(Table 5.2) Course unit description

Study program: Preschool Teacher
Type and level of studies: Bachelor Studies
Course unit: Methodology of Music Education 1
Teacher in charge: Marija Tanasković, PhD, Associate Professor, Maja Ćalić, MA, Teaching Assistant
Language of instruction: English
ECTS: 5
Prerequisites: /
Semester: Winter or Summer Semester
Course unit objective The objective of this course is, based on previous knowledge in the field of music (theory of music, music history, form of music, knowledge of musical instruments), to enable future preschool teachers to implement content in the field of early music education. Future educators, grounded in contemporary theoretical frameworks regarding childhood, learning, and the development of preschool-aged children, are qualified to implement music education content in preschool institutions. Future educators are expected to deliver topics in a manner that aligns with the developmental capabilities and specific characteristics of preschool-aged children.
Learning outcomes of Course unit Students are qualified to implement creative musical activities – using singing, listening to music, and play – to stimulate children's experiences, develop their sense of rhythm, musical ear, and motor skills, and take the first steps in aesthetic education.
Course unit contents **Theoretical classes** The program content includes several teaching topics and refers to the basics and expressive means of music education, goals and tasks, teaching aids, the method of processing individual elements of the profession, the development of musical abilities (such as a sense of measure, rhythm, pitch, volume, color, duration, musical memory and musical creativity). Within the framework of the course, students are introduced to the structure of educational work and the content for immediate preparation for work. Goals, tasks and teaching aids in the service of the development of musical abilities, the implementation of counting, songs, music play, the content of listening to music, the selection of content in relation to age, sound and sound properties. methodological procedure. **Practical classes** Content demonstration: singing, playing instruments, music plays, music listening, analysis of music.
References Choksy, L., Abramson, R. M., Gillespie, A. E., Woods, D., & York, F. (2001). *Teaching music in the twenty-first century* (2nd ed.). Upper Saddle River: Prentice Hall. Ђурковић-Пантелић, М. (1998). *Методика музичког васпитања деце предшколског узраста*. Шабац: Виша школа за образовање васпитача. Fredriksson, K., Zandén, O., & Wallerstedt, C. (2024). Teaching and learning in music education – a meta-synthesis. *Music Education Research*, 26(2), 193–204. https://doi.org/10.1080/14613808.2024.2319579

Marshall, K. & Stirling, P. (2016). *How to teach Instrumental & Singing Lessons*. London: Harper Collins Publishers.
Sarrazin, N. (2016). *Music and the Child*. Open SUNY Textbooks. Available at: Music and the Child
Young, S. (2018). *Critical New Perspectives in Early Childhood Music*. London and New York: Routledge.

Number of active teaching hours				Other classes
Lectures: 1	Practice: 1	Other forms of classes: mentoring and monitoring: 1	Independent work	

Teaching methods

Interactive classes and practical application of the knowledge acquired; methods of oral presentation, demonstration, conversation and discussion, practical work, presentations and mentoring.

Examination methods (maximum 100 points)

Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	**10**	oral examination	**30**
practical classes/tests	**30**	written examination	
seminars/homework	**30**	.....	
Project			
Other			

Grading system

Grade	**No. of points**	**Description**
10	**91–100**	**Excellent**
9	**81–90**	**Exceptionally good**
8	**71–80**	**Very good**
7	**61–70**	**Good**
6	**51–60**	**Passing**
5	**Less than 51**	**Failing**