COURS	E DESCRIPTION FORM							
Course Code and Name	MZÖ 214 - Individual Instrument Education -IV (Cello)							
Semester of the Course	4							
Course Content/ Catalog Content Textbook	 Practice of complex bow techniques in the right hand, exercises involving different left hand skills on four strings and IV. transition to position. Different finger dropping and acceleration exercises in the current position, application of mixed bows including four strings. Simple double-voice exercises. Matz 25 Etude, Werner, J., Praktische Violoncell Schule, 							
	S.Lee op.113 Etudes,							
Supplementary Textbooks	Dotzauer, J., Band I. Mooney Position Pieces for çello, Feuillar	rd Sevcik						
Course Credit (ECTS)		u, beven						
Course Prerequisites (Course attendance requirements should be stated in this item)	There is an obligation to continue.							
Type of Course	Theoric							
Language of Instruction	Turkish							
Course Objectives	Reinforcing the skills learned in the position, permanent and transitive exercises in the new position to be learned, martele and staccato bow techniques. Permanent and transitional playing in different positions, applying the learned techniques in the new position, applications of martele and staccato bow techniques, performing works in different tones covering four strings, performing national and universal pieces suitable for the level, covering technical and musical skills.							
Learning Outcomes of the Course	Third Position information in cello. Ability to play in Third Position. First, fourth, third position to be able to make transition studies. To be able to develop staccato and martele bow techniques. To be able to do exercises that improve right and left hand technique and increase coordination.							
The Format of the Lesson	Face to face education							
Weekly Distribution of the Course	 Third Position Info. Studies in Third Position. Position Transition Studies Position Transition Studies Martele Technique and Martele Studies. Exercise Studies Martele Technique II, Flageolet Technique and Studies with Flageolet Technique. Minor scales in one string (C, G, D, A minor scales) Studies in Mixed Bow Techniques. Repertoire development Repertoire development 							
Education and Training Activities (<i>These are examples. Please fill in the activities you used in your lesson</i>)	Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam							
Assessment Criteria		Number	Total Contribution (%)					
	Midterm	1	%40					
	Homework	-	-					

									<u> </u>
	Pract			-		-			-
	Proje						-		
	Pract			-			-		-
	Quiz		-				-	-	
		Ratio of Term Studies toSuccess (%)Final Success Ratio (%)							-
								%60	
	Atter	idance Sta	atus	11 w	veek				
Workload of the Course	 								E J - f
workload of the Course		Activities Weeks					tion kly rs)	L	End of Term Total Vorkload
	Week	ly lecture	e hours	14	1			14	Ļ
	Week	ly practic	al lesson hours						
		ng Activi							
		-	ing, library					\uparrow	
	work		8, J						
		rial design	n, application						
		rt prepari						1	
		re a prese		4	4			16	5
		ntation (C		2	4			8	,
			nidterm exam	2	-			0	
		ration		1	1		2		
			l preparation						
		e final ex		1	1			2	
	Other		am						
		workload	1		-		2		5
		workload						_	, 2/25
			of the Course	2				_	
Contribution Level Between Course Outcomes	ECIS								32
and Program Outcomes	-	No	Program Out		1	2	3	4	5
		1	Music teacher, aca artist trainer in pub						x
		1	private art institution						Δ
			Obtaining tradition						
		2	Folk Music Theory					Х	
	-		repertoire knowled		+				
		3	Obtaining tradition Classical Music Th					Х	
		5	repertoire knowled	•				21	
			Gaining experience	e on					
		4	Western Classical						Х
	-		Harmony, Hearing		_				
		5	Being able to play of Turkish and We						x
		C	composers on the p						
		6	Playing and Sing	ing Folk				Х	
		0	Music Works with		_	<u> </u>		1	
			Being able to play Flute and Guitar fr						
		7	Instruments and ac						Х
			children's songs						
		8	To have informat						Х
		0	General Music His	tory and					2 X

			Turkish Music History					
		9	Gaining teaching experience with the opportunity to do internship in National Education				X	
		10	Gaining performance-based experience with Orchestra and Choir lessons				X	
Lecturer(s) and Contact Information	Prof. Dr. Şebnem Y. Orhan / <u>sebnem@gazi.edu.tr</u>							

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 214 - Individual Instrument Education – IV (Oud)
Semester of the Course	4
Course Content/ Catalog Content	Second Position. Making position transitions by using the First and Second Positions together, acciaccatura, vibrato, trill, staccato, glissando techniques, interpreting works with the acciaccatura technique, applying acciaccatura, trill and vibrato together in etudes and works, applying nuances and signs, Hüzzam, Karcığar, Uşşak maqams, Performing exemplary etudes and works from easy to difficult, exemplary works in Aksak, Aksak Semai, Curcuna rhythms, practicing different plectrum strokes, information about Taksim, starting to make taksim, developing musical creativity and maqam knowledge by making taksim, 7/8, 9/8, 10/8 rhythms of Turkish music and sample repertoire, instrument tuning.
Textbook	Torun, M., Ud Metodu, Porte Müzik Eğitimi, İstanbul, 2019.
Supplementary Textbooks	Tunç, E., Ud Metodu, P Kitap, İstanbul, 2019.
Course Credit (ECTS)	1
Course Prerequisites (Course attendance requirements should be stated in this item)	There is an obligation to continue.
Type of Course	Theoric
Language of Instruction	Turkish
Course Objectives	Second Position by Remaining. First and second position transitions acciaccatura, vibrato, trill, staccato, glissando techniques, interpretation of works with acciaccatura technique, Hüzzam, Karcığar, Uşşak maqams, performance of sample etudes and pieces from easy to difficult, sample work in Aksak, Aksak Semai, Curcuna rhythms, taksim Beginning to play, 7/8, 9/8, 10/8 rhythms of Turkish music and sample repertoire, instrument tuning.
Learning Outcomes of the Course	Using the fingers quickly in the Second Position, making the transitions by using the first and second positions together, Hüzzam, Karcığar, Uşşak maqams, performance of sample etudes and works from easy to difficult, exemplary works in Aksak, Aksak Semai, Curcuna rhythms, practice of different plectrum strokes, 7/8, 9/8, 10/8 rhythms and sample repertory of Turkish music.
The Format of the Lesson	Face to face education
Weekly Distribution of the Course	 Second position Making position transitions by using the First and Second Positions together. Playing works with multiplication, vibrato, trill, staccato, glissando techniques, multiplication technique. Practicing multiplication, trill and vibrato together, applying nuances and signs in etudes and works. Performance of exemplary etudes and works in Hüzzam maqam. Performing exemplary etudes and works in Karcığar maqam. Performing exemplary etudes and works in Uşşak maqam. Sample works in Aksak, Aksak Semai, Curcuna rhythms. Practicing different plectrum strokes, information about Taksim, starting to practice taksim. Developing musical creativity and maqam knowledge by making Taksim. 7/8 t rhythms and sample repertoire of Turkish music procedures.

	12. 9/8 rhythms and sample repo 13. 10/8 rhythms and sample rep								
	procedures.								
Education and Training Activities	14. Tune the instrument.								
Education and Training Activities (<i>These are examples. Please fill in the activities you</i>	Internet browsing Presentation Preparation								
used in your lesson)	Presentation								
	Midterm and midterm exam preparati								
Aggggmont Cuitorio	Final exam and preparation for the fin		. 1		,	F - 4 - 1			
Assessment Criteria		Num	ibei		Con	Fotal tribution (%)			
	Midterm	1				%40			
	Homework	-	-			-			
	Practice	-	-			-			
	Projects	-				-			
	Practical	-	-			-			
	Quiz	-				-			
	Ratio of Term Studies to	-				-			
	Success (%)								
	Final Success Ratio (%)	1	1			%60			
	Attendance Status	11 w	eek	s					
Workload of the Course	Activities	Total Weeks	(V	irati Veek lour:	ly	End of Term Total Workload			
	Weekly lecture hours	14	1			14			
	Weekly practical lesson hours	14	1			14			
	Reading Activities								
	Internet browsing, library work	3	3			9			
					_				
	Material design, application								
	Report preparing	-				_			
	Prepare a presentation	7	1			7			
	Presentation (Concert)	3	3			9			
	Midterm and midterm exam preparation		1			1			
	Final exam and preparation for the final exam	1	1			1			
	Other				\square				
	Total workload					41			
	Total workload/ 25					41/25			
	ECTS Credits of the Course	2			_1	1,64			
Contribution Level Between Course Outcomes	No Program Out	comes	1	2	3	4 5			
and Program Outcomes	1 Music teacher, aca artist trainer in pub	olic and				X			
	2 Folk Music Theory	al Turkish y and			x				
	repertoire knowled Obtaining tradition			\vdash		_			

Lecturer(s) and Contact Information	10	Education Gaining performance-based experience with Orchestra and Choir lessons Prof. Dr. Cihat Can – mcihat@ga			x	
	9	Gaining teaching experience with the opportunity to do internship in National			X	
	8	To have information on General Music History and Turkish Music History		X		
	7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs		X		
	6	Playing and Singing Folk Music Works with Baglama		X		
	5	Being able to play the works of Turkish and Western composers on the piano	x			
	4	Gaining experience on Western Classical Music, Harmony, Hearing Education	X			

COURSE DESCRIPTION FORM						
Course Code and Name	MZÖ 202 – Music Teaching Programs					
Semester of the Course	4					
Course Content/ Catalog Content	Basic concepts related to curricula; development of music lesson curricula from past to present; the approach, content, and the skills that the current music lesson curriculum aims to develop; learning and sub-learning areas; distribution and limits of achievements according to classes, their relationship with other courses; the relationship between music lesson curricula; the methods, techniques, tools and materials used; assessment and evaluation approach; teacher qualifications.					
Textbook	 Bozkaya, İ. Okul Ortamında Müzik. Özhan Matbaacılık, 2001. Erol, O. Ve Koçak, K.O. Karamela Sepeti. Morpa Kültür Yayınları, 2005. Frazee, J. (1987). Discovering Orff: A Curriculum For Music Teachers. New York: Schott. Mann, R. Lovell, J. & Tekse, P. (1998). Yayınlanmamış Ders Notları. Arizona State University, Tempe, Arizona. Morgül, M. Müzik Nasıl Öğretilir.Yurtrenkleri Yayınevi, 1999. Özeke, S. "Kodaly Yöntemi Ve İlköğretim Müzik Derslerinde Kodaly Yöntemi Uygulamaları." Uludağ Üniversitesi Eğitim Fakültesi Dergisi 20(1), Bursa: Uludağ Üniversitesi Basımevi, 2007. Sazak, N., Akgül Barış, D., Öztosun Çaydere, Ö., Ve Sevinç, S. (2014). İlkokul Müzik Öğretim Programları (1913-2005). Ankara: Öncü Basımevi. Sheridan, M. M. (2019). The Kodály Concept İn The United States: Early American Adaptations To Recent Evolutions. Journal Of Historical Research İn Music Education, 4(1), 55-72. Sun, M. (1969). Türkiye'nin Kültür-Müzik-Tiyatro Sorunları. Ankara: Ajans-Türk Matbaacılık. Stauffer, S. L. (N.D.) "The Music Leadership Letter: Orff-Schulwerk- A Process For Today" Issues And Trends İn Music Education. Silver Burdett Ginn. Sun, Muammer; Çocuklar Ve Gençler İçin Şarkı Demeti, Yeni Basım, Dağarcık Yayınları, Ankara, 1994. 					
Supplementary Textbooks	 T.C. Milli Eğitim Bakanlığı, İlköğretim Kurumları Müzik Dersi Öğretim Programı, Milli Eğitim Basımevi, Ankara, 1994. Türkmen, E. F. (2017). Müzik Eğitiminde Öğretim Yöntemleri (2. Baskı). Ankara: Pegem Akademi. Türkmen, E. F., Ve Göncü, İ. Ö. (2018). The Challenges Encountered İn Application Of Kodály Method İn Turkey. Journal Of Education And Training Studies, 6(9), 39-45. Yener, Faruk; Müzik Klavuzu, Milliyet Yayınları, İstanbul, 1970. Yök/Dünya Bankası, Milli Eğitimi Geliştirme Projesi, Öğretmen Eğitimi: Müzik Öğretimi, Ankara, 1996. Yönetken, H. B. (1949). Bizde Okul Müziğinin Fonksiyonuna Dair. M. Fenmen (Ed.), Müzik Görüşleri (S. 2) İçinde. Ankara: Doğuş Matbaası. Yönetken, H. B. (1950). Okul Ve Halk Müziği. M. Fenmen (Ed.), Müzik Görüşleri (S. 2-3) İçinde. Ankara: Doğuş Matbaası. Yönetken, H. B. (1952). Okulda Müzik Öğretimi Ve Öğretim Metotları. 					
Course Credit (ECTS)	İstanbul: Milli Eğitim Basımevi 3					
Course Prerequisites (Course attendance requirements should be stated in this item)	There is an obligation to continue.					
Type of Course	Theoric					
Language of Instruction	Turkish					
Course Objectives	The approach and content of the current music lesson curriculum, the skills it aims to develop; learning and sub-learning areas; distribution and					

