SYLLABUS

1. Course title:

METHODOLOGY OF TEACHING MUSIC CULTURE I

2. Code:

3. Cycle of study:

1

4. ECTS credits:

4

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

Minimal required attendance is 70%, passed partial exam, submitted and completed individual team/group project

7. Class restrictions:

Only students from department of elementary school education

8. Duration / semester:

1 7

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 0

9.3. Laboratory/Practice classes: 1

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

TEACHER EDUCATION

12. Lecturer:

dr. sc. Selma Porobić, associate professor

13. Lecturer's e-mail:

selma.porobic@untz.ba

14. Web site:

www.ff.untz.ba and www.ff.unitz.ba

15. Course aims:

-Introduce students to basic terms of methodology of teaching music culture
-Modern strategies for learning and teaching music culture for the first triad of primary education
-Goals and tasks of basic skills, methods of studying, understanding and elaborating existing Curricula and preparations for basic nine-year education
-Strategies, methods and techniques for the development and promotion of knowledge, skills and competencies for making music and performing the simplest musical records
-Development of goals and satisfaction of musical performance (on children's instruments)
-Development of abilities of different forms of work in teaching (team, group and individual, individualized, combined or work in pairs)
-Developing individual and group potentials for independent interpretation of simple melodic lines, rhythmic improvisation, their beat and possible innovations on a given rhythmic or melodic phrase
-Development of independent creative musical expression (movement, voice, record, matrix, instrument in different styles)

16. Learning outcomes:

after passed exam, students will be able to:
-Monitor, analyze and critically reflect on the different levels of musical competencies and performances of students
-Know, apply and innovate models and theoretical approaches to curriculum development for music education (for classes 1 to 3)
-Know, apply and criticize the functions and criteria of music culture and the surroundings (concert hall, choir, orchestra, conductor, musical works and styles)
-Perform elaboration, analysis of students' achievements, write preparations (micro and macro) and all accompanying administration prescribed by the Framework Curriculum
-Evaluate and perform self-evaluation and evaluation of students' achievements and development of individual musical abilities
- Know the role and competencies of teachers in the development of musical love in children and the development of music culture
-Recognize potentially gifted-musical children and develop their abilities in cooperation with parents and the wider community

17. Course content:

1-Introduction to the basic concepts of music culture
2-Teaching music culture and aesthetic education of children in primary school
3-Goals and tasks of teaching music culture in general education school
4-Mass media, popular, artistic and folk music
5-How to conceive the teaching of music culture in primary school (preparation, curriculum, implementation, resources, aids ..)
6-partial exam #1 Application and practical realization of the simulation of the class lesson from 1-3 grades:
7-Music literacy development activities (dictation, evaluation, practice, improvisation)
8-singing activities (types of voices, singing techniques, group and individual singing)
9-Playing on the simplest rhythmic and melodic instruments (Orff's instrumentation)
10-Listening to and getting to know music (recognizing instruments, voices, musical forms, characters, tempo and dynamics)
11-Children's music creation
12-Integration, correlation and concentration in music culture teaching
13-Evaluation of student achievement and recognition of potentially gifted children in teaching and extracurricular music activities of students in the lower grades of primary school
14-Evaluation of student achievement and recognition of potentially gifted children in teaching and extracurricular music activities of students in the lower grades of primary school

18. Learning methods:

In the teaching class, Methodology of teaching Music culture 1, the following learning / teaching methods are planned:
- Lectures with the use of multimedia tools, active learning techniques and with active participation in the analysis of written preparations and student discussions
- Auditory exercises;
- Preparation, presentation, development of critical thinking through group and individual simulations of directed activities, workshops or debates.

19. Assessment methods:

With contingent attendance of courses/classes and with demonstrated activity during semester, students can achieve 20 points (20% of the total score).
Out of these 20 points, students can achieve 15 points directly through attendance (lectures and exercises), and 5 points can be scored being active in discussions and disputations.
Successful completion and presentation of individual or group project, students can achieve maximum of 10 points (10% of total score).
Seminar work or group project, is submitted in writing to the subject teacher for examination and evaluation, and then is presented orally/verbaly.
By the end of semester, student is mandated to complete and submit an independent critical review in the written format regarding his/hers attendance of classes, active participation through interactive workshops aimed to create personal attitudes in comparative research and improving pedagogical education at all levels, all this will be evaluated with 10 points (10% of of total number of points).
During the semester, students will have one partial (colloquial) assessment of knowledge from the field that covers the contents of the subject that is accomplished, and this will be evaluated with 10 points (10% of the total score).
A written colloquial knowledge assessment is executed halfway through the semester.
The remaining 50 points (50%), the student is earning at a final exam, which is performed in writing.
The final written exam consists of multiple choice tasks, recruitment tasks, or essay assignments.
The student can achieve a maximum of 50 points (50% of the total score) on the final written exam.
All students are attending the examination simultaneously, thus achieving the testing of the identical level of knowledge, as well as the identical conditions under which the student takes the exam.

20. Assessment components:

a) attendance and activity during courses/classes	20 (15+5)
b) individual seminar work / team project	10
c) critical review of the read book	10
d) partial / colloquial assessment of knowledge	10
e) final written exam	50
TOTAL:	100 points

21. Required reading list:

1. Rajko. P.,(2012): Metodika nastave glazbe (teorijsko-tematski aspekti), Zagreb,
2.Porobić. S., (2015): Motivacija i kreativnost u nastavi muzičke kulture, OFF-SET Tuzla,
3. Hodžić. R., (2005): Metodika muzike (za predškolski odgoj i razrednu nastavu), GRAFIČAR Bihać

22. Web sources:

-http://www.fmon.gov.ba/
-https://aposo.gov.ba/bs/
-http://pztz.ba/

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: