COURSE DESCRIPTION FORM						
Course Code and Name	MZÖ 205 – Individual Instrument – III (Flute)					
Semester of the Course	3					
Course Content/ Catalog Content	This course covers the education and training of Turkish or Western music instruments, which music teacher candidates must play for at least 7 semesters; In order to ensure the students' mastery of the instrument and their development, it is processed individually with the student.					
Textbook	The Complete Flute Scale Book, Boosey & Hawkes. P. Bernold – La Technique D'embouchure – Vocalise No.3-4					
Supplementary Textbook	Taffanel & Gaubett Methode Complete J. Andersen Op. 15 No-1-2 Köhler Op. 33 2. Kitap – No.1-2 Telemann Fantasie- No.3 C. Stamitz – Flüt Konçertosu 1. Bölüm.					
Course Credit (ECTS)	2					
Course Prerequisites (Course attendance requirements should be stated in this item)	Attendance is mandatory.					
Type of Course	Theoretical					
Language of Instruction	Turkish					
Course Objectives	To acquire the elements of the flute, the basic knowledge and skills of playing the flute, and to take the proper posture and position for playing the flute. To be able to perform basic flute techniques through diaphragm; long voice, interval, scale and etude exercises. Performing examples of Baroque and Classical period works appropriate to the level of student. To provide students with the ability to perform activities in the field of music education with the flute.					
Learning Outcomes of the Course	To be able to play sixteenth notes at a suitable speed for their level. To be able to properly coordinate the tongue and fingers while playing sixteenth notes. To be able to play studies and works musically appropriate to their level. To be able to recognize the characteristic features of Baroque and Classical period. Performing works of the Baroque and Classical periods appropriate to their level. Being able to play two octave La and Mib major scales, F# and C minor scales and arpeggios. Improving performance through taking part in classroom concerts. Accelerating finger technique through etudes and technical exercises. To be able to use musical elements such as piano and forte in pieces and etudes. To be able to do activities with the flute in the field of music education.					
The Format of the Lesson	Face to face					
Weekly Distribution of the Course	<ol> <li>Tone exercices from. M. Moyse De La Sonarite.</li> <li>Interval exercices, 1 oktave scale excercices.</li> <li>Etude study including different flute techniques. Studying pieces from baroque flute music appropriate the students level.</li> <li>Scale exercices. Study of different flute techniques and sixteenth note value. Baroque style features.</li> <li>Studying basic flute techniques through scales and etudes. Performing the studied work for the characteristics of the period (Baroque period).</li> <li>Studying basic flute techniques through scales and etudes. Performing the studied work for the characteristics of the period (Baroque period).</li> <li>2 octave scale exercises. Studying the flute techniques in etudes and pieces.</li> </ol>					

Scale studies in different articulations, study of flute techniques include in etude. Classical period features and flute music. 9. Elements to be considered in stage performance and studies on performing the works on stage. Preparation for classroom concerts. 10. Articulation and finger exercises. 11. Study of scales in different articulations, different rhythm patterns and flute techniques. Performing the classical period piece according to the style characteristics. 12. A Major- F sharp minor – E flat Major- C minor scales which include all octaves of the flute can be played in different articulations such as straight scale, arpeggio, chromatic, triplets. 13. Studying the etude and piece to be performed in the exam in line with the style characteristics of the period. 14. Repertoire development. Prepare 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 Number Total Contribution (%) Midterm 40 Homework -Application Projects **Assesment Criteria** Practice Quiz --Ratio of Term Studies to Success (%) Final Success Ratio 60 Attendance Status 11th week End of Duration **Total** Term Activity (Weekly weeks Total Hours) Workload Weekly lecture hours 14 14 Weekly practical lesson hours Reading Activities Internet browsing, library work Material design, application Report preparing Workload of the Course Prepare a presentation 16 Presentation 3 3 9 Midterm and midterm exam preparation Final exam and preparation for the 1 1 1 final exam Other 2 2 4 Total workload 45 Total workload/ 25 45/25 ECTS Credits of the Course 1 1.8

		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. education.					X		
		4	Has knowledge of methods and techniques related to music education.				X			
Contribution Level Between Course Outcomes and Program Outcomes		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	Dog Dr.	ç. Dr. Filiz ( Öğr. Üyesi	Önal – <u>filizonal@g</u> Senim Çenberci –	ser	<u>.edu</u> nimo	<u>ı.tr</u> cenb	erci(	@ga	zi.edu.tr	