Learning Outcomes of the Course	 limits of achievements according to classes, their relationship with oth courses; the methods, techniques, tools and materials used; It aims enable them to understand in detail the basic approach of the curricult used in music lessons in the school environment by providing them w information about the assessment and evaluation approach and teach competencies. Discusses the principles and aims of the Turkish Education System a the basic concepts related to curricula. Discusses the basic approach of the program by recognizing in detail to current music lesson curriculum used in the school environment. Discusses using the materials developed for use in music teaching. 						
The Format of the Lesson	Face to face education		0				
Weekly Distribution of the Course	 Talking about the principles and System and music education in o Discussion about the general m program understanding in development and philosophy of country Curriculum in Turkey, constructi Talking about primary and s learning areas, achievements and Getting to know the measurement by the program Recognition of the "Music Less proposed by the music education school level of the Ministry of lesson plans prepared according to the school level of the Ministry of plans prepared according to this p Recognition of the "Music Less suggested by the music education school level of the Ministry on plans prepared according to this p Recognition of the "Music Less suggested by the music education school level of the Ministry on plans prepared according to this p Recognition of the "Music Less suggested by the music education school level of the Ministry on plans prepared according to this p Talking about the lesson plans making sample applications 1Recognizing the general lesson of teaching a lesson according to Speaking on the lesson plan pre- method and making sample appli Speaking on the lesson plan pre- approach and making sample appli Talking about producing teach examples from textbooks and ma Activity practices and canon to listening and speaking education 	ur country, usic educati our country of the mus vist approact econdary e activities at and evaluation on program by the program on Learning on Learning on Learning on Learning on Learning f Education program und program und program und program und program de plan framew Kodaly epared accor- lications orepared acco- plications hing materi iterials to be eaching pro	on system, the new ry, the historical ic program in our h, ducation programs, ation tools suggested g-Teaching Process" used in the primary lucation and sample am understanding. g-Teaching Process" sed in the secondary and sample lesson ferstanding. g-Teaching Process" n used in the high and sample lesson ferstanding. by the students and work and the process rding to the Kodaly cording to the Orff als and presenting used in teaching				
(These are examples. Please fill in the activities you	Presentation						
used in your lesson)	Midterm and midterm exam preparation Final exam and preparation for the final ex	xam					
Assessment Criteria		Number	Total Contribution (%)				
	Midterm	1	%40				
	Homework	-	-				
	Practice	-	-				
	Projects	-	-				

	D	- 411							
		ctical		-					
	Qui		n Studies to	-		+	-		
		cess (%)	i studies to						
			$\mathbf{Patio}(\%)$	1			<mark>%60</mark>)	
	T mai Duccess Ratio (70)				afta		/000	,	
	Au	Attendance Status							
Workload of the Course	Activities		Total Weeks Duration (Weekly Hours)					End of Term Total orkloa	
	Wee	ekly lectu	re hours	14	2			28	
	Wee	ekly practi	ical lesson hours						
	Rea	ding Activ	vities						
	Inter wor		sing, library						
	Mat	erial desig	gn, application						
		ort prepar			T				
		bare a pres		4	4			16	
	-	entation (4	4			16	
			midterm exam					1	
	prep	oaration		1	1	1		1	
	Final exam and preparation					1		1	
	for t	he final e	xam	1	1			1	
	Othe	-		3	3			9	
		al workloa						71	
		al workloa						71/2	25
	ECT	FS Credits	of the Course					2, 84	
Contribution Level Between Course Outcomes		No	Program Outco		1	2	3	4	5
and Program Outcomes		1	Music teacher, acad						v
		1	artist trainer in public private art institution						Х
			Obtaining traditiona						
		2	Folk Music Theory				Х		
			repertoire knowledg Obtaining traditiona						
		3	Classical Music The				Х		
			repertoire knowledg	e					
		4	Gaining experience Western Classical M						X
		4	Harmony, Hearing I						Λ
			Being able to play the						
		5	of Turkish and Wes						Х
			composers on the pi Playing and Singir						
		6	Music Works with H			Х			
			Being able to play E	Block					
		7	Flute and Guitar fro					X	
			Instruments and acc children's songs	ompany					
			To have information	on on					
		8	General Music Histo	ory and			Х		
			Turkish Music Histo						
		9	Gaining teaching ex	perience					Х

		10	with the opportunity to do internship in National Education Gaining performance-based experience with Orchestra and Choir lessons	2	K		_
Lecturer(s) and Contact Information	Prof. Nehize Şentürk – <u>nezihe@gazi.edu.tr</u> Prof. Mehlika Dündanr – mehlika@gazi.edu.tr						

COURS	E DESCRIPTION FORM					
Course Code and Name	MZÖ 214 - Turkish Folk Music Theory and Practice- II					
Semester of the Course	4					
Course Content/ Catalog Content	Instruments in Turkish folk music, regional differences in our country (ağız, tavır, hançere, etc.), folk song forms and features, solfeggio, dictation exercises and melody creation suitable for the level with Turk folk music instruments in different maqam-scales.					
Textbook	Emnalar, A., "Tüm Yönleriyle Türk Halk Müziği ve Nazariyatı". Ege Üniversitesi Basımevi, İzmir,1998.					
Supplementary Textbooks	Tüfekçi, N., "Türk Halk Müziği", Cumhuriyet Döneminde Türk Müziği Ansiklopedisi					
Course Credit (ECTS)	2					
Course Prerequisites (Course attendance requirements should be stated in this item)	To be prepared for Turkish Folk Music theory and traditional music, to understand its place and importance in education.					
Type of Course	Theoretical/Applied					
Language of Instruction	Turkish					
Course Objectives	In line with the general purpose of recognizing and learning folk music, one of our music genres; To understand the theoretical structure of folk music, to be able to sing, to make solfeggio, to write dictation and melody, to transfer it.					
Learning Outcomes of the Course	Recognizes instrument types and instruments in Turkish folk music; Recognizes the scales used in Turkish folk music; Recognizes Turkish folk music forms; Knows and applies the techniques of use in educational music; Knows the differences of local folk songs; Recognizes local ways of saying; Performs solfege in different makams and styles; Dictates in different maqams and methods; He writes melodies in different modes and tempos;					
The Format of the Lesson	Face to face education					
Weekly Distribution of the Course	 Birleşik tempo. Practice studies in birleşik tempo. Rast quadruple and quintet, rast (mustesat) sequence. Solfeggio dictation and melody creation exercises in Rast. Hicaz (Garip) quartet and quintet, hicaz maqam. Solfeggio dictation and melody creation exercises in Hicaz maqam. Kurdi quartet and quintet. The Kurdi (Bozlak) maqam. Solfeggio dictation and melody creation exercises in the Kürdi maqam. Local dialects. Vocalization of samples from various regions. Türkü form types. Vocalization of various forms. Saba (kalenderi) quartet and scale. Solfeggio dictation and melody creation exercises in Saba maqa. Segah quartet and quintet, segah scale. Solfeggio dictation and melody creation exercises in Segah maqam. Hüzzam quartet and quintet, hüzzam scale. Solfeggio dictation and melody creation exercises in Hüzzam maqam. 					

Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	studies in Evo 11. In various sca melody creat melody creat 12. In various sca melody creat 13. In various sca melody creat 14. In various sca melody creat 14. In various sca melody creat melody creat 14. In various sca melody creat melody	ç maqam. ale, forms ion technid ion exercis ale, forms ion technid ion exercis ale, forms ion technid ion exercis ale, forms ion technid ion exercis ale, forms ion technid ion exercis	and rhythm; solfege, dictation ar jues. Solfeggio dictation and es. and rhythm; solfege, dictation ar jues. Solfeggio dictation and es. and rhythm; solfege, dictation ar jues. Solfeggio dictation and es.							
	Final exam and preparation		1							
Assessment Criteria		Numbe	er To	tal Contrib	ution (%)					
	Midterm	1		40						
	Homework	-		-						
	Practice	-		-						
	Projects	-		-						
	Practical	-		-						
	Quiz	-		-						
	Ratio of Term	_		-						
	(%)	Studies to Success								
	Final Success Ratio		60							
	(%)									
	Attendance Status	11 weeks	s							
Workload of the Course	Activities		Total Weeks	Duration (Weekly Hours)	End of Term Total Workload					
	Weekly lecture hours		14	1	14					
	Weekly practical lesso	n hours	14	2	28					
	Reading Activities									
	Internet browsing, libra	ary								
	work	- 4								
	Material design, applic	ation								
	Report preparing Prepare a presentation			1	14					
	Prepare a presentation Presentation (Concert)		2	1 2	4					
	Midterm and midterm									
	preparation		1	1	1					
	Final exam and prepara	ation	1	1	1					
	for the final exam		1	1	1					
	Other									
	Total workload				62					
	Total workload/ 25				62/25					

	ECTS Cro	edits of t	he Course 3				2,4	48
Contribution Level Between Course Outcomes		No	Program	1 2	3	4	5	
and Program Outcomes			Outcomes Music teacher,					
			academician,					
		1	artist trainer in			v		
		1	public and			Х		
			private art					
			institutions					
			Obtaining					
			traditional					
		2	Turkish Folk Music Theory				Х	
			and repertoire					
			knowledge					
			Obtaining					
			traditional					
			Turkish					
		3	Classical Music			Х		
			Theory and					
			repertoire					
			knowledge					
			Gaining					
			experience on Western					
			Classical					
		4	Music,			Х		
			Harmony,					
			Hearing					
			Education					
			Being able to					
			play the works					
		5	of Turkish and			Х		
			Western					
			composers on the piano					
			Playing and					
		-	Singing Folk					
		6	Music Works			Х		
			with Baglama					
			Being able to					
			play Block		1			
		-	Flute and Guitar					
		7	from School		Х			
			Instruments and accompany					
			children's songs					
			To have					
			information on					
		0	General Music			v		
		8	History and			Х		
			Turkish Music					
			History		<u> </u>			
			Gaining					
			teaching					
		9	experience with the opportunity				X	
		7	to do internship		1		Λ	
			in National					
			Education					

	10	Gaining performance- based experience with Orchestra and Choir lessons	X		
Lecturer(s) and Contact Information	Prof. 1	dal Tuğcular – <u>tugcula</u> İsmet Doğan – idogan ⁽ Murat Karabulut – <u>ka</u>	@gazi.e	edu.tr	<u>lu.tr</u>

COURS	E DESCRIPTION FORM					
Course Code and Name	MZÖ 206 – Bağlama Education - II					
Semester of the Course	4					
Course Content/ Catalog Content	Works in different decisions in baglama, etudes that provide technical development, etudes and works in different Tezene techniques (çırpma, tarama, trill, etc.) Melodies in 5, 7, 9-timed tempos; different attitudes in baglama performance, (Karadeniz, Teke, Silifke, Zeybek, etc.) creating a repertoire for school music education.					
Textbook	Doğan, İ., Sözen, A., "Bağlama Metodu", Ankara- 2008.					
Supplementary Textbooks	Ekici, S., "Bağlama Eğitimi-Yöntem ve Teknikleri", Yurtrenkleri Yayınevi, Ankara-2012. Kurt, C., "Bağlama Düzeni Metodu" Birinci Kitap, Ankara -2003.					
Course Credit (ECTS)	1					
Course Prerequisites (Course attendance requirements should be stated in this item)	Attendance is mandatory.					
Type of Course	Theoric					
Language of Instruction	Turkish					
Course Objectives	Playing easy melodies from various regions with baglama.					
Learning Outcomes of the Course	Playing triple "Tezene" beats and "Aksak" measures in baglama.					
The Format of the Lesson	Face to face education.					
Weekly Distribution of the Course	 The use of middle and upper strings, triple "Tezene" beats, "Aksak" measures and their related "Tezene" beats. Comprehending studies, exercises and techniques. The use of middle and upper strings, triple "Tezene" beats, "Aksak" measures and their related "Tezene" beats Various rhythms, weighing patterns and etudes Sample song, Yandım Çavuş, Gemim Geliyor Baştan, 9-time samples The use of middle and upper strings, triplet beats, glitches and related beats Sample folk songs from various regions Kürdi tunes The use of middle and upper strings, triple "Tezene" beats, "Aksak" measures and their related "Tezene" beats Sample folk songs from various regions Kürdi tunes The use of middle and upper strings, triple "Tezene" beats, "Aksak" measures and their related "Tezene" beats Melodies from various regions Saba tunes Exercises Etudes Folk songs 					
Education and Training Activities (<i>These are examples. Please fill in the activities you used in your lesson</i>)	Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam					
Assessment Criteria	Number Total Contribution (%)					

