(Table 5.2) Course unit description

<table>
<tr><td colspan="5">Study program: Primary School Teacher, Preschool Teacher</td></tr>
<tr><td colspan="5">Type and level of studies: Bachelor Studies</td></tr>
<tr><td colspan="5">Course unit: Vocal-instrumental teaching</td></tr>
<tr><td colspan="5">Teacher in charge: Marija Tanasković, PhD, Associate Professor, Maja Ćalić, MA, Teaching Assistant</td></tr>
<tr><td colspan="5">Language of instruction: English</td></tr>
<tr><td colspan="5">ECTS: 6</td></tr>
<tr><td colspan="5">Prerequisites: /</td></tr>
<tr><td colspan="5">Semester: Winter or Summer Semester</td></tr>
<tr><td colspan="5">Course unit objective
The goal of educational and instructional work within Vocal-instrumental teaching relates to the acquisition of theoretical and practical knowledge. This encompasses the knowledge, abilities, skills, volitional activities, and aesthetic qualities necessary for the successful implementation of the Music Culture curriculum in the lower grades of primary school.</td></tr>
<tr><td colspan="5">Learning outcomes of Course unit
The student is qualified to read music notation and translate it into sound. This includes a foundational knowledge of music theory, intonation, music forms, harmony, music history, playing a chosen keyboard instrument, and familiarity with various musical instruments.</td></tr>
<tr><td colspan="5">Course unit contents
Theoretical classes
Music Theory: sound, notation, tonal system, scales, intervals, chords, dynamics, tempo, articulation.
Music Forms: elements of music forms, song forms.
Knowledge of Instruments: classification and appearance of music instruments.
Harmony: basic principles of harmonizing children’s songs.
Music History: music eras, composers, characteristics.
Practical classes
Playing a chosen keyboard instrument, performing rhythmic exercises, singing songs using solmization and lyrics, sight-reading (parlato), harmonizing and transposing children’s songs.</td></tr>
<tr><td colspan="5">References
Hutchinson, R. (2019). Music Theory for the 21st-Century Classroom. Available at: https://musictheory.pugetsound.edu/hw/MusicTheory.pdf
McPherson, G. and Welch, G. (eds.) (2018). Vocal, Instrumental, and Ensemble Learning and Teaching. An Oxford Handbook of Music Education, Volume 3. Oxford University Press.
Van Handel, L. (ed.) (2020). The Routledge Companion to Music Theory Pedagogy. New York: Routledge.
Судзиловски, Д., Терзић, Е. (2008). Вокално-инструментална настава. Ужице: Учитељски факултет.</td></tr>
<tr><td colspan="4">Number of active teaching hours</td><td rowspan="2">Other classes</td></tr>
<tr><td>Lectures: 1</td><td>Practice: 2</td><td>Other forms of classes: mentoring and monitoring: 1</td><td>Independent work</td></tr>
<tr><td colspan="5">Teaching methods
Interactive classes and practical application of the knowledge acquired; methods of oral presentation,</td></tr>
</table>

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	**24**
practical classes/tests	**36**	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**