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 205 – Individual Instrument– III (Kanun)							
Semester of the Course	3							
Course Content/ Catalog Content	Nevâ, Isfahan, Bayâti, Tâhir, Karcığar, Acem, Acemaşîran, Kürdî makams; performing works in these makams. Legato plectrum technique, sight reading exercises.							
Textbook	Aydoğdu, T., Kanun Metodu, Dorlion Yayınevi, İstanbul, 2019.							
Supplementary Textbooks	Karaduman, H., Kanun Metodu, Alfa Yayınları, İstanbul, 2020.							
Course Credit (ECTS)	2							
Course Prerequisites (Course attendance requirements should be stated in this item)	Attendance is mandatory.							
Type of Course	Theoretical							
Language of Instruction	Turkish							
Course Objectives	Examining the makams Nevâ, Isfahan, Bayâti, Tâhir, Karcığar, Acem, Acemaşîran, Kürdî theoretically and performing works in these makams.							
<b>Learning Outcomes of the Course</b>	Reinforcement of learned techniques, knowledge and skills. Examining the makams Nevâ, Isfahan, Bayâti, Tâhir, Karcığar, Acem, Acemaşîran, Kürdî theoretically and performing works in these makams. Teaching legato plectrum technique and doing sight reading exercises.							
The Format of the Lesson	Face to face							
Weekly Distribution of the Course	<ol> <li>Exercises to reinforce learned techniques, knowledge and skills.</li> <li>Exercises to reinforce learned techniques, knowledge and skills.</li> <li>Examining Nevâ and Isfahan makams theoretically and performing works in these makams.</li> <li>Examining Nevâ and Isfahan makams theoretically and performing works in these makams.</li> <li>Examining Bayâti and Tahir makams theoretically and performing works in these makams.</li> <li>Examining Bayâti and Tahir makams theoretically and performing works in these makams.</li> <li>Examining Acem and Acemaşîran makams theoretically and performing works in these makams.</li> <li>Examining Acem and Acemaşîran makams theoretically and performing works in these makams.</li> <li>Examining Kürdi makam theoretically and performing works in this makam.</li> <li>Teaching the legato plectrum technique.</li> <li>Sight Reading exercises.</li> <li>Sight Reading exercises.</li> <li>Developing the repertoire.</li> </ol>							
Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	14. Developing the repertoire.  Internet browsing Presentation Preparation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam							
Asessment Criteria	Number Total Contribution							

					(	<b>%</b> )			
	Midterm		1			40		-	
	Homework		-			_		1	
	Application	1	-			-			
	Projects		-			-			
	Practice		-			-		_	
	Quiz	G . 1'	-			-		_	
	Success (%	rm Studies t	0 _						
		ess Ratio (%)				60			
	Attendance		11th wee	k					
		Activity		Tot Wee		(W	ratio eek ours	ly	End of Term Total Workload
	Weekly lect			14		1			14
		ctical lesson	hours						
	Reading Ac							]	
	Internet bro	wsing, libraı	ry work	3		3			9
	Material de	sign, applica	tion						
	Report prep	aring							
Workload of the Course	Prepare a pi	resentation		4		4			16
	Presentation			3					9
	Midterm an	d midterm e	xam						
	preparation	1	1				1		
	Final exam	1	1				1		
	final exam	_		_			-		
	Other								<b>~</b> 0
	Total workload							50	
	Total workl								50/25
	ECTS Cred	its of the Co		2	1		1		2
		No	Program Outcome		2	3	4	5	
		1	Knows the concepts rela					X	
		1	to Music Education. Has knowled	laa					_
		2	about the teaching profession ar field.				X		
Contribution Level Between Course Outcomes and Program Outcomes		3	Music develops materials suitable for t needs of education.	he				X	
		4 5	education.  Has knowled of methods a techniques related to mu education.  Has the	nd			X		-

		knowledge of measurement and evaluation related to music					
	6	education.  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	f. Dr. Barış aelma@gaz						