			1						
	Midterm		1	40)				_
	Homewor	k							4
	Practice								4
	Projects								_
	Practical								
	Quiz								
	Ratio of T								
	Studies to	Success							
	(%)								
	Final Suco	cess Ratio	1	60)				
	(%)								
	Attendanc	e Status	11 hafta						
Workload of the Course		Activities		Tota Weel		Dui (W Ho		ly	End of Term Total Workload
	Weekly le	cture hours	8	14		1			14
	Weekly pr	actical less	son hours						
	Reading A								
	Internet br		orarv						
	work	o (, 5118, 11	j						
	Material d	esign, app	lication						
	Report pre								
	Prepare a j		n	3		3			9
	Presentatio			3		3			9
	Midterm a			3					3
	preparation		II CXAIII	1					1
	Final exan		aration						
	for the fina			1 1				1	
	Other								
	Total work	rload							34
	Total work								34/25
	ECTS Cre		Course						
Contribution Level Between Course Outcomes	ECTS CIE	and of the							1,36
and Program Outcomes		No	Program Outcome		2	3	4	5	
			Music teach academiciar artist trainer	er, ı,					
		1	public and private art institutions				х		
			Obtaining traditional						
		2	Turkish Fol Music Theo and repertoi	ry				x	
			knowledge Obtaining	-					
		3	traditional Turkish Classical Music Theo	rv		X			
			and repertoi						2

					1			
			Gaining		1			
			experience on					
			Western					
		4	Classical	х				
		-	Music,	л				
			Harmony,					
			Hearing					
			Education					
			Being able to					
			play the works					
		5	of Turkish and					
		5	Western	Х				
			composers on					
			the piano					
			Playing and					
			Singing Folk					
		6	Music Works				х	
			with Baglama					
			Being able to		1			
			play Block					
			Flute and					
			Guitar from					
			School					
		7	Instruments		х			
			and					
			accompany children's					
			songs To have					
			information on					
		8	General Music	х				
			History and					
			Turkish Music					
			History					
			Gaining					
			teaching		1			
			experience					
		9	with the		х			
			opportunity to					
			do internship		1			
			in National					
			Education		<u> </u>			
			Gaining					
			performance-					
			based					
		10	experience	Х	1			
			with Orchestra					
			and Choir					
			lessons					
Lecturer(s) and Contact Information		Prof. E	Erdal Tuğcular <u>–tugc</u>	ular	<u>@ g</u> a	zi.eo	<u>lu.t</u> ı	
		Prof.	İsmet Doğan – idog	an@	gazi	i.edu	ı.tr	
	Assist. Prof. Murat Karabulut – karabulut@gazi.edu.tr				u.tr			
						0		

COURS	E DESCRIPTION FORM				
Course Code and Name	MZÖ 206 - Individual Instrument Education-IV (Violin)				
Semester of the Course	4				
Course Content/ Catalog Content	Reinforcing the knowledge and skills learned in the first position, performing permanent and transitional exercises in a new position, learning the martele and staccato bow techniques.				
Textbook	Can, Ö., Keman Eğitimi 2, AGRAF, Ankara, 2000. Sitt,. H., 100 Studies, Op. 32, Book 2-3 Crickboom, M., The Violin II-III Seybold, A., New Violin Study School, Op. 182, Part III Sevcik, Op. I, Book I-II				
Supplementary Textbooks	Akpınar, M., Keman İçin Makamsal Ezgiler, Ankara, 2005 Akpınar, M., Keman İçin Türküler, Gece Kitaplığı, Ankara, 2017 Çilden, Ş., Şendurur Y., Keman için Piyano Eşlikli Albüm. Ankara, 1995.				
Course Credit (ECTS)	1				
Course Prerequisites (<i>Course attendance requirements should be stated in this item</i>)	There is an obligation to continue.				
Type of Course	Theoric				
Language of Instruction	Turkish				
Course Objectives	To be able to play permanent exercises in a new position, to play transitional exercises and exercises in learned positions, to apply learned techniques, knowledge and skills in a new position, to comprehend the basic principles of martele and staccato bow techniques, to perform national and universal pieces suitable for the level where the learned basic knowledge and skills can be applied.				
Learning Outcomes of the Course	Learned technique, knowledge and technique, newly learned technique, reinforcement with revised studies, ability to apply detaché, legato, martele and staccato bow techniques in a new way, learned basic knowledge and general applicable and universally reviewable, can be reviewed and reviewed.				
The Format of the Lesson	Face to face education				
Weekly Distribution of the Course	 Playing the scale and exercises while remaining in the new position. Playing the scale and exercises while remaining in the new position. Playing scale and exercises alternately in learned positions. Playing scale and exercises alternately in learned positions. Playing scale and exercises alternately in learned positions. Practice the learned violin playing techniques in the new position. Practice the learned violin playing techniques in the new position. Practice the learned violin playing techniques in the new position. Studies on the application of the Martele bow technique. Studies on the application of the Staccato bow technique. Studies to reinforce the Staccato bow technique. Studies on the development of vibrato. Performing national and universal works in which the basic knowledge and skills learned can be applied, songs, folk songs, zeybeks, oyun havası, etc. appropriate to their level. memorization Performing national and universal works in which the basic knowledge and skills learned can be applied, songs, folk songs, zeybeks, oyun havası, etc. appropriate to their level. memorization Performing national and universal works in which the basic knowledge and skills learned can be applied, songs, folk songs, zeybeks, oyun havası, etc. appropriate to their level. memorization 				

	knowledge and skills learned can be applied, songs, folk song							
	zeybeks, oyun havası, etc. appropriate to their level. memorize and play at real speed.					nemorize		
Education and Training Activities	Presentation							
(These are examples. Please fill in the activities you used in your lesson)			erm exam preparation for the fin					
Assessment Criteria				Nun	nber		Cont	otal ribution %)
	Mid	term		1	1			640
		nework			-			-
	Prac				-			-
	Proj				-			-
		tical			-			-
	Quiz				-			-
			Studies to		-			-
	Suco	cess (%)						
		l Success	Ratio (%)	1	1		9	60
	Atte	ndance St	atus	11 w	veeks	5		
Workload of the Course					1			
workload of the Course		Acti	ivities	Total Weeks	(V	ratio Veekl ours	y	End of Term Total Workload
	Wee	kly lecture	e hours	14	1			.4
	Wee	kly practic	cal lesson hours					
	Read	ling Activ	ities					
	Inter	net brows	ing, library					
	work	K						
	Mate	erial design	n, application					
	Repo	ort prepari	ng					
	Prep	are a prese	entation					
	Pres	entation (O	Concert)	2 2			2	ļ
		term and n aration	nidterm exam	1	2		2	2
	Fina		d preparation	1	6		6	ō
	Othe			4 4			1	.6
		l workload	d		† ·			2
		l workload						2/25
			of the Course	2				,6
Contribution Level Between Course Outcomes		No	Program Out		1	2 3		
and Program Outcomes		110	Music teacher, aca			+		
		1	artist trainer in put private art instituti	olic and				X
		2	Obtaining tradition Folk Music Theor repertoire knowled	y and Ige			x	
		3	Obtaining tradition Classical Music Tl repertoire knowled	neory and	l		Х	
		4	Gaining experienc	e on				Х

	1			
		Western Classical Music,		
		Harmony, Hearing Education		
		Being able to play the works		
	5	of Turkish and Western		X
		composers on the piano		
	6	Playing and Singing Folk	X	
	0	Music Works with Baglama	Δ	-
		Being able to play Block		
	7	Flute and Guitar from School		X
	/	Instruments and accompany		Λ
		children's songs		
		To have information on		
	8	General Music History and		X
		Turkish Music History		
		Gaining teaching experience		
	9	with the opportunity to do		X
	,	internship in National		Δ
		Education		
		Gaining performance-based		
	10	experience with Orchestra		X
		and Choir lessons		
Lecturer(s) and Contact Information		Prof. Yılmaz Şendurur		
		Prof. Şeyda Çilden		
		Prof. Nuray Özen		
		Prof. Mehlika Dündar		
		Prof. Ferda Gürgan Öztür	:k	
		Prof. Dr. Mehmet Efe		
		Assoc. Prof. Gamze Elif Tar		
		Assoc. Prof. Mehmet Akp		
		Assoc. Prof. İlknur Özal G		
		Assoc. Prof. Dilek Özçelik H	erdem	
		Assist. Prof. Gülşah Sever		
	(https://gef-g	guzelsanatlar-muzik.gazi.edu.tr/viev	v/page/2	50264)

COURS	E DESCRIPTION FORM					
Course Code and Name	MZÖ 206 - Individual Instrument Education – IV (Flute)					
Semester of the Course	4					
Course Content/ Catalog Content	Performing a work in the form of a theme and variation appropriate to the level. Exercises and works aimed at improving the flute technique and working on the sounds of the third octave.					
Textbook Supplementary Textbooks	Taffanel & Gaubert Methode Gariboldi Methode Trewor Wye – Volume 1 Köhler, Op. 33 1. Ve 2. Kitap					
	Chopin, Variation On A Theme By Rossini					
Course Credit (ECTS)	1					
Course Prerequisites (<i>Course attendance requirements should be stated in this item</i>)	There is an obligation to continue.					
Type of Course	Theoric					
Language of Instruction	Turkish					
Course Objectives	In addition to the continuation of the etudes containing basic techniques, performing the related etudes and works in line with musical dynamics. Acquiring general information about the musical periods, ornamenting the Romantic and contemporary works suitable for their level and performing them in accordance with their nuances.					
Learning Outcomes of the Course	Being able to play A and E flat Major, F# and C minor scales and arpeggios with their variations in two octaves. To be able to apply the bilingual technique in the works and studies he is working on. To be able to increase speed with exercises and exercises aimed at accelerating finger technique. Improving the performance of making presentations in front of the audience by taking part in the concerts. Gaining the skill of playing light and soft sounds in the third octave. To be able to have a repertoire to organize activities in the field of music education with his instrument.					
The Format of the Lesson	Face to face education.					
Weekly Distribution of the Course	 Scale studies. Tonal studies within an octave. Scale work. Melodic etude studies with different flute techniques. Study of a work in line with the style features of the Romantic period. Scale work. Etude study including trilogy, legato and arpeggio exercises. Study of the work. Studying basic flute techniques through scale and etude. Etude studies in 3/8 and 6/8 measure numbers. Scale exercises within 2 octaves. Studying the flute techniques in etudes. Level-appropriate work. Scale studies in different articulations, study of flute techniques in etudes. A work on educational music. Scale work, etude work with different techniques (legato, trilogy, arpeggio) and Western and Turkish music samples suitable for the level. Scale studies in different articulations, etude study including Aksak rhythm patterns and flute techniques. Study of finger technique. Performing works like scale, arpeggio, chromatic, triple in different articulations of Turkish music makams with three accidental and similar structures in Western music. Solving technical and musical problems, creating a repertoire in line with what has been learned and working for the final. 					

