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)	2
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 tavir.
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 staccatolegato 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 Measure of 2/4 E 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		N	Number			Total				
					C			ribution (%)		
	Midterm		1				<u>(70)</u> %4(-	
	Homework		-				_		-	
	Practice		-				_		-	
	Projects		-				-			
	Practical		-				-			
	Quiz		-				-			
	Ratio of Term Studies to	Ratio of Term Studies to -						-		
	Success (%)									
	Final Success Ratio (%)		1				%60)		
	Attendance Status	1	l weeks							
Workload of the Course								End of		
Workload of the Course			Total			ion		Term		
	Activities		Weeks		ee oui	kly		Total		
	*** 11 1				oui	3)		Vorkloa	ıd	
	Weekly lecture hours		14	1			14	<u>+</u>		
	Weekly practical lesson h	ours								
	Reading Activities									
	Internet browsing, library	'								
	work						-			
	Material design, application	on		1			-			
	Report preparing		4	1			1.	16		
	Prepare a presentation			4			+	16		
	Presentation (Concert)		4	4			16)		
	Midterm and midterm exa	am	1	1			1			
	preparation Final exam and preparation	1 proporation								
	for the final exam)11	1	1			1			
	Other									
	Total workload						48			
	Total workload/ 25						+	48/25		
	ECTS Credits of the Cour	rse	2				1,92			
Contribution Level Between Course Outcomes		m Outc	omes	1	2	3	4	5		
and Program Outcomes	1 Knows the country to Music Ed	concepts	related					X		
	2 Has knowle teaching pro	dge abo	ut the				X			
	Music devel suitable for education.	lops mat	terials				X			
	Has the kno measuremen	nt and ev	valuation				X			
	related to m Has the kno measuremen	wledge nt and ev	of valuation				X			
	related to m Active in m 6 activities							X		
	provides par Determines						X			
	/ needs of stu	dents re	garding				Λ			

			music education.			
		8	Music and informatics		X	
			uses technologies.			
		Q	Becomes a role model in the			$ _{X} $
			society in his field.			A
		10	A lifelong learning		X	
		10	they exhibit attitude.		Λ	
Lecturer(s) and Contact Information			Prof. Erdal Tuğcular			
			Doç. Dr. Hamit Önal			
			Dr. Öğr. Üyesi Murat Karabu	lut		
			Dr. Öğr. Üyesi Erhan Yiğite	er		
	(https://gef-g	uzelsanatlar-muzik.gazi.edu.tr/v	iew/pag	ge/250	0264)

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ-206 - 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.
Cumplementour Toutheeles	Can, Ö., Viyola Eğitimi-II, Evrensel Müzikevi, Ankara, 2011. Albuz, A., Viyola İçin Dağarcık, Evrensel Müzikevi Yayınları, Ankara
Supplementary Textbooks	2005.
	Sonsel, Ö. B. Viyola Sonatları, Müzik Eğitimi Yayınları, 2021
	Seybold, A., Viola Schule
	Volmer, B., Viola Study Suzuki-Viola Book-II
Course Credit (ECTS)	2
Course Prerequisites	
(Course attendance requirements should be stated in	Continuation is mandatory.
this item) 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	General review of the subjects learned in the previous semester.
	2. Third position
	Third position First-third Position transition
	5. First-third Position transition
	6. First-third Position transition
	7. First-third Position transition
	11. Sequences in Detache, Legato, Martele, Staccato Techniques and
	12. Baroque Period
	 First-third Position transition Pizzicato Technique Martele Technique Staccato Technique Sequences in Detache, Legato, Martele, Staccato Techniques and

Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	Presen Midter	m and midte	tation erm exam preparation eparation for the fina										
Assessment Criteria				Nun	ıbeı	•	Co	To ntri (%	buti	on			
	Mid	term		1				%					
		nework		-									
	Prac			-				-					
	Proje			-				-					
	Prac			-									
	Quiz	Z		-				-	-				
	Ratio	o of Term	Studies to	-				-	-				
		ess (%)											
		1 Success	· /	1				%	60				
	Atte	ndance Sta	atus	11 w	eek	S							
Workload of the Course		Acti	vities	Total Weeks	Total Weekly			(Weekly		eekly		Term	
	***		1			loui	,	_		load			
		kly lecture		14	1			14	-				
	-	• •	cal lesson hours										
		ling Activi											
	work		ing, library	Total Weeks Duration (Weekly Hours) End of Term Total Workload Total Workload Total Workload Total Hours Total Hou									
			n, application										
		ort prepari											
		are a prese		4	4			16	<u> </u>				
		entation (C						+					
			nidterm exam										
		aration		1	1			1					
	11	exam and ne final ex	d preparation am	1	1			1					
	Othe	r		2	2			4					
		l workload						40)				
		l workloac						40)/25				
	ECT	S Credits	of the Course	2				1,	6				
Contribution Level Between Course Outcomes and Program Outcomes		No	Program Out		1	2	3	4	5				
and Hogram Outcomes		1	Knows the concept to Music Education	1.					X				
		2	Has knowledge about teaching profession					X					
		3	Music develops masuitable for the needucation.	aterials				X					
		4	Has the knowledge measurement and e related to music ed	evaluation				X					
		5	Has the knowledge measurement and e related to music ed	of evaluation				X					

	6	Active in music and art activities provides participation.				X	
	7	Determines and addresses the needs of students regarding music education.			X		
	8	Music and informatics uses technologies.			X		
	9	Becomes a role model in the society in his field.				X	
	10	A lifelong learning they exhibit attitude.			X		
Lecturer(s) and Contact Information							
	Prof. Dr.	Aytekin Albuz (aytekina@gazi.	edu	ı.tr)			
	Doç. Dr. 0	Ömer Bilgehan Sonsel (sonselbi	lge	han@	gma@	il.co	m)

COURSE DESCRIPTION FORM

Course Code and Name	MZÖ 206 – 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. Rodriguez Arenas Gitar Metodu 2. Kitap						
Supplementary Textbooks	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)	2						
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 The sim of this course is to provide the student with basis technical and						
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 transition 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. Various technical studies, study of etudes and works suitable for the level of the student Studying etudes and works appropriate to the level of the student. Various technical studies, study of etudes and works suitable for the level of the student Studying etudes and works appropriate to the level of the student. Various technical studies, study of etudes and works suitable for 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	-	-
essment Criteria	Practical	-	-
	Quiz	-	-
	Ratio of Term Studies to Success (%)	-	-
	Final Success Ratio (%)	1	60
	Attendance Status	11 weeks	

			Activities	Total Weeks		ratio	ly		End of Term Total Workload
	Weekly l	ecture	hours	14	1		<u>- / </u>		14
			al lesson hours						
	Reading								
			ng, library work						
Workload of the			a, application						
Course	Report p	reparir	ng						
30 4.100	Prepare a	prese	ntation	4	4				16
	Presentat	ion (C	oncert)	2	2			2	4
	Midterm	and m	idterm exam preparation	1	1				1
	Final exa	ım and	preparation for the final exam	2	2			4	4
	Other			1	1				1
	Total wo	rkload						4	40
	Total wo							4	40/25
	ECTS C1	edits o	of the Course	1					1,6
		No	Program Outcomes	S	1	2	3	4	5
		1	Knows the concepts related to Musi	c Education	n.				X
		2	Has knowledge about the teaching p field.	profession a	and			X	
		3	Music develops materials suitable for education.	or the needs	s of			X	
Contribution		4	Has the knowledge of measurement evaluation related to music education					X	
Level Between Course Outcomes		5	Has the knowledge of measurement evaluation related to music education					X	
and Program Outcomes		6	Active in music and art activities provides participation.						X
		7	Determines and addresses the needs regarding music education.	of students	S			X	
		8	Music and informatics					X	
		9	Becomes a role model in the society	in his field	d.				X
		10	A lifelong learning they exhibit attitude.						X
Lecturer(s) and Contact Information		Dr. Öğı	r. Üyesi Fatih BİNGÖL fatihbingol	@gazi.edu.	<u>tr</u>				

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
Course Chadit (ECTS)	Chopin, Variation On A Theme By Rossini 2
Course Credit (ECTS)	2
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	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.

