |
| 33. Teaching and Learning Strategies                                                                                                        |                                        |                                 |                                                                                 |         |          |  |
| Hands-on learning<br><br>Interacting with different arts and cultures<br><br>Integrating aesthetic values into the curriculum               |                                        |                                 |                                                                                 |         |          |  |
| 34. Course Structure                                                                                                                        |                                        |                                 |                                                                                 |         |          |  |
| Evaluation Method                                                                                                                           | Learning method                        | Unit Name or Subject            | Required Learning Outcomes                                                      | Watches | The week |  |
| Skilled                                                                                                                                     | Learning Doing Learning by Observation | <b>Educational Introduction</b> | Knowledge understanding learning about concept of beauty and importance in life | 2       | 1        |  |
|                                                                                                                                             |                                        | <b>Levels of Education</b>      |                                                                                 |         | 2        |  |
|                                                                                                                                             |                                        | <b>Education Objectives</b>     |                                                                                 |         | 3        |  |
|                                                                                                                                             |                                        | <b>The Concept and Meaning</b>  |                                                                                 |         | 4        |  |

|  |  |                                                         |  |  |           |
|--|--|---------------------------------------------------------|--|--|-----------|
|  |  | <b>of Aesthetic Education</b>                           |  |  |           |
|  |  | <b>Importance and Objectives of Aesthetic Education</b> |  |  | <b>5</b>  |
|  |  | <b>Aesthetic Education Curricula and Methods</b>        |  |  | <b>6</b>  |
|  |  | <b>The Teacher and Learner in Aesthetic Education</b>   |  |  | <b>7</b>  |
|  |  | <b>Fields of Aesthetic Education</b>                    |  |  | <b>8</b>  |
|  |  | <b>Pillars of Aesthetic Education</b>                   |  |  | <b>9</b>  |
|  |  | <b>Aesthetic Education in Ancient Civilizations</b>     |  |  | <b>10</b> |
|  |  | <b>Philosophical schools and their view of beauty</b>   |  |  | <b>11</b> |
|  |  | <b>The Mission of Aesthetic Education</b>               |  |  | <b>12</b> |
|  |  | <b>Sense of beauty</b>                                  |  |  | <b>13</b> |
|  |  | <b>Sources of Aesthetic Education</b>                   |  |  | <b>14</b> |
|  |  | <b>First Semester End Exam</b>                          |  |  | <b>15</b> |
|  |  | <b>Pragmatic Education</b>                              |  |  | <b>16</b> |

|  |  |                                                         |  |  |    |
|--|--|---------------------------------------------------------|--|--|----|
|  |  | <b>Objectives of pragmatic aesthetic education</b>      |  |  | 17 |
|  |  | <b>Levels of pragmatic aesthetic education</b>          |  |  | 18 |
|  |  | <b>French Philosophical Schools</b>                     |  |  | 19 |
|  |  | <b>The English School Thinkers</b>                      |  |  | 20 |
|  |  | <b>Gestalt School of Aesthetic Taste Interpretation</b> |  |  | 21 |
|  |  | <b>Interpretation of behavioral theory</b>              |  |  | 22 |
|  |  | <b>Analysts</b>                                         |  |  | 23 |
|  |  | <b>Intuitions and affectivity</b>                       |  |  | 24 |
|  |  | <b>The Aesthetic View of Muslim Thinkers</b>            |  |  | 25 |
|  |  | <b>Aesthetic expertise</b>                              |  |  | 26 |
|  |  | <b>Aesthetic Perception</b>                             |  |  | 27 |
|  |  | <b>Aesthetic Education in Personality Integration</b>   |  |  | 28 |
|  |  | <b>Sufi Theory and Affectivism</b>                      |  |  | 29 |

|                                                                                                                                                                                                                                 |  |                                 |                                                                    |  |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------|--------------------------------------------------------------------|--|----|
|                                                                                                                                                                                                                                 |  | <b>Second Semester End Exam</b> |                                                                    |  | 30 |
| <b>35. Course Evaluation</b>                                                                                                                                                                                                    |  |                                 |                                                                    |  |    |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc. / 25% First Semester/////25% Second and Final Semester 50% |  |                                 |                                                                    |  |    |
| <b>36. Learning and Teaching Resources</b>                                                                                                                                                                                      |  |                                 |                                                                    |  |    |
| Binding                                                                                                                                                                                                                         |  |                                 | Required Textbooks (Methodology, if any)                           |  |    |
| Nature/Arts/Cultures and Heritage/Ancient Civilizations                                                                                                                                                                         |  |                                 | Main References (Sources)                                          |  |    |
| Journal of Scientific Research in Education                                                                                                                                                                                     |  |                                 | Recommended books and references (scientific journals, reports...) |  |    |
|                                                                                                                                                                                                                                 |  |                                 | Electronic References, Websites                                    |  |    |

|                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|
| <b>37. Course Name , Stage of Study</b>                                                                                       |
| Murals / Third Stage Evening Study                                                                                            |
| <b>38. Course Code</b>                                                                                                        |
|                                                                                                                               |
| <b>39. Semester/ Year</b>                                                                                                     |
| 2025-2026 Semester I & II                                                                                                     |
| <b>40. Date this description was prepared</b>                                                                                 |
| 2025-2026                                                                                                                     |
| <b>41. Available Forms of Attendance</b>                                                                                      |
| Presence                                                                                                                      |
| <b>42. Number of Hours (Total) / Number of Credits (Total)</b>                                                                |
| Number of Hours : 4 Number of Units : 4                                                                                       |
| <b>43. Course administrator name (if more than one name mentioned)</b>                                                        |
| Email Name:<br>Assoc. Prof. Dr. Raad Raitham Hussein <a href="mailto:alhusseini7raad@gmail.com">alhusseini7raad@gmail.com</a> |
| <b>Course Objectives</b>                                                                                                      |
| .                                                                                                                             |

**Course Objectives -**

- 1- The course aims to achieve communication with the living heritage of the arts
- 2- Developing the scientific and practical abilities of students by developing skills in this field
3. Transforming public and private spaces into vibrant works of art that add visual beauty and enhance the historical and cultural identity of the community.

#### 44. Teaching and Learning Strategies

- |                                                                                                                                                                                                                                                                                                                            |                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <ul style="list-style-type: none"> <li>- The use of modern techniques in the preparation of various modern and new topics (collage)</li> <li>- Use of visual means such as displaying works of Islamic art</li> <li>- Making artistic paintings by students with color techniques a heritage and modern themes.</li> </ul> | <b>Strategy</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

#### 45. Course Structure

| Evaluation Method | Learning method | Unit Name or Subject                                                                               | Required Learning Outcomes | Watches | The week |
|-------------------|-----------------|----------------------------------------------------------------------------------------------------|----------------------------|---------|----------|
|                   |                 | <b>A general study on the concept of mural</b>                                                     |                            | 4       | 1        |
|                   |                 | <b>Study of the types of murals</b>                                                                |                            | 4       | 2        |
|                   |                 | <b>A Study in the Art of City Murals / Exhibition of Murals by Iraqi, Arab and Foreign Artists</b> |                            | 4       | 3        |
|                   |                 | <b>A study in the work of skeg and the selection of heritage topics</b>                            |                            | 4       | 4        |
|                   |                 | <b>Design Correction and Color Distribution</b>                                                    |                            | 4       | 5        |

|  |  |                                                                                                                                                        |  |   |    |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|----|
|  |  | <b>Preparation of a 100 x 80 cm painting and study of its preparation and coating with paint and glue</b>                                              |  | 4 | 6  |
|  |  | <b>Enlarge designs with data show</b>                                                                                                                  |  | 4 | 7  |
|  |  | <b>Starting coloring with clarification of the most important scientific and technical concepts in the selection and distribution of colors</b>        |  | 4 | 8  |
|  |  | <b>Continue to complete and color the mural</b>                                                                                                        |  | 4 | 9  |
|  |  | <b>Continue to complete and color the mural</b>                                                                                                        |  | 4 | 10 |
|  |  | <b>Continue to complete and color the mural</b>                                                                                                        |  | 4 | 11 |
|  |  | <b>Continue to complete and color the mural</b>                                                                                                        |  | 4 | 12 |
|  |  | <b>Continue to complete and color the mural while giving an illustrative lesson on how to finish the work through the balance of blocks and colors</b> |  | 4 | 13 |
|  |  | <b>Completion and delivery of the mural</b>                                                                                                            |  | 4 | 14 |
|  |  | <b>Evaluation of the works through a technical committee.</b>                                                                                          |  | 4 | 15 |
|  |  | <b>A brief history and art of the work of large murals, one topic for a number of students, topics of a joint modern and</b>                           |  | 4 | 16 |

|  |  |                                                                                                         |  |   |    |
|--|--|---------------------------------------------------------------------------------------------------------|--|---|----|
|  |  | <b>classical international painting.<br/>Measurement 4 x 1 m</b>                                        |  |   |    |
|  |  | <b>Dividing students into A.B.C.D.E<br/>groups according to scientific and<br/>technical competence</b> |  | 4 | 17 |
|  |  | <b>Receiving ideas and designing and<br/>correcting work sketches</b>                                   |  | 4 | 18 |
|  |  | <b>Preparation of a wood board 4*1 m of<br/>colors I will read</b>                                      |  | 4 | 19 |
|  |  | <b>Start Zooming in on artwork</b>                                                                      |  | 4 | 20 |
|  |  | <b>Start with Mural Criticism Distribution<br/>of Colors</b>                                            |  | 4 | 21 |
|  |  | <b>Demonstration lesson on the use of<br/>color technology and coloring method</b>                      |  | 4 | 22 |
|  |  | <b>Prepare a report on the artwork About<br/>how to prepare reports and their<br/>importance</b>        |  | 4 | 23 |
|  |  | <b>Continue to complete the mural</b>                                                                   |  | 4 | 24 |
|  |  | <b>Continue to complete the mural</b>                                                                   |  | 4 | 25 |
|  |  | <b>Continue to complete the mural</b>                                                                   |  | 4 | 26 |
|  |  | <b>Continue to complete the mural</b>                                                                   |  | 4 | 27 |
|  |  | <b>Continue to complete the mural</b>                                                                   |  | 4 | 28 |
|  |  | <b>Complete technical work and receive<br/>reports</b>                                                  |  | 4 | 29 |
|  |  | <b>Evaluation of artworks by the<br/>committee</b>                                                      |  | 4 | 30 |

#### 46. Course Evaluation

**Distribution of the score out of 100 according to the tasks assigned to the student such as daily preparation, attendance, commitment, implementation, and reports**

#### 47. Learning and Teaching Resources

Required Textbooks (Methodology, if any)



|                                                                                                                           |                                                                       |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Elements of Art / Faraj Abbou. Mu<br>Photography Dr. Mohamed Salem Art Mural A<br>Material-Purpose-Themes - Barakat Saeed | Main References (Sources)                                             |
| The Art of Painting / Fine Arts and How to Ta<br>Them / Summary in Art The Development<br>Wall Art : Dr. Safa Lotfi       | Recommended books and references<br>(scientific journals, reports...) |
| The Academy of Arts website and at the link<br>Academy.gov.eg                                                             | Electronic References, Websites                                       |