	14. Solving technical and musical problems, creating a repertoire line with what has been learned and working for the final.						re in			
Education and Training Activities (<i>These are examples. Please fill in the activities you used in your lesson</i>)	Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam									
Assessment Criteria		Num						Tota trib (%)	1	
	Mi	dterm			1			%4(
	Но	mework			-			-		
	Pra	actice			-			-		
		ojects			-			-		
		actical			-			-		
	Qu		~		-	-		-		
			n Studies to		-			-		
		$\frac{\operatorname{ccess}(\%)}{\operatorname{sol}\operatorname{Success}}$	a Datio $(0/)$		1)	_
		tendance S	s Ratio (%)	11 v	-	s		%60)	
			Status	11 V	veek	5				
Workload of the Course		A	ctivities	Total Weeks	Duration (Weekly Hours)			Weekly T		ı İ
	We	ekly lectu	re hours	14	1				14	
	We	ekly pract	ical lesson hours							
	Rea	ading Acti	vities							
	Inte wo		sing, library							
	Ma	terial desi	gn, application							
	Rej	port prepa								
		repare a presentation 4 4			16					
		sentation		3	3			9		
	pre	paration	midterm exam	1	1			1		
	for	the final e						1		
	Oth			2	2			4		
		al worklo						45		
		al worklo			_			45/2	25	
Contribution Level Between Course Outcomes	EC		s of the Course	2	-	~	2	1,8	_	
and Program Outcomes		No	Program Outco		1	2	3	4	5	
		1	artist trainer in publi private art institution	c and			X			
		2	Obtaining traditiona Folk Music Theory a repertoire knowledg	and				x		
		3	Obtaining traditional Classical Music The	l Turkish ory and			x			
		4	repertoire knowledg Gaining experience Western Classical M	on		X				

		Harmony, Hearing Education		
	5	Being able to play the works of Turkish and Western composers on the piano	X	
	6	Playing and Singing Folk Music Works with Baglama	X	
	7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs	X	
	8	To have information on General Music History and Turkish Music History	X	
	9	Gaining teaching experience with the opportunity to do internship in National Education		X
	10	Gaining performance-based experience with Orchestra and Choir lessons		X
Lecturer(s) and Contact Information		Relevant Instructors		

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 208 - Polyphonic Chorus – II
Semester of the Course	4
Course Content/ Catalog Content	Studies to strengthen and develop the sound-breath connection together with mental and physical softening; resonance studies aimed at producing sound in different dynamics, providing sound integrity and timbre in the choir; legato, effective studies to provide detached voice; exercises that unite the lower, middle and upper vocal regions, giving the voice widening and agility in the lower and upper vocal ranges; studies for the correct application of the sound-breath-speech connection of the sentences in the works performed; studies to ensure the balance and integrity "required by the piece" between sound groups in the performance of works; vocalization of works suitable for the level in accordance with the technical and musical characteristics required; acquiring the gains as a positive habit of ensuring the harmony of voice groups with each other and with the choir conductor in the performance of the work (following the conductor at the beginning and end of sentences, inhaling/exhaling together, providing breath control, producing coherent sounds, intelligible speech, loudness and expression); concert and concert preparations for the exhibition of technical and musical achievements; creation and vocalization of a wide repertoire covering various national and international genres, styles, periods and cultures appropriate to the level; in accordance with the requirements of music teaching; Studies and practices aimed at informing about choral activities and studies that can be applied in primary, secondary and Fine Arts High School music department programs.
Textbook	Atalay, A. (2010). Polifonik Koro İçin 10 Parça, Müzik Eğitimi Yayınları, Ankara. Canselen, F. (2003). Koro ve Orkestra Eserleri, Gazi Üniversitesi Yayınları, Ankara. Çevik, S. (2000) Koro Albümü, Evrensel Kitabevi, Ankara. Egüz, S. (1981). Koro Eğitimi ve Yönetimi, Ayyıldız Matbaası, Ankara. Egüz, S. (1981). Toplu Ses Eğitimi, Ayyıldız Matbaası, Ankara.
Supplementary Textbooks	Sun, M. (2005). Gençlik Koroları İçin Koro Dağarcığı, Sun Yayınevi, Ankara.
Course Credit (ECTS)	2
Course Prerequisites (Course attendance requirements should be stated in this item)	Class attendance is compulsory.
Type of Course	Theoretical / Practical
Language of Instruction	Turkish
Course Objectives	Gaining technical and musical skills at the levels approaching the beginner and intermediate level in polyphonic music activities together.
Learning Outcomes of the Course	The student exhibits the singing skills specified in the course content.
The Format of the Lesson	Face to face education.
Weekly Distribution of the Course	 General information about the course and its teaching Preserving and using the voice Breath-sound connection exercises Resonance and timbre studies Diction and articulation studies Homogeneity studies Musicality and musical dynamics Factors affecting intonation in singing

Education and Turkining Activities	 9. Technical and musical analysis of works 10. Performing works from Turkish choral literature 11. Performing works from Turkish choral literature 12. Performing works from world choral literature 13. Performing works from world choral literature 14. Creating a concert program 									
Education and Training Activities (<i>These are examples. Please fill in the activities you used in your lesson</i>)	Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam									
Assessment Criteria	Number Total Contribution (%)									
	Midterm		1		40					
	Homewor	rk	-		-					
	Practice		-		-					
	Projects									
	Practical		-		-					
	Quiz		-		-					
	Ratio of 7 Studies to (%)		-		-	_				
	Final Suc Ratio (%)		1		60					
	Attendan		11 weeks							
Workload of the Course		Activities		Total Weeks		(W	ratio eek ours	ly	End of Term Total Workload	
	Weekly le	ecture hour	rs	14		1			14	
	Weekly p	ractical les	sson hours	14	,	2			28	
	Reading A	Activities								
	Internet be work	rowsing, li	ibrary							
	Material d	lesign, app	olication							
	Report pro	eparing								
	Prepare a	presentati	on							
		on (Conce	,	2	,	2			4	
	preparatio			1	,	2			2	
	for the fin	n and prep al exam	baration	1		6			6	
	Other	11 1			+			-+		
	Total wor				+			-	54	
	Total wor		C	1	-				54/25	
Contribution Level Between Course Outcomes	ECIS Cre	edits of the		1			1		2,16	
and Program Outcomes	No Program Outcomes			2	3	4	5			
		1	Music teacher academician artist trainer public and private art institutions	er, ,				x		

	2	Obtaining traditional Turkish Folk Music Theory and repertoire	_	x			
		knowledge Obtaining traditional					
	3	Turkish Classical Music Theory and repertoire knowledge		x			
	4	Gaining experience on Western Classical Music, Harmony, Hearing Education			x		
	5	Being able to play the works of Turkish and Western composers on the piano		x			
	6	Playing and Singing Folk Music Works with Baglama	x				
	7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs	х				
	8	To have information on General Music History and Turkish Music History			x		
	9	Gaining teaching experience with the opportunity to do internship in National Education	x				
	10	Gaining performance- based experience with Orchestra and Choir lessons				X	
Lecturer(s) and Contact Information		. Günay Akgün – ş . İlknur Özal Gönc					

COURSE DESCRIPTION FORM									
Course Code and Name	MZÖ 210 - Harmony and Accompaniment – II								
Semester of the Course	4								
Course Content/ Catalog Content	Formation and translation of chords in major and minor tones; Harmonically connecting chord cycles and extraneous sounds in narrow and wide series and creating accompaniment models on piano with these connections. Harmonic analysis of melodies in one octave and above vocal range and creating accompaniment to these melodies by using block chords in appropriate cycles with piano.								
Textbook	Cangal, N. (2005). Armoni. (3. basım) Ankara: Arkadaş Yayınevi.								
Supplementary Textbooks	Rimskof, R.,(1996). Kuramsal ve Uygulamalı Armoni. (2. Baskı) (Çev. Ataman, A. M.), İzmir: Levent Müzik Evi. Usman, O., (2017). Çok Sesli Batı Müziğinde Yazım ve Analiz Cilt 2: Temel Armoni. Konya: Eğitim Yayınevi.								
Course Credit (ECTS)	2								
Course Prerequisites (Course attendance requirements should be stated in this item)	Class attendance is compulsory.								
Type of Course	Theoric								
Language of Instruction	Turkish								
Course Objectives	To establish major and minor chords in 4 parts, to create accompaniment models on the piano by using major and minor chords in fundamental and translation positions, and to make harmonic analysis of suitable works.								
Learning Outcomes of the Course	To be able to make harmonic and melodic connections with the root, first cycle and second cycles of chords, Ability to sing bass and soprano parts by four using root and cycles chords, To be able to analyze and accompany school songs harmonic (with piano), To be able to accompany the sight-reading melodies with the piano.								
The Format of the Lesson	Face to face education.								
The Format of the Lesson Weekly Distribution of the Course	 Face to face education. Conversions of chords. First cycle, 6th chord. Bass party works in my large series. Cycles of chords. First cycle, 6th chord. Soprano party works in my large series. Cycles of chords. Second cycle, Four-Six chord. Bass party works in my large series. Cycles of chords. Second cycle, Four-Six chord. Soprano party works in my large series. Cycles of chords. Second cycle, Four-Six chord. Soprano party works in my large series. 6th chords and their connections with root and cycle chords. Four-Six chords and their connections with root and cycle chords. Extraneous sounds to the chord (Temporary sounds). Extraneous sounds to the chord (Operant sounds). Extraneous sounds to the chord (Temporal and operant four-six chords). Extraneous sounds to the chord (Delaying and prominent sounds). Harmonic analysis of school songs. To accompany the school songs (with piano). Accompanying deciphered melodies in a range of one octave and above in various tones (with piano). Accompanying deciphered melodies in a range of one octave and 								

	above in various tones (with piano).									
Education and Training Activities	Preparing a	presentation								
(These are examples. Please fill in the activities you	Presentation									
used in your lesson)			kam preparati							
Assessment Criteria	Final exam	and preparat	ion for the fir Numb		am		otal			
			1 (unit)		С			tion		
					(%)					
	Midterm		1				40			
	Homewo	ork	-				-			
	Practice		-				-			
	Projects									
	Practical									
	Quiz		-				-			
	Ratio of	Term								
	Studies to Success									
	(%)									
	Final Suc	ccess Ratio) 1	60						
	(%)									
	Attendan	ce Status	11 week	s						
Workload of the Course	Activities				ota eek	1	(W	ratio eekl ours)	y	End of Term Total Workload
	Weekly l	ecture hou	rs	14		,	2			28
		Weekly practical lesson hours								
		Activities	55011 110 015							
		prowsing, l	ibrary							
	work	,10,051115,1	loiuiy							
		design, ap	plication							
	Report pr		piieution							
		presentati	on	3			3			9
		ion (Conce		-						0
		and midte		3		•	3			9
	11		rin exam	1			1			1
	preparation	m and pre	noration						_	
	for the fir		paration	1			1			1
	Other									
	Total wor	rkload								48
		rkload/ 25								48/25
		edits of the	a Course	3						48/23 1,92
Contribution Level Between Course Outcomes	LCISCI		Program							1,92
and Program Outcomes		No	Outcome		1	2	3	4	5	
			Music teach	er,						
			academician							
		1	artist trainer public and	m					Х	
			private art							
			institutions							
			Obtaining							
		2	traditional Turkish Foll Music Theor			X				

	•		•			
		and repertoire	IT]	
		knowledge				
		Obtaining				
		traditional				
		Turkish				
	3	Classical Music	Х			
		Theory and				
		repertoire				
		knowledge				
		Gaining				
		experience on				
		Western				
		Classical				
	4				Х	
		Music,				
		Harmony,				
		Hearing				
		Education				
		Being able to				
		play the works				
	5	of Turkish and		X		
	5	Western		Δ		
		composers on				
		the piano				
		Playing and				
		Singing Folk	NZ.			
	6	Music Works	Х			
		with Baglama				
		Being able to				
		play Block				
		Flute and Guitar				
	7	from School		X		
	7	Instruments and		Δ		
		accompany				
		children's songs				
		To have				
		information on				
	8	General Music		Х		
	-	History and				
		Turkish Music				
		History				
		Gaining				
		teaching				
		experience with				
	9	the opportunity		Х		
		to do internship				
		in National				
		Education				
		Gaining				
		performance-				
	10	based				
	10	experience with		Х		
		Orchestra and				
		Choir lessons				
Lecturer(s) and Contact Information	Prof. Ülkü ÖZGÜ				1	
Lecturer(s) and Contact Information	Prof. Olku OZGU Prof. Sadık ÖZÇE					
	Asst. Prof. Dr. Sel	auk BİI CİN				
	TASE FIOL DE SE	YUK DILUIN				
		sanatlar-muzik.gazi	adu to/-	ion /m -	n n	50264