			technical and musica							in
Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	line with what has been learned and working for the final. Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam									
Assessment Criteria	Number Cont									
	Mi	idterm			1)	1
	Но	mework			-			-		
	Practice							-		
		ojects			-			-		
	Pra	actical			-			-		
	Qυ				-			-		_
			m Studies to		-			-		
		ccess (%)	D (' (0/)		1			%60	\	-
	l	nai Succes tendance S	s Ratio (%)	11	week	c		% OU	,	-
	At	tendance s	Status	11	week	.S				
Workload of the Course		Ac	ctivities	Total Week	(Weekix			ר ר	nd of Term Total orkload	d
	We	ekly lectu	re hours	14	1	1		14		
	II		tical lesson hours							_
	-	ading Acti								
			sing, library							
	wo		•							
	Ma	terial desi	gn, application							
	Re	port prepa	ring							
	Pre	pare a pre	sentation	4	4			16		
	Pre	esentation	(Concert)	3	3			9		
	11	dterm and paration	midterm exam	1	1			1		
		al exam a	nd preparation exam	1	1			1		
	Otl	ner		2	2			4		
	To	tal worklo	ad					45		
	l	tal worklo						45/2	25	
	EC	TS Credit	s of the Course	2				1,8		
Contribution Level Between Course Outcomes		No	Program Outco	omes	1	2	3	4	5	
and Program Outcomes		1	Knows the concepts to Music Education.						X	
		2	Has knowledge about teaching profession	and field	l			X		
		3	Music develops mate suitable for the need education.					X		
		4	Has the knowledge of measurement and everelated to music education	aluation				X		
		5	Has the knowledge of					X		
			1			1	1			

		measurement and evaluation related to music education.		
	6	Active in music and art activities provides participation.		X
	7	Determines and addresses the needs of students regarding music education.	X	
	8	Music and informatics uses technologies.	X	
	9	Becomes a role model in the society in his field.	X	
	10	A lifelong learning they exhibit attitude.		X
Lecturer(s) and Contact Information		Doç. Dr. Filiz Önal <u>-filizonal@ga</u> Senim Çenberci -senimcenberci@	tr	

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 208 – 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 music culture. To be able to explain the Turkish music culture of the Republican Period and the music genres living today.					
The Format of the Lesson						
Weekly Distribution of the Course Education and Training Activities	Face to face education 1. Introduction to Turkish Music Culture course. Course description, content, method of teaching, measurement and evaluation methods. Terms and concepts. 2. Developments related to the formation of Turkish music culture starting from prehistoric times. 3. Turkish music culture of the Huns and Gokturks periods. Sound system, its subjects, instruments and types. 4. Music in individual, state and social life in the Uighurs and Karakhanids in the light of new social developments 5. New developments in music genres, mosque and tekke music; Examples of theory books. 6. Turkish Music of the Great Seljuk and Anatolian Seljuk States, its interactions with the surrounding music cultures. 7. Turkish music institutions in the Ottoman Period: Enderun schools, Mevlevihane and Mızıka-i Hümayun. 8. Ottoman manuscripts. 9. Ottoman – European music culture interaction, approaches of the ruling class to music culture 10. Turkish music notation writings; Ebced, Ali Ufki, Kantemiroğlu, Hamparsum and European music writings 11. The place of music in school music education, Maarif-i Umumiye Nizamnamesi and music in schools. 12. The music of the period. The development of polyphonic Turkish music, institutions, composers 13. Types of music education; General, vocational and amateur music education. 14. Music genres living today, their place and importance in Turkish music culture.					
(These are examples. Please fill in the activities you used in your lesson)	Presentation preparation Presentation Midterm and midterm exa Final exam and preparation					
Assessment Criteria		Number	Total			
			Contributi (%)	ion		
	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 Wooks (V	uration Weekly Hours) End of Term Total Workload		

	Weekly le	ecture hou	ırs	14		2			28
	l ——————		esson hours						
	Reading A	Activities							
		rowsing,		14		2			28
	work	_	-	14		2			28
	Material	design, ap	plication						
	Report pr	eparing							
	Prepare a	presentat	ion	4		4			16
		ion (Conc		5		5			25
	Midterm	and midte	erm exam	1		1			1
	preparation			1		1			1
		m and pre	paration	1		1			1
	for the fir	nal exam							
	Other	11 1		2		2			4
	Total wor		,						103
		rkload/ 25 edits of th		2				_	103/25
Contribution Level Between Course Outcomes	EC15 Cr	eans of th	Program Program	2	$\overline{\Box}$	T	l .	<u> </u>	4,12
and Program Outcomes		No	Outcomes	1	2	3	4	5	
			Knows the						
		1	concepts relat	ed				X	
			Education.						
			Has knowledg	ge					
		2	about the teaching				X		
		2	profession and	d			21		
			field.						
			Music develo	ps					
		3	suitable for th	ie			X		
			needs of						
			education. Has the	_					
			knowledge of						
		4	measurement				X		
		·	and evaluation related to must				2.2		
			education.	SIC					
			Has the						
			knowledge of						
		5	measurement and evaluation				X		
			related to mus						
			education.						
			Active in mus	51C					
		6	activities				X		
			provides						
			participation. Determines as	nd	1				+
			addresses the	14					
		7	needs of				X		
		,	students regarding mus				1.		
			education.	SIC					

		8	Music and informatics uses technologies.		X		
		9	Becomes a role model in the society in his field.			X	
		10	A lifelong learning they exhibit attitude.		X		
Lecturer(s) and Contact Information	Prof. Dr. Cihat Can mcihat@gazi.edu.tr						

COURSE DESCRIPTION FORM							
Course Code and Name	MZÖ 210 - Individual Bağlama Education - IV						
Semester of the Course	4						
Course Content/ Catalog Content	In baglama, works with different ending notes, etudes that provide technical development, etudes and works in different tezene techniques (çırpma, tarama, trill, etc.) Melodies in 5, 7 and 9 times usuls; different attitudes in baglama performance, (Karadeniz, Teke, Silifke, Zeybek, etc.) creating a repertoire for school music education.						
Textbook	Sarısözen, M., Türk Halk Müziğinde Usuller, Mifad Yayınları, Ankara, 1970. Yener, S., Bağlama Öğretim Metodu, Erhan Ofset Matbaacılık, Trabzon, 1991. Altuğ, N., Teknik Bağlama Eğitimi Ve Usuller, Anadolu Matbaacılık, İzmir,1999. Turhan, S., Türk Halk Musikisinde Çeşitli Görüşler, Kültür Bakanlığı Yayınları, Ankara, 1992.						
Supplementary Textbooks	Parlak, E., Şelpe Tekniği Metodu, Ekin Yayınları, İstanbul, 2001. Birdoğan, N., Notalarıyla Türkülerimiz, Özgür Yayıncılık, İstanbul, 1988. Turan, B., Notalarıyla Samahlarımız, Ekol Yayınları, İzmir, 2000.						
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	Recognizing various scales and chords in baglama, playing etudes that provide technical development, applying different plectrum techniques and local plectrums, creating a repertoire for school music education.						
Learning Outcomes of the Course	Plays various "Usuls" in baglama; Knows and applies different tuning techniques in baglama; Knows simple folk songs as well as compound and mixed ones; Develops attitude in baglama playing; Knows and applies the local plectrum types; Recognizes the ways of saying Turkish; Knows and distinguishes local folk songs; It creates a repertoire for the baglama concert; Creates a repertoire to be used in music education;						
The Format of the Lesson	Face to face education						
Weekly Distribution of the Course	 Types of tuning in baglama and their applications. Local plectrum and its types, applications. Rast (Mustezat) scale and its applications. Hicaz (Garip) scale and its applications. Kürdi (Bozlak) scale and its applications. Local plectrum and its types, applications Türkü forms Saba (Kalenderi) range and its applications. Segah scale and its applications. Huzzam scale and its applications 						

	11. Evç scale and its applications.									
	12. Local plectrum and its types, applications.									
	13. Local plectrum and its types, applications.									
	14. Local plectrum and its types, applications.									
Education and Training Activities	Preparing a presentation									
(These are examples. Please fill in the activities you used in your lesson)	Presentation Midterm and midterm exam preparation									
usea in your tesson)	Final exam and preparation									
Assessment Criteria		Numbe	er	Total						
			0	Contribution (%)						
	Midterm	1		40						
	Homework	-		-						
	Practice	-		-						
	Projects	-		-						
	Practical			-						
	Quiz	-		-						
	Ratio of Term									
	Studies to Success	-		-						
	(%)	1								
	Final Success Ratio	1		60						
	(%) Attendance Status	11 week	s							
Workload of the Course	7 ttendance Status				End of					
	Activities		Total Weeks	Duration (Weekly Hours)	Term Total Workload					
	Weekly lecture hours		14	1	14					
	Weekly practical lesso	n hours								
	Reading Activities									
	Internet browsing, libr work	ary								
	Material design, applic	cation								
	Report preparing									
	Prepare a presentation		2	2	4					
	Presentation (Concert)	1	2	2	4					
	Midterm and midterm	exam	1	1	1					
	preparation		1	1						
	H Linel exem and maner	ation	1	1	1					
	Final exam and prepar		for the final exam							
	for the final exam		2	2	0					
	for the final exam Other		3	3	9					
	for the final exam Other Total workload		3	3	33					
	for the final exam Other	· ·	3	3						

Contribution Level Between Course Outcomes and Program Outcomes		No	Program Outcomes	1	2	3	4	5	
		1	Knows the concepts related to Music Education.					X	
		2	Has knowledge about the teaching profession and field.				X		
		3	Music develops materials suitable for the needs of education.				X		
		4	Has the knowledge of measurement and evaluation related to music education.				X		
		5	Has the knowledge of measurement and evaluation related to music education.				X		
		6	Active in music and art activities provides participation.					X	
		7	Determines and addresses the needs of students regarding music education.				X		
		8	Music and informatics uses technologies.				X		
		9	Becomes a role model in the society in his field.					X	
		10	A lifelong learning they exhibit attitude.						
Lecturer(s) and Contact Information	Prof. Erdal Tuğcular Doç. Dr. Hamit Önal Dr. Öğr. Üyesi Murat Karabulut Dr. Öğr. Üyesi Erhan Yiğiter (https://gef-guzelsanatlar-muzik.gazi.edu.tr/view/page/250264)							/250264)	