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| <b>1. Course Name and Stage of Study</b>                                                        |
| <b>Music Tasting / Phase III</b>                                                                |
| <b>2. Course Code</b>                                                                           |
|                                                                                                 |
| <b>3. Semester/Year</b>                                                                         |
| <b>Semester One and Two1/9/2025</b>                                                             |
| <b>4. Date this description is prepared</b>                                                     |
| <b>2026</b>                                                                                     |
| <b>5. Available Forms of Attendance</b>                                                         |
| <b>Face-to-face / electronic</b>                                                                |
| <b>6. Number of study hours (total) / number of units (total)</b>                               |
| <b>3 Hours/ 2 Units</b>                                                                         |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b> |
| <b>Name : Eng. Anwar Mohamed Zaki Younis Email anwermoh.e123@uomosul.edu.iq</b>                 |

| 8. Course Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <p>The course aims to provide the student with knowledge of the concept of musical taste and its goal is to develop the musical taste of the listener by drawing the musical scale and tracking the musical tones. and the types and forms of musical signs up to the forms of musical instruments. Identify the most important countries that helped in the emergence of types and forms of musical instruments. And the way to play these instruments. Introducing students to the musical scale, musical signs, types, names, and forms of musical instruments, their sounds, and the way to play them. The types of musical maqams are supported by photographs and audio and video recordings. A preliminary review of the musical scale and the method of playing musical instruments that support the definition of musical taste acquires the student a sober, academic, and specialized musical artistic culture that qualifies him to occupy his place in the work after graduation.</p> | <p><b>Course Objectives</b></p> |
| 9. Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
| <p>The strategy is to be an academic scientific study that highlights the concept of musical taste and its goal, which is to develop the musical taste of the listener by drawing the musical scale and tracking the musical tones. and the types and forms of musical signs up to the forms of musical instruments. Identify the most</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Strategy</b></p>          |

important countries that helped in the emergence of types and forms of musical instruments. And the way to play these instruments. Introducing students to the musical scale, musical signs, types, names, and forms of musical instruments, their sounds, and the way to play them. Supported by photographers, audio recordings, and videos An initial review of the musical scale and the way of playing musical instruments that support the definition of musical taste Gains the student a solid academic musical artistic culture

#### 10. Course Structure

| E<br>v<br>a<br>l<br>u<br>a<br>t<br>i<br>o<br>n<br>M<br>e<br>t<br>h<br>o<br>d | L<br>e<br>a<br>r<br>n<br>i<br>n<br>g<br>m<br>e<br>t<br>h<br>o<br>d | Unit Name<br>or Subject                              | Required<br>Learning<br>Outcomes                         | W<br>a<br>t<br>c<br>h<br>e<br>s | The<br>week |
|------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|---------------------------------|-------------|
|                                                                              |                                                                    |                                                      |                                                          |                                 |             |
| Ask<br>questions                                                             | Presence                                                           | Overview of<br>the concept<br>and origin of<br>music | Providing<br>student<br>knowledge of<br>concept of music | 3                               | 1           |

|                |          |                                                              |                                                                                             |   |   |
|----------------|----------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------|---|---|
| Ask questions  | Compact  | The concept and purpose of musical taste                     | Providing student with knowledge of concept of taste<br>Musical                             | 3 | 2 |
| Ask questions  | Presence | Musical Scale and Tracking Musical Tones on it               | Introducing student to ladder<br>Musician                                                   | 3 | 3 |
| Ask questions  | Compact  | Listen to different models of musical works                  | Introducing student to business<br>Musical                                                  | 3 | 4 |
| Ask questions  | Presence | The eras that helped the emergence and development of music  | Providing student with knowledge of eras that helped the emergence and development of Music | 3 | 5 |
| Ask questions  | Compact  | The Relationship between Music and the Performing Arts       | Introducing student to relationship music in the performing and plastic arts                | 3 | 6 |
| Ask questions  | Presence | Dramatic music                                               | Providing student with knowledge<br>With dramatic music                                     | 3 | 7 |
| Practical exam | Presence | Analysis ( Swan Lake )<br>By the author ( Peter Tchaikovsky) | Training student to analyze (Swan Lake) by author ( Peter Tchaikovsky )                     | 3 | 8 |
| Ask questions  | Compact  | Lyrical music                                                | Providing student with knowledge music<br>Lyricism                                          | 3 | 9 |

|                                |          |                                                                        |                                                                                           |   |    |
|--------------------------------|----------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---|----|
| Practical exam                 | Presence | Analysis ( Swan Lake )<br>By the author ( Peter Tchaikovsky)           | Training student to anal<br>( Pelican) by author<br>( Bout Tchaikovsky )                  | 3 | 10 |
| Ask questions                  | Presence | Children's Music                                                       | Providing student w<br>knowledge of mu<br>Children                                        | 3 | 11 |
| Practical exam                 | Presence | Analysis ( The L Men<br>The Mohicans ) by the author<br>(Trevor Jones) | Training student to anal<br>( Other The Mohic men)<br>For the Author Trevor Jones )       | 3 | 12 |
| Ask questions                  | Compact  | Forms of musical signs                                                 | Providing student w<br>knowledge<br>Musical Signs                                         | 3 | 13 |
| Practical exam                 | Presence | Analysis ( The L Men<br>The Mohicans ) by the author<br>(Trevor Jones) | Training student to anal<br>( The last men of Mohicans )<br>For the Author Trevor Jones ) | 3 | 14 |
| Theoretical exam and practical | Presence | First Semester End Exam                                                | The student exam theoretical and practical                                                | 3 | 15 |
| Ask questions                  | Compact  | Acoustic layers and their types                                        |                                                                                           | 3 | 16 |
| Ask questions                  | Presence | Musical Instruments and Their Forms                                    |                                                                                           | 3 | 17 |
| Ask questions                  | Presence | Music Templates                                                        |                                                                                           | 3 | 18 |

|                       |                 |                                                                                      |                                                                                        |          |           |
|-----------------------|-----------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------|-----------|
| <b>Ask questions</b>  | <b>Compact</b>  | <b>Afor lyrical templates</b>                                                        |                                                                                        | <b>3</b> | <b>19</b> |
| <b>Practical exam</b> | <b>Presence</b> | <b>Analysis ( Login Paradise) by the auth ( Vangelis Papathanasio )</b>              | <b>Training student to anal (entry) To Paradise) by author (Vangelis Papathanasio)</b> | <b>3</b> | <b>20</b> |
| <b>Ask questions</b>  | <b>Presence</b> | <b>School Songs</b>                                                                  |                                                                                        | <b>3</b> | <b>21</b> |
| <b>Practical exam</b> | <b>Presence</b> | <b>Analysis ( Login Paradise) by the auth ( Vangelis Papathanasio )</b>              | <b>Training student to anal (entry) To Paradise) by author (Vangelis Papathanasio)</b> | <b>3</b> | <b>22</b> |
| <b>Ask questions</b>  | <b>Compact</b>  | <b>Musical maqams</b>                                                                |                                                                                        | <b>3</b> | <b>23</b> |
| <b>Ask questions</b>  | <b>Presence</b> | <b>The position of boyhood andthe position of theoretical and (practical aspect)</b> |                                                                                        | <b>3</b> | <b>24</b> |
| <b>Ask questions</b>  | <b>Compact</b>  | <b>Maqam al-Ajam andMaqam al-Bayat Nazari (practical aspect)</b>                     |                                                                                        | <b>3</b> | <b>25</b> |
| <b>Practical exam</b> | <b>Presence</b> | <b>Maqam al-Sikkah andMaqam al-Hijaz theoretical (practical aspect)</b>              |                                                                                        | <b>3</b> | <b>26</b> |

|                                |          |                                                                      |  |   |    |
|--------------------------------|----------|----------------------------------------------------------------------|--|---|----|
| Practical exam                 | Presence | Maqam al-Rast Nazari (practical aspect)                              |  | 3 | 27 |
| Practical exam                 | Presence | Training, memorization and analysis of Arabic muwashahat (practical) |  | 3 | 28 |
| Practical exam                 | Presence | And the position of the theoretical Kurds (practical aspect)         |  | 3 | 29 |
| Theoretical exam and practical | Presence | Second Semester End Exam                                             |  | 3 | 30 |

### 11. Course Evaluation and Grade Divisions

Distribution of the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, etc. (first semester grade 30, second semester grade 30, final exam grade 40)

### 12. Learning Resources and Teaching

|                                                                                                                                                                                                             |                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Educational Foundations in Music Taste                                                                                                                                                                      | Required Textbooks (Methodology, if any) |
| <p>1 . D. Sayed Shehata, <u>The Aesthetics of Music</u>, (Cairo: Academy of Arts, 2006).</p> <p>2 . Ali Abdullah, <u>Expressive Music</u>, 1st Edition, ( Baghdad: Dar Al-Aqsa Cultural Affairs, 1997).</p> | Main Reference(s)                        |

|                                                                                                                                                 |                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>3 . Ali Abdullah , Musical Studies , 1st Edition , ( Baghdad: Dar Al-Aqsa Cultural Affairs, 1999).</b>                                       |                                                                               |
| <b>Theses and Dissertations on Musical Taste, Journal of Mesopotamian Arts, University of Mosul, Al-Akadimi Magazine, University of Baghdad</b> | Recommended books and supporting references (scientific journals, reports...) |
| <b>Most Music and Music Taste Websites</b>                                                                                                      | References, Websites                                                          |

|                                                                                                                                                                      |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>48. Course Name</b>                                                                                                                                               |                   |
| Technical Psychology/Phase III                                                                                                                                       |                   |
| <b>49. Course Code</b>                                                                                                                                               |                   |
|                                                                                                                                                                      |                   |
| <b>50. Semester/ Year</b>                                                                                                                                            |                   |
| Chapters One and Two                                                                                                                                                 |                   |
| <b>51. Date this description was prepared</b>                                                                                                                        |                   |
| 2025–2026                                                                                                                                                            |                   |
| <b>52. Available Forms of Attendance</b>                                                                                                                             |                   |
| Presence                                                                                                                                                             |                   |
| <b>53. Number of Hours (Total) / Number of Credits (Total)</b>                                                                                                       |                   |
| 2 Hours 2 Units                                                                                                                                                      |                   |
| <b>54. Course administrator name (if more than one name mentioned)</b>                                                                                               |                   |
| Name : Assoc. Prof. Dr. Hadeel Sobhi Ismail Email <a href="mailto:hadeelsobhi7@uomosul.edu.iq">hadeelsobhi7@uomosul.edu.iq</a>                                       |                   |
| <b>55. Course Objectives</b>                                                                                                                                         |                   |
| 1– Introduce students to the relationship between psychology and<br>2– Enabling students to invest the principles of psychology developing their artistic abilities. | Course Objectives |



