

## SYLLABUS

**1. Course title:**

METHODODOLOGY OF TEACHING MUSIC CULTURE II

**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

8

**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 application of methodology of teaching music culture in practice
- Modern strategies for learning and teaching music culture for the first triad of primary education (focus on 4th and 5th grade)
- Goals and tasks of basic skills, methods of studying, understanding and elaborating existing Curricula (micro and macro preps, music sections)
- Development of acquired knowledge in practice with the application of independent expressions of students and the satisfaction of musical performance (on melodic instruments such as synthesizer, piano, etc. rhythmic instruments)
- Development of independent creative musical expression (movement, voice, media mix, matrix, instrument in different musical styles)
- Getting acquainted with various artistic and folk dances, musical games and other works of our and other nations
- Recognition of types of voices, instruments and musical forms

Analysis of preparations from different areas of music culture (1-5 grades of primary school), independent

**16. Learning outcomes:**

performance of at least 2 hours

after passed exam, students will be able to:

- Monitor, analyze and critically reflect on the different levels of musical competencies and performances of students
- Criticize, know, apply and innovate models and theoretical approaches to curriculum development and Curriculum (grades 1-5)
- 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 individual, group or team achievement of students, write preparations (micro and macro) and all the accompanying administration prescribed by the Curriculum, and develop preparations for music sections
- 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
- independently design the work of musical performances, sections or public presentations of students in the field of music culture

**17. Course content:**

- 1-Repetition and definition of basic concepts of music culture
- 2-Curriculum and programs of music culture from 1st to 5th grade
- 3-Goals and tasks of teaching music culture for 1st to 5th grade (complete musical literacy of students)
- 4-Critical analysis of the preparation of different music areas for the 4th and 5th grade of primary school
- 5-How to conceive teaching content for the purpose of awakening musical interests and love for different musical contents
- 6-partial exam 1

Application and practical realization of simulation of classes for 4th and 5th grade:

- 7-Development of musical literacy (notes, tact, pauses, tempo, dynamics, counting, singing and independent performance of students or accompanied by teachers)
- 8-Singing according to the musical text (group and individual singing, polyphony)
- 9-Playing rhythmic and melodic instruments, improvisation, correlation
- 10-Listening and getting to know music of different musical forms
- 11-Development of children's musical creativity, movements, dances and styles
- 12-Independent analysis of written lesson preparation from at least 2 different music areas (micro and macro)

13-Independent performance of at least 2 independent music culture classes from 1st to 5th grade

14-Evaluation of teacher and student achievements in teaching and extracurricular music activities of students in

**18. Learning methods:**

In the teaching class, Methodology of teaching Music culture 2, the following learning / teaching methods are planned:

- Lectures with the use of multimedia tools, active learning techniques, development of critical thinking and attitudes, 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/verbally.

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 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. Požgaj, J. (1988), Metodika nastave glazbene kulture u osnovnoj školi. Zagreb: Školska knjiga.
2. 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:**