COURSE DESCRIPTION FORM							
Course Code and Name	MZÖ 212 - Harmony-Counterpoint 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)	3						
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.						
Weekly Distribution of the Course	 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. 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 in 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 						

	abo	ove in variou	is tones (with	piano).					
Education and Training Activities	Preparing a presentation									
(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 exam									
Assessment Criteria	I mar exam	ana preparat	Number		uiii		ota	l		
					C			tion	ì	
	3.61.14		1				(<u>%)</u>			
	Midterm		1				40			
	Homewo	ork	-				<u>-</u>			
	Practice		-				-			
	Projects Practical						_			
	Quiz									
	Ratio of	Torm								
		o Success	_				_			
	(%)	o buccess								
		ccess Ratio) 1				60			
	(%)									
	` /	ce Status	11 week	S						
Workload of the Course							D	ratio	'n	End of
					ota			eekl		Term
		Activities		W	eek	S		ours		Total Workload
	Weekly le	ecture hou	rs	14			2			28
	<u> </u>		sson hours							
	Reading									
		prowsing, l	ibrary							
	work	6,	,							
	Material	design, ap	plication							
	Report pr		-							
	Prepare a	presentati	ion	3 3				9		
	Presentat	ion (Conc	ert)	3 3				9		
		and midte								1
	preparation	on		1			1			1
		m and pre	paration	1	1				1	
	for the fir	nal exam		1			1			1
	Other									
	Total wor									48
		rkload/ 25								48/25
	ECTS Cr	edits of th		3						1,92
Contribution Level Between Course Outcomes and Program Outcomes		No	Program Outcome		1	2	3	4	5	
			Knows the							
		1	concepts rela	ated					X	
			to Music Education.							
			Has knowled	lge						1
		_	about the					_		
		2	teaching profession ar	nd				X		
			field.	ıu						
		3	Music devel	ops				X		
							1			

			materials							
			suitable for the							
			needs of							
			education.							
			Has the							
			knowledge of							
			measurement							
		4	and evaluation		X					
			related to music							
			education.							
			Has the							
			knowledge of							
			measurement							
		5	and evaluation		X					
			related to music							
			education.							
			Active in music		+-	-				
			and art		37					
		6	activities		X					
			provides							
			participation.	+ +	1					
			Determines and							
			addresses the needs of							
		7			X					
			students							
			regarding music							
			education.							
			Music and							
		8	informatics		X					
			uses							
			technologies.	+ +	1					
			Becomes a role							
		9	model in the			X				
			society in his							
			field.	+ +	1					
			A lifelong							
		10	learning		X					
			they exhibit							
7 () 10 () 70			attitude.		1]				
Lecturer(s) and Contact Information		İlkü ÖZGÜ								
	Prof. S	adık ÖZÇE	LIK							
		Dr. Aytekin								
			ERİN ÖZPARLAK							
			lçuk BİLGİN		,					
	(https:/	//gef-guzels	(https://gef-guzelsanatlar-muzik.gazi.edu.tr/view/page/250264)							

COURSE 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)	3							
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. 							

10. Evç scale, Solfeggio dictation and melody creation studies in Evç maqam. 11. In various scale, forms and rhythm; solfege, dictation and melody creation techniques. Solfeggio dictation and melody creation exercises. 12. In various scale, forms and rhythm; solfege, dictation and melody creation techniques. Solfeggio dictation and melody creation exercises. 13. In various scale, forms and rhythm; solfege, dictation and melody creation techniques. Solfeggio dictation and melody creation exercises. 14. In various scale, forms and rhythm; solfege, dictation and melody creation techniques. Solfeggio dictation and melody creation exercises. **Education and Training Activities** Preparing a presentation (These are examples. Please fill in the activities you Presentation Midterm and midterm exam preparation used in your lesson) Final exam and preparation for the final exam **Assessment Criteria** Number **Total Contribution (%)** 40 Midterm 1 Homework Practice -**Projects** Practical Quiz Ratio of Term Studies to Success (%) Final Success Ratio 60 (%) Attendance Status 11 weeks Workload of the Course

Workload of the Course	Activities	Total Weeks	Duration (Weekly Hours)	Term Total Workload
	Weekly lecture hours	14	1	14
	Weekly practical lesson hours	14	1	14
	Reading Activities			
	Internet browsing, library work			
	Material design, application			
	Report preparing			
	Prepare a presentation		1	14
	Presentation (Concert)	2	2	4
	Midterm and midterm exam preparation	1	1	1
	Final exam and preparation for the final exam	1	1	1
	Other			
	Total workload			48
	Total workload/ 25			48/25

	ECTS Cr	edits of th	ne Course	3				1	,92
Contribution Level Between Course Outcomes		No	Program	1	2	3	4	5	
and Program Outcomes		110	Outcomes		_				
		1	Knows the concepts related to Music Education.					X	
		2	Has knowledge about the teaching profession and field.				X		
		3	Music develops materials suitable for the needs of education.				X		
		4	Has the knowledge of measurement and evaluation related to music education.				X		
		5	Has the knowledge of measurement and evaluation related to music education.	2			X		
		6	Active in music and art activities provides participation.				X		
		7	Determines and addresses the needs of students regarding musi education.			X			
		8	Music and informatics uses technologies.				X		
		9	Becomes a role model in the society in his field.				X		
		10	A lifelong learning they exhibit attitude.					X	
Lecturer(s) and Contact Information			Prof. Erdal T Doç. Dr. Han Öğretim Üyesi M Dr. Öğr. Üyesi E	nit Ör Iurat	ial Kara		ıt	<u> </u>	
	(https:/		sanatlar-muzik.ga				//pag	ge/25	50264)

COURS	E DESCRIPTION FORM
Contribution Level Between Course Outcomes and Program Outcomes	MZÖ 216 - Turkish Folk Music Choir Lesson – II
Lecturer (s) and Contact Information	4
Contribution Level Between Course Outcomes and Program Outcomes	Studies to strengthen and develop the voice-breath connection; resonance studies aimed at producing sound in different dynamics, providing sound integrity and timbre in the choir; vocalizations of works with musical sensitivity in accordance with their meanings, collective performance, performance and communication skills, choral tone in vocalization and harmony with the choir conductor; studies to create a conscious folk music listener; creation of a repertoire composed of Turkish folk music works suitable for different regions, forms, styles, maqams and scales in our country; gaining the richness of the repertoire, especially for educational music.
Lecturer(s) and Contact Information	Sarısözen, M., Türk Halk Müziğinde Usuller, Mifad Yayınları, Ankara, 1970. Parlak, E., Şelpe Tekniği Metodu, Ekin Yayınları, İstanbul, 2001.
Contribution Level Between Course Outcomes and Program Outcomes	Yener, S., Bağlama Öğretim Metodu, Erhan Ofset Matbaacılık, Trabzon, 1991. Altuğ, N.,Teknik Bağlama Eğitimi Ve Usuller, Anadolu Matbaacılık, İzmir,1999. Turhan, S.,Türk Halk Musikisinde Çeşitli Görüşler, Kültür Bakanlığı Yayınları, Ankara, 1992.
Lecturer(s) and Contact Information	1
Contribution Level Between Course Outcomes and Program Outcomes	The student should attend the lesson by working on the repertoire, in accordance with the level of readiness specified in the course content, and should protect his/her vocal health.
Lecturer (s) and Contact Information	Theoric
Contribution Level Between Course Outcomes and Program Outcomes	Turkish
Lecturer(s) and Contact Information	Ensemble performance, performance and communication skills, choral tone in vocalization and harmony with the choirmaster; studies to create a conscious folk music listener; creation of a repertoire composed of Turkish folk music works suitable for different regions, forms, usuls, maqams and scales in our country; gaining the richness of the repertoire, especially for educational music.
Contribution Level Between Course Outcomes and Program Outcomes	It produces sound with different dynamics. Knows and obeys the sound integrity in the choir. He sings the works according to their meanings. He performs the works with musical sensitivity. Collective performance, performance and communication skills are developed. He provided the development of timbre in the choir and harmony with the choir conductor. Different regions, forms and ways of saying have developed. Educational music creates repertoire.
Lecturer(s) and Contact Information	Face to face education
Contribution Level Between Course Outcomes and Program Outcomes	 Sound, breath and dynamics. Accurate sound acquisition applications. Voice integrity techniques. Various choral practice techniques. Examples from Turkish Folk Music repertoire. Examples from Turkish Folk Music repertoire. Examples from Turkish Folk Music repertoire. Examples from Turkish Folk Music repertoire. Examples from Turkish Folk Music repertoire.