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 205 – Individual Instrument– III (Oud)							
Semester of the Course	3							
Course Content/ Catalog Content	Performing exemplary works in maqams such as Hüseyni, Bayati, Uşşak which include Segah and Eviç frets and in meters such as Türk Aksağ Devri Hindi and Devri Turan.							
Textbook	Torun, M., Ud Metodu, Porte Müzik Eğitimi Yayınevi, İstanbul, 2020.							
Supplementary Textbooks	Tunç, E., Ud Metodu, P Kitap yayınevi, İstanbul, 2019.							
Course Credit (ECTS)	2							
Course Prerequisites	Attendance is mandatory.							
Type of Course	Theoretical							
Language of Instruction	Turkish							
Course Objectives	Performing exemplary works in maqams such as Hüseyni, Bayati, Uşşak which include Segah and Eviç frets, from easy to difficult. Performing Turkish meters such as Turk Aksağı, Devri Hindi and Devri Turan and sample works of Turkish music.							
Learning Outcomes of the Course	Performing exemplary works in maqams such as Hüseyni, Bayati, Uşşak which include Segah and Eviç frets, from easy to difficult; The applications of 2nd position; Türk Aksağı, Devri Hindi and Devri Turan meters and sample works; tremolo technique in oud performance.							
The Format of the Lesson	Face to face							
Weekly Distribution of the Course	<ol> <li>Performing exemplary works in maqams such as Hüseyni, Bayati, Uşşak which include Segah and Eviç frets.</li> <li>Performing exemplary works in maqams such as Hüseyni, Bayati, Uşşak which include Segah and Eviç frets.</li> <li>The applications of 2nd position and Segah and Eviç frets in oud performance.</li> <li>The applications of 2nd position and Segah and Eviç frets in oud performance.</li> <li>Sample works of Turk Aksağı, one of the meters of Turkish music.</li> <li>Sample works of Turk Aksağı, one of the meters of Turkish music.</li> <li>Devri Hindi meter and sample works.</li> <li>Devri Turan meter and sample works of Turkish music.</li> <li>Devri Turan meter and sample works of Turkish music.</li> <li>Verbal folk songs and dance tunes in 5/8 patterns in compound meters.</li> <li>Tremolo technique.</li> <li>Performing mixed works in learned meters.</li> </ol>							
Education and Training Activities	14. Performing works in learned makams.  Internet browsing Presentation Preparation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam							
Asessment Criteria	Number Total Contribution (%)							

	Midterm		1		40				
	Homework	ζ	-		-				
	Applicatio	n	-		-				
	Projects		-		-				
	Practice		-		-				
	Quiz		-		-				
		erm Studies							
	to Success Final Succ		- 1		-				
	(%)	ess Ratio	1		60				
	Attendance	e Status	11th week						
		Activity		Tota Week		(W	ratio eek ours	ly	End of Term Total Workload
	Weekly lec			14		1			14
		actical lessor	n hours						
	Reading A	ctivities							
	Internet bro	owsing, libra	ıry work	3		3			9
	Material de	esign, applic	ation						
	Report prej								
Workload of the Course	Prepare a p			3		3			9
	Presentatio			3		3			9
		nd midterm o	exam						
	preparation	1	1				1		
		and prepara	tion for the	1	1 1				1
	final exam								
	Other					3			9
	Total workload								51
	Total work	load/ 25							51/25
	ECTS Cred	lits of the Co	ourse	2					2,04
		No	Program Outcomes		2	3	4	5	-
			Knows the concepts rela	tod					
			to Music	cu				X	
			Education.						
			Has knowled about the	lge					
			teaching				X		
			profession ar	nd					
			field.						_
<b>Contribution Level Between Course Outcomes</b>			Music						
and Program Outcomes			develops materials						
			suitable for t	he				X	
			needs of						
			education.						
			education. Has knowled	lgo	-	-			1
			of methods a						
			techniques				X		
			related to mu	isic					
			education.			-			_
		•	Has the	f			X		
	1		knowledge o	1	<u> </u>	<u> </u>	<u> </u>		

			measurement and evaluation						
			related to music						
			education.						
			Active in music						
		_	and art				l,		
		6	activities				Σ		
			provides						
			participation.  Determines and			+		_	
			addresses the						
	7		needs of						
		7 students				2	X		
					regarding music				
			education.						
	<u> </u>			Music and					
		8	informatics		,	X			
		0	uses		-	,			
			technologies.						
			Becomes a role						
		9	model in the			,	X		
			society in his			1	•		
			field.			_			
			A lifelong						
		10	learning				2	ζ	
			they exhibit						
			attitude.						
Lecturer(s) and Contact Information	Pro	f. Dr. Cihat	Can -mcihat@gaz	i.edu	ı.tr				