COURSE DESCRIPTION FORM									
Course Code and Name	MZÖ 212 – Turkish Music History								
Semester of the Course	4								
Course Content/ Catalog Content	Historical roots of Turkish music culture; Cultural and musical elements that have cost the lives of Turkish societies since Central Asia, the interaction of these elements with the surrounding music cultures; With the arrival of the Turks in Anatolia, the musical cultures that existed in the ancient Anatolian lands and their interactions with the Mesopotamian music cultures; Music culture in the process formed with the acceptance of Islam; Music theory, instruments, genres and major composers in the Ottoman Empire; Ottoman period music writings, saz and lyric collections; Reflections of the increasing relations with the West within the framework of westernization movements, the first developments in western music in Turkey, structural changes in musical institutions and formations; Music in the Republican period, Turkish music revolution, multicultural music structure in Anatolia and new music formations are institutions and organizations.								
Textbook	Uçan A., Türk Müzik Kültürü, Müzik Ansiklopedisi Yayınları, Ankara 2000. Oransay, G., Müzik Tarihi Iı, Yaygın Yükseköğretim Kurumu Yayınları, Ankara 1977. Gazimihal M. R., Türk Askeri Mızıkaları Tarihi, Maarif Basımevi, İstanbul 1955. Kaygısız M., Türklerde Müzik, Kaynak Yayınları, İstanbul 2000.								
Supplementary Textbooks	Say, A., Türkiye'nin Müzik Atlası, Borusan Yayınları, İstanbul 1998. Aydın, Y., Türk Beşleri, Müzik Ansiklopedisi Yayınları, Ankara 2003.								
Course Credit (ECTS)	2								
Course Prerequisites (Course attendance requirements should be stated in this item)	Class attendance is compulsory.								
Type of Course	Theoric								
Language of Instruction	Turkish								
Course Objectives	To learn the stages of development by considering Turkish music culture together with its historical roots, to evaluate it with its effects in Central Asia, Central West Asia, Anatolia, the Balkans and Europe, to contribute to the future evaluation by forming an opinion on its theory, theory, types and structure as a system.								
Learning Outcomes of the Course	To be able to explain the developments related to the roots of Turkish music culture. To be able to interpret the place and importance of Turkish music in the individual, state and collective life of the Huns Period. To be able to explain Turkish music of Göktürk and Uyghur periods in terms of sound system, instruments, subjects and genres. To be able to explain the effects of the Turks on the music culture after they came under the influence of the Islamic cultural environment. To be able to evaluate the developments related to Turkish music theory books. To be able to interpret the place and importance of Turkish music culture in Seljuk and Ottoman periods in individual, state and social life. To be able to explain the place and importance of military music in Turkish music culture, to group and exemplify the developments. To be able to explain the effects and effects of Turkish music culture on the surrounding music cultures and European music culture. To be able to interpret and exemplify the importance given by Turkish								

	statesmen to Turkish mus						
	To be able to explain the		c culture c	of the Repu	blican Period		
	and the music genres livir	ig today.					
The Format of the Lesson	Face to face education						
Weekly Distribution of the Course Below String Activities Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	 Introduction to Turkish Music Culture course. Cour description, content, method of teaching, measurer and evaluation methods. Terms and concepts. Developments related to the formation of Turkish to culture starting from prehistoric times. Turkish music culture of the Huns and Gokturks pe Sound system, its subjects, instruments and types. Music in individual, state and social life in the Uig and Karakhanids in the light of new social develop New developments in music genres, mosque and to music; Examples of theory books. Turkish Music of the Great Seljuk and Anatolian S States, its interactions with the surrounding music cultures. Turkish music institutions in the Ottoman Period: Enderun schools, Mevlevihane and Mızıka-i Hüma Ottoman manuscripts. Ottoman – European music culture interaction, approaches of the ruling class to music culture Turkish music ontation writings; Ebced, Alii Ufki, Kantemiroğlu, Hamparsum and European music w The place of music in school music in schools. The place of music in school music in schools. The music of the period. The development of polyn Turkish music, institutions, composers Types of music education, General, vocational and amateur music education. Music genres living today, their place and importan Turkish music culture. 						
	Midterm and midterm exa						
Assessment Criteria	Final exam and preparation	Number	Tot	al			
Assessment Criteria		Number	Contril	oution			
	Midterm	1	40)			
	Homework	-	-				
	Practice	-	-				
	Projects	-	-				
	Practical	-	-				
	Quiz	-	-				
	Ratio of Term						
	Studies to Success						
	(%) Final Success	1	60)			
	Ratio (%)			·			
	Attendance Status	11 weeks					
Workload of the Course	Activities		Total Weeks	Duration (Weekly Hours)	l'orm		

	Weekly l	irc	14		2			28	
			esson hours	17		4			-0
		Activities						+	
	work	prowsing,	norary	14		2			28
		dagion an	nliastion					-+	
		design, ap	prication						
	Report pr								
		presentat		4		4			16
		ion (Conc		5		5		2	25
	11	and midte	erm exam	1		1			l
	preparation			1		1			
		m and pre	eparation	1		1			l
	for the fir	nal exam							
	Other			2		2		4	1
	Total wor	rkload							103
	Total wor	rkload/ 25							103/25
	ECTS Cr	edits of th	e Course	2				4	4,12
Contribution Level Between Course Outcomes		No	Program	1	2	3	4	5	
and Program Outcomes			Outcomes		4	3	–	3	-
			Music teacher	r,			1		
			academician, artist trainer i	n					
		1	public and				Х		
			private art						
			institutions						-
			Obtaining traditional						
			Turkish Folk						
		2	Music Theory	/				х	
			and repertoire						
			knowledge						
			Obtaining traditional						
			Turkish						
		3	Classical Mus	sic				х	
			Theory and						
			repertoire						
			knowledge Gaining		+	-	┼──		-
			experience or	ı			1		
			Western				1		
		4	Classical			x			
			Music,			Â	1		
			Harmony, Hearing				1		
			Education						
			Being able to				1		1
			play the work	s			1		
		5	of Turkish an	d	X				
			Western composers on				1		
			the piano				1		
			Playing and		1		1		1
		6	Singing Folk			X	1		
		0	Music Works			Λ	1		
		1	with Baglama	ι	1	1	1	I.	1

	7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs	X			
	8	To have information on General Music History and Turkish Music History			x	
	9	Gaining teaching experience with the opportunity to do internship in National Education		X		
	10	Gaining performance- based experience with Orchestra and Choir lessons	X			
Lecturer(s) and Contact Information		Prof. Dr. Cihat mcihat@gazi.e				

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 214 – Indivual Instrument Education – IV (Bağlama)
Semester of the Course	4
Course Content/ Catalog Content	Introduction to simple, compound and mixed usuls used in context education, as well as tavir related to different regions, studies and works.
Textbook	Alim, Y. K., Aydın Atalay "Bağlama Metodu 1", Aktüel Editions, İstanbul, 2004. Altuğ, N., Teknik Bağlama Eğitimi Ve Usuller, Anadolu Matbaacılık, İzmir, 1999. Turhan, S., Türk Halk Musikisinde Çeşitli Görüşler, Kültür Bakanlığı Editions, Ankara, 1992. Özgül, M., Turhan, S., Dökmetaş, K., Notalarıyla Uzun Havalarımız, Kültür Bakanlığı Editions, Ankara, 1996.
Supplementary Textbooks	Taptık, G., Notaları Ve Tavırları İle Türküler, Çaba Edition, Ankara, 1972. Sarısözen, M., Türk Halk Müziğinde Usuller, Mifad Editions, Ankara, 1970. Yener, S., Bağlama Öğretim Metodu, Erhan Ofset Matbaacılık, Trabzon, 1991. Parlak, E., Şelpe Tekniği Metodu, Ekin Editions, İstanbul, 2001. Birdoğan, N., Notalarıyla Türkülerimiz, Özgür Edition, İstanbul, 1988. Turan, B., Notalarıyla Samahlarımız, Ekol Editions, İzmir, 2000.
Course Credit (ECTS)	1
Course Prerequisites (Course attendance requirements should be stated in this item)	There is an obligation to continue.
Type of Course	Theoric
Language of Instruction	Turkish
Course Objectives	To enable the student to comprehend the basic, compound and mixed usually used in baglama education and the introductory information on the local tavır.
Learning Outcomes of the Course	To be able to apply the local style with the studies of simple, compound and mixed usuls.
The Format of the Lesson	Face to face education
Weekly Distribution of the Course	 The place of octave B-flat sound in baglama Kirsehir tavır singing; 5-, 6-arpeggios and sequential staccato- legato exercises are exemplary works. The place of octave re sound in bağlama Tavır of Kayseri Grasping the C note A connected octal two hexadecimal weighing mold Two hexadecimal and one octal weighing molds connected Tavır of Silifke D note and first position grasp Connected four hexadecimal weighing patterns A quarter note B note and third position Connected hexadecimal-octal-hexadecimal weighing pattern
Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam

Assessment Criteria		Number	Fota						
				(ution		
	Midterm	1	-			<u>(%)</u> %4(
	Homework	-				-	·		
	Practice	-				-			
	Projects	-				-			
	Practical	-				-			
	Quiz	-				-			
	Ratio of Term Studies to	-				-			
	Success (%)								
	Final Success Ratio (%)	1 11 weeks				%6()		
	Attendance Status	11 weeks							
Workload of the Course			_			Т	End of		
	Activities		tion kly rs)		Term Total Vorkload				
	Weekly lecture hours	14	1			14	+		
	Weekly practical lesson ho	ours							
	Reading Activities								
	Internet browsing, library work								
	Material design, applicatio	n							
	Report preparing								
	Prepare a presentation	4	4			16	5		
	Presentation (Concert)	4	4			16	5		
	Midterm and midterm exam	m 1	1			1			
	preparation					<u> </u>			
	Final exam and preparation for the final exam	n 1	1			1			
	Other					+			
	Total workload					48			
	Total workload/ 25					_	3/25		
	ECTS Credits of the Cours	se 2				1,	92		
Contribution Level Between Course Outcomes	No Progran	n Outcomes	1	2	3	4	5		
and Program Outcomes	1 artist trainer i	1					х		
	private art ins Obtaining tra 2 Folk Music T	ditional Turkisl	h			X			
	repertoire kno Obtaining tra	owledge ditional Turkisl		╀	$\left \right $				
	3 Classical Mus repertoire kno	sic Theory and owledge		\downarrow		X			
	4 Gaining expe 4 Western Clas Harmony, He		n				Х		
		play the works d Western					X		
	6 Playing and	Singing Folk with Baglama				X			

		7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs		X	X		
		8	To have information on General Music History and Turkish Music History		X	X		
		9	Gaining teaching experience with the opportunity to do internship in National Education		X	X		
		10	Gaining performance-based experience with Orchestra and Choir lessons		X	X		
Lecturer(s) and Contact Information	Prof. Erdal Tuğcular Prof. İsmet Doğan							
		Asst. Prof. Dr. Üyesi Murat Karabulut (https://gef-guzelsanatlar-muzik.gazi.edu.tr/view/page/250264)						
	(1	nups://gei-g	guzeisanauar-muzik.gazi.edu.tr/v	/iew/j	page/25020	04)		

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 214 - Indivual Instrument Education – IV (Singing lesson)
Semester of the Course	4
Course Content/ Catalog Content	Singing the studied works with correct articulation using the correct breathing and voice technique. Developing a musical repertoire suitable for the level. Singing the studied works with piano accompaniment in accordance with the period and style characteristics.
Textbook	Davran, K., Gürgan Öztürk, F., (2009).Şan İçin Piyano Eşlikli Şarkılar I(1.B), Müzik Eğitimi Yayınları, Ankara. Egüz, S., (B.Y.Y) Piyano Eşlikli Halk Türküleri, Gazi Eğitim Enstitüsü Müzik Bölümü Yayınları No.1, Ankara.
Supplementary Textbooks	Egüz, S., (B.Y.Y) Piyano Eşlikli Okul Şarkıları, Gazi Eğitim Enstitüsü Müzik Bölümü Yayınları No.1, Ankara. Şimşek, G., (1997). Şan İçin Piyano Eşlikli Albüm, Ankara. Tuğcular, E., (2011). Şan İçin Piyano Eşlikli Türküler, Müzik Eğitimi Yayınları, Ankara.
Course Credit (ECTS)	1
Course Prerequisites (Course attendance requirements should be stated in this item)	Continuation is mandatory.
Type of Course	Theoric
Language of Instruction	Turkish
Course Objectives	To improve their knowledge and skills by using the tongue correctly and performing different works in accordance with voice training techniques.
Learning Outcomes of the Course	To be able to apply the correct breathing technique in short and long exercises. To be able to use correct breathing and voice technique. To be able to say the studied works with correct articulation. To be able to use the acquired sound creation skills in national and universal melodies. To be able to develop a musical repertoire suitable for the level. To be able to sing the studied works with piano accompaniment. To be able to say the studied works in accordance with the period and style characteristics. Singing at events and concerts.
The Format of the Lesson	Face to face education.
Weekly Distribution of the Course	 5-, 6-arpeggios and sequential staccato-legato exercises. 5, 6, octave arpeggio and sequential staccato-legato exercises are exemplary works. Octave, 9th, 12th arpeggio and sequential staccato-legato exercises and sample works. Staccato and legato exercises and sample works supporting register transitions. Staccato and legato exercises and sample works supporting register transitions. Form analysis of music works. Articulation in voice training. Producing the correct intonation sound, tone in the resonance regions. Period and style features in the works performed. Period and style features in the works performed. Technical analysis of the works. Musical analysis in the works.