Lecturer(s) and Contact Information	8. Examples from To 9. Examples from To 10. Folk music forms 11. Examples from To 12. Examples from To 13. Examples from To 14. Creating education Preparing a presentation Presentation Midterm and midterm exam Final exam and preparation of the second Preparation of the second Preparation 19.	urkish Fol . Vocaliza urkish Fol urkish Fol urkish Fol nal music preparatio	k Music re tion of foll k Music re k Music re k Music re repertoire.	epertoire. k music form epertoire. epertoire. epertoire.	ns.
Contribution Level Between Course Outcomes and Program Outcomes	Tima exam and preparation	Numbe	er	Total ntribution (%)	
	Midterm	1		40	
	Homework	1		-	
	Practice	-		-	
	Projects	-		-	_
	Practical	-		-	_
	Quiz	-		-	_
	Ratio of Term	_		_	
	Studies to Success				
	Final Success Ratio	1		60	_
	(%)	1		00	
	Attendance Status	11 week	S		
Lecturer(s) and Contact Information	Activities		Total Weeks	Duration (Weekly Hours)	End of Term Total Workload
	Weekly lecture hours		14	1	14
	Weekly practical lesso	n hours			
	Reading Activities				
	Internet browsing, librated work	ary			
	Material design, applic	ation			
	Report preparing				
	Prepare a presentation		4	4	16
	Presentation (Concert)		2	2	4
	Midterm and midterm	exam	1	1	1
	preparation	otion			
	Final exam and preparation for the final exam	atiOII	1	1	1
	Other				
	Total workload				36
	Total workload/ 25				36/25
	ECTS Credits of the C	ourse			1,44

Contribution Level Between Course Outcomes		NT-	Program	1	^	2	4	_	
and Program Outcomes		No	Outcomes	1	2	3	4	5	
			Knows the						
		1	concepts related					X	
		1	to Music					Λ	
			Education.						
			Has knowledge						
			about the						
		2	teaching				X		
			profession and						
			field.						
			Music develops						
		2	materials				**		
		3	suitable for the				X		
			needs of						
			education. Has the						
			knowledge of						
			measurement						
		4	and evaluation				X		
			related to music						
			education.						
			Has the						
			knowledge of						
		5	measurement				X		
		3	and evaluation				Λ		
			related to music						
			education.						
			Active in music						
			and art				**		
		6	activities				X		
			provides						
	-		participation. Determines and						
			addresses the						
		_	needs of						
		7	students				X		
			regarding music						
			education.						
			Music and						
		8	informatics				X		
		o	uses				Λ		
			technologies.						
			Becomes a role						
		9	model in the					X	
			society in his						
			field.						
			A lifelong						
		10	learning					X	
			they exhibit						
I and any of the second of the		D D	attitude.	4 .	.10				
Lecturer(s) and Contact Information			Hamit Önal - <u>hami</u>				n.co	<u>m</u>	
		D	r. Öğr. Üyesi Erha	n Y	ıgıt	er			

COU	RSE DESCRIPTION FORM		
Course Code and Name	MZÖ 218 Optional - II Music In The Tur	kish World	
Semester of the Course	4		
Course Content/ Catalog Content	To explain the formation and developmen Turks in a cause-effect relationship. To music in terms of periodical and regional s	examine an	d evaluate Turkish
Textbook	Genç, R., Tarihte Türk Devletleri, Ankara, Kafesoğlu, İ., Türk Tarihi Ve Kültür, Yayl	, 1987.	
Supplementary Textbooks	Aslanapa, O., Türk Sanatı, İstanbul, 1984.		
	Akpınar, T., Türk Kültür Tarihinden Esinti		i, 2003.
Course Credit (ECTS)	2		
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 blend the instruments used in the Turki cultures brought by different geographies was a superior of the cultures brought by different geographies was a superior of the culture of the culture of the culture of the cult		
Learning Outcomes of the Course	Explains the basic concepts and facts abou race in cultural music and how music is for Express the belief and mythological eleme Evaluates Turkish music by examining it is regional stylistic differences; Evaluate Turkish music in the context of s	t language, r rmed; ents in Turks; n terms of pe	eligion, culture and
The Format of the Lesson	Face to face education	pace and tim	С.
Education and Training Activities	 Culture, people and society Turkish culture and Turkish civili The first instruments used by the instruments were born Turkish states in history Music in Turks before Islam The effect of state, administrative on the music used in Turks Music in the process of westerniz Oral, written and material culture Family structure in Turks Demographic and cultural conseq history The effect of Turkish culture on n The tangible and intangible cultur Transfer of natural and cultural he Transfer of natural and cultural he Reading activities 	Turks and ho , military and ation in the O of Turks uences of mi neighboring g ral heritage o	d social structure Ottoman Empire grations in Turkish geographies f Turkey ure generations
(These are examples. Please fill in the activities you used in your lesson)	Presentation preparation Presentation Midterm exam preparation Final exam preparation		
Assessment Criteria		Number	Total Contribution (%)
	Midterm	1	%40
	Homework	-	-
	Practice	-	-
	Projects	-	-
	Practical	-	-
	Quiz Ratio of Term Studies to	-	-
	Success (%)		

	Final Success Ratio (%)			1				%6	00		
	Atte	endance S	Status		11 w	eek	S				
Workload of the Course		W	otal eeks	/ W/AAIZIV		dy s)	W	End of Term Total orkload			
	Wee	ekly lectu	re hours	14	14 2				28		
	Wee	ekly pract	ical lesson hours								
	Rea	ding Acti	vities	5 5			25				
	Inte	rnet brow	sing, library								
	wor										
	Mat	erial desig	gn, application								
	Rep	ort prepar	ring								
	Prep	pare a pres	sentation	14		2			28		
	Pres	sentation ((Concert)	4		4			16		
	Midterm and midterm exam preparation					1			1		
			nd preparation	eparation 1			1				
	for the final exam					1			1		
	Oth			1		1			1		
	Total workload								100		
	Total workload/ 25 ECTS Credits of the Course								100/25		
				14	14 2				4		
Contribution Level Between Course	No Program Outco			ome	S	1	2	3	4	5	
Outcomes and Program Outcomes		1	Knows the concepts re							X	
		2	Has knowledge above	ut th					X		
			teaching profession Music develops mat								
		3	suitable for the need		.5				X		
			education.								
		4	Has the knowledge measurement and ev		tion				X		
		-	related to music edu	catio							
		5	Has the knowledge measurement and ev		tion				X		
		3	related to music edu						Λ		
			Active in music and								
		6	activities					X			
			provides participation Determines and add		th						
		7	needs of students re						X		
		,	music education.	541 4	6						
		8	Music and informat	ics					X		
		-	uses technologies.	1 1 '	.1						
		9	Becomes a role mod society in his field.	iei in	tne				X		
		10	A lifelong learning they exhibit attitude							X	
		_	rney exmon annude Prof. Dr. Türker Eroğ			1					

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ-202 Western Music Theory and Musical Hearing Education – IV
Semester of the Course	4
Course Content/ Catalog Content	The student who takes this course has information about the basic music information of Western Music, writes and reads monophonic and double-voiced melodies in at least four sharp / flat tones according to their level. He learns Tampere Hüseyni, Karcığar, Hicaz and Kürdi scales and practices reading and writing in single and double voices in these scales. Comprehends four-voice chords and their cycles, recognizes, perceives, and establishes these chords and cycles. He creates original melodies in the tone and maqam scales he has learned.
Textbook	Lavignac, A. (2012). VIA – VIB. İstanbul:Porte. Özgür, Ü., Aydoğan, S. (2006). Müziksel İşitme Okuma Eğitimi ve Kuram II. Ankara: Sözkesen.
Supplementary Textbooks	Özgür, Ü. (2018). İki Sesli Yazma. Ankara: Sözkesen. Özçelik, S. (2010). Müzikal Dikte ve Solfej. İzmir: Lamineks. Petit, S. (2002). Dictees Musicales. Paris: Leduc. Özgür, Ü., Aydoğan, S. (2005). Müziksel Yazma Eğitimi ve Ezgi Bankası. Ankara: Sözkesen. Grandjany, L. (2003). 500 Dictees Graduees. Paris: Lemoine. Dandelot, G. (2004). Cent Dictees Musicales. Paris: Lemoine. Arnoud, J. (2001). 1600 Exercices Gradues I – II. Paris: Leduc.
Course Credit (ECTS)	3
Course Prerequisites (Course attendance requirements should be stated in this item)	There is an obligation to continue.
Type of Course	Theoretical / Practical
Language of Instruction	Turkish
Course Objectives	Western Music has a general idea about basic music information. Acquires the necessary information for musical reading and writing.
Learning Outcomes of the Course	Musical hearing, Musical reading, Comprehends musical writing and transfers this knowledge and skills to other music lessons.
The Format of the Lesson	Face to face education
Weekly Distribution of the Course	 E major scale and tonality. Single and double voice reading and writing exercises in the relevant tone. C sharp minor scale and tonality. Single and double voice reading and writing exercises in the relevant tone. Measuring in four-stroke mixed measures. Single and double voice reading and writing exercises in these measures. Transpose concept. Applications within the scope of transfer of measure number and different rhythmic structures. A flat major scale and tonality. Single and double voice reading and writing exercises in the relevant tone. F minor scale and tonalities. Single and double voice reading and writing exercises in the relevant tone. To be able to recognize, establish and analyze four-voice chords and their cycles. Recognizing and setting up the Tampere Hüseyni scale. Single and double voice reading and writing exercises in the related maqam scale. Tampere Karcığar scale recognition and installation. Related maqam scale single and double voice reading and writing exercises. Tampere Kurdi scale recognition and installation. Related