|                                                                                                                                                          |                 |                                                                                   |                            |         |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------|----------------------------|---------|----------|
| 3- Enabling students to psychoanalyze works of art.                                                                                                      |                 |                                                                                   |                            |         |          |
| 56. Teaching and Learning Strategies                                                                                                                     |                 |                                                                                   |                            |         |          |
| 1- Developing the artistic personality of students through classroom dialogue<br>2- Electronic access to psychological developments in the field of art. |                 |                                                                                   |                            |         | Strategy |
| 57. Course Structure                                                                                                                                     |                 |                                                                                   |                            |         |          |
| Evaluation Method                                                                                                                                        | Learning method | Unit Name or Subject                                                              | Required Learning Outcomes | Watches | The week |
|                                                                                                                                                          | Lecture         | Introduction to Psychology and its Types                                          |                            | 2       | 1        |
|                                                                                                                                                          | Discussion      | General Psychology: Definition of the Concept, Objectives, Importance, Principles |                            | 2       | 2        |
|                                                                                                                                                          | Brainstorming   | Fields and branches of psychology                                                 |                            | 2       | 3        |
|                                                                                                                                                          | Lecture         | Psychology in the Framework of Philosophies: Greek, Arabic, Islamic, Modern       |                            | 2       | 4        |
| Daily Exam                                                                                                                                               | Discussion      | Behavior Awareness and Education                                                  |                            | 2       | 5        |
|                                                                                                                                                          | Brainstorming   | Factors Affecting Behavior                                                        |                            | 2       | 6        |

|               |               |                                                                     |  |   |    |
|---------------|---------------|---------------------------------------------------------------------|--|---|----|
| Oral test     | Lecture       | Biogenetic determinants of behavior                                 |  | 2 | 7  |
|               | Discussion    | Ecological and cultural determinants of behavior                    |  | 2 | 8  |
|               | Brainstorming | Role Determinants                                                   |  | 2 | 9  |
| Semester exam | Lecture       | Perception: its characteristics and dimensions                      |  | 2 | 10 |
|               | Discussion    | Factors Affecting Cognition                                         |  | 2 | 11 |
|               | Brainstorming | Principles of Cognitive Regulation                                  |  | 2 | 12 |
|               | Lecture       | The Artist's Personality from the Perspective of Psychology         |  | 2 | 13 |
|               | Discussion    | The most important facts that characterize the artist's personality |  | 2 | 14 |
| Semester exam | Brainstorming | Personal characteristics of a real artist                           |  | 2 | 15 |
|               | Lecture       | The importance of art for the individual and society                |  | 2 | 16 |
|               | Discussion    | The Meanings of Art                                                 |  | 2 | 17 |

|               |               |                                                            |  |   |    |
|---------------|---------------|------------------------------------------------------------|--|---|----|
|               | Brainstorming | The Relationship Between Psychology and Artistic Activism  |  | 2 | 18 |
|               | Lecture       | The concept of artistic creative behavior                  |  | 2 | 19 |
| Oral test     | Discussion    | Trends that defined the meaning of art                     |  | 2 | 20 |
|               | Brainstorming | Elements of the creative artistic process                  |  | 2 | 21 |
|               | Lecture       | Stages of Creative Artwork                                 |  | 2 | 22 |
|               | Discussion    | Art as a mental process                                    |  | 2 | 23 |
|               | Brainstorming | Mental Factors of Artistic Creativity                      |  | 2 | 24 |
| Semester exam | Lecture       | How to bring the artwork into existence?                   |  | 2 | 25 |
|               | Discussion    | Theories that Explained the Process of Artistic Creativity |  | 2 | 26 |
|               | Brainstorming | Freud's Psychoanalytic Theory                              |  | 2 | 27 |
|               | Lecture       | Wertheimer's Gestalt Theory                                |  | 2 | 28 |
| Semester exam | Discussion    | Epistemological theories that have explained               |  | 2 | 29 |

|  |               |                                           |  |   |    |
|--|---------------|-------------------------------------------|--|---|----|
|  |               | artistic<br>creativity                    |  |   |    |
|  | Brainstorming | My theory is that<br>Watkins and<br>Adler |  | 2 | 30 |
|  | Lecture       |                                           |  | 2 |    |

#### 58. Course Evaluation

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

#### 59. Learning and Teaching Resources

|                                      |                                                                    |
|--------------------------------------|--------------------------------------------------------------------|
| Technical Psychology                 | Required Textbooks (Methodology, any)                              |
| The psychological foundations of art | Main References (Sources)                                          |
| Fields of Psychology                 | Recommended books and references (scientific journals, reports...) |
|                                      | Electronic References, Websites                                    |

#### 1. Course Name and Stage of Study

**Handicrafts / Third Stage / Art Education**

#### 2. Course Code

#### 3. Semester/Year

First and Second Semester 2025-2026

#### 4. Date this description is prepared

1/9/2025-2026

|                                                                                                       |                                                     |                                 |                                                                           |                     |                                              |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------|---------------------------------------------------------------------------|---------------------|----------------------------------------------|
| <b>5. Available Forms of Attendance</b>                                                               |                                                     |                                 |                                                                           |                     |                                              |
| <b>In-person and Compact</b>                                                                          |                                                     |                                 |                                                                           |                     |                                              |
| <b>6. Number of study hours (total) / number of units (total)</b>                                     |                                                     |                                 |                                                                           |                     |                                              |
| <b>120 Hours of Study</b>                                                                             |                                                     |                                 |                                                                           |                     |                                              |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b>       |                                                     |                                 |                                                                           |                     |                                              |
| Name: Eng. Ruwaida & Adallah Mohamed Email: rwaidawaadallah@uomosul.edu.iq                            |                                                     |                                 |                                                                           |                     |                                              |
| <b>8. Course Objectives</b>                                                                           |                                                     |                                 |                                                                           |                     |                                              |
| 1- Enabling the student to prepare studied skis according to the required vocabulary for the subject. |                                                     |                                 |                                                                           | Course Objectives   |                                              |
| <b>9. Teaching and Learning Strategies</b>                                                            |                                                     |                                 |                                                                           |                     |                                              |
| Collaborative Learning, Application, Discussion, Observation                                          |                                                     |                                 |                                                                           | Strategy            |                                              |
| <b>10. Course Structure</b>                                                                           |                                                     |                                 |                                                                           |                     |                                              |
| <b>Ev<br/>alu<br/>ati<br/>on<br/>Me<br/>tho<br/>d</b>                                                 | <b>Le<br/>ar<br/>nin<br/>g<br/>me<br/>tho<br/>d</b> | <b>Unit Name or<br/>Subject</b> | <b>Re<br/>qui<br/>re<br/>d<br/>Le<br/>ar<br/>nin<br/>g<br/>Ou<br/>tco</b> | <b>Wat<br/>ches</b> | <b>T<br/>h<br/>e<br/>w<br/>e<br/>e<br/>k</b> |

|  |  |                                                                                                                                                                                                              | me<br>s                                                                                                   |                |   |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------|---|
|  |  | Introducing students to the material and materials that can be implemented for the handicrafts subject, while encouraging recycling and making skis for self-employment that serves sustainable development. | Student Availability<br>Applying Techniques<br>Dif<br>fer<br>ent                                          | 4<br>hou<br>rs | 1 |
|  |  | Work on the implementation of the skeleton                                                                                                                                                                   | Student Response<br>Influences Art<br>isti<br>c<br>an<br>d<br>rh<br>yth<br>mi<br>c<br>Fo<br>r<br>wo<br>rk |                | 2 |
|  |  | Continuation of the previous lecture                                                                                                                                                                         | Int<br>er<br>pr<br>eta<br>tio                                                                             |                | 3 |

|  |  |                                                                                                                                                                          |                                                             |  |   |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--|---|
|  |  |                                                                                                                                                                          | n<br>an<br>d<br>An<br>aly<br>sis                            |  |   |
|  |  | Introducing students to works that can be made from plastic cans, providing them with electronic forms and requesting to make skis to be implemented in the next lecture | Student Response Influences Art istic and rh yth mi c wo rk |  | 4 |
|  |  | Carrying out works from plastic cans that have been approved in advance                                                                                                  |                                                             |  | 5 |
|  |  | Completion of plastic cans                                                                                                                                               |                                                             |  | 6 |
|  |  | Introducing students to the art of collage with the presentation of electronic models and requesting to make skis for this                                               |                                                             |  | 7 |

|  |  |                                                                                                                                                                     |  |  |    |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----|
|  |  | Perform pre-approved collage work                                                                                                                                   |  |  | 8  |
|  |  | Introducing students to invitation cards and their types in terms of topics and implementation, displaying illustrative images and requesting to make skis for that |  |  | 9  |
|  |  | Implement pre-approved invitation card skigs                                                                                                                        |  |  | 10 |
|  |  | Motivating students to submit works to serve sustainable development with the presentation of electronic illustrations for this and the request to work on Skigat   |  |  | 11 |
|  |  | Implementing actions that serve sustainable development                                                                                                             |  |  | 12 |



|  |  |                                                                                                                                                                                                            |  |  |        |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------|
|  |  | Completion of the previous lecture work                                                                                                                                                                    |  |  | 1<br>3 |
|  |  | Introducing students to cold ceramics and the possibility of working with it, with the presentation of electronic illustrations for this, with a request for skigat to implement it in the next lecture    |  |  | 1<br>4 |
|  |  | Cold Ceramic Works                                                                                                                                                                                         |  |  | 1<br>5 |
|  |  |                                                                                                                                                                                                            |  |  |        |
|  |  | First Semester Exam                                                                                                                                                                                        |  |  | 1<br>6 |
|  |  | Introducing students to works that can be made from the seeds and parts of the plant, with the presentation of illustrative pictures for that, and requesting to make skis for the purpose of implementing |  |  | 1<br>7 |

|  |  |                                                                                                                                                                         |  |  |    |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----|
|  |  | them in the next lecture.                                                                                                                                               |  |  |    |
|  |  | Carrying out works with grain seeds and plant parts                                                                                                                     |  |  | 18 |
|  |  | Introducing students to the possibility of making paintings using threads                                                                                               |  |  | 19 |
|  |  | Introducing students to recycling with the presentation of electronic illustrations for this and requesting students to make skis to implement them in the next lecture |  |  | 10 |
|  |  | Carrying out works through recycling                                                                                                                                    |  |  | 11 |
|  |  | Completion of the previous lecture work                                                                                                                                 |  |  | 12 |
|  |  | Introducing students to the possibility of painting on glass with the presentation of electronic                                                                        |  |  | 13 |

|  |  |                                                                                                                                                                |  |  |    |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----|
|  |  | illustrations for this and requesting its implementation in the next lecture                                                                                   |  |  |    |
|  |  | Performing Painting on Glass                                                                                                                                   |  |  | 14 |
|  |  | Completion of the Painting on Glass                                                                                                                            |  |  | 15 |
|  |  | Completion of the Painting on Glass                                                                                                                            |  |  | 16 |
|  |  | Introducing students to the art of burning on wood, with pictures and illustrative examples for it, and requesting its implementation in the upcoming lectures |  |  | 17 |
|  |  | Execution of wood burning works                                                                                                                                |  |  | 18 |
|  |  | Drilling on glass                                                                                                                                              |  |  | 19 |
|  |  | Second Semester Exam                                                                                                                                           |  |  | 20 |
|  |  | Introducing students to the material and materials that                                                                                                        |  |  | 21 |

|  |  |                                                                                                                                                                          |  |  |        |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------|
|  |  | can be implemented for the handicrafts subject, while encouraging recycling and making skis for self-employment that serves sustainable development.                     |  |  |        |
|  |  | Work on the implementation of the skeleton                                                                                                                               |  |  | 2<br>2 |
|  |  | Continuation of the previous lecture                                                                                                                                     |  |  | 2<br>3 |
|  |  | Introducing students to works that can be made from plastic cans, providing them with electronic forms and requesting to make skis to be implemented in the next lecture |  |  | 2<br>4 |
|  |  | Carrying out works from plastic cans that have been approved in advance                                                                                                  |  |  | 2<br>5 |

|  |  |                                                                                                                                                                |  |  |    |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----|
|  |  | Completion of the Painting on Glass                                                                                                                            |  |  | 26 |
|  |  | Introducing students to the art of burning on wood, with pictures and illustrative examples for it, and requesting its implementation in the upcoming lectures |  |  | 27 |
|  |  | Execution of wood burning works                                                                                                                                |  |  | 28 |
|  |  | Completion of the execution of wood burning works                                                                                                              |  |  | 29 |
|  |  | Second Semester Exam                                                                                                                                           |  |  | 30 |