COURSE DESCRIPTION FORM						
Course Code and Name	MZÖ 205 – Individual Instrument– III (Violin)					
Semester of the Course	3					
Course Content/ Catalog Content	Developing the knowledge and skills learned in position I, applying complex bow techniques in the right hand, performing exercises involving different left hand techniques on four strings and moving to a new position.					
Textbook	Can, Ö., Keman Eğitimi I, Evrensel Müzikevi, Ankara, 2006. Crickboom, M., The Violin II Sitt,. H., 100 Studies, Op. 32, Book I Seybold, A., New Violin Study School, Op. 182, Part I-II Sevcik, Op. I, Book I-II Wohlfahrt, F., 60 Studies, Op. 45 Book I					
Supplementary Textbooks	Akpınar, M., Keman için makamsal Ezgiler Albümü, Ankara, 2005. Akpınar, M., Keman İçin Türküler, Gece Kitaplığı Yayınları. Ankara, 2017. Çilden, Ş., Şendurur Y., Keman için Piyano Eşlikli Albüm. Ankara, 1995.					
Course Credit (ECTS)	2					
Course Prerequisites	Attendance is mandatory.					
Type of Course	Theoretical					
Language of Instruction	Turkish					
Course Objectives	To be able to perform different finger dropping and quickening exercises in the I. position, to apply complex bow studies involving four strings, to develop detache and legato bow techniques, to comprehend the basic information about vibrato, to perform national and universal pieces suitable for the level where the learned basic knowledge and skills can be applied.					
<b>Learning Outcomes of the Course</b>	Being able to play the notes and sounds of all strings correctly and cleanly in the 1st position, to apply the learned bow techniques in a qualified manner, to perform vibrato, to perform national and universal works suitable for the leve where the learned basic knowledge and skills can be applied, to be willing to exhibit their works, to be able to move to a new position. to be able to grasp the preliminary information.					
The Format of the Lesson	Face to face					
Weekly Distribution of the Course	<ol> <li>Different finger dropping and acceleration exercises on the left hand in the current position.</li> <li>Different finger dropping and acceleration exercises on the left hand in the current position.</li> <li>Different finger dropping and acceleration exercises on the left hand in the current position.</li> <li>Studies on the use of mixed bows containing four strings.</li> <li>Studies on the use of mixed bows containing four strings.</li> <li>Studies on the use of mixed bows with four strings.</li> <li>Developing the learned basic bow techniques (detache and legato).</li> <li>Reinforcement of basic knowledge, skills and techniques covering the four strings.</li> <li>Basic information and practice studies on playing with vibrato.</li> <li>Basic information and practice studies on playing with vibrato.</li> <li>Performing national and universal works in which the basic knowledge and skills learned can be applied. Memorizing works such as songs, folk songs, zeybek and traditional dance tunes suitable for their level.</li> <li>Performing national and universal works in which the basic</li> </ol>					

	knowledge and skills learned can be applied. Memorizing works such as songs, folk songs, zeybek and traditional dance tunes suitable for their level.  14. Performing national and universal works in which the basic knowledge and skills learned can be applied. Memorizing works such as songs, folk songs, zeybek and traditional dance tunes suitable for their level and playing them at their real speed.							
Education and Training Activities Mid	sentation dterm and midterm ex al exam and preparation	am preparation	ı exan	1				
		Number		Tota trib	ution	l		
M	lidterm	1		40				
	omework	_		_		1		
	pplication	_		_		1		
Pr	rojects	_		_		$\dashv$		
Acceement ( riteria	ractice	_				$\dashv$		
	uiz	_		_		$\dashv$		
	atio of Term Studies							
	Success (%)	_		_				
	nal Success Ratio	1		60		1		
(%								
At	ttendance Status	11th week						
	Activity	Total (We		ration /eekly ours)		End of Term Total		
V	Veekly lecture hours	14 1				Workload		
		14		1			14	
	Veekly practical lesson	n nours						
	Reading Activities							
Ir	nternet browsing, libra							
N	Material design, applic	ation						
R	Report preparing							
Wandalaad of the Connec	Prepare a presentation						1	
	Presentation		2		2			4
	Midterm and midterm	evam						
	reparation	CAGIII	2		2		4	4
F	Final exam and prepara	ation for the	1		4			1.6
fi	inal exam		4		4			16
	Other		4		4			16
T	otal workload		L		L		_ [:	54
T	Cotal workload/ 25							54/25
ECTS Credits of the Course							1	2,16
	No	Program Outcomes		1 2	3	4	5	, -
		Knows the	-	+				1
		concepts rela	ted				37	
<b>Contribution Level Between Course Outcomes</b>	1	to Music					X	
and Program Outcomes		Education.		$\perp$				
		Has knowled	ge					
	2	about the				X		
		teaching profession and						