magam scale single and double voice reading and writing 11. Tampere Hicaz scale recognition and setup. Related magam scale single and double voice reading and writing exercises. 12. Recognizing and distinguishing cadence types. Practices on applying authentic, plagal, full and reverse cadences to at least four sharp/flat major and minor tones. 13. Recognizing and distinguishing cadence types. Practices on applying expanded cadence to at least four sharp/flat major and minor tones. 14. Learning tone and maqam scale melody writing and phrasing exercises. Preparing a presentation **Education and Training Activities** Presentation (These are examples. Please fill in the activities you Midterm and midterm exam preparation used in your lesson) Final exam and preparation for the final exam Assessment Criteria Number Total Contribution (%)%40 Midterm 1 Homework Practice **Projects** Practical Quiz Ratio of Term Studies to Success (%) Final Success Ratio (%) %60 11 weeks Attendance Status **Workload of the Course** End of Duration Total Term (Weekly Activities Weeks Total Hours) Workload Weekly lecture hours 14 14 Weekly practical lesson hours 1 14 Reading Activities Internet browsing, library work Material design, application Report preparing Prepare a presentation 4 4 16 Presentation (Concert) 2 2 4 Midterm and midterm exam 1 1 1 preparation Final exam and preparation 1 1 for the final exam Other Total workload 50 Total workload/ 25 50/25 ECTS Credits of the Course 2

Contribution Level Between Course Outcomes	No	Program Outcomes	1	2	3	4	5	
and Program Outcomes	1	Knows the concepts related to Music Education.					X	
	2	Has knowledge about the teaching profession and field.				X		
	3	Music develops materials suitable for the needs of education.				X		
	4	Has the knowledge of measurement and evaluation related to music education.				X		
	5	Has the knowledge of measurement and evaluation related to music education.				X		
	6	Active in music and art activities provides participation.				X		
	7	Determines and addresses the needs of students regarding music education.				X		
	8	Music and informatics uses technologies.				X		
	9	Becomes a role model in the society in his field.					X	
	10	A lifelong learning they exhibit attitude.					X	
Lecturer(s) and Contact Information								
	(https://gef-g	uzelsanatlar-muzik.gazi.edu.tr/v	iew	//pag	ge/2	2502	.64)	

COURSE DESCRIPTION FORM

Course Code and Name	MZÖ-204 Indivual Piano Education – IV
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, Leipzig Hanon, Il 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 a		
			omantic Period pie	ce by considering the elements
		of musical expression. To be able to comprehend to	ha faaturas of poly	phonic Turkish music
		Being able to perform work		mome furkish music.
		To gain accompaniment ski		
The Format of the	Lesson	Face to face education	ing on the plane.	
		Preparing a presentation		
Education and Tra	aining Activities	Presentation		
(These are example	s. Please fill in the	Midterm and midterm exan		
activities you used i	in your lesson)	Work-Etude-Exercise Study		
		Final exam and preparation		
		out the tools, equipment and		
			t piece determined	at the end of the 2nd grade 1st
		am scale exercises.	and inverted 8th so	eale, cadence and three-voice chord
		s in A Major. Deciphering et		
	tonality inform		ides appropriate for	the level and remembering
			n to their technical	features. Parallel scale, tri-chord
				m scale. Analysis and deciphering
	of polyphonic		_	
				e scales. Playing a polyphonic
		lance with the Baroque Perio		
				cle exercises in E Major. New
Weekly	maqam scale s level.	tudies. Deciphering a work s	intable for the Class	sical Period form features and
Distribution of		work of the 5th week. Left pe	edal use on Classics	al Period work Parallel and
the Course				n Do# Minor tone. Studying the
	new magam sc			in 2 on Hamor tone, studying the
			nering a work suital	ole for the Romantic Period form
	features and le			
		comantic Period piece by con		ts of musical expression.
		nd analysis of polyphonic Tu		
	9. Studying polyp Accompanime	phonic Turkish music accordi	ng to the character	istics of the period.
		paniment examples and four-	hand exercises	
		paniment examples and four-		
		paniment examples and four-		
	13. Reviewing the	behaviors gained during the	semester and deteri	nining the final exam schedule.
				e held at the beginning of the 1st
	semester of the	e 3rd grade, among the works		nester.
Assessment		Number	Total	
Criteria			Contribution	
			(%)	
	Midterm	1	%40	
	Homework	-	-	
	Practice	_	_	†
	Projects	_	_	†
				-
	Practical	-	-	-
	Quiz		-	4
	Ratio of Term Stud	dies to -	-	
	Success (%)			
	Final Success Rati	o (%)	%60	
	Attendance Status	11 weeks		
Workload of the				
Workload of the Course			Total	
Course		Activities	Week	s (Weekly Term Total

	Wee Read Inter Mate Repo Prep Pres Mid Fina Othe Tota	l exam and prep er al workload	brary work blication	2 2 1 1	2 2 1 1					_
	Read Inter Mate Repo Prep Pres Mid Fina Othe Tota	ding Activities rnet browsing, li erial design, app ort preparing pare a presentation entation (Conce term and midter al exam and preper er al workload	brary work blication on ort) rm exam preparation	2 1 1	2	1	4 1			
	Inter Mate Repe Prep Pres Mid Fina Othe Tota	rnet browsing, li erial design, app ort preparing pare a presentation entation (Conce term and midter al exam and preparer al workload	on ert) m exam preparation	2 1 1	2	1	4 1			
	Mate Report Prep Pres Mid Fina Othe Tota	erial design, apport preparing pare a presentation (Concesterm and midter all exam and preper li workload	on ert) m exam preparation	2 1 1	2	1	4 1			
	Report Press Miding Final Other Total	ort preparing pare a presentation (Conce term and midter all exam and preper ler workload	on ert) em exam preparation	2 1 1	2	1	4 1			 - -
	Prep Pres Mid Fina Othe Tota Tota	pare a presentation (Conce entation (Conce term and midter al exam and preper er al workload	rt) m exam preparation	2 1 1	2	1	4 1			
	Pres Mid Fina Othe Tota Tota	entation (Conce term and midter Il exam and prep er Il workload	rt) m exam preparation	2 1 1	2	1	4 1			
	Mid Fina Othe Tota Tota	term and midter il exam and prep er il workload	m exam preparation	1	1	1	1			
	Fina Othe Tota Tota	l exam and prep er al workload		1		+				
	Othe Tota Tota	er al workload	paration for the final exam		1	1 1				
	Tota Tota	ıl workload					l			
	Tota			3	3	ç)			
	<u> </u>	1				3	33			
	ECT	al workload/ 25				3	33/2	25		
		S Credits of the	Course	1		1	1,32)		
		1								
		No	Program Outco			1	2	3	4	5
		1	Knows the concepts related to	Music						X
			Education. Has knowledge about the teach	ning pro	fession					
		2	and field.	iiiig pro	10331011				X	
		3	Music develops materials suita	able for	the needs				X	
Contributi			of education.						71	
on Level		4	Has the knowledge of measure evaluation related to music edu		ıa				X	
Between		-	Has the knowledge of measure		ıd				v	
Course Outcomes		5	evaluation related to music edu	ucation.					X	
and		6	Active in music and art activit	ies						X
Program			provides participation. Determines and addresses the	needs of	ctudents					
Outcomes		7	regarding music education.	necus or	students				X	
		8	Music and informatics						X	
			uses technologies.						Λ	
		9	Becomes a role model in the se	ociety in	his field.					X
		10	A lifelong learning they exhibit attitude.						X	
		1	mey eximple attitude.							

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 220 – Optional - II Preschool Music Education Repertoire							
Semester of the Course	4							
Course Content/ Catalog Content	The purpose and importance of preschool music education, musical development characteristics of preschool children, the effects of preschool music education on the developmental areas of children, methods and techniques that can be used in preschool music education, protection of vocal health in children, song selection and teaching methods, suitable for their children's development. song selection, resource scanning to create preschool music education repertoire, song repertoire creation and development.							
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)	2							
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	Understanding the purpose and importance of music education in the preschool period, learning the musical development of the child in the preschool period, knowing and applying the principles of the use of music in preschool education, learning different approaches about the use of music in preschool education, vocal health in children, children's vocal fields and other development selecting songs suitable for their fields, scanning resources to create pre-school music education repertoire, creating and developing song repertoire.							
Learning Outcomes of the Course	Learns the principles of the use of music in pre-school education. Knows different educational approaches about the use of music in pre-school education. Can apply the methods and techniques used in music education in pre-school period. Can select songs suitable for the development of preschool children. Can create a song repertoire suitable for preschool children.							
The Format of the Lesson Weekly Distribution of the Course	Face to face education 1. General information about the course							
Weekly Distribution of the Course	1. General information about the course 2. The purpose and importance of pre-school music education 3. In the pre-school period, the child's musical and other developmental features, 4. Different educational materials used in music education in the pre-school period. approaches 5. Principles for the use of music in pre-school education 6. Voice health in children 7. Song selection and teaching methods 8. Resource for creating preschool music education repertoire scanning 9. Preschool music repertoire studies 10. Creating a vocabulary 11. Vocabulary development 12. Creating a musical repertoire for children to listen to 13. Developing a musical vocabulary that children will listen to 14. Album of music that children will listen to and sing Creation							