### 11. Course Evaluation and Grade Divisions

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

### 12. Learning Resources and Teaching

|      |                                             |
|------|---------------------------------------------|
| None | Required Textbooks<br>(Methodology, if any) |
|------|---------------------------------------------|

|                                  |                                                                               |
|----------------------------------|-------------------------------------------------------------------------------|
|                                  | Main Reference(s)                                                             |
|                                  | Recommended books and supporting references (scientific journals, reports...) |
| Sites that deal with handicrafts | References, Websites                                                          |

|                                                                                                  |
|--------------------------------------------------------------------------------------------------|
| 60. Course Name                                                                                  |
| <b>Teaching Methods/Phase III</b>                                                                |
| 61. Course Code                                                                                  |
|                                                                                                  |
| 62. Semester/ Year                                                                               |
| 2026                                                                                             |
| 63. Date this description was prepared                                                           |
| 1/9/2025                                                                                         |
| 64. Available Forms of Attendance                                                                |
| Built-in (Face-to-Face + Electronic)                                                             |
| 65. Number of Hours (Total) / Number of Credits (Total)                                          |
| 4 Hours/3 Units                                                                                  |
| 66. Course administrator name (if more than one name mentioned)                                  |
| Name : Eng. Dr. Karam Moayed Ahmed Email : uomosul.edu.iq@ alshaekh87                            |
| 67. Course Objectives                                                                            |
| <b>Developing students' skills in providing exemplary lessons in the fields of art education</b> |
|                                                                                                  |
| 68. Teaching and Learning Strategies                                                             |
| <b>Employing Technology in Delivering Lessons</b>                                                |

## 69. Course Structure

| <b>Evaluation Method</b> | <b>Learning method</b> | <b>Unit Name or Subject</b>                                       | <b>Required Learning Outcomes</b>  | <b>Watches</b> | <b>The week</b> |
|--------------------------|------------------------|-------------------------------------------------------------------|------------------------------------|----------------|-----------------|
| <b>Skilled</b>           | <b>Micro-learning</b>  | <b>The Importance of Teaching Methods</b>                         | <b>Technical Education Trainer</b> | <b>4</b>       | <b>1</b>        |
|                          |                        | <b>Define terms and concepts</b>                                  |                                    |                | <b>2</b>        |
|                          |                        | <b>Benefits of Art Education</b>                                  |                                    |                | <b>3</b>        |
|                          |                        | <b>The importance of art education in secondary school</b>        |                                    |                | <b>4</b>        |
|                          |                        | <b>Its function in the educational process</b>                    |                                    |                | <b>5</b>        |
|                          |                        | <b>Fields of Art Education</b>                                    |                                    |                | <b>6</b>        |
|                          |                        | <b>Analyze and formulate educational objectives behaviorally,</b> |                                    |                | <b>7</b>        |
|                          |                        | <b>Exam</b>                                                       |                                    |                | <b>8</b>        |
|                          |                        | <b>Art Education Lesson Planning</b>                              |                                    |                | <b>9</b>        |

|  |  |                                                                      |  |  |           |
|--|--|----------------------------------------------------------------------|--|--|-----------|
|  |  | <b>Stages of artistic expression</b>                                 |  |  | <b>10</b> |
|  |  | <b>Behavioral Analysis and Formulation of Educational Objectives</b> |  |  | <b>11</b> |
|  |  | <b>Art Education Lesson Planning</b>                                 |  |  | <b>12</b> |
|  |  | <b>Stages of artistic expression and its characteristics</b>         |  |  | <b>13</b> |
|  |  | <b>Review</b>                                                        |  |  | <b>14</b> |
|  |  | <b>Exam</b>                                                          |  |  | <b>15</b> |
|  |  | <b>Technical skills and their formation stages</b>                   |  |  | <b>16</b> |
|  |  | <b>Teaching skills,</b>                                              |  |  | <b>17</b> |
|  |  | <b>Teaching Methods</b>                                              |  |  | <b>18</b> |
|  |  | <b>Problem solving</b>                                               |  |  | <b>19</b> |
|  |  | <b>Collaborative Learning</b>                                        |  |  | <b>20</b> |
|  |  | <b>Survey</b>                                                        |  |  | <b>21</b> |
|  |  | <b>Visual Interaction</b>                                            |  |  | <b>22</b> |
|  |  | <b>Modeling</b>                                                      |  |  | <b>23</b> |
|  |  | <b>Exam</b>                                                          |  |  | <b>24</b> |
|  |  | <b>Micro-learning and its applications</b>                           |  |  | <b>25</b> |
|  |  | <b>Educational Aids</b>                                              |  |  | <b>26</b> |



|  |  |                                 |  |  |    |
|--|--|---------------------------------|--|--|----|
|  |  | <b>Art Education Curriculum</b> |  |  | 27 |
|  |  | <b>Educational Situations</b>   |  |  | 28 |
|  |  | <b>Review</b>                   |  |  | 29 |
|  |  | <b>Exam</b>                     |  |  | 30 |

#### 70. Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc. / 30% First Semester////30% Second and Final Semester 40%

#### 71. Learning and Teaching Resources

|                                                                                                          |                                                                    |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Binding                                                                                                  | Required Textbooks (Methodology, if any)                           |
| Mothers Teaching Methods                                                                                 | Main References (Sources)                                          |
| General Teaching Methods/Teaching Skills/Teaching Process Planning/Teaching Medium Design and Production | Recommended books and references (scientific journals, reports...) |
| Communication and Technology in Education                                                                | Electronic References, Websites                                    |

#### 72. Course Name and Stage

(Course Name) : Research Methods / Academic Stage : Third

#### 73. Course Code

#### 74. Semester/ Year

2025-2026 Semester I & II

#### 75. Date this description was prepared

2025

#### 76. Available Forms of Attendance

- My presence in the classrooms of the Department of Art Education/Faculty Fine Arts/University of Mosul
- electronic during communication through the electronic class for the purpose of notifications and sending some websites and electronic files

#### 77. Number of Hours (Total) / Number of Credits (Total)

60 : Hour Number of Units of Material: 2 Units

78. The name of the course administrator (if more than one name is mentioned) and the scientific title

Name : Eng. Dr. Nada Abdel Aziz Saleh / Scientific Title : Lecturer Email : natalibi80@uomosul.edu.iq

#### 79. Course Objectives

| <ul style="list-style-type: none"> <li>➤ Introduction to Scientific Research</li> <li>➤ Introducing the types of scientific research methods</li> <li>➤ Introduction to Information Collection Tools and how to prepare and implement them</li> <li>➤ Introducing how to quote.</li> <li>➤ Providing information on how to analyze data</li> <li>➤ Define how to unload information</li> <li>➤ Reviewing Examples of Information Collection Tools Scientific Research.</li> <li>➤ Capacity Development Documentation of Scientific Sources and References.</li> <li>➤ Developing the ability to formulate a scientific research abstract</li> <li>➤ Developing the ability to prepare a plan for scientific research.</li> <li>➤ Developing the ability to employ technology in scientific research</li> <li>➤ Introducing the student to the relationship between scientific research and sustainable development</li> <li>➤ Introducing the student to the relationship between scientific research and the labor market</li> <li>➤ Developing the student's ability to prepare an educational tool for scientific research</li> </ul> | Course Objectives |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

#### 80. Teaching and Learning Strategies

| <p>Lecture, Discussion, Exploration, Self-Learning, Collaborative Learning, Problem Solving</p> <p>Multiple intelligence, role-playing, methods of creativity, including syntactic, concept mapping, and others.</p> | Strategy |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

#### 81. Course Structure

| Evaluation Method            | Learning method     | Unit Name or Subject                                  | Required Learning Outcomes       | Watch es | The week |
|------------------------------|---------------------|-------------------------------------------------------|----------------------------------|----------|----------|
| Tests (Editorial, Operation) | Presence Electronic | Introductory lecture on a curriculum subject Research | The student knows the meaning of | 2        | 1        |

|                                            |                                |                                                                                                                                                                                                             |                                                                                                      |   |   |
|--------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---|---|
| <b>Daily<br/>Quarterly<br/>and the fir</b> |                                |                                                                                                                                                                                                             | <b>Scientific Research<br/>Methods</b>                                                               |   |   |
|                                            | =                              | <b>Scientific Research (Definition, Objectives, Characteristics, Qualities , Good Researcher)</b>                                                                                                           | <b>The student know the research Scientific Objective Its properties a recipes The Good Research</b> | 2 | 2 |
|                                            | =                              | <b>Find titles for previous studies In Art Education</b>                                                                                                                                                    | <b>The student practically perform the search for Titles in the field Specialization</b>             | 2 | 3 |
|                                            | =                              | <b>Scientific Research Contents: Introductions , Chapter One, Chapter Two, Chapter Three, Chapter Fourth, Sources and References, Appendices), Introductions</b>                                            | <b>The student know the contents of the scientific research</b>                                      | 2 | 4 |
|                                            | <b>Presence</b>                | <b>Chapter One :( The research problem , The importance of the research , the purpose of the research , the research hypotheses , the limitations of the research , the definition of terminology</b>       | <b>=</b>                                                                                             | 2 | 5 |
|                                            | <b>Presence<br/>Electronic</b> | <b>Chapter Two: (Theoretical Framework) and previous studies)<br/>Chapter Three: Research Procedure (Research Population , Research Sample , Research methodology , research tools Statistical Methods)</b> | <b>=</b>                                                                                             | 2 | 6 |
|                                            | =                              | <b>Chapter Four: (Findings , Conclusions , Recommendations , Suggestions), Sources &amp;References , Appendices</b>                                                                                         | <b>=</b>                                                                                             | 2 | 7 |
|                                            | =                              | <b>Theoretical test for the first semester / first month</b>                                                                                                                                                | <b>The student passed the theoretical</b>                                                            | 2 | 8 |
|                                            | =                              | <b>Research Sample ( Definition, Criteria for Selection, Types, Size )</b>                                                                                                                                  | <b>Student Knows Scientific Research Contents</b>                                                    | 2 | 9 |

|  |                 |                                                                                                             |                                                          |   |    |
|--|-----------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---|----|
|  | =               | <b>Information Collection Tools (Questionnaire, Interview, Observation, Test), Questionnaire</b>            | <b>The student know the tools of scientific research</b> | 2 | 10 |
|  | =               | <b>Interview</b>                                                                                            | =                                                        | 2 | 11 |
|  | =               | <b>Testing , Observation</b>                                                                                | =                                                        | 2 | 12 |
|  | =               | <b>Research Methods (Descriptive Research, Empirical Research, Historical Research)</b>                     | =                                                        | 2 | 13 |
|  | =               | <b>Empirical research, historical research</b>                                                              | =                                                        | 2 | 14 |
|  | <b>Presence</b> | <b>Theoretical test for the first semester / second month</b>                                               | <b>The student is able to pass the Theoretical Test</b>  | 2 | 15 |
|  | <b>Presence</b> | <b>Quote</b>                                                                                                | <b>The student know the mechanism Quote</b>              | 2 | 16 |
|  | =               | <b>Methods of unloading information</b>                                                                     | <b>The student know the ways Dumping Information</b>     | 2 | 17 |
|  | =               | <b>Documentation of Sources and References</b>                                                              | <b>The student know how Documentation references</b>     | 2 | 18 |
|  | =               | <b>Theoretical test for the second semester / first month</b>                                               | <b>The student pass the test theoretical</b>             | 2 | 19 |
|  | =               | <b>Appendices and Abstract of the Research</b>                                                              | <b>Student Knows Appendices and Abstract of Research</b> | 2 | 20 |
|  | =               | <b>Scientific Research Plan</b>                                                                             | <b>The student write research plan</b>                   | 2 | 21 |
|  | =               | <b>Practical Applications in the Selection and Formulation of Research Titles within the Specialization</b> | <b>Implements practical applications For some duties</b> | 2 | 22 |
|  | =               | <b>Practical Applications in Writing a Scientific Research Plan</b>                                         | =                                                        | 2 | 23 |
|  | =               | <b>Employing Technology in Scientific Research</b>                                                          | =                                                        | 2 | 24 |
|  | =               | <b>Preparing Educational Aids Scientific Research</b>                                                       | =                                                        | 2 | 25 |
|  | =               | <b>The Relationship between Scientific Research and Sustainable Development</b>                             | <b>The student know relationship</b>                     | 2 | 26 |

|  |   |                                                                          |                                                                                  |   |    |
|--|---|--------------------------------------------------------------------------|----------------------------------------------------------------------------------|---|----|
|  |   |                                                                          | <b>Scientific Research Sustainable Development</b>                               |   |    |
|  | = | <b>The Relationship between Scientific Research and the Labor Market</b> | <b>The student know relationship Scientific Research Sustainable Development</b> | 2 | 27 |
|  | = | <b>Theoretical test for the second semester / second month</b>           | <b>Theoretical test</b>                                                          | 2 | 28 |
|  | = | <b>The Annual Festival of the Department of Art Education</b>            | <b>Student Participation Annual festival</b>                                     | 2 | 29 |
|  | = | <b>Final Tests</b>                                                       | <b>=</b>                                                                         | 2 | 30 |

## 82. Course Evaluation

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

**Chapter One : ( First month = 10 theoretical grades + second month = 10 theoretical grades + daily activities, preparation and attendance = 5 grades = 25%**

**Second Semester: (First Month = 10 Theoretical Grades + Second Month = 10 Theoretical Grades + Daily Activities, Preparation and Attendance = 5 Grades) = 25%**

**Final Exam: 50% Theoretical**

**Total = 25% + 25% + 50% = 100%**

## 83. Learning and Teaching Resources

None

**Required Textbooks (Methodology any)**

1. Abu Zaida, Hatem, 2nd Edition, Scientific Research Methods, 2018.
2. Shehatit, Mohamed Issa, and Abdel Ghafoor Ibrahim Ahmed, Scientific Research Methods, Printing, Publishing and Distribution of Dar Amna for Publishing and Distribution, Jordan – Amman, 2011.
3. 2. Obeidat, Zoukan, et al., Scientific Research: Its Concept, Tools and Methods , 5th Edition, Printing, Publishing and Distribution, Dar Al-Fikr, Amman, 1996.
4. Obeidat, Mohammed, et al., Scientific Research Methodology: Rules, Stages and Applications, Wael Publishing House, Amman, Jordan, 1999.
5. Van Dalen, Deobold, et al., Research Methods in Education and Psychology, Mohamed Abdel Karim Hassan Press, Anglo-Egyptian Library, 2003.
6. Mohammed, Haram Muhammad Badawi, Scientific Research Methods, Dar Wael Printing and Publishing, 2020.
7. Al-Mahmoudi, Muhammad Sarhan, Methods of Scientific Research , Printing and Publishing Dar Al-Kutub, Sana'a, 2019.

**Main References (Sources)**

|                                                                                                                                                                                                                                                                                                                        |                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>References related to the field of scientific research methods</b>                                                                                                                                                                                                                                                  | <b>Recommended books and references (scientific journals, reports...)</b> |
| <ul style="list-style-type: none"> <li>- Websites of electronic libraries related to the field of educational and psychological sciences and scientific research methods</li> <li>- Some of the websites that the student can view within the search mechanism for terms</li> </ul> <b>Scientific Research Methods</b> | <b>Electronic References, Website</b>                                     |

|                                                                                                                                                                                                                                                                                         |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>1. Course Name and Stage of Study</b>                                                                                                                                                                                                                                                |                   |
| English Fourth Stage New Headway Plus Pre-Intermediate                                                                                                                                                                                                                                  |                   |
| <b>2. Course Code</b>                                                                                                                                                                                                                                                                   |                   |
| FAAE 0410                                                                                                                                                                                                                                                                               |                   |
| <b>3. Semester/Year</b>                                                                                                                                                                                                                                                                 |                   |
| 2025–2026 Semester I & II                                                                                                                                                                                                                                                               |                   |
| <b>4. Date this description is prepared</b>                                                                                                                                                                                                                                             |                   |
| 16-9-2025                                                                                                                                                                                                                                                                               |                   |
| <b>5. Available Forms of Attendance</b>                                                                                                                                                                                                                                                 |                   |
| Presence                                                                                                                                                                                                                                                                                |                   |
| <b>6. Number of study hours (total) / number of units (total)</b>                                                                                                                                                                                                                       |                   |
| 2 Hours Number of Units 2                                                                                                                                                                                                                                                               |                   |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b>                                                                                                                                                                                         |                   |
| Name: Eng. Sattam Khader Jassim Email: <a href="mailto:sattamaljiboury@gmail.com">sattamaljiboury@gmail.com</a>                                                                                                                                                                         |                   |
| <b>8. Course Objectives</b>                                                                                                                                                                                                                                                             |                   |
| 1. Teach basic English grammar to construct simple sentences.<br>2. Increasing the linguistic output of daily vocabulary to enable the student to talk about themselves and their surroundings.<br>3– Develop basic listening and conversational skills to interact with others easily. | Course Objectives |

4. Develop confidence in communicating in English and gain a strong foundation for later levels.

## 9. Teaching and Learning Strategies

Stage IV contributes to expanding students' communication abilities in everyday situations. In addition, it helps Arabic-speaking students adapt to the English alphabet system and improve their pronunciation skills.

It also contributes to teaching students on English language skills and developing them through a modern study

It also contributes to the development of general and qualifying skills for students such as skills related to employability and personal development in the English language.

It also contributes to the preparation of a student with good English language skills in writing and reading.

It contributes to the development of conversation in the

English language by listening to some everyday situations

and turning them into duties.

Strategy

## 10. Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning | Watches | The week |
|-------------------|-----------------|----------------------|-------------------|---------|----------|
|                   |                 |                      |                   |         |          |

|                                                  |                                                    |                                                                 | g<br>O<br>u<br>t<br>c<br>o<br>m<br>e<br>s |          |          |
|--------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------|----------|----------|
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>1-No place like home/ the tense system</b>                   |                                           | <b>2</b> | <b>1</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>2- Informal language/ compound words, social expressions</b> |                                           | <b>2</b> | <b>2</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>3- Been there, done that/ present perfect</b>                |                                           | <b>2</b> | <b>3</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>4- Simple and continuous tense/ negative and question</b>    |                                           | <b>2</b> | <b>4</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>5- Hot verbs/ make, do, Exclamation</b>                      |                                           | <b>2</b> | <b>5</b> |



|                                                  |                                                    |                                                        |  |          |           |
|--------------------------------------------------|----------------------------------------------------|--------------------------------------------------------|--|----------|-----------|
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>6- What a story/ reading comprehension</b>          |  | <b>2</b> | <b>6</b>  |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>7- Past simple and past continuous</b>              |  | <b>2</b> | <b>7</b>  |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>8- Consonant sound/ voiced and voiceless</b>        |  | <b>2</b> | <b>8</b>  |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>9- Nothing but the truth/ question and negative</b> |  | <b>2</b> | <b>9</b>  |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>10- Dictation/ antonymous and synonymous</b>        |  | <b>2</b> | <b>10</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>11- Listening and speaking skills</b>               |  | <b>2</b> | <b>11</b> |

|                                                  |                                                    |                                                          |  |          |           |
|--------------------------------------------------|----------------------------------------------------|----------------------------------------------------------|--|----------|-----------|
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>12- An eye to the future/ future forms</b>            |  | <b>2</b> | <b>12</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>13- Hot verbs/ takes, put, telephone conversation</b> |  | <b>2</b> | <b>13</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>14- Language focus/ going to</b>                      |  | <b>2</b> | <b>14</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>15- Making it big/ expressions of quantity</b>        |  | <b>2</b> | <b>15</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>16-export and export (noun and verb)</b>              |  | <b>2</b> | <b>16</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>17- Getting on together/ modals and related verbs</b> |  | <b>2</b> | <b>17</b> |

|                                                  |                                                    |                                                                 |  |          |           |
|--------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------|--|----------|-----------|
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>18- Hot verbs/ get, phrasal verbs</b>                        |  | <b>2</b> | <b>18</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>19- Exaggeration and understanding</b>                       |  | <b>2</b> | <b>19</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>20- Going to extreme/ relative</b>                           |  | <b>2</b> | <b>20</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>21- The world around/ adverb collections</b>                 |  | <b>2</b> | <b>21</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>clause<br/>22- Reading comprehension skills</b>              |  | <b>2</b> | <b>22</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>23- Things aren't what they used to be/ expressing habit</b> |  | <b>2</b> | <b>23</b> |

|                                                  |                                                    |                                                               |  |          |           |
|--------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------|--|----------|-----------|
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | E24 - Homophones/ basic sounds                                |  | <b>2</b> | <b>24</b> |
|                                                  |                                                    | <b>25- What is she like and dislike/ offer and invitation</b> |  | <b>2</b> | <b>25</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>26- Risking life and limb/ auxiliary2</b>                  |  | <b>2</b> | <b>26</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>27- Metaphors and idioms- the body</b>                     |  | <b>2</b> | <b>27</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>28- In your dream/ expressions with if</b>                 |  | <b>2</b> | <b>28</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>29- It's never too late/linking and commenting</b>         |  | <b>4</b> | <b>29</b> |
| <b>Oral Assessment, Short and Semester Tests</b> | <b>Interactive learning and through activities</b> | <b>30- No place like home/ the tense system</b>               |  | <b>4</b> | <b>30</b> |

|                 |  |  |  |  |  |
|-----------------|--|--|--|--|--|
| <b>Semester</b> |  |  |  |  |  |
| <b>Tests</b>    |  |  |  |  |  |