Education and Training Activities (These are examples. Please fill in the activities you used in your lesson) Assessment Criteria	Working with suitable programs on the Internet Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam									
Assessment Cinena				INUI					bution	
	Mid	term			1		%40			
	Hon	nework			-			-		
	Prac	tice			-			-		
	Proj	ects			-			-		
	Prac	tical			-			-		
	Quiz	Z			-			-		
		o of Term cess (%)	Studies to		-			-		
		l Success	Ratio (%)		1			%6	50	
		ndance St		11 v	veek	5				
Workload of the Course		Acti	vities	Total Weeks	Veeks (We			ition ekly irs) Work		
	Wee	kly lecture	e hours	14	1			14		
	Wee									
	Read	ling Activ								
	Inter work	net brows	5	5 1			5			
	Mate	erial design								
		ort prepari								
	Prep	are a prese	entation	4	4	t t				
	Prese	entation (C	Concert)	3			3	3		
		erm and n aration	nidterm exam	1	1			2		
	Final		l preparation am	1	1			2		
	Othe				1					
		l workload	1		1			42		
	Tota	l workload	1/25					42	/25	
	ECT	S Credits	of the Course	2				1,6	5	
Contribution Level Between Course Outcomes		No	Program Out	comes	1	2	3	4	5	
and Program Outcomes		1	Music teacher, aca artist trainer in pub private art instituti	lic and					Х	
		2	Obtaining tradition Folk Music Theory repertoire knowled	nal Turkisl 7 and	ı		-	X		
		3	Obtaining tradition Classical Music Th repertoire knowled	al Turkisl neory and	1			x		
		4	Gaining experience Western Classical Harmony, Hearing	e on Music,	n				х	

		5	Being able to play the works of Turkish and Western composers on the piano Playing and Singing Folk Music Works with Baglama		X	X
		7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs			x
		8	To have information on General Music History and Turkish Music History			х
		9	Gaining teaching experience with the opportunity to do internship in National Education			x
		10	Gaining performance-based experience with Orchestra and Choir lessons			х
Lecturer(s) and Contact Information			Prof. Dr. Meral Töreyin Prof. Ferda Gürgan Öztürk Doç. Dr. Günay Akgün Öğr. Gör. Dr. Özge Çongur Yeş	10		
	((https://gef-	guzelsanatlar-muzik.gazi.edu.tr/v		e/250)264)

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ-214 - Indivual Instrument Education – IV (Viola)							
Semester of the Course	4							
Course Content/ Catalog Content	Permanent works in the third position, first-third position transition,							
	etudes and works with different bow types, Martele, pizzicato and							
	staccato bow techniques, Baroque period works.							
Textbook	Tanrıverdi, A., Viyola Eğitimi-II, İşbilen Yayıncılık, Ankara, 2014. Can, Ö., Viyola Eğitimi-II, Evrensel Müzikevi, Ankara, 2011.							
Supplementary Textbooks	Albuz, A., Viyola İçin Dağarcık, Evrensel Müzikevi Yayınları, Ankara							
	2005. Sanael Ö. D. Vinela Sanatlan, Münila Ežitinei Varunlan, 2021							
	Sonsel, Ö. B. Viyola Sonatları, Müzik Eğitimi Yayınları, 2021 Seybold, A., Viola Schule							
	Volmer, B., Viola Study							
	Suzuki-Viola Book-II							
Course Credit (ECTS)	1							
Course Prerequisites								
(<i>Course attendance requirements should be stated in this item</i>)	Continuation is mandatory.							
Type of Course	Theoric							
Language of Instruction	Turkish							
Course Objectives	To play samples from the works of Turkish and world composers; It aims							
	to learn the viola in accordance with individual development, to perform							
	vocalization-interpretation with the literature specific to the instrument,							
	and to gain the ability to perform activities in the field of music education with this instrument.							
Learning Outcomes of the Course	Third position information in viola. To be able to work with first and third							
	position transitions. To be able to do exercises that improve right and left							
	hand technique and increase coordination. To be able to play the G Major							
	scale within two octaves with different bow types in the first and third							
	positions. To be able to play the E flat Major scale in two octaves with different bow types in the first and third positions. To be able to play with							
	the Martele technique. Reinforcement of Detache, Legato, Martele,							
	Staccato techniques by playing together with the help of series. To be able							
	to reinforce the Detache, Legato, Martele, Staccato techniques by playing							
	together with the help of etudes. To be able to play Baroque period pieces							
	written for viola. To be able to perform the studied etudes and works musically in accordance with their technique.							
The Format of the Lesson	Face to face education							
Weekly Distribution of the Course	1. General review of the subjects learned in the previous semester.							
	2. Third position							
	3. Third position							
	 First-third Position transition First-third Position transition 							
	 First-third Position transition First-third Position transition 							
	7. First-third Position transition							
	8. Pizzicato Technique							
	9. Martele Technique							
	10. Staccato Technique							
	 Sequences in Detache, Legato, Martele, Staccato Techniques and Baroque Period 							
	13. Application studies of end-of-term studies and works and							
	accompanying Works							
	14. Repertoire development							

Education and Training Activities (<i>These are examples. Please fill in the activities you used in your lesson</i>)	Midterm and midterm exam preparation Final exam and preparation for the final exam												
Assessment Criteria		N	Number Co				Total ntribution (%)						
	Mid	term			1		%40						
	Hon	nework			-			-					
	Prac	tice			-				-				
	Proj	ects			-				-				
	Prac				-				-				
	Quiz				-				-				
			Studies to		-				-				
		<u>ess (%)</u>			1			0/	(0)				
		l Success		11	1			%	60				
	Atte	ndance Sta	atus	1	week	.S							
Workload of the Course	Activities				Total Weeks (W			(Weeki			Veekly T		
	Wee	kly lecture	e hours	14	1			14					
	Wee												
	Read	ling Activi											
	Inter work												
	Mate												
	Repo	ort prepari	ng										
	Prep	are a prese	entation	4 4				5					
	Prese	entation (C	Concert)	2 2				4	4				
		Midterm and midterm exam preparation						1					
	Final	Final exam and preparation 1				1			1				
	Othe		u iii	2 2				4					
	Tota	l workload	1					40)				
	Tota	l workload	l/ 25					40)/25				
	ECT	S Credits	of the Course	2				1,	6				
Contribution Level Between Course Outcomes	1	No	Program Out	comes	1		2 3	4	5				
and Program Outcomes		1	Music teacher, aca artist trainer in pub	lic and	n,				X				
		2	private art institution Obtaining tradition Folk Music Theory repertoire knowled	al Turk ⁄ and	ish			x					
		3	Obtaining tradition Classical Music Th repertoire knowled	nal Turk neory an lge				X					
		4	Gaining experience Western Classical Harmony, Hearing	Music,	ion				х				

	5	Being able to play the works of Turkish and Western composers on the piano Playing and Singing Folk			x
	6	Music Works with Baglama		Х	
	7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs			X
	8	To have information on General Music History and Turkish Music History			X
	9	Gaining teaching experience with the opportunity to do internship in National Education			X
	10	Gaining performance-based experience with Orchestra and Choir lessons			X
Lecturer(s) and Contact Information		ma Ayfer Tanrıverdi – fatmat@g . Dr. Aytekin Albuz - aytekina@			

COURSE DESCRIPTION FORM

Course Code and Name	MZÖ 214 – Indivual Instrument Education – IV (Guitar)
Semester of the Course	4
Course Content/ Catalog Content Textbook	The content of this course includes exercises to gain and develop basic musicianship skills in classical guitar in the context of music teaching equipment, studies and works from Turkish and World classical guitar repertoire. This lesson is the continuation of the previous Individual Instrument lesson.
Supplementary Textbooks	Rodriguez Arenas Gitar Metodu 2. Kitap Ziya Aydıntan Gitar Metodu 1, Jean-Maurice Mourat Volume B, Frederic Noad Solo Guitar Playing 1. Kitap, Guglielmo Papararo, La Tecnica Degli Arpeggi, Abel Carlevaro Serie Didactica Para Guitarra No: 1 ve 2, The Classical Guitar Anthology, F. Noad, The Renaissance guitar, F. Noad, The Baroque Guitar, F. Noad. S. Yeprem, Klasik Gitar İçin Halk Şarkıları
Course Credit (ECTS)	1
Course Prerequisites (Course attendance requirements should be stated in this item)	It is obligatory to attend the course (minimum 70%) and to fulfill all the responsibilities described in the syllabus.
Type of Course	Theoric
Language of Instruction	Turkish
Course Objectives	The aim of this course is to provide the student with basic technical and musicianship skills at advanced-beginner and intermediate levels through studies and works appropriate for the level of the student, within the scope of music teaching equipment, and to reinforce the acquired skills.
Learning Outcomes of the Course	Recognizing the classical guitar repertoire; Selected works from the Renaissance, Baroque and/or Classical Periods; improving the right hand arpeggio technique; developing coordination in right and left hand movements, applying left hand ascending and descending mixed legato techniques; developing the bare technique, applying the qent technique in works suitable for their level; developing coordination in position transitions; comprehending and applying the apoyando technique; vocalization of chromatic and diatonic sound sequences, etudes and works with tirando and apoyando techniques in first and further positions.
The Format of the Lesson	Face to face education
Weekly Distribution of the Course	 Scale studies, study of studies and works suitable for the level of the student in related scales Classical Period basic features and musical understanding Etudes and works from the Classical Period suitable for the level of the student Studying etudes and works appropriate to the level of the student. Qent technique applications, studies and works that include full qent technique and suitable for the level of the student Technical studies on vertical movement in the left hand, etudes and works suitable for the level of the student. Scale studies, study of etudes and works suitable for the level of the student. Scale studies, study of etudes and works suitable for the level of the student. Various technical studies, study of etudes and works suitable for the level of the student. Position transition studies, study of etudes and works suitable for the level of the student. Studying etudes and works appropriate to the level of the student. Studying etudes and works appropriate to the level of the student. Studies with various arpeggio formulas, etudes and works suitable for the level of the student. Reviewing the behaviors gained during the semester. Repertoire
Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	Preparing a presentation Presentation Midterm and midterm exam preparation (during the midterm week) Final exam and preparation for the final exam (during the final exam weeks)

		Number	Total Contribution (%)
	Midterm	1	40
	Homework	-	-
	Practice	-	-
	Projects	-	-
ssessment Criteria	Practical	-	-
	Quiz	-	-
	Ratio of Term		
	Studies to	-	-
	Success (%)		
	Final Success	1	60
	Ratio (%)		
	Attendance Status	11 weeks	

			Activities	Total Weeks	Duration (Weekly Hours)				Te	End of erm Total /orkload
	Weekly	lecture	e hours	14	1				14	
	Weekly	practio	cal lesson hours							
	Reading									
	Internet	brows	sing, library work							
Workload of the	Material	desig	n, application							
Course	Report p	repar	ing							
	Prepare	a pre	sentation	4	4				16	
			Concert)	2	2				4	
	Midterm	and r	nidterm exam preparation	1	1				1	
	Final exa	am an	d preparation for the final exam	2	2				4	
	Other			1	1				1	
	Total wo	rkload	t de la constante de la consta						40	
	Total wo	rkload	d/ 25						40	/25
	ECTS C	redits	of the Course	1					1,6	5
		No	Program Outcomes		1	2	3	4	5	
		1	Music teacher, academician, artist tra	iner in					х	
		1	public and private art institutions						Λ	
		2	Obtaining traditional Turkish Folk Mus Theory and repertoire knowledge	SIC				Х		
			Obtaining traditional Turkish Classica	l Music						
		3	Theory and repertoire knowledge					Х		
		4	Gaining experience on Western Class	sical					Х	
Contribution			Music, Harmony, Hearing Education	I						
Level Between		5	Being able to play the works of Turkis Western composers on the piano	sn and					Х	
Course Outcomes			Playing and Singing Folk Music Wol	rks with				**		
and Program		6	Baglama					Х		
Outcomes			Being able to play Block Flute and Gu			T	T			
		7	from School Instruments and accomp	any					Х	
			children's songs To have information on General Music							
		8	History and Turkish Music History					Х		
			Gaining teaching experience with the							
		9	opportunity to do internship in Nationa	al					Х	
			Education Gaining performance-based experie	200		$\left \right $				
		10	with Orchestra and Choir lessons	ILE					Х	

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 214 - Indivual Instrument Education – IV (Qanun)
Semester of the Course	4
Course Content/ Catalog Content	To apply transpose techniques on maqams, 2. Acquiring a repertoire by performing exemplary pieces in the makams of Uşşak, Bayati, Hüseyni, Muhayyer, Hicaz, Neva, Tahir, Karcığar and Acemaşiran, 3. To transpose the learned makams on the instrument.
Textbook	Mutlu, Ü. (1998). Kanun Metodu. İzmir: Günlük Ticaret Gazetesi Tesisleri.
Supplementary Textbooks	Karaduman, H. (2007). Kanun Metodu. İstanbul: Alfa Yayınları. Aydoğdu, G. ve Aydoğdu, T. (2004). Kanun Metodu
Course Credit (ECTS)	1
Course Prerequisites (Course attendance requirements should be stated in this item)	Continuation is mandatory.
Type of Course	Theoric
Language of Instruction	Turkish
Course Objectives	To play the qanun instrument in individual and mixed activities, to use it as a course material, to be a qanun educator, to use it as an accompaniment instrument in Turkish classical music theory and choir lessons.
Learning Outcomes of the Course	He practices the Uşşak and Bayati makam on the instrument. He practices Hüseyni and muhayyer on the instrument. Practices the Hicaz makam on the instrument. He practices the maqam neva and tahir on the instrument. He practices the maqam Karcığar on the instrument. Acemaşiran practices the makam on the instrument. He transposes the makams of Uşşak, Bayati, Hüseyni, Muhayyer, Hicaz, Neva, Tahir, Karcığar and Acemaşiran and acquires a repertoire.
The Format of the Lesson	Face to face education
Weekly Distribution of the Course	 Transpose exercises on learned maqams. Performing the uşşak and bayati scales on the instrument and the performance of the uşşak and beyati etudes in the focus of different styles. A case study of Uşşak and Bayati makams. Transpose studies. Performance of Hüseyni and imagined maqams on the instrument and performance of Hüseyni and imagined etudes in the focus of different methods. An example work of Hüseyni and muhayyer makams. Transpose studies. Performing the Hicaz family strings on the instrument and performing the Hicaz family etudes in the focus of different styles. Example work of Hicaz makam. Transpose studies. Playing neva and tahir makams with an instrument and performing neva and tahir etudes in different usuls. Neva and Tahir makams sample work. Transpose studies. Playing the Karcığar makam scale with an instrument and performing karcığar etudes in different usuls. Karcığar makam sample work. Playing the Acemaşiran makam scale with an instrument and performing acemaşiran etudes with a focus on different usuls. A sample work of Acemaşiran makam. Repertoire development.