Education and Training Activities	Presen	tation								
(These are examples. Please fill in the activities you	Midter									
used in your lesson)	final e	xamination			,	1		/F	4 1	
Assessment Criteria				Nun	Number Con			To ntri (%	butio	n
	Mid	term	1					40		
	Hon	-				-				
	Prac			-				-		
	Proj			-				-	-	
	Prac			-				-	-	
	Quiz	Z		-	-			-	-	
	Rati	o of Term	Studies to	-				-		
	Succ	cess (%)								
	Fina	1 Success	Ratio (%)	1				%	60	
	Atte	ndance St	atus	11 w	eek	S				
										_
Workload of the Course		Acti	ivities	Total Weeks	(V		tion kly rs)		End Terr Tota Jorkl	n ıl
	Wee	kly lecture	e hours	14	2			28	}	
			cal lesson hours							
		ling Activ								
	Internet browsing, library work									
	Mate									
	Repo									
	Prep									
	Prese	2	4			8				
	Midt					12				
		aration		1	2			2		
	Final for the	1	2			2				
	Othe		aiii							
		l workload	1					40)	
		l workload						40/25		
			of the Course	2				1,		_
Contribution Level Between Course Outcomes	201	No	Program Out	I.	1	2	3	4	5	
and Program Outcomes		1	Knows the concep to Music Educatio	ts related	1		3	7	X	
		2	Has knowledge ab teaching profession	out the				X		
		3	Music develops m suitable for the nee	aterials				X		
		4	education. Has the knowledge measurement and or				H	X		
			related to music ed Has the knowledge	lucation. e of			H	41		
		5	measurement and related to music ed	evaluation lucation.				X		
		6	Active in music an activities provides participat					X		
		7	Determines and ad needs of students r	dresses the	,			X		

		music education.			
	8	Music and informatics uses technologies.		X	
	9	Becomes a role model in the society in his field.			X
	10	A lifelong learning they exhibit attitude.			X
Lecturer (s) and Contact Information	Doç.	Dr. İlknur Özal Göncü -igoncu@) gaz	zi.edu.tr	

DERS TANIMLAMA FORMU

Course Code and Name	MZÖ-204 Basic Piano Education - IV
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 suitable for the level. Playing in accordance with musical form and period. Dubbing together (four hands) exercises.
Textbook	Tufan, S., Tufan, E., Piano Method I, Ankara: Universal Music and Publishing House, 2014.
Supplementary Textbooks	Czerny, C., 100 Exercises Op.599: Turkish: Gültek, B.: Ankara, Epilogue, 2008. Czerny, K., 70 Artistic Progressivi, Rıcordı, Milan 1980 Burgmüller, F., Etüden Für Pianoforte Op. 100, Peters, Leipzig Hanon, Il Pianista Virtuoso 60 Artwork, New York: G. Schirmer, No.925, n.d.[1900]. Sun, M., Tonal Sequences and Cadences, Sun Publishing House, 2006 Sun, M., Turkish Music Maqam Series, Sun Publishing House, 2006 Çimen G., Ercan N., Piano Album: Ankara: Armoni Ltd. Sti., 1998. Bach, J. S., Der Erste Bach, Ed. Hans Huber, Edition HUG, 2002. Bach, J.S., Small Preludes and Fugues, Music, Moscow 1965 Clementi, M., 12 Sonatas, Musica, Moscow, 1970. Schumann, R., Album für die Jugend, Op.68, Ricordi Tchaikovsky, P., Album Per La Gioventu Op. 39, Ricordi, Milan 1973. Küçük, A., Children's Pieces for Small Album Piano: a 2nd Edition, Sözkesen Matbaacılık, Ankara, 2005. Tuğcular, E., The Color of Turkish: Music Education Publications, Extended 2nd Edition, Ankara, 2003. Baran, İ., Children's Pieces, Belgi Publishing, Ankara 1984 Özparlak, S., Ç., Mausoleum Miniatures for Piano, Music Education Publications, Ankara 2021 Denes, D. (arranger), The Joy of Piano Duets, Yorktown Press, 2011 Tecimer, B., The Most Beautiful Piano Duets, Music Education Publications, 2006.
Course Credit (ECTS)	1
Course Prerequisites	Attendance is mandatory.
Type of Course	Theoric
Lenguage of Instruction Course Objectives	Turkish Analyzing the works of the 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 the upright piano and the grand piano. To understand the concept of tonality with appropriate studies and works to improve sight-reading in piano playing. To start the studies to improve the piano accompaniment skill for solo or small instrument groups and to improve the 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 second stage performance experience.

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 practice parallel 8 and reverse scale, cadence and triphonic chord cycles in 3 sharp-3 flat tones in 4 octaves. Being able to play magam scales. To be able to use the right and left pedals in appropriate works. 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 Preparing a presentation Presentation Midtern and midtern exam preparation (during the midtern week) Work-Etude-Practice Study (weekly individual study of the student) Final exam and preparation for the final exam (during the final exam weeks) Information about the tools, equipment and materials to be used in the lesson. Reading the syllabus. Doing a remembering work for the concert piece determined at the end of the 2nd grade 1st semiester. Office series with a Major. Deciphering etudes appropriate for the level and remembering tonality information. Jalyaing etudes and series by paying attention to their technical features. Parallel scale, tri-chord cycle series is a major to the series. Playing a polyphonic piece in accordance with the Baroque Period. Education of the Course Distribution of the Course Distribution of the Course of the series of the series. Playing a polyphonic piece in accordance with the Baroque Period. Sevence of the series of the series of the period. Accompaniment scale, and exercises of the series. Playing a polyphonic piece in								
Education and Training Activities Preparing a presentation Presentation Midterm and midterm exam preparation (during the midterm week) Work-Etude-Practice Study (weekly individual study of the student) Final exam and preparation for the final exam (during the final exam weeks) 1. Information about the tools, equipment and materials to be used in the lesson. Reading the syllabus. Doing a remembering work for the concert piece determined at the end of the 2nd grade 1st semester. Office series studies. 2. Continuing to work on the maqam serial. Parallel and inverted 8th scale, cadence and trio chord cycle exercises in A Major. Deciphering etudes appropriate for the level and remembering tonality information. 3. Playing etudes and series by paying attention to their technical features. Parallel scale, tri-chord cycles and cadence exercises in F# minor tone. Official new series. Analysis and deciphering of polyphonic music. 4. Voice acting by paying attention to the technical features of the series. Playing a polyphonic piece in accordance with the Baroque Period. 5. Exercises on parallel and reverse 8-string, cadence and tri-voice chord cycles in E Major tone. New modal serial work. Deciphering a work suitable for the Classical Period form features and level. 6. Week 5 control of the work. Left pedal use on Classical Period form features and level. 8. Studying the Romantic Period cycle exercises in Do# Minor tone. New modal series work. 7. Week 6 control of work. Deciphering a work suitable for Romantic Period form features and level. 8. Studying polyphonic Turkish music. 9. Studying polyphonic Turkish music according to the characteristics of the period. Accompaniment studies. 10. Playing accompaniment examples and exercises of four hands. 11. Playing accompaniment examples and exercises of four hands. 11. Playing accompaniment examples and exercises of four hands. 12. Playing accompaniment examples and exercises of four hands. 13. Reviewing the behaviors gained during the semester and determining the final exam			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 work on deciphering on the piano. To be able to practice parallel 8 and reverse scale, cadence and triphonic chord cycles in 3 sharp-3 flat tones 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 element 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.					
Education and Training Activities Presentation Midterm and midterm exam preparation (during the midterm week) Work-Etude-Practice Study (weekly individual study of the student) Final exam and preparation for the final exam (during the final exam weeks) 1. Information about the tools, equipment and materials to be used in the lesson. Reading the syllabus. Doing a remembering work for the concert piece determined at the end of the 2nd grade 1st semester. Office series studies. 2. Continuing to work on the maqam serial. Parallel and inverted 8th scale, cadence and trio chord cycle exercises in A Major. Deciphering etudes appropriate for the level and remembering tonality information. 3. Playing etudes and series by paying attention to their technical features. Parallel scale, tri-chord cycles and cadence exercises in F# minor tone. Official new series. Analysis and deciphering of polyphonic music. 4. Voice acting by paying attention to the technical features of the series. Playing a polyphonic piece in accordance with the Baroque Period. 5. Exercises on parallel and reverse 8-string, cadence and tri-voice chord cycles in E Major tone. New modal serial work. Deciphering a work suitable for the Classical Period form features and level. 6. Week 5 control of the work. Left pedal use on Classical Period work. Parallel and inverted 8th scale, cadence and three-voice chord cycle exercises in Do# Minor tone. New modal series work. 7. Week 6 control of work. Deciphering a work suitable for 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 exercises of four hands. 11. Playing accompaniment examples and exercises of four hands. 12. Playing accompaniment examples and exercises of four hands. 13. Reviewing the behaviors gained during the semester an	The Format of the Lesso	on	Face to face					
syllabus. Doing a remembering work for the concert piece determined at the end of the 2nd grade 1st semester. Office series studies. 2. Continuing to work on the maqam serial. Parallel and inverted 8th scale, cadence and trio chord cycle exercises in A Major. Deciphering etudes appropriate for the level and remembering tonality information. 3. Playing etudes and series by paying attention to their technical features. Parallel scale, tri-chord cycles and cadence exercises in F# minor tone. Official new series. Analysis and deciphering of polyphonic music. 4. Voice acting by paying attention to the technical features of the series. Playing a polyphonic piece in accordance with the Baroque Period. 5. Exercises on parallel and reverse 8-string, cadence and tri-voice chord cycles in E Major tone. New modal serial work. Deciphering a work suitable for the Classical Period form features and level. 6. Week 5 control of the work. Left pedal use on Classical Period work. Parallel and inverted 8th scale, cadence and three-voice chord cycle exercises in Do# Minor tone. New modal series work. 7. Week 6 control of work. Deciphering a work suitable for 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 exercises of four hands. 11. Playing accompaniment examples and exercises of four hands. 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 program. Choosing the concert to be held at the beginning of the 3rd grade 1st semester among the works performed this semester.	Education and Training	Activities	Presentation Midterm and midterm exam preparation (during the midterm week) Work-Etude-Practice Study (weekly individual study of the student)					
ASSESSIDENT UNITERIA		syllabus. Doing a reisemester. Office seri 2. Continuing to work cycle exercises in A information. 3. Playing etudes and cycles and cadence of polyphonic music. 4. Voice acting by p in accordance with the series on paral New modal serial work. Week 5 control of scale, cadence and the scale, cade	membering work for the concert piece determined at the end of the 2nd grade 1st ies studies. rk on the maqam serial. Parallel and inverted 8th scale, cadence and trio chord Major. Deciphering etudes appropriate for the level and remembering tonality descries by paying attention to their technical features. Parallel scale, tri-chord exercises in F# minor tone. Official new series. Analysis and deciphering of aying attention to the technical features of the series. Playing a polyphonic piece he Baroque Period. Illel and reverse 8-string, cadence and tri-voice chord cycles in E Major tone. ork. Deciphering a work suitable for the Classical Period form features and level. If the work. Left pedal use on Classical Period work. Parallel and inverted 8th heree-voice chord cycle exercises in Do# Minor tone. New modal series work. If work, Deciphering a work suitable for Romantic Period form features and level, anntic Period piece by considering the elements of musical expression. In allysis of polyphonic Turkish music. In turkish music according to the characteristics of the period. Accompaniment examples and exercises of four hands. In animent examples and exercises of four hands. In animent examples and exercises of four hands. In animent examples and exercises of four hands. In animent examples and four-hand exercises ehaviors gained during the semester and determining the final exam schedule. In all exam program. Choosing the concert to be held at the beginning of the 3rd					

