

MUSIC AND FINE ARTS AS A FOUNDATION FOR DEVELOPING THE CULTURAL IDENTITY OF SCHOOLCHILDREN

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Abstract

This paper begins with the complex role of education, evident in its dual impact: on the individual level—supporting the overall development of those involved in the educational process (intellectual, physical, aesthetic, and moral); and on the societal level—transmitting shared values that serve as general guidelines for life within that society and for strengthening cohesion among members. This paper explores the role of arts education in primary schools in the Republic of Serbia, in the context of shaping the students' cultural identity, with a particular focus on the subjects of Music and Fine Arts. The aim of this research is to determine whether the learning objectives of these subjects are oriented towards fostering the cultural awareness and identity of younger generations. The paper sets out the following objectives: (1) to provide an overview of the international and national documents that represent the framework for the action of formal education in terms of the development of cultural identity; and (2) to examine educational standards and learning objectives for the Music and Fine Arts subjects, with a focus on how they contribute to the foundation of cultural identity. The descriptive-analytical method and the secondary analysis of the documents (legal and other documents) related to arts education and cultural identity were applied in this research. This research shows that education, viewed through the lens of subjects like Music and Fine Arts, plays an important role in shaping cultural identity and fostering cultural awareness among primary school students.

Key words: art as a form of social consciousness, education, arts education, cultural identity, primary school.

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МУЗИЧКА И ЛИКОВНА КУЛТУРА КАО ОСНОВА ЗА ФОРМИРАЊЕ КУЛТУРНОГ ИДЕНТИТЕТА ДЕЦЕ ШКОЛСКОГ УЗРАСТА

Апстракт

Рад полази од комплексне улоге образовања, видљиве у његовом вишеслојном деловању: на индивидуалном нивоу – на укупни развој учесника образовног процеса (интелектуални, физички, естетски, морални); и на социјалном нивоу – преношење заједничких вредности које представљају најопштије смернице за живот у датом друштву и јачање кохезије међу његовим припадницима. Рад истражује улогу уметничког образовања у основној школи у контексту обликовања културног идентитета ученика у Републици Србији, с посебним фокусом на наставне предмете Музичка култура и Ликовна култура. Циљ истраживања је утврдити да ли су исходи ових предмета оријентисани на неговање културне свести и идентитета млађих генерација. Постављени су следећи задаци: (1) дати преглед међународних и националних докумената који представљају оквир за деловање формалног образовања на плану развоја културе и идентитета – приказати место културног и уметничког образовања у међународној перспективи и националном контексту; и (2) анализирати образовне стандарде за крај обавезног образовања и исходе наставних предмета Музичка култура и Ликовна култура са аспекта стварања основа за формирање културног идентитета. У раду су коришћени дескриптивно-аналитички метод и анализа секундарне грађе докумената (правних и других докумената) који уређују однос уметничко образовање – културни идентитет. Истраживање показује да образовање кроз призму наставних предмета Музичка култура и Ликовна култура, има важну улогу у обликовању културног идентитета и развоју културне свести међу ученицима основних школа.

Кључне речи: уметност као облик друштвене свести, образовање, уметничко образовање, културни идентитет, основна школа.

INTRODUCTION

Culture can be defined as a set of symbolic forms and practices through which humans give meaning to their existence — it provides people with the ability to find purpose and values in the world and in life. This simple definition, however, conceals the full complexity of the concept of culture, as only through uncovering the meaning and purpose behind human actions can culture truly be understood. This involves a long and complex process of reflection and reevaluation. Interest and readiness to reflect on the meanings assigned to human actions and the established hierarchies of values in both “collective” and “individual” worlds are closely connected to education. Art plays a special role in this preparation because “only in art (and in philosophy) are various meanings questioned, constructed, and deconstructed” (Žunić, 2013, p. 233). That is why it is important for compulsory primary education to offer new generations content about art.

When does art become part of the formal education system? During various phases of educational expansion—linked to the development of

capitalism and the rise of the middle class (Geahigan, 1992; Stankiewicz, 2007)—art began to appear in public school curricula. Arts education can be understood as a facet of cultural education, encompassing both traditional and contemporary art forms through which students engage in creative work, reflect on and appreciate artworks, and gain historical and contextual perspectives on the role of art (O’Farrell, & Kukkonen, 2017, p.7), which involving a qualified artist or mediator-educator working within an institution (EDUCULT, 2010, p.28).

The authors’ main goal is to emphasize that art, as incorporated into school subjects within primary education, holds a specific significance and role in laying the groundwork for the development of cultural identity. Cultural identity is formed in relation to other identities within a shared social context (Prodović Milojković, & Samokal Jovanović, 2013) and are based on the “value-based elements that constitute culture, such as tradition, language, religion, law, customs, folklore, mythology, and art” (Božilović, 2007, p.45), and it is transmitted “through social learning” (Koković, 2005). Art-related content (both music and fine arts) has a unique capacity to convey elements of cultural identity and to support students in expressing their sense of cultural belonging, thereby creating conditions for mutual understanding and connection among individuals from different cultural backgrounds.

The successful integration of a child into society entails the formation and development of both personal and collective identities, including cultural identity. Identity formation can be viewed as a “striving for individual affirmation” at the expense of the structures that shape it. However, even in modern societies, the role of institutions in the construction of identity is often emphasized: “The paradox of personal identity lies in the fact that it is expressed through group affiliations and, consequently, through the intertwining of collective identities” (Halpern, 2009, p. 25). The acquisition of cultural identity remains subject to the constraints imposed by the educational system: “The school in all nations/states determines the most significant mnemonic foundations (...) and the definition of legitimate culture” (Ruano-Borbalan, 2009, p. 13). Creative and cultural programs represent powerful means of revitalizing the sense of community within schools and fostering connections between the entire school and the broader community (National Advisory Committee on Creative and Cultural Education, 1999, p. 27). Education that enables children to connect with the core values of the culture to which they belong, while also learning about Others, simultaneously facilitates their successful integration into both their immediate society and the broader global society. This broader society is shaped by globalization, which “has unifying characteristics that directly threaten the preservation of cultural diversity and the identities based on it” (Šuvaković, & Kragović, 2015, p. 297). Nevertheless, arts education, through its overall impact, can contribute to the preservation of

authenticity in creative expression, the safeguarding of cultural diversity, and the strengthening of a sense of community within schools and their connection to the wider society.

The paper employs a descriptive-analytical method and document analysis, focusing on materials that regulate school-based learning about culture and fine arts, as well as the educational standards for the subjects Music Education and Fine Arts at the end of compulsory education.

CULTURAL AND ARTS EDUCATION FROM AN INTERNATIONAL PERSPECTIVE

A major shift in how the role of art in education is perceived globally—moving the focus from the effectiveness of arts pedagogy to the broader impact of Arts education beyond the artistic context—was marked by UNESCO's International Appeal for the Promotion of Arts Education in Schools (1999). Since then, the role of Arts education has been viewed through the lens of globalization. Researchers have increasingly emphasized its importance in two key areas: the cultural dimension and the economic dimension. At the same time, within formal education, cultural and fine arts education increasingly intertwine (Wimmer, 2009).

Numerous international documents that regulate the fields of culture and education advocate for the protection and preservation of cultural diversity. These documents place particular emphasis on the role of the arts in education as a means of resisting cultural and educational homogenization. The right to cultural and artistic education is an integral part of the human rights framework outlined in four key United Nations (UN) international documents: 1) *The Universal Declaration of Human Rights*, addresses cultural and artistic education in Articles 22 and 27. 2) *The Convention on the Rights of the Child* also outlines children's rights in the field of cultural and artistic education, particularly in Articles 29 and 31. 3) *The International Covenant on Economic, Social and Cultural Rights*, in Article 15, defines the right to participate in cultural life as follows: *participation; access; and contribution to cultural life*. 4) *Resolution 70/1 – Transforming Our World: The 2030 Agenda for Sustainable Development* sets out 17 new Sustainable Development Goals. The fourth goal is quality education for all, and its defined targets include cultural and artistic education aimed at fostering sustainable lifestyles, respect for cultural diversity, and more.

The right to cultural and arts education is an integral part of the framework of the following five key documents of the United Nations Educational, Scientific and Cultural Organization (UNESCO): 1) The Convention Against Discrimination in Education, 2) The Universal Declaration on Cultural Diversity, 3) The Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 4) The Convention for the Safe-

guarding of the Intangible Cultural Heritage, and 5) The Convention Concerning the Protection of the World Cultural and Natural Heritage. These documents provide a global platform for international cooperation in the fields of culture and education, and establish a holistic system for managing culture based on human rights and shared values. Their aim is to protect and preserve the world's cultural heritage, promote cultural diversity, and encourage the development of cultural and artistic education.

The Recommendation of the European Parliament and the Council of the European Union (2006) on the European Reference Framework of Key Competences, which in many ways defines the so-called European Education Area, identifies eight key competences and recommends them as educational objectives for European countries. The eighth key competence, "Cultural awareness and expression," emphasizes the importance of cultural and artistic education in society:

"involves understanding and appreciating how ideas and meaning are creatively expressed and communicated in different cultures through a range of artistic and other cultural forms" (Council Recommendation on key competences for lifelong learning, 2018).

CULTURAL AND ARTS EDUCATION IN THE NATIONAL CONTEXT

Primary education in the Republic of Serbia is governed by two key legislative acts: the Law on the Fundamentals of the Education System (2019) and the Law on Primary Education (2019).

According to the Law on the Fundamentals of the Education System (2019), the fundamental goals of education are: the development and respect of racial, national, cultural, linguistic, religious, gender, sexual, and age equality, tolerance, and appreciation of diversity; the development of personal and national identity, fostering awareness and a sense of belonging to the Republic of Serbia, respecting and nurturing the Serbian language and the mother tongue, traditions and culture of the Serbian people and national minorities, promoting interculturality, and respecting and preserving national and world cultural heritage. Within this framework, the objectives of primary education include *„developing an awareness of one's own culture and cultural diversity, as well as the creative expression of ideas, experiences, and emotions through various media, including music, literature, performing arts, and visual arts*. The Law on Primary Education (2019) sets out the goals and objectives of primary education in the context of fine arts education and cultural identity: shaping attitudes, beliefs, and value systems; developing personal and national identity; nurturing the traditions and culture of the Serbian people, national minorities, ethnic communities, and other peoples; promoting multiculturalism; respecting and preserving national and world cultural heritage; encouraging the development and respect of national and

cultural equality and tolerance; fostering a sense of belonging to one's nation and culture; knowing one's own traditions and contributing to their preservation and development; as well as knowing and respecting the traditions, identity, and culture of other communities.

The legislative framework in the Republic of Serbia, it can be concluded, contains goals and learning objectives that are oriented towards the formation of cultural identity, preservation of one's own cultural heritage and respect for cultural differences.

Art education, according to S. Radojičić, is viewed as an integral approach to contemporary education in crisis—one that can “overcome the instrumentalist reduction of humanity to just some of its dimensions” (Radojičić, 2014, p.210).

Numerous authors highlight the importance of fine arts education—especially music—for the development of cultural identity (Cicović-Sarajlić, & Pavlović, 2017; Özdek, 2015; Radojičić, 2014; Ristivojević, 2014).

The primary school subjects that focus on fine arts within formal education are Music Education and Fine Arts Education. However, other forms of artistic practice are also addressed—often in an interdisciplinary way—within the broader framework of social and humanities subjects (Bosnar, & Arsenijević, 2023).

EDUCATIONAL STANDARDS AND LEARNING OBJECTIVES FOR THE SUBJECT MUSIC EDUCATION

Educational standards “represent the professional response to the need for a clear definition of desired learning objectives and establishing ways to measure student achievement based on those objectives” (Pešikan, 2012, p.8). Educational standards outline the essential knowledge, skills, and abilities students are expected to acquire during their education (Sanader, 2008). They articulate the most important demands of teaching and learning and express them as outcomes observable in students' behavior and reasoning (Educational Standards for the End of Compulsory Education, 2009). *Learning objectives*, on the other hand, typically refer to what students are expected to know, understand, and demonstrate by the end of the learning process (Mikanović, 2013).

This section of the paper will examine the educational standards at the end of primary education cycle and the learning objectives for the subjects Music Education.

Music education is recognized as

“a means for building and developing students' capacities, helping them become individuals who think, who know how to listen, who can express themselves, create, and seek beauty in life” (Tupanjac, Bogunović, Ivanović, Đurović, Tubin, & Nešić, 2010: 5).

The mandatory standards for the subject Music Education at the end of compulsory education are defined across the following areas: *knowledge and understanding; music listening; music performance; musical creativity*.

Table 1. Educational standards by field and level for the subject Music Education in relation to laying the foundation for the development of cultural identity

Field		Basic level	Intermediate level	Advanced level
Knowledge and understanding		Describes the basic characteristics of folk art (or folk creativity)	Is able to analyze the connection between forms of folk music-making and the specific context of traditional community life.	Understands the historical and social circumstances surrounding the origin of the genre and forms of musical folklore.
Listening to music		Identifies Serbian musical folklore based on listening	Recognizes the structure of a specific music genre.	Is able to analyze an audio example and identify the connection between its perceptual characteristics and the context of its origin and the use of different forms of musical folklore
Performing music		Sings and performs folk songs (in addition to children's and popular songs).	/	/
Musical creativity		Participates in selecting music appropriate for a given genre and historical context.	/	/

The 2024 Rulebook on Standards of Educational Achievement for the End of the First Cycle and the End of Primary Education defines the educational standards for the subject of *Music Education*, including general and specific competencies (SSC), as well as learning objectives for completing primary education. The general subject competency includes not only specific knowledge and skills but also the development of attitudes and connections to the musical heritage of both one's own and other cultures, which in turn helps shape cultural identity and the development of intercultural awareness.

This section of the paper will present the learning objectives for the Music Education subject at the basic, intermediate, and advanced levels, as outlined in the 2024 Rulebook (Tables 2, 3, and 4).

*Table 2. Music Education – Basic Level -
Learning Objectives at the End of Primary Education*

SSC 1	SSC 2	SSC 3
Students:	Students:	Students:
1.1. Apply musical notation, note values, meter signatures, dynamics, tempo, and other expressive elements of musical art.	2.1: Sing by ear in their native language and in the languages of other peoples, with or without rhythmic instrument accompaniment.	3.1: Behave in accordance with the rules of musical etiquette in various musical settings.
1.2: Identify key characteristics of a particular musical style or genre (musical forms, notable composers, and representative works).	2.2: Perform a simple rhythmic accompaniment they have created using rhythm instruments.	3.2: Demonstrate coordination and motor control through playing instruments and movement.
1.3: Describe the classification of instruments based on how sound is produced and recognize the type of instrument by its appearance.	2.3: Respond with movement and express themselves through visual illustrations while listening to music.	3.3: Describe their feelings and impressions of a musical piece, either orally or in writing.
	2.4: Recognize contrasts and repeated musical material in listening examples.	3.4: Take part in organizing cultural events, demonstrating communication skills and teamwork.
		3.5: Explain the importance of preserving musical heritage.

Based on the presented learning objectives for the end of compulsory education in the subject Music Education, it can be concluded that at different levels students acquire different Specific Subject Competencies (SSC), which to varying degrees enable the development of cultural identity and the development of intercultural awareness.

1) The objectives at the basic and intermediate levels show that students recognize the significance of music; students understand and can explain the *importance of preserving musical heritage*; students understand *the role and place of music in traditional rituals and customs of their own and other cultures*.

2) The objectives at the advanced level, in a condensed way, show that students understand the connections between music and other fields such as history and religion, which contributes to shaping a sense of collective belonging and cultural identity.

*Table 3. Music Education – Intermediate Level -
Learning Objectives at the End of Primary Education*

SSC 1	SSC 2	SSC 3
Students:	Students:	Students:
1.1. Use musical terminology to interpret and explain musical concepts.	2.1. Understand the role and significance of music in the traditional rituals and customs of their own and other cultures.	3.1. Apply and manage proper singing techniques, including posture, breathing, vocal apparatus use, diction, and articulation.
1.2. Present the key features of a specific musical style or genre within its broader social and historical context.	2.2. Sing in their native language and the languages of other peoples, with or without rhythmic instrument accompaniment, using sheet music.	3.2. Through group music-making, develop and express values such as tolerance, self-confidence, multicultural awareness, a sense of belonging, and respect for diversity.
1.3. Relate expressive performance elements to the type, purpose, and character of a musical composition.	2.3. Identify an instrument or group of instruments in a musical composition.	3.3. Critically reflect on the impact of music and surrounding sounds on health and well-being.
1.4. Interpret the use of instruments and instrumental groups in a musical piece in relation to their sound qualities and technical possibilities.	2.4. Name compositions from various musical styles and genres.	3.4. Express and explain their opinion about a musical piece, either verbally or in writing.
1.5. Identify the mutual influence, similarities, and differences in expression between literature (e.g. opera, solo song), stage movement (e.g. movement and rhythm), visual arts (e.g. color, rhythm, contrast, dynamics, color palette, brushstroke, and expressiveness), and musical art.	2.5. Express their experience of music through other art forms (dance, drama, spoken or written word, visual arts).	
	2.6. Improvise simple melodies and rhythmic accompaniments using the body as an instrument.	
	2.7. Use musical patterns to create musical wholes through singing, playing, and movement.	

The findings obtained align with those of other scholars who have explored the role of music education in the formation of cultural identity. These authors emphasize that: a) music is one of the key preconditions for the development of cultural identity (Bazić, & Pavlović, 2017; Özdek, 2015; Trifunović, 2023); and b) music education is essential for preserving the continuity of musical tradition in multiethnic societies, while also playing a significant role in the personal development of young people (Islam, & Leshkova-Zelenkovska, 2011). However, I. Žebeljan warns that “the state of art music in Serbia is catastrophic. The most endangered areas are

Serbian musical heritage and contemporary Serbian music creation” (Žebeljan, 2012, p. 1). It is therefore crucial to promote and present the works of Serbian composers—especially women composers—in order to form a more comprehensive understanding of musical creativity in our region, thereby enhancing school-based learning about cultural identity (Jeremić, & Ivanović O'Brajen, 2023).

*Table 4. Music Education – Advanced Level -
Learning Objectives at the End of Primary Education*

SSC 1	SSC 2	SSC 3
Students:	Students:	Students:
1.1. Analyze sheet music (musical meter, key, tempo, dynamics, rhythmic figures, expressive markings) in order to interpret a musical piece.	2.1. Identify the influence of earlier musical eras in contemporary music works.	3.1. Participate in the planning and performance of cultural events, fostering teamwork and offering critical reflections on selected and/or performed compositions.
1.2. Analyze the technical and performance capabilities of instruments in a composition, including tone color, timbre, pitch range, and agility/virtuosity.	2.2. Classify selected musical pieces based on their thematic, literary, or visual content.	3.2. Use ICT tools to notate music, add rhythmic accompaniment, apply suggested harmonization, and select instruments based on sound compatibility.
1.3. Explore how music is thematically, stylistically, or generically connected with other art forms and non-art disciplines (such as literature, stage movement, visual arts, religion, history, medicine, sports, etc.).	2.3. Collaborate in group settings by improvising short musical segments using voice, melodic instruments, or movement.	
1.4. Use ICT tools independently to research audio and video recordings of musical programs, composer biographies, and to create presentations.		

LEARNING OBJECTIVES AND EDUCATIONAL STANDARDS FOR FINE ARTS EDUCATION

The mandatory standards for the completion of compulsory education in the subject of Fine Arts (Borut et al., 2010) are defined in the following areas: media, materials, and techniques of visual arts; elements, principles, and content (themes, motifs, ideas, etc.) of visual arts; as well as the role, development, and diversity of visual arts. Within each area, brief descriptions are developed by levels, outlining students' abilities, knowledge, and skills. These are defined through key learning components: foundational knowledge, creative skills, and critical thinking (see Table 5).

Table 5. Educational standards, organized by areas and levels, for the subject Fine Arts related to laying the foundations for the development of cultural identity

Areas	Basic level	Intermediate level	Advanced level
Media, materials, and techniques of visual arts	/	/	/
Elements, principles, and content (themes, motifs, ideas...) of visual arts	/	/	/
The role, development, and diversity of visual arts	Describes the differences observed in artworks from various countries, cultures, and historical periods.	Places selected artworks within their historical and social context.	- Analyzes selected artworks in relation to their time of creation and cultural background (describing key characteristics, the artist's intent, etc.) - Understands the interconnection and mutual influence between art and other areas of life.

The Rulebook on Standards of Educational Achievement for the End of the First Cycle of Primary Education and the End of Primary Education (2024) defines the educational standards for the subject Fine Arts, including the general subject competencies, specific subject competencies, and learning objectives for the end of primary education. The general subject competencies encompass not only specific knowledge and skills but also the development of attitudes and values toward the cultural and artistic heritage of one's own and other peoples, contributing to the formation of cultural identity and the development of intercultural awareness.

This section will present the learning objectives for the end of primary education in Fine Arts at the basic, intermediate, and advanced levels, as outlined in the 2024 Rulebook (Tables 6, 7, and 8).

Based on the outlined learning objectives for the end of compulsory education in the subject Visual Arts, it can be concluded that at different levels students acquire various specific subject competencies (SSCs) that either support the development of their cultural identity in different ways.

1) The objectives at the basic level do not contribute to laying the foundation for the formation of cultural identity.

2) The objectives at the intermediate and advanced levels indicate that students have the knowledge, skills, and understanding to promote culture and, in that context, develop their cultural identity.

It's important to note that this subject holds cognitive value. As Čolaković (2018: 78) points out, "The cognitive value of art lies precisely in the fact that artworks from a particular historical era often provide a more accurate reflection of the character, attitudes, and psychological traits of a society than science itself," thus contributing to students' understanding of collective identities through formal education.

Table 6. Fine Arts Education – Basic Level - Learning Objectives at the End of Primary Education

SSC 1	SSC 2	SSC 3
Students:	Students:	Students:
1.1. Students connect materials and tools with traditional visual arts techniques used in their work.	2.1. In their creative work, students explore the expressive potential of traditional materials, tools, techniques, and modern devices used to shape visual content.	3.1. Students express their ideas, feelings, and imagination using selected traditional techniques as well as modern tools and devices for creating visual content.
1.2. Students describe the function of basic tools in selected digital devices and applications for drawing, photo editing, and animation.	2.2. Students create artworks and improvised tools using recycled materials and repurposed items and packaging.	3.2. They recognize the role of visual arts in promoting environmental sustainability across different aspects of daily life and work.
1.3. Students explain how visual arts can contribute to environmental protection.	2.3. Students identify visual arts professions and the artworks/products they encounter in various contexts.	3.3. They reflect on their choice of secondary school and/or future profession based on their interests and abilities in expressing themselves through visual arts techniques.
1.4. Students describe the main characteristics of professions in the field of visual arts.		