Internet brow	vsing									
Final exam a	nd preparati				- 4 - 1					
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	5 Success									
	oose Datia	1			60		-			
	cess Katio	1			00					
	og Status	11 weeks								
Allendand	e status	11 WCCKS						End of		
	Activities		Weeks (Weekly		Weeks (Week		Weeks (Weekly		ly	Term Total Workload
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		brary								
					3			9		
	lesign, apr	olication								
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		aration	1		1			1		
	al exam		-	1 1				-		
								41		
Total wor	kload/25							41/25		
ECTS Cre	edits of the	Course	2					1,64		
	No			2	3	4	5			
								-		
		academician	,			1	1			
	1		in			Х				
		public and private art				1	1			
		institutions								
		institutions Obtaining						-		
		Obtaining traditional			_			-		
	2	Obtaining			x					
	Presentation Presentation Midterm and Final exam a Midterm Homewor Practice Projects Projects Practical Quiz Ratio of T Studies to (%) Final Suc (%) Attendand Weekly le Weekly le Weekly pi Reading A Internet b work Material of Prepare a Presentati Midterm a preparatio Final exar for the fin Other Total wor	Midterm and midterm ex Final exam and preparati Midterm Homework Practice Projects Practical Quiz Ratio of Term Studies to Success (%) Final Success Ratio (%) Attendance Status Weekly lecture hour Weekly practical les Reading Activities Internet browsing, li work Material design, app Report preparing Prepare a presentatio Presentation (Conce Midterm and midter preparation Final exam and prep for the final exam Other Total workload/ 25 ECTS Credits of the	Presentation Preparation Presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the finat Midterm I Homework Practice Projects Practical Quiz Final Success C (%) Final Success Ratio C (%) Final Success Ratio C (%) Final Success Ratio C (%) Attendance Status I1 weeks Veekly lecture hours Weekly lecture hours Weekly practical lesson hours Reading Activities Internet browsing, library work Material design, application Report preparing Prepare a presentation Presentation (Concert) Midterm and midterm exam preparation Final exam and preparation for the final exam Other Total workload/25 ECTS Credits of the Course No Program Outcome Nusic teache academician artist trainer public and	Presentation Preparation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam Final exam and preparation for the final exam Midterm I Number Number C Midterm I Homework - Practice - Projects - Projects - Practical - Quiz - Ratio of Term Studies to Success - (%) Final Success Ratio I (%) Final Success Ratio I (%) Final Success Ratio I (%) Final Success Ratio I (%) Final Success Ratio I (%) Attendance Status II weeks Veekly lecture hours I4 Weekly practical lesson hours Reading Activities Internet browsing, library work Material design, application Report preparing Prepare a presentation Report preparing Prepare a presentation Report preparing Prepare a presentation Final exam and preparation for the final exam Other Total workload/25 ECTS Credits of the Course 2 No Program Attention I Music teacher, academician, artist trainer in public and	Presentation Preparation Midterm and midterm exam preparation Number Total Midterm Total Midterm 1 - <th< td=""><td>Presentation Preparation Midterm and midterm exam preparation Total Contribution Total Contribution Mumber Total Contribution Mumber Total Contribution Midterm 1 40 Homework - - - Practice - - - Practice - 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- - Practice - - - Practice - - - - Practical - - - - Quiz - - - - Ratio of Term Studies to Success - - - Studies to Success Ratio 1 60 - - (%) - - - - - Activities 1 1 60 - Weekly lecture hours 14 1 Weekly practical lesson hours - - Reading Activities - - - - - Internet browsing, library 3 3 - - - <	Presentation Presentation Number Total Contribution (%) Midterm 1 40 Homework - - Practice - - Practice - - Practice - - Practice - - Practical - - Quiz - - Ratio of Term - - Studies to Success - - (%) - - - Final Success Ratio 1 60 - (%) - - - Final Success Ratio 1 etal - Meekly lecture hours 14 1 - Weekly practical lesson hours - - - Reading Activities - - - - Internet browsing, library work 3 3 - Material design, application - - - - Prepare a presentation 7 1 -<	Presentation Presentation Midterm and midterm exam preparation Total Contribution (%) Midterm 1 40 Homework - - Practice - - Practice - - Practice - - Practical - - Practical - - Quiz - - Ratio of Term - - Studies to Success - - (%) It weeks Duration (Weekly Head to the colors) Activities It weeks Duration (Weekly Hours) Weekly lecture hours 14 1 Weekly practical lesson hours It It Reading Activities It It It Internet browsing, library work 3 3 It Material design, application It It It Prepare a presentation 7 1 It Presentation (Concert) 3 3 It It It It <thi< td=""></thi<>		

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			knowledge				
			Obtaining				
			traditional				
			Turkish				
		3	Classical Music			Х	
			Theory and				
			repertoire				
			knowledge				
			Gaining				
			experience on				
			Western				
		4	Classical	Х			
		-	Music,	Δ			
			Harmony,				
			Hearing				
			Education				
			Being able to				
			play the works				
		5	of Turkish and	Х			
		-	Western				
			composers on				
			the piano				
			Playing and				
		6	Singing Folk Music Works		Х		
			with Baglama				
			Being able to				
			play Block				
			Flute and Guitar				
		7	from School		Х		
		/	Instruments and		~		
			accompany				
			children's songs				
			To have				
			information on				
		0	General Music				
		8	History and		Х		
			Turkish Music				
			History				
			Gaining				
			teaching				
			experience with				
		9	the opportunity			Х	
			to do internship				
			in National				
			Education				
			Gaining				
			performance-				
		10	based			Х	
			experience with			. –	
			Orchestra and				
			Choir lessons				
Lecturer(s) and Contact Information			KARAELMA				
	kara	aelma@gaz	i.edu.tr				

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 216 - Optional lesson-VI:
Semester of the Course	Preschool Music Education
Semester of the course	4
Course Content/ Catalog Content	Musical development characteristics of preschool children; the purpose and importance of pre-school music education, the effects of pre-school music education on the child's social and emotional, motor, cognitive, language development areas and self-care skills, planning and implementation of musical activities, classical methods and techniques used in pre-school music education; Different educational methods and approaches related to the use of music in pre-school education, song selection and teaching methods; Recognition and use of Orff instruments; instrument design from old and waste materials; musical dramatization studies.
Textbook	Göncü, İ. Ö. (2019). Müzik Treni Kalkıyor. İzge Yayıncılık. Ankara. Aytepe, Ç., Değer, A.Ç., Göncü İ.Ö., Ateşyakan B. (2014)., Şarkı Dağarcığı 1 Vize Yayıncılık. Ankara Sun, M., ve Seyrek, H. (1993). Okul öncesi eğitimde müzik. Mey Müzik Eserleri ve Yayınları. İzmir
Supplementary Textbooks	Dinçer, İ. (1992). Çocuk gelişimi ile ilgilenenler için müzik el kitabı. Ya- Pa Yayınları. İstanbul
Course Credit (ECTS)	4
Course Prerequisites (<i>Course attendance requirements should be stated in this item</i>)	Attendance to the course is mandatory.
Type of Course	Theoric
Language of Instruction	Turkish
Course Objectives	It is aimed to know the principles of the use of music in pre-school education, to apply it in the field of teaching profession, to create a song repertoire for pre-school music education and to use it in the profession.
Learning Outcomes of the Course	Understands the importance and purpose of music education in pre-school period, learns the development of music along with other developmental areas of the child. Knows and applies the principles for the use of music in pre-school education and recognizes different educational approaches. He/she can create a song vocabulary for the preschool period, recognizes and plays Orff instruments. Makes instrument designs from old and waste materials. He/she can have musical dramatization works done.
The Format of the Lesson	Face to face education
Weekly Distribution of the Course	 General information about the lesson Importance and purpose of music education in pre-school period. Developmental characteristics of the child in the preschool period. The effects of pre-school music education on the developmental areas of the child. Classical methods and techniques used in pre-school music education. Different educational methods and approaches related to the use of music in pre-school education. Song selection and teaching methods. Recognizing Orff instruments. Practice of playing Orff instruments. Creating game events Instrument design from old and waste materials Creating a song repertoire Creating a song repertoire
Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam

Assessment Criteria			Number	Con		ıtioı	ı		
					<u>(%)</u>				
	Midterm	1	1		40				
	Homewor	K	-		-				
	Practice		-		-				
	Projects		-		-		_		
	Practical		-	-	-		_		
	Quiz		-	-	-		_		
	Ratio of T								
	Studies to (%)		_		-				
	Final Succ	cess	1		60				
	Ratio (%)								
	Attendanc	e Status	11 weeks						
Workload of the Course		Activities		Tota Weel			atio eekl ours	y	End of Term Total Workload
	Weekly le			14		2			28
	Weekly pr		son hours						
	Reading A								
	Internet br work		brary						
	Material d	esign, app	olication						
	Report pre	eparing							
	Prepare a presentation								
				2	2				4
	Midterm and midterm exam				1 2				2
	preparation			1 2					2
	Final exam		aration	1 6					6
	for the fina			1 6					6
	Other								
	Total worl	kload							40
	Total worl	kload/ 25							40/25
	ECTS Cre	dits of the	Course	1					1,6
Contribution Level Between Course Outcomes		No	Program		2	3	4	5	
and Program Outcomes		110	Outcome	S		-	-	5	-
			Music teache academician						
		1	artist trainer						
		1	public and				х		
			private art						
			institutions		_				
			Obtaining traditional						
		2	Turkish Folk	c l					
		2	Music Theor	y	х				
			and repertoin	e					
			knowledge Obtaining		+	+			
			traditional						
			Turkish						
		3	Classical Mu	isic	x				
			Theory and						
			repertoire knowledge						
		4	Gaining		+	1	-		
		4	experience of	n		х			

			Western						
			Classical						
			Music,						
			Harmony,						
			Hearing						
			Education						
			Being able to						
			play the works						
		5	of Turkish and					x	
		C	Western						
			composers on						
			the piano						
			Playing and						
		6	Singing Folk					x	
		-	Music Works						
			with Baglama						
			Being able to						
			play Block						
		-	Flute and Guitar						
		7	from School					х	
			Instruments and						
			accompany						
			children's songs To have						
			information on						
			General Music						
		8	History and				х		
			Turkish Music						
			History						
			Gaining						
			teaching						
			experience with						
		9	the opportunity		х				
		,	to do internship		Λ				
			in National						
			Education						
			Gaining						
			performance-						
		10	based						
		10	experience with			х			
			Orchestra and						
			Choir lessons						
Lecturer(s) and Contact Information									
	Prof.	Nezihe Şer	ntürk – nezihe@ga	zi.e	du.t	r			
	1								