## 11. Course Evaluation and Grade Divisions

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

## 12. Learning Resources and Teaching

|                                                                                                                       |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>New Headway Plus Pre-Intermediate</b>                                                                              | Required Textbooks (Methodology, if any)                                      |
|                                                                                                                       | Main Reference(s)                                                             |
|                                                                                                                       | Recommended books and supporting references (scientific journals, reports...) |
| https\\ <a href="http://www.esolcourses.com">www.esolcourses.com</a><br>https\\www.learenglish.britis<br>hcouncil.org | References, Websites                                                          |

## 1. Course Name and Academic Stage:

**Curriculum Theater / Fourth Stage**

## 2. Course Code

**FAAE0408**

## 3. Semester/Year

**2025/2026**

## 4. Date this description is prepared

**1/9/2025**

## 5. Forms of Attendance Available:

|                                                                                                                                                                                                                                                                                                                                       |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>Built-in (Physical + Online)</b>                                                                                                                                                                                                                                                                                                   |                                 |
| <b>6. Number of study hours (total) / number of units (total): 3 hours/2 units</b>                                                                                                                                                                                                                                                    |                                 |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b>                                                                                                                                                                                                                                       |                                 |
| Name: Prof. Dr. Mayada Majeed Amin mayada.ameen@uomosul.edu.iq                                                                                                                                                                                                                                                                        |                                 |
| <b>8. Course Objectives</b>                                                                                                                                                                                                                                                                                                           |                                 |
| <p>3- Providing the student with the necessary knowledge in the basics of the subject (curriculum play), its definition, objectives, importance, and its educational and psychological foundations.</p> <p>4- Developing talents and creativity, and developing language and communication skills in the educational environment.</p> | <p><b>Course Objectives</b></p> |
| <b>9. Teaching and Learning Strategies</b>                                                                                                                                                                                                                                                                                            |                                 |
| <p>Integration between education and theater, diversity in educational, psychological, and basic methods, methods and strategies for teaching theater in the curriculum, commitment</p>                                                                                                                                               | <p><b>Strategy</b></p>          |

and participation in classroom discussions and answering them, and stimulating competition among students.

## 10. Course Structure

| E<br>v<br>a<br>l<br>u<br>a<br>t<br>i<br>o<br>n<br>M<br>e<br>t<br>h<br>o<br>d | Learning method                                                                                                                         | Unit<br>Name or<br>Subject                                             | Requir<br>ed<br>Learni<br>ng<br>Outco<br>mes                             | W<br>a<br>t<br>c<br>h<br>e<br>s | The<br>wee<br>k |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------|-----------------|
| T<br>h<br>e<br>o<br>r<br>e<br>t<br>i                                         | Theatrical<br>exercises/conductin<br>g stimulating<br>exercises to<br>stimulate<br>imagination,<br>enhance self-<br>confidence, perform | Understa<br>nding<br>the<br>concept<br>of<br>curriculu<br>m<br>theater | Technic<br>al<br>Skills/T<br>eamwor<br>k<br>Skills/C<br>ommun<br>ication | 3                               | 1               |

|                                                               |                                                                                       |                                              |                                                              |   |   |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------|---|---|
| c<br>a<br>l<br>+<br>P<br>r<br>a<br>c<br>t<br>i<br>c<br>a<br>l | theatrical performances, stimulate competition, and participate in class discussions. |                                              | Skills/Self-Awareness Enhancement/Imagination and Creativity |   |   |
|                                                               |                                                                                       | The Emergence of the Curriculum Theater      |                                                              | 3 | 2 |
|                                                               |                                                                                       | Objectives of the Curriculum Theater         |                                                              | 3 | 3 |
|                                                               |                                                                                       | The Educational Institution (School) and its |                                                              | 3 | 4 |



|  |  |                                                                   |  |   |   |
|--|--|-------------------------------------------------------------------|--|---|---|
|  |  | Educational<br>Objectives                                         |  |   |   |
|  |  | Disadvantages of the Teaching Method for Educational Institutions |  | 3 | 5 |
|  |  | Employing Creative Drama in Teaching                              |  | 3 | 6 |
|  |  | Methods and strategies of curriculum theater                      |  | 3 | 7 |
|  |  | Rules and conditions of the curriculum                            |  | 3 | 8 |

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|--|--|-----------------------------------------------------------------------|--|---|----|
|  |  | m<br>theater                                                          |  |   |    |
|  |  | Element<br>s of<br>Theater<br>Art                                     |  | 3 | 9  |
|  |  | Playable<br>Material<br>s                                             |  | 3 | 10 |
|  |  | The<br>Right<br>Steps to<br>Prepare<br>a<br>Curriculu<br>m<br>Theater |  | 3 | 11 |
|  |  | See<br>staged<br>models                                               |  | 3 | 12 |
|  |  | Rehears<br>al for a<br>Play                                           |  | 3 | 13 |
|  |  | Exercise<br>–<br>Practical                                            |  | 3 | 14 |
|  |  | First<br>Semeste<br>r End<br>Exam                                     |  | 3 | 15 |
|  |  |                                                                       |  |   |    |

|  |  |                                                               |  |   |   |
|--|--|---------------------------------------------------------------|--|---|---|
|  |  | Educational and Educational Foundations of Curriculum Theater |  | 3 | 1 |
|  |  | Recent Developments in the Curriculum Theater                 |  | 3 | 2 |
|  |  | Exercise                                                      |  | 3 | 3 |
|  |  | Theater as a Therapeutic Method                               |  | 3 | 4 |
|  |  | Acting in the Curriculum Theater                              |  | 3 | 5 |
|  |  | Directing in the Curriculum Theater                           |  | 3 | 6 |

|  |  |                                                   |  |   |    |
|--|--|---------------------------------------------------|--|---|----|
|  |  | The Theory of Reception in the Curriculum Theater |  | 3 | 7  |
|  |  | Types of puppets used in educational theater      |  | 3 | 8  |
|  |  | Educational Doll Functions                        |  | 3 | 9  |
|  |  | Script Theater Training / Reading Theater Models  |  | 3 | 10 |
|  |  | Training for Writing a Systematic Text            |  | 3 | 11 |
|  |  | Criticism and Analysis of                         |  | 3 | 12 |

|  |  |                                                   |  |   |    |
|--|--|---------------------------------------------------|--|---|----|
|  |  | Theatrical<br>Texts                               |  |   |    |
|  |  | Exercise/<br>Educational Play<br>about<br>Science |  | 3 | 13 |
|  |  | Review<br>Article                                 |  | 3 | 14 |
|  |  | Second<br>Semester End<br>Exam                    |  | 3 | 15 |
|  |  |                                                   |  |   |    |

### 11. Course Evaluation and Grade Divisions

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc. / 30% First Semester/////30% Second Semester and 40% Final

### 12. Learning Resources and Teaching

|                                              |                                             |
|----------------------------------------------|---------------------------------------------|
| Binding preparation by<br>the teaching staff | Required Textbooks<br>(Methodology, if any) |
| Elements of the<br>Curriculum Theater        | Main Reference(s)                           |

|                                                                                                                                                                                                                               |                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Educational Theater<br>(Curriculum Theater)Its<br>Importance and Success<br>Factors, Book:<br>Curriculum Theater,<br>Jamal Muhammad Al-<br>Nawasra, Dar Al-Hamid<br>for Publishing and<br>Distribution, 1st Edition,<br>2014. | Recommended books and<br>supporting references (scientific<br>journals, reports...) |
|                                                                                                                                                                                                                               | References, Websites                                                                |

|                                                                |                          |
|----------------------------------------------------------------|--------------------------|
| Course Name                                                    |                          |
| Fine Arts Project/ Stage IV/Art Education                      |                          |
| 1. Course Code                                                 |                          |
| FAAE0405                                                       |                          |
| 2. Semester/Year                                               |                          |
| 2025–2026 Semester I & II                                      |                          |
| 3. Date this description was prepared                          |                          |
| 1/9/2025–2026                                                  |                          |
| 4. Available Forms of Attendance                               |                          |
| In-person and Compact                                          |                          |
| 5. Number of Hours (Total) / Number of Credits (Total)         |                          |
| 180 Total and Number of Units 2                                |                          |
| 6. Course administrator name (if more than one name mentioned) |                          |
| Name M.M. Zeina Salem Youssef Email                            | zenas9073@uomosul.edu.iq |
| Eng. Riyadh Aref                                               |                          |
| Eng. Mohamed Tahsin                                            |                          |

|                                                                                                                                                                                                                                                                                                             |                      |                                           |                                                                      |                   |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------|----------------------------------------------------------------------|-------------------|----------|
|                                                                                                                                                                                                                                                                                                             |                      |                                           |                                                                      |                   |          |
| 7. Course Objectives                                                                                                                                                                                                                                                                                        |                      |                                           |                                                                      |                   |          |
| 1– Enabling the student to prepare structurally studied skiskeletes.<br>2– The ability to analyze the artwork according to the artistic templates in painting.<br>2. Be familiar with the elements and relationships of the artwork.<br>3. Applying all the techniques and methods learned in art schools . |                      |                                           |                                                                      | Course Objectives |          |
|                                                                                                                                                                                                                                                                                                             |                      |                                           |                                                                      |                   |          |
| 8. Teaching and Learning Strategies                                                                                                                                                                                                                                                                         |                      |                                           |                                                                      |                   |          |
| Collaborative Learning, Application, Discussion, Observation                                                                                                                                                                                                                                                |                      |                                           |                                                                      | Strategy          |          |
| 9. Course Structure                                                                                                                                                                                                                                                                                         |                      |                                           |                                                                      |                   |          |
| Evaluation Method                                                                                                                                                                                                                                                                                           | Learning method      | Unit Name or Subject                      | Required Learning Outcomes                                           | Watches           | The week |
| Assessment Formation and planning                                                                                                                                                                                                                                                                           | View & App           | Definition of Graduation Project          | Perception<br>Harmony<br>Color                                       | 6 hours           | 1        |
| Technology Assessment                                                                                                                                                                                                                                                                                       | Practical Electronic | Mechanism and steps of graduation project | Perception<br>Harmony<br>Formal                                      |                   | 2        |
| Style Evaluation                                                                                                                                                                                                                                                                                            |                      | Creating Skis for Formal Units            | Application<br>Types<br>Structural<br>Configuration<br>Miscellaneous |                   | 3        |
| Construction Evaluation                                                                                                                                                                                                                                                                                     |                      | Organize elements                         | Student<br>Availability<br>Applying<br>Techniques<br>Different       |                   | 4        |

|                         |  |                                                     |                                                                      |  |    |
|-------------------------|--|-----------------------------------------------------|----------------------------------------------------------------------|--|----|
| Content Assessment      |  | Using perspective science in the order of shapes    | Student Response to Influences Artistic and rhythmic in the painting |  | 5  |
| Evaluation the Analysis |  | Training the student to organize the elements       | Interpretation and Analysis                                          |  | 6  |
|                         |  | Use of different techniques                         |                                                                      |  | 7  |
|                         |  | Color Technical Training                            |                                                                      |  | 8  |
|                         |  | Technical training for the use of various materials |                                                                      |  | 9  |
|                         |  | Teach the student how to enlarge the paintings      |                                                                      |  | 10 |
|                         |  | Follow-up                                           |                                                                      |  | 11 |
|                         |  | The use of modern devices for color technologies    |                                                                      |  | 12 |
|                         |  | Practical Application                               |                                                                      |  | 13 |
|                         |  | Teaching the student how to maintain the business   |                                                                      |  | 14 |



|  |  |                                                                                                 |  |  |    |
|--|--|-------------------------------------------------------------------------------------------------|--|--|----|
|  |  | Holiday                                                                                         |  |  | 15 |
|  |  | Teach the student how to store for artwork                                                      |  |  | 16 |
|  |  | Knowledge of solvent types                                                                      |  |  | 17 |
|  |  | Student's Knowledge of the Effect of Lighting                                                   |  |  | 18 |
|  |  | Introducing the student to the effect of the climate factor on the oxides present in the colors |  |  | 19 |
|  |  | Follow-up                                                                                       |  |  | 20 |
|  |  | Follow-up                                                                                       |  |  | 21 |
|  |  | Follow-up                                                                                       |  |  | 22 |
|  |  | Follow-up                                                                                       |  |  | 23 |
|  |  | Continuing the practical application throughout the two semesters                               |  |  | 24 |
|  |  | Practical Application                                                                           |  |  | 25 |
|  |  | Business Analysis                                                                               |  |  | 26 |
|  |  | Criticism of work                                                                               |  |  | 27 |

|  |  |                                            |  |  |    |
|--|--|--------------------------------------------|--|--|----|
|  |  | Other Business Analysis                    |  |  | 28 |
|  |  | Criticism of other works of his colleagues |  |  | 29 |
|  |  |                                            |  |  | 30 |