			field.									
			Music									
			develops									
			materials									
		3	suitable for the				X					
			needs of									
			education.									
			education.									
			Has knowledge of methods and									
		4	techniques			X						
			related to music									
			education.									
			Has the									
			knowledge of									
		5	measurement			X						
			and evaluation related to music									
			education.									
			Active in music		1							
			and art		X							
		6	activities				X					
			provides									
	7		participation.									
		7	Determines and addresses the									
			needs of									
			students			X						
			regarding music									
				education.								
			Music and									
		8	informatics		X							
			uses									
			technologies.  Becomes a role									
			model in the									
						9	society in his			X		
			field.									
			A lifelong									
		10	learning				X					
			they exhibit									
			attitude.									
			Prof. Nur	av Öze	en							
			Prof. Mehli									
			Prof. Ferda Gi	irgan (	Öztüı	rk						
			Prof. Dr. M	ehmet	Efe							
Lecturer(s) and Contact Information			Prof. Dr. Öz									
(2) 33-33 2 3-33 3 3-33 3 3-33 3 3-33 3 3-33 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3			Prof. Dr. Gamze									
			Prof. Dr. Meh Doç. Dr. İlknu									
			Doç. Dr. likhu Doç. Dr. Dilek Ö									
			Doç. Dr. Üyesi									
	(h	ttps://gef-g	uzelsanatlar-muzik				v/pas	ge/250264)				
	(**	1 0 0		٠ـــــــــــــــــــــــــــــــــــ			3	,,				

COURSE DESCRIPTION FORM						
Course Code and Name	MZÖ 203- Individual Piano– III					
Semester of the Course	3					
Course Content/ Catalog Content	Analyzing piano works of various periods in terms of technique and level, examining the different editions of the works, performing the works of different periods, taking into account the characteristics of the period and the elements of musical expression.  Planning and implementation by considering the personal and developmental needs of students for piano education.					
Textbook	Bonowetz, J. (1992). The Pianist's guide to pedaling. Bloomington & Indianapolis: Indiana University Press. Fink, S. (1999). Mastering piano technique: A Guide for students, teachers, and performers. Nev Jersey: Amadeus Press. Humphries, C. (2002). The piano handbook: A complete guide for mastering piano. San Francisco: Backbeat Books.					
Supplementary Textbooks	Yokuş, H. ve Yokuş, T. (2010). Müzik ve çalgı öğrenimi için strateji rehberi I: Öğrenme Stratejileri. Ankara: PegemA Yayıncılık					
Course Credit (ECTS)	2					
Course Prerequisites	Attendance is mandatory.					
Type of Course	Theoretical					
Language of Instruction	Turkish					
Course Objectives  Learning Outcomes of the Course	To get know the works and composers of the Baroque period. To get to know the works and composers of the classical period. To get to know the works and composers of the Romantic period. Pedal use and application. Doing scales and finger exercises in various tones.  Plans and organizes teaching activities by considering piano teaching methods and techniques for various age groups. Examines piano works of various periods in terms of technique and level. Identifies strategic studies for works at various levels. Analyzes different editions of works. Plays works of different periods, taking into account the characteristics of the period and the elements of musical expression. Plans and implements piano education, taking into account the personal					
The Format of the Lesson	Face to face					
Weekly Distribution of the Course	<ol> <li>Do majör,do minör 8'li, 3'lü, 6'lı, 10'lu 4 oktav gam, düz, kırık, C major, C minor 8th, 3rd, 6th, 10th 4 octave scales, straight, broken, 7th arpeggio, chord inversions and cadence.</li> <li>Studies on the technical and musical characteristics of the Baroque period.</li> <li>Studies on the technical and musical features of the Baroque period.</li> <li>D major, d minor 8th, 3rd, 6th, 10th 4-octave scales, straight, broken, 7th arpeggios, chord inversions and cadence.</li> <li>Studies on the technical and musical characteristics of the classical period</li> <li>Studies on the technical and musical characteristics of the classical period.</li> <li>E major, E minor 8th, 3rd, 6th, 10th 4-octave scales, straight, broken, 7th arpeggios, chord inversions and cadence</li> <li>Studies on the technical and musical characteristics of the romantic period.</li> </ol>					