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						_
	4					_
		4				
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xam						
	1	1				
	2					
			44	1/25		
			1,76			
	PUTS	1	2	3 4	5	
<i>M</i> usic	Ī				X	
m o C:	vior-		+	+	+	4
ng profess	sion			X		
ole for the	needs	1		Х		1
nent and				1 x		-
		_	+			-
				Σ		
evaluation related to music education. Active in music and art activities provides participation.			1		v	1
					X	
eeds of stu	idents			X		
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ciety in his	s field	\dashv				1
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all man all ma	AM OUT [usic efor the ent and ation. ent and ation. eds of stu	AM OUTPUTS fusic ng profession te for the needs ent and ation. ent and ation.	AM OUTPUTS 1 fusic ing profession in the for the needs in	1 Week Duration (Hours per Week)	1 Week Duration (Hours per Week)	1 Week Duration (Hours per Week)

Lecturer(s) and Contact Informatio n	Prof. Dr. Belir TECİMER Prof. Enver TUFAN Prof. Dr. Aytekin ALBUZ Prof. Dr. Naciye HARDALAÇ Prof. Dr. Birsen JELEN Doç. Dr. Çağla SERİN ÖZPARLAK Dr. Öğr. Üyesi İtir ESKİOĞLU	
	(https://gef-guzelsanatlar- muzik.gazi.edu.tr/view/page/250264)	

COURSE 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)	2								
Course Prerequisites									
(Course attendance requirements should be stated in	There is an obligation to continue.								
this item) Type of Course	Theoric								
Language of Instruction	Turkish								
Course Objectives									
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 performational 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	1. Playing the scale and exercises while remaining in the new								
	position. 2. Playing the scale and exercises while remaining in the new								
	position.								
	3. Playing scale and exercises alternately in learned positions.								
	4. Playing scale and exercises alternately in learned positions.5. Practice the learned violin playing techniques in the new								
	position.								
	6. Practice the learned violin playing techniques in the new								
	position.								
	7. Studies on the application of the Martele bow technique.8. Studies on the application of the Martele bow technique.								
	9. Studies on the application of the Staccato bow technique.								
	10. Studies to reinforce the Staccato bow technique.								
	11. Studies on the development of vibrato.12. 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								
	13. 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								
	14. Performing national and universal works in which the basic								

		knowledg	e and skills learned	can be ap	plied.	songs.	folk songs.		
		zeybeks,	oyun havası, etc. ap						
			at real speed.						
Education and Training Activities (These are examples. Please fill in the activities you	Presentation Midterm and midterm exam preparation								
used in your lesson)	Final exam and preparation for the final exam								
Assessment Criteria				Nur	nber	Cor	Total atribution		
						Col	(%)		
	Mid	term			1		%40		
	Hon	nework			-		-		
	Prac	tice			-		-		
	Proj	ects			-		-		
	Prac	tical			-		-		
	Quiz				-		-		
			Studies to		-		-		
		cess (%)							
		1 Success	\ /		1		%60		
	Atte	ndance St	atus	11 v	veeks				
Workload of the Course							End of		
Troiniona of the Course				Total		ation	Term		
		Acti	vities	Weeks		ekly urs)	Total		
	Was	kly lecture	hours	14	1		Workload 14		
			cal lesson hours	14	1		14		
		ling Activ							
	work		ing, library						
	l ———		n, application						
		ort prepari							
		are a prese	<u> </u>						
		entation (C		2	2		4		
	l ———		nidterm exam						
		aration	inaterni exam	1	2		2		
			d preparation				_		
	for th	ne final ex	am	1 6			6		
	Othe	r		4	4		16		
	Tota	l workload	l				42		
	Tota	l workload	1/25				42/25		
	ECT	S Credits	of the Course	2			1,6		
Contribution Level Between Course Outcomes		No	Program Out	comes	1	2 3	4 5		
and Program Outcomes		1	Knows the concep						
		_	to Music Education Has knowledge ab		+				
		2	teaching profession		l.				
			Music develops ma	aterials					
		3	suitable for the nee	eds of					
			education. Has the knowledge	e of	+	+			
		4	measurement and						
			related to music ed						

		5	Has the knowledge of measurement and evaluation related to music education.			
		6	Active in music and art activities provides participation.			
		7	Determines and addresses the needs of students regarding music education.			
		8	Music and informatics uses technologies.			
		9	Becomes a role model in the society in his field.			
		10	A lifelong learning they exhibit attitude.			
Lecturer (s) and Contact Information			Prof. Yılmaz Şendurur Prof. Nuray Özen			
			Prof. Mehlika Dündar Prof. Ferda Gürgan Öztü			
	Prof. Dr. Mehmet Efe					
	Prof. Dr. Gamze Elif Tanınmış					
	Doç. Dr. Mehmet Akpınar					
	Doç. Dr. İlknur Özal Göncü Doç. Dr. Dilek Özçelik Herdem					
			Doç. Dr. Gülşah Sever	iucili		
	(https://gef-ք	guzelsanatlar-muzik.gazi.edu.tr/vie	w/page/25	0264)	

COURSE DESCRIPTION FORM									
Course Code and Name	MZÖ 206 - Indivual Instrument Education – IV (Voice Training)								
Semester of the Course	4								
Course Content/ Catalog Content Textbook	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. 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								
Supplementary Textbooks	Müzik Bölümü Yayınları No.1, Ankara. 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)	2								
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. Repertoire development. 								

Education and Training Activities (These are examples. Please fill in the activities you	Working with suitable programs on the Internet Preparing a presentation									
used in your lesson)	Presentation									
,			erm exam preparatio							
	Final e	xam and pre	eparation for the fina							
Assessment Criteria					nber		Total Contribution (%)			
	Mid		1			%4				
	1	nework			_					
	Prac				-					
	Proj				-					
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	Quiz				_			_		
			Studies to		-			_		
		cess (%)								
		1 Success	Ratio (%)		1			%(50	
	I	ndance Sta	\ /	11 v	eeks	;				
				I.						
Workload of the Course		Acti	vities	Total Weeks		rat /eel oui	kly		End of Term Total /orkload	
	Wee	kly lecture	hours	14	1			14		
	Wee	kly practic								
	Read	ling Activi								
	Inter	_								
	work		5	1			5			
	Mate	rial design								
	Repo	ort preparii								
	Prep	4	4			16				
	Prese	entation (C	3	1			3			
	Midt	1	1			2				
	prepa	1	1			2				
	Final	1	1			2				
	Othe	r								
	Tota	l workload	l					42		
	Tota	l workload	1/25					42	/25	
	ECT	S Credits	of the Course	2				1,0	5	
Contribution Level Between Course Outcomes		No	Program Out	comes	1	2	3	4	5	
and Program Outcomes		1	Knows the concept							
		1	to Music Education							
		2	Has knowledge ab teaching profession							
			Music develops ma		+					
		3	suitable for the nee							
			education.	<u> </u>			\Box		\Box	
		4	Has the knowledge measurement and e							
		4	related to music ed							
			Has the knowledge	of					\neg	
		5	measurement and							
			related to music ed	ucation.						