### 11. Course Evaluation and Grade Divisions

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

50 Chapter I and 50 Chapter Two

### 12. Learning Resources and Teaching

|                                                                                                 |                                                                                     |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| None                                                                                            | Required Textbooks<br>(Methodology, if any)                                         |
| Sources: Systematic Art History<br>Postmodern Art<br>One<br>Hundred Years of<br>Modern Painting | Main Reference(s)                                                                   |
|                                                                                                 | Recommended books and<br>supporting references (scientific<br>journals, reports...) |

|                                   |                      |
|-----------------------------------|----------------------|
| Sites that deal with plastic arts | References, Websites |
|-----------------------------------|----------------------|

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| <b>1. Course Name and Stage of Study</b>                                                        |
| Art Criticism / Fourth Stage                                                                    |
| <b>2. Course Code</b>                                                                           |
|                                                                                                 |
| <b>3. Semester/Year</b>                                                                         |
| 2025 / 2026                                                                                     |
| <b>4. Date this description is prepared</b>                                                     |
| 15 / 9 / 2025                                                                                   |
| <b>5. Available Forms of Attendance</b>                                                         |
| Built-in (Attendance + Electronic)                                                              |
| <b>6. Number of study hours (total) / number of units (total)</b>                               |
| 2 Hours / 2 Units                                                                               |
| <b>7. Name of the course administrator (if more than one name mentioned) and academic title</b> |
| Name : Prof. Dr. Mohamed Ismail Al-Taie Email: dr.mohammadismaeel54@uomosul.edu.iq              |

## 8. Course Objectives

The course aims to provide the student with knowledge of art criticism. Introducing students to theories of art criticism. and the philosophy of the mind. and introducing them to the names of philosophers. Through art criticism, the student gains a solid artistic and academic culture that qualifies him to occupy his place in the work after graduation.

### Course Objectives

## 9. Teaching and Learning Strategies

The strategy is to be an academic scientific study that sheds light on the concept of art criticism. And the philosophy of the mind. and introduce them to the names of philosophers and the student gains a solid artistic and academic culture

### Strategy

## 10. Course Structure

| E<br>v<br>a<br>l<br>u<br>a<br>t<br>i<br>o<br>n<br>M<br>e<br>t<br>h<br>o<br>d | L<br>e<br>a<br>r<br>n<br>i<br>n<br>g<br>M<br>e<br>t<br>h<br>o<br>d | Unit Name or<br>Subject    | Required<br>Learning<br>Outcomes | W<br>a<br>t<br>c<br>h<br>e<br>s | The<br>week |
|------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------|----------------------------------|---------------------------------|-------------|
| A<br>s<br>k<br>q<br>u                                                        | Pr<br>e<br>s<br>e<br>n<br>c<br>e                                   | Definition of<br>Criticism |                                  | 2                               | 1           |

|                                                          |                                      |                                       |  |   |   |
|----------------------------------------------------------|--------------------------------------|---------------------------------------|--|---|---|
| e<br>s<br>t<br>i<br>o<br>n<br>s                          |                                      |                                       |  |   |   |
| A<br>s<br>k<br>q<br>u<br>e<br>s<br>t<br>i<br>o<br>n<br>s | C<br>o<br>m<br>p<br>a<br>c<br>t      | Types of Critics,<br>Critic's Recipes |  | 2 | 2 |
| A<br>s<br>k<br>q<br>u<br>e<br>s<br>t<br>i<br>o<br>n<br>s | P<br>r<br>e<br>s<br>e<br>n<br>c<br>e | What is Criticism                     |  | 2 | 3 |
| A<br>s<br>k<br>q<br>u<br>e                               | C<br>o<br>m<br>p<br>a<br>c<br>t      | Who is the critic?                    |  | 2 | 4 |

|                                                                                  |                                               |                                                                |  |          |          |
|----------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------|--|----------|----------|
| <b>s<br/>t<br/>i<br/>o<br/>n<br/>s</b>                                           |                                               |                                                                |  |          |          |
| <b>A<br/>s<br/>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b>       | <b>Pr<br/>e<br/>s<br/>e<br/>n<br/>c<br/>e</b> | <b>Philosophy of Mind<br/>(Socrates,<br/>Aristotle, Plato)</b> |  | <b>2</b> | <b>5</b> |
| <b>P<br/>r<br/>a<br/>c<br/>t<br/>i<br/>c<br/>a<br/>l<br/>e<br/>x<br/>a<br/>m</b> | <b>Pr<br/>e<br/>s<br/>e<br/>n<br/>c<br/>e</b> | <b>The Importance of<br/>the Ancient Greek<br/>Testament</b>   |  | <b>2</b> | <b>6</b> |
| <b>P<br/>r<br/>a<br/>c<br/>t<br/>i</b>                                           | <b>Pr<br/>e<br/>s<br/>e<br/>n<br/>c<br/>e</b> | <b>Criticism and<br/>Public Taste in the<br/>Fine Arts</b>     |  | <b>2</b> | <b>7</b> |

|                                                               |                                  |                                |  |   |    |
|---------------------------------------------------------------|----------------------------------|--------------------------------|--|---|----|
| c<br>a<br>l<br>e<br>x<br>a<br>m                               |                                  |                                |  |   |    |
| A<br>s<br>k<br>q<br>u<br>e<br>s<br>t<br>i<br>o<br>n<br>s      | Pr<br>e<br>s<br>e<br>n<br>c<br>e | Essence and<br>Transformations |  | 2 | 8  |
| P<br>r<br>a<br>c<br>t<br>i<br>c<br>a<br>l<br>e<br>x<br>a<br>m | Pr<br>e<br>s<br>e<br>n<br>c<br>e | The Creator's<br>Theory        |  | 2 | 9  |
| P<br>r<br>a<br>c<br>t                                         | Pr<br>e<br>s<br>e<br>n<br>c<br>e | Text Theory                    |  | 2 | 10 |

|                                                                            |                                               |                                                                |  |          |           |
|----------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------|--|----------|-----------|
| <b>i<br/>c<br/>a<br/>l<br/>e<br/>x<br/>a<br/>m</b>                         |                                               |                                                                |  |          |           |
| <b>A<br/>s<br/>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b> | <b>Pr<br/>e<br/>s<br/>e<br/>n<br/>c<br/>e</b> | <b>The Concept of<br/>Inside and Outside</b>                   |  | <b>2</b> | <b>11</b> |
| <b>A<br/>s<br/>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b> | <b>Co<br/>m<br/>p<br/>a<br/>c<br/>t</b>       | <b>Types of Art<br/>Criticism according<br/>to its Methods</b> |  | <b>2</b> | <b>12</b> |
| <b>P<br/>r<br/>a<br/>c<br/>t</b>                                           | <b>Pr<br/>e<br/>s<br/>e<br/>n<br/>c<br/>e</b> | <b>Contextual criticism</b>                                    |  | <b>2</b> | <b>13</b> |



|                                                                                                    |                                |                                                |  |          |           |
|----------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------|--|----------|-----------|
| <b>i<br/>c<br/>a<br/>l<br/>e<br/>x<br/>a<br/>m</b>                                                 |                                |                                                |  |          |           |
| <b>P<br/>r<br/>a<br/>c<br/>t<br/>i<br/>c<br/>a<br/>l<br/>e<br/>x<br/>a<br/>m</b>                   | <b>Pr<br/>es<br/>en<br/>ce</b> | <b>Marxist Contextual<br/>Criticism</b>        |  | <b>2</b> | <b>14</b> |
| <b>Theoret<br/>al exam<br/>a<br/>n<br/>d<br/>p<br/>r<br/>a<br/>c<br/>t<br/>i<br/>c<br/>a<br/>l</b> | <b>Pr<br/>es<br/>en<br/>ce</b> | <b>Semester Exam<br/>(First Semester)</b>      |  | <b>2</b> | <b>15</b> |
| <b>A<br/>s</b>                                                                                     | <b>Co<br/>m</b>                | <b>Liebolt Thyn's<br/>Contextual Criticism</b> |  | <b>2</b> | <b>16</b> |

|                                                                                  |                                |                                                                     |  |          |           |
|----------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------|--|----------|-----------|
| <b>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b>                   | <b>pa<br/>ct</b>               |                                                                     |  |          |           |
| <b>A<br/>s<br/>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b>       | <b>Pr<br/>es<br/>en<br/>ce</b> | <b>Contextual Criticism<br/>of the School of<br/>Psychoanalysis</b> |  | <b>2</b> | <b>17</b> |
| <b>P<br/>r<br/>a<br/>c<br/>t<br/>i<br/>c<br/>a<br/>l<br/>e<br/>x<br/>a<br/>m</b> | <b>Pr<br/>es<br/>en<br/>ce</b> | <b>Impressionist<br/>Criticism</b>                                  |  | <b>2</b> | <b>18</b> |
| <b>A<br/>s</b>                                                                   | <b>Co<br/>m</b>                | <b>Intentional criticism</b>                                        |  | <b>2</b> | <b>19</b> |

|                                                               |                      |                               |  |   |    |
|---------------------------------------------------------------|----------------------|-------------------------------|--|---|----|
| k<br>q<br>u<br>e<br>s<br>t<br>i<br>o<br>n<br>s                | pa<br>ct             |                               |  |   |    |
| A<br>s<br>k<br>q<br>u<br>e<br>s<br>t<br>i<br>o<br>n<br>s      | Pr<br>es<br>en<br>ce | Subcritique                   |  | 2 | 20 |
| P<br>r<br>a<br>c<br>t<br>i<br>c<br>a<br>l<br>e<br>x<br>a<br>m | Pr<br>es<br>en<br>ce | New      Monetary<br>Movement |  | 2 | 21 |
| A<br>s                                                        | Pr<br>es             | Structuralism                 |  | 2 | 22 |