Education and Training Activities	1 1 1 1 Preser	0. Right 1. F m brok 2. G m brok 3. A m brok 4. B m brok ntation rm and	antic period.  In pedal usage techniques lajor, f minor 8th, 3rd, sen, 7th arpeggios, chord lajor, g minor 8th, 3rd, sen, 7th arpeggios, chord lajor, A minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, minor 8th, 3rd, sen, 7th arpeggios, chord lajor, for the fin sen preparation for the fin	6th, inver 6th, inver 6th, inver 6th, inver 6th, inver	10th asions 10th asions 10th asions 10th asions	4-00 and 4-00 and 4-00 and	ctav l cad ctav l cad octa l cad ctav	dence dence ve st dence e so	ee. cales ee. scale ee. cales	s, stra e, stra	ight,
Asessment Criteria		Number								al outior	
								Cui	) 5)	•	
	Mid	term		1				%4	10		
	I — —	Homework							-		
		lication							-		
	<u> </u>	Projects Practice									
	Ouiz										
		)	-								
	Fina	Ratio of Term Studies to Success (%) Final Success Ratio (%)							% <i>6</i>	50	
	Atte	Attendance Status									
					we	ek	. End		d of		
	Activ	vity		Total Weeks Weekly Hours)			kly	Te To	rm tal orklo	ad	
	Weel	kly lect	ure hours	14	1				14	14	
	Weel	kly prac	ctical lesson hours								
	Read	ing Act	tivities								
	Inter	net brov	wsing, library work								
Workload of the Course	Mate	rial des	sign, application								
	Repo	rt prepa	aring								
	Prepa	are a pr	esentation	14		2			28		
	Prese	entation	(Concert)								
	prepa	aration	d midterm exam	2		2			4		
		exam a	and preparation for the	2		2			4		
	Othe										
	Total	workle	oad						50		
	Total	workle	oad/ 25						50,	/25	
	ECT	Total workload/ 25  ECTS Credits of the Course							2		
Contribution Level Between Course Outcomes	No Program Outcom			nes		1	2	3	4	5	
and Program Outcomes		1	Knows the concepts rela Music Education.		)					X	
		2	Has knowledge about th profession and field.	e tead	hing				X		
		3	Music develops materials suita needs of education.	ble fo	or the					X	

		education.					
	4	Has knowledge of methods and techniques 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		Prof. Dr. Belir TECİMER Prof. Enver TUFAN					
		Prof. Dr. Aytekin ALBUZ Prof. Dr. Naciye HARDALAC					
		Prof. Dr. Birsen JELEN					
		Doç. Dr. Çağla SERİN ÖZPARLA	λK				
		Dr. Öğr. Üyesi Itır ESKİOĞLU					
		(https://gef-guzelsanatlar- muzik.gazi.edu.tr/view/page/2502	64)				
		muzik.gazi.euu.ti/view/page/2502	U <del>4</del> )				

## **COURSE DESCRIPTION FORM**

MZÖ 205 – Individual Instrument– III (Guitar)

**Course Code** 

and Name	WIZO 203 – Ilidividuai ilistr	umem— m (Gi	untar)	
Semester of the Course	3			
Course Content/ Catalog Content	classical guitar in the contex	t of music tea	ching equipment,	ng and developing basic musicianship skills in etudes and works from Turkish and World he Individual Instrument II course.
Textbook	Rodriguez Arenas Gitar Me	todu 1. ve 2. K	Litap	
Supplementary Textbooks	Kitap, Guglielmo Papararo,	La Tecnica De	egli Arpeggi, Abel	ne B, Frederic Noad Solo Guitar Playing 1. I Carlevaro Serie Didactica Para Guitarra No: 1 ance guitar, F. Noad, S. Yeprem, Klasik Gitar
Course Credit (ECTS)	2			
Course Prerequisites	It is obligatory to attend the syllabus.	course (minim	num 70%) and to f	fulfill all the responsibilities described in the
Type of Course	Theoretical			
Language of	Turkish			
Instruction	The sim of this serves is to	a marrida tha	atudant with basis	tachnical and musicionship skills at advanced
Course Objectives	beginner and intermediate I the scope of music teaching	evels through equipment, an	studies and works and to reinforce the	
Learning Outcomes of the Course	general idea about the phen the Renaissance and Baroqu in right and left hand move descending legato technique	omenon of the e Periods; imp ments, develoe; developing ation in posit	e period in the his proving the right h ping the ascendin the bare technique tion transitions;	concepts of technique and musicality; Forming a story of Western Music; Performing works from and arpeggio technique; developing coordination g legato technique in the left hand, grasping the e, applying the half-bare technique covering 3-4 vocalization of chromatic and diatonic sound the first and further positions.
The Format of the Lesson	Face to face			
Weekly Distribution of the Course	2. The phenomenon Renaissance Period 3. Studies and works 4. Studying on etudes 5. Studies on ascendin 6. Scale studies; study 7. Scale studies; study 8. Technical studies; s 9. Studying on etudes 10. Studying on works 11. Technical studies; s 12. Studying on etudes 13. Reviewing behavior 14. Repeating the reperiods	of the period and the under from the Rena and works aping and descend on works suit on works suit and works appropriate to study on works and works aping and works aping and works aping gained during the study on works and works aping gained during the study on works and works aping gained during the study of the st	I in the history restanding of music issance Period suippropriate to the level ling legato technic table for the level table for the level is appropriate to the propriate to the level of the st appropriate to the propriate to the propriate to the propriate to the propriate to the level of the st is appropriate to the level of th	ques, studying related etudes and works. of the student of the student. e level of the student. vel of the student. udent. e level of the student.
<b>Education and</b>	Prepare a presentation			
Training	Presentation	.•		
Activities	Midterm and midterm exam		zom.	
	Final exam and preparation	1	ı	
	Midterm	Number 1	Total Contribution (%)	
	Homework	-	-	
Assesment	Application			
Criteria		-	-	
	Projects Practice	-	-	
		-	-	
	Quiz	-	-	
	Ratio of Term Studies to Success (%)	_	_	
	Success (70)	_		

	Final Success Ratio (%	(a) 1	60							
	Attendance Status	11th we								
	Attendance Status	11tii we	æk							
			tivity	We	otal eeks	s (	We	atio ekl urs	y	End of Term Total Workload
	Weekly lectur			14		1				14
	Weekly practi		ırs			-				
	Reading Activ					-				
	Internet brows									
Workload of	Material desig		1			+				
the Course	Report prepari	_		4		4				16
	Prepare a pres	entation		4		4				16
	Presentation  Midterm and a	midta		2		2				4
	Midterm and r			3		3				9
	Other	u preparation	for the final exam	2		2				4
	Total workloa			1		1				48
	Total workloa					+				48/25
	ECTS Credits			1		+				1,92
	LC 13 CIEUIIS	or the Course	,	1						1,74
		No	Program Outco	mes	1	2	3	4	5	
	-		Knows the concepts re		•	_	_	_		
		1	Music Education.	craica io					X	
			Has knowledge about	the				**		1
		2	teaching profession an					X		
		3	Music develops materials sui the needs of education education.	itable for					X	
		4	Has knowledge of met and techniques related music education.	l to				X		
Contribution Level Between		5	Has the knowledge of measurement and eval related to music educa	luation ation.				X		
Course Outcomes and Program		6	Active in music and ar activities provides participation.						X	
Outcomes		7	Determines and address needs of students regar music education.	rding				X		
		8	Music and informatics uses technologies.				X			
		9	Becomes a role model society in his field.	l in the				X		
		10	A lifelong learning they exhibit attitude.						X	

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 209 - Individual Bağlama — III
Semester of the Course	3
Course Content/ Catalog Content	General information about baglama instrument, importance of baglama in music teaching professional life, general characteristics; tuning and its types in baglama, the place of Turkish music pitchs in baglama; basic behaviors in playing baglama, correct sitting and holding position, right and left hand positions, level-appropriate etudes and simple maqam-scale exercises in different meters; playing simple melodies in simple maqam-scales (hüseyni, uşşak, hicaz,), playing works in different styles; use of upper and middle wire.
Textbook	Alim Y. K., Aydın A., "Bağlama Metodu 1", Aktüel Yayınları, İstanbul, 2004. Taptık, G., Notaları Ve Tavırları İle Türküler, Çaba Yayıncılık, Ankara, 1972. 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.
Supplementary Textbooks	Turhan, S., Türk Halk Musikisinde Çeşitli Görüşler, Kültür Bakanlığı Yayınları, Ankara, 1992. Özgül, M. T., Salih, Dökmetaş, K., Notalarıyla Uzun Havalarımız, Kültür Bakanlığı Yayınları, Ankara, 1996. 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)	2
Course Prerequisites	Attendance is mandatory.
Type of Course	Theoretical
Language of Instruction	Turkish
Course Objectives	Gaining basic behaviors by acquiring general information about the baglama instrument, having proficiency in the use of baglama in the professional life of music teaching, performing Turkish music scales.
Learning Outcomes of the Course	Knows the historical and general information about the baglama instrument; Has the necessary skills and knowledge about playing baglama; Gained the necessary basic behaviors in playing baglama; Knows the plectrum techniques of simple meters in baglama; Knows the pitch system of Turkish music; Plays works in simple maqams; Performs simple sight reading with baglama; Knows the tuning system in baglama; Has the necessary equipment to use the baglama in music education;
The Format of the Lesson	Face to face
Weekly Distribution of the Course	<ol> <li>The history of baglama, its construction techniques, sitting and holding styles.</li> <li>Right and left hand alignment, plectrum holding and 2/8th meter.</li> <li>B flat 2, la-do interval and 4/16th plectrums.</li> <li>La-re interval and plectrum exercises.</li> <li>La-mi range and mixed rhythm patterns.</li> <li>La-fa range and mixed rhythm patterns</li> </ol>