COURS	E DESCRIPTION FO	RM				
Course Code and Name	MZÖ 218 – Music Enseml	oles Manager	nent			
Semester of the Course	4					
Course Content/ Catalog Content	Theoretical and applied stu management.	idies on choi	r education and in	nstrument group		
Textbook	Çevik, S. (1999). Koro Eğitimi, Yönetimi Ve Teknikleri. Ankara: Yurtrenkleri Yayıncılık Egüz, S., (1981), Koro Eğitimi ve Yönetimi, Ayyıldız Matbaası A. Ankara.					
Supplementary Textbooks	Çevik, S. (2000). Koro Albümü. Ankara: Yurtrenkleri Yayınevi. Egüz, S. (1980), Toplu Ses Eğitimi, Ayyıldız Matbaası A.Ş., Ankara. Ulusal ve evrensel boyutta, çeşitli dönemleri kapsayan oda müziği ve orkestra eserleri					
Course Credit (ECTS)	4					
Course Prerequisites (Course attendance requirements should be stated in this item)	Attendance to the course is	s mandatory.				
Type of Course	Theoric					
Language of Instruction	Turkish					
Course Objectives	To have conceptual and music groups and their methods related to ch management, to acquire th	formation, to in	to gain concept strument group	s, principles and education and		
Learning Outcomes of the Course	Learns how to do choir and Learns the qualifications the have. Gains knowledge of choir	d instrument hat a choir an	group works. d instrument gro	up leader should		
The Format of the Lesson	Face to face education		ne group manage			
Weekly Distribution of the Course	 Types and format Features of the ch Introducing the cf Structural features formations, Repertoire buildin Choir and instrur techniques Measure and strol Fundamentals of twork to be studie Approaches to da Designing and im the daily work scl Practices on chora Practices on charr sample works Practices on charr sample works 	oir and instru- noir and instru- s of polyphor ag exercises mental conduc- ke techniques technical and d ily work plan plementing a nedule al education a aber music ed	ument group train ument group repo- nic choir and inst ctor equipment, r musical analysis ning work schedule in and management lucation and man	ner ertoire rument group nanagement a required by the n accordance with on sample works on sample works agement on		
Education and Training Activities (<i>These are examples. Please fill in the activities you used in your lesson</i>)	Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam					
Assessment Criteria	Midterm	Number	Total Contribution (%) 40			

	IIamanua	.l.							
	Homewon	ſK	-		-				
	Practice		-						
	Projects		-		-				
	Practical		-		-				
	Quiz	D	-		-				
	Ratio of 7		-		-				
	Studies to	Success							
	(%)		1		(0				
	Final Suc		1		60				
	Ratio (%)		11 1						
	Attendanc	ce Status	11 weeks						
Workload of the Course		Activities		Tota Wee		(W He	ratio 'eek burs	ly	End of Term Total Workload
		cture hour		14		2			28
		ractical les	son hours						
	Reading A								
	Internet bi	rowsing, li	brary						
	work								
	Material d	lesign, app	lication						
	Report pre	eparing							
	Prepare a		on						
	Presentati	_		2		4			8
	Midterm a		,						
	preparatio			1		2			2
	Final exar		aration			•			
	for the fin			1		2			6
	Other								
	Total wor	kload							44
	Total wor	kload/ 25							44/25
	ECTS Cre		Course	1					1,76
Contribution Level Between Course Outcomes			Program			2	4	5	
and Program Outcomes		No	Outcome	s	1 2	3	4	Э	
			Music teach						
			academician artist trainer						
		1	public and			х			
			private art						
			institutions						-
			Obtaining traditional						
			Turkish Foll	c					
		2	Music Theor		х				
			and repertoin	e					
			knowledge Obtaining		+	_			-
			Obtaining traditional						
			Turkish						
		3	Classical Mu	isic		x			
			Theory and						
			repertoire knowledge						
		4	Gaining			+	+		-
		4	Gaining		Х			1]

Western Classical Harmony, Harmony, Harmony, Harmony, Hearing Education Being able to play the works of Turkish and with Baglama 6 Ninging Folk Music Works with Baglama 7 Flue and Guitar 7 From School 8 General Music History and x History History 9 to internship 10 Based actining experience with claining gaining experience with claining 10 Based				1		1	<u>г</u>	
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Education Image: control in the second sec			Harmony,					
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Flute and Guitar x 7 from School x 1 instruments and accompany children's songs x 8 To have information on General Music x History and x History x 9 the opportunity to o internship x in National x Education x 10 Gaining experience with x or internship x in National x Education x								
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experience with Orchestra and Choir lessons		10			x			
Choir lessons								
Lecturer(s) and Contact Information Prof. Meral Torevin – atoravin@gazi edu tr								
	Lecturer(s) and Contact Information							
Doç. Dr. Günay Akgün – gunaya@gazi.edu.tr								
Doç. Dr. İlknur Özal Göncü – ilknurgoncu@gmail.com		Doç. Dr. İl	knur Özal Göncü -	- ilkn	irgo	ncu(@gm	ail.com

COURSE DESCRIPTION FORM

Course Code and Name	MZÖ-214 Indivual Instrument Education – IV (Piano)
Semester of the Course	4
Course Content/ Catalog Content	Exercises of scale, cadence and chord cycles suitable for the level within 4 octaves. Right pedal operation. Playing selections from national and universal works of different periods with etudes and exercises appropriate for the level. Playing in accordance with the musical form and period. Playing together (four hands) exercises.
Textbook	Tufan, S., Tufan, E., Piyano Metodu I, Ankara: Evrensel Müzik ve Yayınevi, 2014.
Supplementary Textbooks	 Czerny, C., 100 Alıştırma Op.599: Türkçesi: Gültek, B.: Ankara, Epilog, 2008. Czerny, K., 70 Esercizi Progressivi, Rıcordı, Milano 1980 Burgmüller, F., Etüden Für Pianoforte Op. 100, Peters, Leıpzıg Hanon, II Pianista Virtuoso 60 Esercizi, New York: G. Schirmer, No.925, n.d. [1900]. Sun, M., Tonal Diziler ve Kadanslar, Sun Yayınevi, 2006 Sun, M., Türk Müziği Makam Dizileri , Sun Yayınevi, 2006 Çimen G., Ercan N., Piyano Albümü: Ankara: Armoni Ltd. Şti., 1998. Bach, J. S., Der Erste Bach, Ed. Hans Huber, Edition HUG, 2002. Bach, J.S., Küçük Prelüdler Ve Fügler, Muzıka, Moskova 1965 Clementi, M., 12 Sonatin, Muzika, Moskova, 1970. Schumann, R., Album für die Jugend, Op.68, Ricordi Tchaikovsky, P., Album Per La Gioventu Op. 39, Rıcordı, Mılano 1973. Küçük, A., Küçük Albüm Piyano İçin Çocuk Parçaları: a 2.Basım, Sözkesen Matbaacılık, Ankara, 2005. Tuğcular, E., Türkünün Rengi: Müzik Eğitimi Yayınları, Genişletilmiş 2. Basım, Ankara, 2003. Baran, İ., Çoçuk Parçaları, Belgi Yayıncılık, Ankara 1984 Özparlak, S., Ç., Piyano İçin Makamsal Minyatürler, Müzik Eğitimi Yayınları, Ankara 2021 Denes, D. (arranger), The Joy of Piano Duets, Yorktown Press, 2011 Tecimer, B., En Güzel Piyano Düetleri, Müzik Eğitimi Yayınları, 2006.
Course Credit (ECTS)	1
Course Prerequisites (Course attendance requirements should be stated in this item)	It is mandatory to attend the lesson.
Type of Course	Theoric
Language of Instruction	Turkish
Course Objectives	To analyze the works of Baroque, Classical, Romantic and Contemporary periods according to the characteristics of the period. Deciphering works suitable for left pedal use, especially on Classical Period works. Perceiving and applying the mechanical differences of the left pedal between different types of pianos. To understand the concept of tonality with appropriate studies and works to improve sight-reading in piano playing. To start studies to improve piano accompaniment skills for solo or small instrument groups and to improve four-hand exercises. To do tonal and modal scale, cadence and chord cycle studies within 4 octaves. To make deciphering exercises with Turkish music samples. Gaining stage performance experience for the second time.
Learning Outcomes of the Course	To be able to analyze the polyphonic-harmonic structures, styles and forms of works and etudes suitable for their level from various periods. To be able to vocalize works and etudes musically by applying their loudness. To be able to develop sight-reading on the piano. To be able to practice parallel 8 and reverse scale, cadence and trivocal chord cycles in tones containing 3 sharp-3 flats in 4 octaves. Being able to play maqam scales.

	To be able to use the right and left pedals in appropriate works.
	To be able to perform polyphonic works in accordance with the Baroque
	Period characteristics.
	Being able to comprehend and apply the Classical Period forms.
	To be able to perform the Romantic Period piece by considering the elements
	of musical expression.
	To be able to comprehend the features of polyphonic Turkish music.
	Being able to perform works in concerts.
	To gain accompaniment skills on the piano.
The Format of the Lesson	Face to face education
	Preparing a presentation
Education and Training Activities	Presentation
(These are examples. Please fill in the	Midterm and midterm exam preparation
activities you used in your lesson)	Work-Etude-Exercise Study
	Final exam and preparation for the final exam

Weekly Distribution of the Course	 Period form features and level. 6. Control of the work of the 5th week. Left pedal use on Classical Period work. Parallel and inverted 8th scale, cadence and trivocal chord cycle exercises in Do# Minor tone. Studying the new maqam scale. 7. Control of the work of the 6th week. Deciphering a work suitable for the Romantic Period form features and level. 8. Studying the Romantic Period piece by considering the elements of musical
	 expression. Deciphering and analysis of polyphonic Turkish music. 9. Studying polyphonic Turkish music according to the characteristics of the period. Accompaniment studies. 10. Playing accompaniment examples and four-hand exercises. 11. Playing accompaniment examples and four-hand exercises. 12. Playing accompaniment examples and four-hand exercises. 13. Reviewing the behaviors gained during the semester and determining the final exam schedule. 14. Rehearsing the final exam schedule. Choosing the concert to be held at the beginning of the 1st semester of the 3rd grade, among the works performed this semester.
Assessment Criteria	

		Number	Tota Contribu (%)	ition	
	Midterm	1	%40		
	Homework	-	-		
	Practice	-	-		
	Projects	-	-		
	Practical	-	-		
	Quiz	-	-		
	Ratio of Term Studies to	-	-		
	Success (%)				
	Final Success Ratio (%)	1	%60		
	Attendance Status	11 weeks			
	Activities		Total Weeks	Duration (Weekly Hours)	End of Term Total Workload
	We alstry to atuma to assure				
	Weekly lecture hours		14	1	14
	Weekly practical lesson hours		14	1	14
	Weekly practical lesson hours Reading Activities		14	1	14
	Weekly practical lesson hours Reading Activities Internet browsing, library wor			1	14
	Weekly practical lesson hours Reading Activities Internet browsing, library wor Material design, application			1	14
Workload of the Course	Weekly practical lesson hoursReading ActivitiesInternet browsing, library worMaterial design, applicationReport preparing				
Workload of the Course	Weekly practical lesson hoursReading ActivitiesInternet browsing, library worMaterial design, applicationReport preparingPrepare a presentation		2	2	4
Workload of the Course	Weekly practical lesson hoursReading ActivitiesInternet browsing, library worMaterial design, applicationReport preparingPrepare a presentationPresentation (Concert)	k	2 2 2		4 4
Workload of the Course	Weekly practical lesson hoursReading ActivitiesInternet browsing, library worMaterial design, applicationReport preparingPrepare a presentationPresentation (Concert)Midterm and midterm exam p	k reparation	2 2 1	2 2 1	4 4 1
Workload of the Course	 Weekly practical lesson hours Reading Activities Internet browsing, library wor Material design, application Report preparing Prepare a presentation Presentation (Concert) Midterm and midterm exam p Final exam and preparation for 	k reparation	2 2 2 1 n 1	2 2 1 1	4 4 4 1 1
Workload of the Course	Weekly practical lesson hoursReading ActivitiesInternet browsing, library worMaterial design, applicationReport preparingPrepare a presentationPresentation (Concert)Midterm and midterm exam p	k reparation	2 2 1	2 2 1	4 4 1

	No	Program Outcomes	1	2	3	4	5
	1	Music teacher, academician, artist trainer in public and private art institutions					X
	2	Obtaining traditional Turkish Folk Music Theory and repertoire knowledge				X	
Contributi on Level	3	Obtaining traditional Turkish Classical Music Theory and repertoire knowledge				Х	
Between Course	4	Gaining experience on Western Classical Music, Harmony, Hearing Education					Х
Outcomes and	5	Being able to play the works of Turkish and Western composers on the piano					X
Program Outcomes	6	Playing and Singing Folk Music Works with Baglama				Х	
	7	Being able to play Block Flute and Guitar from School Instruments and accompany children's songs					x
	8	To have information on General Music History and Turkish Music History					х
	9	Gaining teaching experience with the opportunity to do internship in National					X

33/25

1,32

1

Total workload Total workload/ 25

ECTS Credits of the Course

		Education	Τ		
	10	Gaining performance-based experience with Orchestra and Choir lessons			X
		Prof. Nevhiz ERCAN			
		Prof. Selmin TUFAN Prof. Dr. Belir TECİMER			
Lecturer(s		Prof. Enver TUFAN			
) and		Prof. Dr. Aytekin ALBUZ			
Contact		Doç. Dr. Naciye HARDALAÇ			
Informati on		Doç. Dr. Birsen JELEN Dr. Öğr. Üyesi Şehnaz ERTEM			
011		Öğr. Gör. Dr. Itır ESKİOĞLU			
		Arş. Gör. Dr. Çağla SERİN ÖZPARLAK			
		(https://gef-guzelsanatlar-			
		muzik.gazi.edu.tr/view/page/250264)			