Table 7. Fine Arts Education – Intermediate Level - Learning Objectives at the End of Primary Education

SSC 1	SSC 2	SSC 3
Students:	Students:	Students:
1.1.They explain the use of principles such as composition, proportion, planes, and perspective in shaping works of visual art.	2.1.They systematically apply foundational knowledge of visual elements, principles of composition, proportion, planes, and perspective when creating visual compositions.	3.1.They interpret the content of artworks and visual information encountered in various situations.
1.2.They explain the communicative role of visual arts and its potential to influence both society and individuals.	2.2.They create visual content that conveys positive messages and inspires others.	3.2.They verbally describe their own work and their aesthetic experience of artworks, design, nature, and the urban environment using clear and appropriate sentences and expressions.
1.3. They describe how various content can inspire the development of creative ideas, providing examples from their own experience.	2.3. They use nature, artworks, and a variety of textual, audio, and audiovisual materials as inspiration for creating original visual artworks.	3.3.They respect diversity in aesthetic experiences and modes of visual expression, showing understanding and empathy.
1.4. They explain the importance of visual arts for cultural identity, personal growth, and the development of local and broader communities.	2.4. Independently or collaboratively, they explore cultural resources within their local and broader communities.	3.4.They actively and thoughtfully recommend visits to cultural institutions or art events.
1.5. They connect distinctive archaeological finds with their locations and relate exhibits to the types of museums where they are displayed.		3.5.Independently or collaboratively, they carry out simple art projects that promote the culture and art of their local or wider community.

Table 8. Fine Arts Education – Advanced Level - Learning Objectives at the End of Primary Education

SSC 1	SSC 2	SSC 3
Students:	Students:	Students:
1.1. Describe the key characteristics of an era, style, movement, or trend in visual arts.	2.1. Analyze the form and content of an artwork based on selected criteria.	3.1. Actively seek out places and resources where they can further expand their knowledge, explore interests, and develop selected skills.
1.2. Connect prominent visual artists and their most famous works with the appropriate historical period and social context.	2.2. Use relevant sources to research and select information and data in both their native and a foreign language.	3.2. Encourage others to actively participate in the cultural and artistic life of the community.
1.3. Provide examples of how visual arts are connected with other art forms and sciences.	2.3. Develop simple interdisciplinary projects that combine different art forms or connect art with science.	3.3. Create presentations with attention to copyright and online safety when working on the internet and downloading content.

The findings correspond with those of other authors who have examined the role of visual arts education in the process of identity formation. These authors point out that, on the one hand, arts education often relies on traditional approaches, art content, and techniques (Fridman, 2003), which are not necessarily aligned with the formation of cultural identity. On the other hand, visual culture enables students to “internalize cultural values and develop aesthetic preferences, which influences the overall development of a child’s personality” (Filipović, & Vojvodić, 2019, p. 565), and thus contributes to the development of both personal and cultural identity.

As a result, new paradigms in arts education are emerging, calling for the redesign and modernization of curricula and the educational sector as a whole (Bosnar, 2018). A more extensive inclusion of contemporary artistic (visual) practices in the teaching process fosters the cultural development of society as a whole, shapes cultural identity, and promotes cultural pluralism (Bosnar, & Arsenijević, 2023). Furthermore, artistic (visual) education can contribute to students' understanding of and engagement with the world, and such activity can enrich and improve social life (Fridman, 2000).

CONCLUSION

The development and cultivation of cultural identity, while respecting cultural diversity, represents a significant challenge in so-called modern societies, which are exposed to globalization and the resulting, so-

called, identity crisis. The findings obtained in this study indicate that the legal framework governing primary education in the Republic of Serbia defines the establishment of foundations for the formation of cultural identity. Moreover, the educational legislative framework includes goals and learning objectives that are oriented toward the development of students' cultural identity.

