



1. GENERAL INFORMATION			
1.1. Course teacher	Ines Fočić, prof., lecturer	1.6. Year of the study programme	4 th
1.2. Name of the course	Solfeggio IV	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 P
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	1. obligatory (Musical Pedagogy Module) / 2. elective (Organ Module)	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - development, enrichment, and perfection of the skill of conducting rhythmic examples (one-line, two-line, and three-line examples from the script for the 4th year and by teacher's choice), - development, enrichment, and perfection of the skill of singing of all intervals, three-sounds, four-sounds, and MD and VD nona-chords, an all basic, raised, and lowered (b, es) tones, - development and enrichment of the skill of singing (increasing and decreasing in a set rhythm and tempo) of all old-church scales, on basic, raised, and lowered tones, - singing of examples from musical literature (by choice of the teacher and following the principles of appropriateness and acceleration) - development and enrichment of the skill of recognising and writing down rhythms and melodies of multi-voice homophonic and polyphonic examples (by choice of the teacher and following the principles of appropriateness and acceleration), <p><u>In general:</u></p> <ul style="list-style-type: none"> - development, enrichment, and perfection of recognising and writing down (dictates), and reproduction of set intervals, chords, rhythms, and melodies, as well as multi-voice homophonic and polyphonic examples according to the principles of appropriateness and acceleration, - developing the awareness of connectedness of knowledge with affiliated courses (Harmony, Polyphony, Analysis of Musical Forms,...), - to equip students for independent practicing and learning, - to equip students for speedy and skilful reading and interpretation of new note texts, - to equip students for skilful and correct resourcefulness in a group, polyphonic singing from lists. 		
2.2. Course enrolment requirements and entry competences required for the course	Successfully passed exam in the course Solfeggio III.		
2.3. Learning outcomes at the level of the programme to which the	After the completion of studies students will be able to apply musical-theoretical knowledge in all segments of sacral musical life, in their work in the area of culture, education and in their work in media. They will be able to continuously		



course contributes	evaluate and reflect on their own practice; they will acquire skills of learning and practicing that will enable them to systematically work on their own professional improvement.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - to understand and argumentatively present all concepts related to chords (all three-sounds, four-sounds, MD and VD nona-chords) on all basic, raised, and lowered tones, within a tonality, all kinds of modulations, and all moduses, - to understand and argumentatively present all terms related to G, F, and C keys, - to analyse rhythmic and poly-rhythmic tasks (one-line, two-line, three-line examples), identify rhythmic figures and then independently pronounce, knock, and play a task (chosen by the teacher, following the principles of appropriateness and acceleration), - to analyse an example from music literature (chosen by the teacher, following the principle of appropriateness and acceleration) and to comment alterations, modulations, cadences, and then to sing this melody, - to apply acquired knowledge and skills during writing of dictates (rhythmic, melodic-rhythmic, polyphonic), - to develop the skill of independent practicing and learning, - to develop the skill of speedy and correct reading and interpreting new note texts, - to develop the skill of skilful and speedy resourcefulness in a group, polyphonic singing from lists. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> - intervals and chords (all intervals, all four-sounds, MD and VD nona-chord) theoretically and acoustically analysed (to recognise and write what was played, to sing what was written) on basic, raised, and lowered tones (sequence according to the notebook for the 4th year), - scales: to sing on each tone (sequence according to the notebook), - examples for practicing rhythm and poly-rhythm (one-line, two-line, and three-line examples from the notebook for the 4th year, by teacher's choice), - examples for reading (parlato) or singing in all G, F, and C keys, with continuous changes of keys within examples, - examples from musical literature (mostly works of J.S. Bach, but also other composers of various musical styles) by teacher's choice, following the principles of appropriateness and acceleration, - examples from musical literature in tonalities or moduses for polyphonic singing (by teacher's choice, following the principles of appropriateness and acceleration), - oral and written dictates exclusively on the basis of listening of quality records (CD, internet), - more complex rhythm dictates (writing down rhythm of one or more sections while listening to a work), - one-voice dictates (examples from classic homophonic musical literature, to write down the leading section or bass), - two-voice dictates (homophonic and polyphonic) - three-voice and four-voice homophonic dictates coupled with recognition of tone functions, - recognition of individual instruments with a given score sheet, - isolating one or more voices/instruments from a record and writing it down in a partial score sheet, - dictate with a note text: recognition and correction of wrongly written notes and pauses, measures, keys, tempo signs, dynamics, agogics,... 		
2.6. Format of instruction:	1. lectures 2. exercises	3. individual tasks	2.7. Comments:



2.8. Student responsibilities	Regular class attendance and active participation = 50 hours Regular preparation for classes (practicing, homework) =20 hours Preparation for preliminary exams and preliminary exams = 20 hours Practicing and preparing for the exam and the exam = 30 hours Total: 120 hours – 4 ECTS points				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.50	Research		Practical work
	Experiments		Report		Regular preparation for classes (practicing, tasks)
	Essay		Seminar paper		(add other)
	Preliminary exam	0,50	Oral exam	0,75	(add other)
	Written exam	0,75	Project		(add other)
2.10. Grading and evaluating student work in class and at the final exam	- continuous monitoring of work during classes, - monitoring of progress of students through preliminary exams, - a comprehensive oral and written exam at the end of a year.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	I.Golčić: Solfeggio 4 (notebook), Zagreb 2004.				
2.12. Optional literature (at the time of submission of study programme proposal)	- exercises for rhythm and intonation from various solfeggio handbooks (by teacher’s choice, following the principles of appropriateness and acceleration), - examples from musical literature, homophonic and polyphonic (by teacher’s choice, following the principles of appropriateness and acceleration), - examples for singing with piano accompaniment (two students) that include all kinds of G, F, and C keys (by teacher’s choice, following the principles of appropriateness and acceleration)				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Database of class attendance, performed tasks and activities of students, analysis of success of students on preliminary exams and on the written and oral exam.				
2.14. Other (as the proposer wishes to add)					