|                                                                            |                                               |                                                                                          |  |          |           |
|----------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------|--|----------|-----------|
| <b>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b>             | <b>en<br/>ce</b>                              |                                                                                          |  |          |           |
| <b>A<br/>s<br/>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b> | <b>Co<br/>m<br/>p<br/>a<br/>c<br/>t</b>       | <b>The Genesis of<br/>Structuralism</b>                                                  |  | <b>2</b> | <b>23</b> |
| <b>A<br/>s<br/>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b> | <b>Pr<br/>e<br/>s<br/>e<br/>n<br/>c<br/>e</b> | <b>How to Analyze a<br/>Theatrical Text<br/>According to the<br/>Structural Approach</b> |  | <b>2</b> | <b>24</b> |
| <b>A<br/>s<br/>k</b>                                                       | <b>Co<br/>m</b>                               | <b>Methodology of<br/>Semiological<br/>Criticism</b>                                     |  | <b>2</b> | <b>25</b> |

|                                                                                  |                                |                                             |  |          |           |
|----------------------------------------------------------------------------------|--------------------------------|---------------------------------------------|--|----------|-----------|
| <b>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b>                         | <b>pa<br/>ct</b>               |                                             |  |          |           |
| <b>P<br/>r<br/>a<br/>c<br/>t<br/>i<br/>c<br/>a<br/>l<br/>e<br/>x<br/>a<br/>m</b> | <b>Pr<br/>es<br/>en<br/>ce</b> | <b>Semiology as a<br/>Critical Approach</b> |  | <b>2</b> | <b>26</b> |
| <b>A<br/>s<br/>k<br/>q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b>       | <b>Co<br/>m<br/>pa<br/>ct</b>  | <b>Semiotic Criticism</b>                   |  | <b>2</b> | <b>27</b> |
| <b>A<br/>s<br/>k</b>                                                             | <b>Pr<br/>es</b>               | <b>A Critique of a<br/>Painting</b>         |  | <b>2</b> | <b>28</b> |

|                                                                                |                                  |                                             |  |   |    |
|--------------------------------------------------------------------------------|----------------------------------|---------------------------------------------|--|---|----|
| q<br>u<br>e<br>s<br>t<br>i<br>o<br>n<br>s                                      | en<br>ce                         |                                             |  |   |    |
| P<br>r<br>a<br>c<br>t<br>i<br>c<br>a<br>l<br>e<br>x<br>a<br>m                  | Pr<br>e<br>s<br>e<br>n<br>c<br>e | Criticism of a<br>theatrical<br>performance |  | 2 | 29 |
| Theoret<br>al exam<br>a<br>n<br>d<br>p<br>r<br>a<br>c<br>t<br>i<br>c<br>a<br>l | Pr<br>e<br>s<br>e<br>n<br>c<br>e | Semester Exam<br>(Second Semester)          |  | 2 | 30 |

## 11. Course Evaluation and Grade Divisions

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc. (the grade of the first semester is 25, the grade of the second semester is 25, the grade of the final exam is 50)

## 12. Learning Resources and Teaching

|                                                                                                                                                                                            |                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                                                                                                                                                                                            | Required Textbooks (Methodology, if any)                           |
| Art Criticism / Jerome Stolentz                                                                                                                                                            | Main Reference(s)                                                  |
| Theatrical Criticism / Dr. Bassem Al , Asam<br>Introduction to Literary Criticism / Ali Jawad Al-Taher<br>Plastic Criticism / Herbert Reed<br>Modern Critical Schools / Abdel Malik Murtad | Recommended books and references (scientific journals, reports...) |
| Most of the websites for art criticism, modern critical schools, plastic and theatrical criticism.                                                                                         | Electronic References , Websites                                   |

### 10. Course Name and Stage

(Course Name) : Viewing and Application / Academic Stage : Fourth

### 11. Course Code

### 12. Semester/ Year

2025–2026 Semester I & II

### 13. Date this description was prepared

2025

14. Available Forms of Attendance

- My presence in the classrooms of the Department of Art Education/Faculty Fine Arts/University of Mosul
- Attendance in secondary school classes during the application period in school for the second semester
- electronic while communicating with students through the electronic class for the purpose of notifications and sending some websites and electronic files.

15. Number of Hours (Total) / Number of Credits (Total)

120 : Practical Hours Number of Units of Subject: 2 Units

16. The name of the course administrator (if more than one name is mentioned) and the scientific title

Name : Eng. Dr. Nada Abdel Aziz Saleh / Scientific Title : Lecturer Email : natalibi80@uomosul.edu.iq

17. Course Objectives

- Developing classroom teaching skills
- Teaching students to prepare a plan book
- Providing students with the skill of writing a plan (annual, monthly, daily)
- Viewing the art education curriculum at the secondary stage and employing it in the preparation of the daily plan
- Developing the ability to evaluate the performance of (teacher applied, student trainee) Art Education
- Providing students with professional experiences in teaching secondary schools (intermediate, preparatory school)
- Attaching the field reality of secondary schools through the two methods of (viewing, application)
  - Training students to employ technology in the education process
  - Training students to prepare educational aids in the subject of art education

Course Objectives



|                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>Introducing students to art galleries and museums</li> <li>Introducing students to the relationship between art education and the labor market</li> <li>Introducing students to the relationship between art education and sustainable development</li> </ul> <p>Teaching Students to Write a Report on the Application Period<br/>Secondary Schools</p> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## 18. Teaching and Learning Strategies

|                                                                                                                                                                                                                  |                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Discussion, Exploration, Self-Learning, Collaborative Learning, Problem Solving, Multiple Intelligence, Role play, methods of creativity including the syntactic method, presentation, modeling, micro-education | <b>Strategy</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

## 19. Course Structure

| Evaluation Method                                        | Learning method         | Unit Name or Subject                                                | Required Learning Outcomes                                                                                                               | Watch es | The week |
|----------------------------------------------------------|-------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Tests and Assignments<br>Physical and electronic process | Physical and electronic | Practical exercises for some lessons in art education               | Qualifying the students of the Department of Art Education academically practice teaching subject (Artistic Education) Secondary Schools | 2        | 1        |
|                                                          | =                       | Teaching Planning                                                   |                                                                                                                                          | 2        | 2        |
|                                                          | =                       | Plan book (its definition, importance training on its use)          |                                                                                                                                          | 2        | 3        |
|                                                          | =                       | Observation (its definition, field objectives, stages, foundations) |                                                                                                                                          | 2        | 4        |
|                                                          | =                       | Viewing planning training                                           |                                                                                                                                          | 2        | 5        |
|                                                          | =                       | Training to fill out the watch form                                 |                                                                                                                                          | 2        | 6        |
|                                                          | =                       | Aspects to note while watching                                      |                                                                                                                                          | 2        | 7        |
|                                                          | =                       | Professional competencies of the applicant                          |                                                                                                                                          | 2        | 8        |

|  |          |                                                                                                                                                                      |                                                                                                                                        |   |    |
|--|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---|----|
|  | Presence | Teaching by students in the subject of art education within the lecture                                                                                              |                                                                                                                                        | 2 | 9  |
|  | =        | Discussion (Critical Session) of the lessons provided by the students                                                                                                |                                                                                                                                        | 2 | 10 |
|  | =        | Visit a high school                                                                                                                                                  |                                                                                                                                        | 2 | 11 |
|  | =        | Discussion of (Critical Session) of the Visit                                                                                                                        |                                                                                                                                        | 2 | 12 |
|  | =        | Classroom problems (the definition, causes, prevention methods, handling of expected problems) in class)                                                             |                                                                                                                                        | 2 | 13 |
|  | =        | Preparing an educational tool in art education , employing technology in the educational process                                                                     |                                                                                                                                        | 2 | 14 |
|  | =        | Field application (its definition importance), the functions of the supervising teacher towards the applicator ,<br>Functions of the Principal Towards the Applicant |                                                                                                                                        | 2 | 15 |
|  | Presence | Distributing students to secondary schools for practical purposes                                                                                                    | The educational department Technician is able to practice the application of teaching the subject (Art Education) in secondary schools | 2 | 16 |
|  |          | Art Exhibitions                                                                                                                                                      |                                                                                                                                        | 2 | 17 |
|  | =        | Art Museums                                                                                                                                                          |                                                                                                                                        | 2 | 18 |
|  | =        | Art Education and the Labor Market                                                                                                                                   |                                                                                                                                        | 2 | 19 |
|  | =        | The Relationship between Art Education and Sustainable Development                                                                                                   |                                                                                                                                        | 2 | 20 |
|  | =        | Application of Students in High Schools                                                                                                                              |                                                                                                                                        | 2 | 21 |
|  | =        | Dealing with the course instructor about the application                                                                                                             |                                                                                                                                        | 2 | 22 |
|  | =        | Dealing with the Administrator for the Application Phase                                                                                                             |                                                                                                                                        | 2 | 23 |

|  |   |                                                                             |  |   |    |
|--|---|-----------------------------------------------------------------------------|--|---|----|
|  | = | A Critical Session on the Process of Applying Students in Secondary Schools |  | 2 | 24 |
|  | = | Submit a detailed report on the application period                          |  | 2 | 25 |
|  | = | The training of educational activities                                      |  | 2 | 26 |
|  | = | Preparing for the Annual Festival of the Department of Art Education        |  | 2 | 27 |
|  | = | The Annual Festival of the Department of Art Education                      |  | 2 | 28 |
|  | = | Final Practical Tests                                                       |  | 2 | 29 |
|  | = | For final theory tests                                                      |  | 2 | 30 |

## 20. Course Evaluation

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

First Loan: (10% Practical Activities and Attendance + 40% Practical) = 50%

Chapter Two: (10% Reports, Activities and Attendance + 40% Practical) = 50%

Total 50% + 50% = 100%

## 21. Learning and Teaching Resources

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Required Textbooks (Methodology, any)                              |
| <p>1. Hamdan, Muhammad Ziad, <u>Practical Education: Its Concepts, Competencies and School Applications</u>, Modern Education House, Syria, 1998.</p> <p>2. Zayer, Saad Ali, et al., <u>Classroom Observation and Practical Application</u>, Safaa Publishing and Distribution House, Amman, 2016.</p> <p>3. Sabri, Daoud Abd al-Salam, and Naz Badr Khan Al-Sindi, <u>Practical Education, Observation and Application</u>, Noor Al-Hassan Office Printing, Baghdad, Bab Al-Moazzam, 2012.</p> <p>4. Musa, Saadi Lafta, <u>Methods and Techniques of Teaching Arts</u>, Al-Saadoun Press, Baghdad, 2001.</p> <p>5. Internet Websites Related to the Field of Practical Education (View and Application)</p> | Main References (Sources)                                          |
| <p>- References related to the field of viewing and application.</p> <p>- Art Education Teacher's Guide for the Middle Stage</p> <p>- Art Education Teacher's Guide for the Middle Stage</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Recommended books and references (scientific journals, reports...) |

|                                                                                                                                                                                                                                                                                                                                                                        |                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <p>- Websites of electronic libraries related to the field of science educational and psychological in general, and viewing a application in particular</p> <p>- Some websites that the student can view</p> <p>Within the search mechanism for the terms of viewing a application in schools</p> <p>Secondary school or vocational education in secondary schools</p> | <p><b>Electronic References, Websites</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|