		6	Active in music and art activities provides participation.				
		7	Determines and addresses the needs of students regarding music education.				
		8	Music and informatics uses technologies.				
		9	Becomes a role model in the society in his field.				
		10	A lifelong learning they exhibit attitude.				
Lecturer(s) and Contact Information			Prof. Ferda Gürgan Öztürk	[,	
	Prof. Dr. Günay Akgün						
	Prof. Ömer Türkmenoğlu						
	Dr. Öğr. Üyesi Erhan Yiğiter						
	Öğr. Gör. Dr. Özge Çongur Yeşilkaya						
	(https://gef-g	uzelsanatlar-muzik.gazi.edu.tr/v	iew/	page/25	50264)	

COURS	E DESCRIPTION FORM					
Course Code and Name	MZÖ 206 - 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)	2					
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 practice Hüseyni and muhayyer on the instrument. Practices the Hicaz makam of 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. 					

Education and Training Activities (These are examples. Please fill in the activities you used in your lesson) Assessment Criteria	Internet browsing Presentation Preparation Presentation Midterm and midterm exam preparatio Final exam and preparation for the fina Number Midterm Homework Practice Projects Practical Quiz Ratio of Term Studies to Success					10 (%)	otal ibut (6) - - - -	ion		
	(%) Final Suc (%)	cess Ratio	1			6	50			
	Attendand	ce Status	11 weeks							
Workload of the Course		Activities		To:			(W	ratio 'eek ours	ly	End of Term Total Workload
	Weekly le	cture hour	:S	14			1			14
	Weekly pr	ractical les	son hours							
	Reading A									
	Internet by work			3			3			9
	Material d		olication							
	Report pro									_
	Prepare a	•		7		-+	1			7
	Presentati Midterm a			3			3			9
	preparatio		iii exaiii	1	1					1
	Final exar		paration							
	for the fin			1			1			1
	Other									
	Total wor									41
	Total wor		<u> </u>	2						41/25
Contribution Level Between Course Outcomes	ECTS Cre	eaits of the	Program	2				1		1,64
and Program Outcomes		No	Outcome	S	1	2	3	4	5	
		1	Music teache academician, artist trainer public and private art institutions	,						
		2	Knows the concepts related Music Education.	ited						

	1		1		1 1	1 1	
			Has knowledge				
		2	about the				
		3	teaching				
			profession and				
			field.			-	
			Music develops				
		4	materials				
		4	suitable for the				
			needs of				
			education. Has the				
			knowledge of measurement				
		5	and evaluation				
			related to music				
			education.				
	-		Has the				
			knowledge of				
			measurement				
		6	and evaluation				
			related to music				
			education.				
			Active in music				
			and art				
		7	activities				
		,	provides				
			participation.				
			Determines and				
			addresses the				
		0	needs of				
		8	students				
			regarding music				
			education.				
			Music and				
		9	informatics				
		9	uses				
			technologies.				
			Becomes a role				
		10	model in the				
		10	society in his				
			field.				
Lecturer(s) and Contact Information	Prof.	Dr. Barış	Karaelma				
		elma@gaz					

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 206 - Individual Instrument Educat	ion -IV (Cell	0)					
Semester of the Course	4							
Course Content/ Catalog Content Textbook	Practice of complex bow techniques in the right hand, exercises invidifferent 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,							
	Dotzauer, J., Band I.							
Supplementary Textbooks	Mooney Position Pieces for çello, Feuillar	d, Sevcik						
Course Credit (ECTS)	2							
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 tone 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	1. Third Position Info. 2. Studies in Third Position. 3. Position Transition Studies 4. Position Transition Studies 5. Martele Technique and Martele Studies. 6. Exercise Studies Martele Technique II, 7. Flageolet Technique and Studies with Flageolet Technique. 8. Minor scales in one string (C, G, D, A minor scales) 9. Studies in Mixed Bow Techniques. 10. Studies in Mixed Bow Techniques. 11. Technical Problems and Solutions 12. Musical Problem and Solutions 13. Repertoire development 14. Repertoire development							
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	kam						
Assessment Criteria		Number	Total Contribution (%)					
	Midterm	1	%40					
	Homework	-	-					

	Prac		-			-			
	Proj	ects			-			-	
	Prac	tical						-	
	Quiz				-			-	
	Ratio	o of Term	Studies to		_			-	
	Succ	cess (%)							
	Fina	1 Success	Ratio (%)		1			%(50
	Atte	Attendance Status							
Workload of the Course		Activities V			(V		tion kly rs)		End of Term Total Vorkload
	Wee	Weekly lecture hours 1						14	F
	Wee	kly praction	cal lesson hours						
	Read	ling Activ	ities						
		net brows							
	work								
	Mate	Material design, application							
		ort prepari							
		are a prese	<u> </u>	4	4			16)
	<u> </u>	entation (C		2	4	4		8	
			nidterm exam		1				
		preparation Final exam and preparation						2	
						1		2	
		ne final ex		1	1		2		
	Othe	Other							
	Tota	Total workload							Ď
	Total	l workload	1/25					42/25	
	ECT	S Credits	of the Course	2				1,	32
Contribution Level Between Course Outcomes		No	Program Out	comes	1	2	3	4	5
and Program Outcomes		1	Knows the concep						
		1	to Music Education				$\perp \downarrow$		X
		2	Has knowledge ab teaching profession					X	
			Music develops m		-		+		_
		3	suitable for the nee					X	
			education.				$\perp \downarrow$		
		4	Has the knowledge measurement and					V	
		4	related to music ed					X	
			Has the knowledge						
		5	measurement and					X	
			related to music ed Active in music an				\dashv		
		6	activities	art					x
			provides participat	ion.		1			^*
			Determines and ad	dresses the	е				
		7	needs of students r	egarding				X	
			music education. Music and informa	ntics	-	-	++		_
		8	uses technologies.	шсэ				X	
		9	Becomes a role mo				\Box		v
		7	society in his field				Ш		X

	10	A lifelong learning they exhibit attitude.					X	
Lecturer (s) and Contact Information	Prof. 1	Dr. Şebnem Y. Orhan / sebnem (@ga	ızi.	edu	ı.t <u>r</u>		

COURSI	E DESCRIPTION FORM					
Course Code and Name	MZÖ 206 - 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)	2					
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 repertoire of Turkish music procedures 13. 10/8 rhythms and sample repertoire of Turkish music									
	procedures.									
Education and Tusining Activities	14. Tune the instrument. Internet browsing									
Education and Training Activities (These are examples. Please fill in the activities you	Presentation Preparation Presentation									
used in your lesson)										
	Midterm and midterm exam preparati									
Assessment Criteria	Final exam and preparation for the fin		nber		Total					
Assessment Citteria		Nui	iiber	Con	ntribution (%)					
	Midterm		1		%40					
	Homework		-		-					
	Practice		-		-					
	Projects		-		-					
	Practical		-		-					
	Quiz		-		-					
	Ratio of Term Studies to				-					
	Success (%)									
	Final Success Ratio (%)		1		%60					
	Attendance Status	11 w	veeks							
Wl.ll.edlC					T. 1.0					
Workload of the Course	Activities	Total Weeks	Weeks (Weekly Hours)		(Weekly		End of Term Total Workload			
	Weekly lecture hours	14			14					
	Weekly practical lesson hours	1-7	1		17					
	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	3	3							
	preparation	1	1		1					
	Final exam and preparation									
	for the final exam	1	1		1					
	Other									
	Total workload				41					
	Total workload/ 25				41/25					
	ECTS Credits of the Course	2			1,64					
Contribution Level Between Course Outcomes	No Program Out	Į.	1	2 3	4 5					
and Program Outcomes	1 Knows the concep to Music Education	ts related			X					
	2 Has knowledge ab teaching profession	out the			X					
	Music develops magnitudes 3 suitable for the need	aterials			X					
	education. Has the knowledge measurement and of				X					

			related to music education.					
		5	Has the knowledge of measurement and evaluation related to music education.			X		
		6	Active in music and art activities provides participation.				X	
		7	Determines and addresses the needs of students regarding music education.			X		
		8	Music and informatics uses technologies.			X		
		9	Becomes a role model in the society in his field.				X	
		10	A lifelong learning they exhibit attitude.			X		
Lecturer(s) and Contact Information	Prof. Dr. Cihat Can – mcihat@gazi.edu.tr							