The research conducted only briefly touched on the topic of educational achievement standards at the end of compulsory education in subjects that provide arts education, with the aim of recognizing their potential to contribute to an important educational outcome — the foundation for forming cultural identity. This issue is especially significant in the context of globalization and its impact on the survival and development of so-called local cultures, which are losing their authenticity. The findings showed that within the educational standards for the subjects of *Music Education and Fine Arts*, there are specific subject competencies and outcomes designed to support the foundation of cultural identity. It is recommended that compulsory primary education includes: 1) a greater number of goals and learning objectives oriented toward the formation of Serbian cultural identity (including cultural heritage, as well as contemporary musical and visual arts practices); and 2) an increased emphasis on goals and objectives aimed at fostering intercultural dialogue among participants in the educational process, who simultaneously belong to different cultural backgrounds.

The intention was to encourage further research in this area to improve education *about* culture and the arts, and education *through* culture and the arts, with the goal of strengthening competencies in *cultural awareness and expression*.

ACKNOWLEDGEMENT: *This research was funded by the Ministry of Science, Technological Development, and Innovation of the Republic of Serbia (Contract no. 451-03-65/2024-03/200140).*

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МУЗИЧКА И ЛИКОВНА КУЛТУРА КАО ОСНОВА ЗА ФОРМИРАЊЕ КУЛТУРНОГ ИДЕНТИТЕТА ШКОЛСКЕ ПОПУЛАЦИЈЕ

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Резиме

Рад истражује улогу уметничког образовања у основној школи у контексту обликовања културног идентитета ученика, у Републици Србији, с посебним фокусом на наставне предмете Музичка култура и Ликовна култура. Циљ истраживања је био да се утврди да ли су исходи ових предмета оријентисани на неговање културне свести и идентитета млађих генерација. У раду су коришћени дескриптивно-аналитички метод и анализа секундарне грађе (правних и других докумената) који уређују однос уметничко образовање – културни идентитет.

Дат је преглед међународних и националних докумената који представљају оквир за деловање формалног образовања на плану развоја културе и идентитета; приказано је место културног и уметничког образовања у међународној перспективи и националном контексту; анализирани су образовни стандарди за крај обавезног образовања и исходи наставних предмета Музичка култура и Ликовна култура са аспекта стварања основа за формирање културног идентитета.

Развој и неговање културног идентитета, уз поштовање културних различитости, велики је изазов у тзв. савременим друштвима која су изложена глобализацији, чији је један од исхода и хомогенизација култура. Зато је важно да се у основној школи, кроз предмете Музичка култура и Ликовна култура, „прошири“

културолошка основа која ће допринети другим димензијама развоја ученика а не само овладавању уметничким вештинама: једна од тих димензија се тиче развијања интеркултуралности у формалном образовању, а друга се тиче исхода и циљева усмерених на стварање основа за формирање културног идентитета, што би било у складу са препорукама Универзалне декларације о културној разноликости (УНЕСКО, 2001).

Налази до којих се дошло током овог истраживања показују да су законски оквири који уређују подручје основног образовања и васпитања у Републици Србији прво, хармонизовани са међународним документима који регулишу место уметничког образовања у формалном образовању и друго, дефинишу стварање основа за формирање културног идентитета - укључују циљеве и исходе који су оријентисани на формирање културног идентитета ученика. У том контексту, основна школа и даље опстаје као важан актер обликовања идентитета ученика. Интегрисање компетенције „културна свест и изражавање“ у обавезно основно образовање у нашој земљи, као једне од осам кључних компетенција из тзв. европског образовног простора које су препоручене као исходи у образовању, представља хармонизовање са тим простором али и ослонац за деловање на плану очувања и развијања властите културе и идентитета.

Препорука је да се у првом и другом циклусу основног образовања и васпитања укључи: 1) више садржаја, циљева и исхода оријентисаних на формирање српског културног идентитета (културно наслеђе, савремено музичко и ликовно стваралаштво) 2) више садржаја, циљева и исхода који су оријентисани на интеркултурни дијалог између учесника образовног процеса који су, истовремено, припадници различитих култура.