Education and Training Activities	Prepa Presei Midte	8. La 9. La 10. La 11. La 12. La 13. La 14. La re a pre ntation rm and	a-fa and f sharp range, minute a scale and 3/8th meter example and 5/8th meter. It scale and 6/8th meter. It scale and 7/8th meter. It scale and 8/8th meter. It scale and 9/8th meter. It scale and 9/8th meter. It scale and 9/8th meter. It scale and 9/8th meter. It scale and 9/8th meter. It scale and 9/8th meter. It scale and 9/8th meter. It scale and 9/8th meter.	3/8th meter exercises. 5/8th meter. 6/8th meter. 7/8th meter. 8/8th meter. 9/8th meter.							
Asessment Criteria				N	umb	er	Total Contribution				
	) AC 1				1			(%		_	
	Midt	term nework			1			%4		-	
		lication			<del>-</del>					$\dashv$ $ $	
	Proje				-			_			
	Prac				-			-			
	Quiz - Ratio of Term Studies to Success (%) -							-			
	Final Success Ratio (%)							-	_		
	Attendance Status 11th								50	-	
					week						
Workload of the Course			Activity	Tota Week	l (		tion ekly ırs)	l	End of Term Total Workload		
	Weel	kly lect	ure hours	14	1			14			
	Weel	kly prac	ctical lesson hours								
	Read	ing Ac	tivities								
	Inter	net bro	wsing, library work								
	Mate	rial des	sign, application								
	Repo	rt prep	aring								
	Prepa	are a pr	resentation	4	4			16			
		entation		4	4			16	)		
	11	erm and	d midterm exam	1	1			1			
	Final	exam	and preparation for the	1	1			1			
	final Othe	exam		1				1			
		workle	nad					48			
			oad/ 25					-	3/25		
								-	92		
Contribution Level Between Course Outcomes	ECTS Credits of the Course  No Program Outcom		mes	1	2	<del></del> -		5			
and Program Outcomes	Knows the concepts rela						-	X			
		2	Music Education.  Has knowledge about th profession and field.	e teachi	ng			X			
		3	Music develops materials suita needs of education.	ble for the	he				X		

		4	Has knowledge of methods and techniques related to music education.			2	ζ	
		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.			Y	<b>X</b>	
		8	Music and informatics uses technologies.		2	ζ		
		9	Becomes a role model in the society in his field.			Σ	ζ	
		10	A lifelong learning they exhibit attitude.				X	
Lecturer(s) and Contact Information	р	rof Fr	dal Tuğcular					
	D	oç. Dr.	. Hamit Önal					
			Üyesi Murat Karabulut Üyesi Erhan Yiğiter					
			gef-guzelsanatlar-muzik.gazi.edu.tr/v	iew	//pag	e/25	0264)	

COU	RSE DESCRIPTION FORM							
Course Code and Name	MZÖ 207 - Individual Instrument – II	I (Voice)						
Semester of the Course	3							
Course Content/ Catalog Content	Studies on using sound correctly interpreting national and international		tively, performing	and				
Textbook	Davran, K., Gürgan Öztürk, F., Şan İ Eğitimi Yayınları, Ankara, 2017. Gülşen, Ş., Şan İçin Piyano Eşlikli 2007. Egüz, S., Piyano Eşlikli Halk Tü Yayınları.	Şarkılar I, M	Müzik Eğitimi Yayır Gazi Eğitim Ensti	nları, itüsü				
Supplementary Textbooks	Schubert, F., Gesange Arie Antich Tuğcular, E., Şan İçin Piyano Eşlikli T		Vaccai, Metodo Pra	atico				
Course Credit (ECTS)	2							
Course Prerequisites	Attendance is mandatory.							
Type of Course	Theoretical							
<b>Language of Instruction</b>	Turkish							
Course Objectives	To enable students to recognize their voices, benefit from voice training techniques and improve their musical speaking skills.							
<b>Learning Outcomes of the Course</b>	To be able to use one's voice correctly and effectively, to sing songs and folk songs in an understandable language, to interpret a repertoire of national and international works and folk songs written in various genres.							
The Format of the Lesson	Face to face							
Weekly Distribution of the Course	<ol> <li>Exercises to use the voice correctly.</li> <li>Combining sound and breathing techniques.</li> <li>Exercises to use vocals correctly.</li> <li>Exercises to use consonants correctly.</li> <li>Correctly vocalizing the works written in national quality.</li> <li>Sings and interpret the works written in national quality.</li> <li>Correctly vocalizing the international works.</li> <li>Sings the international works.</li> <li>Sings and interpret the international works.</li> <li>Correctly vocalizing folk songs.</li> <li>Performing folk songs.</li> <li>Performing and interpreting folk songs.</li> <li>Performing the repertoire of international works and folk songs.</li> <li>Interpreting the repertoire of international works and folk songs.</li> </ol>							
Education and Training Activities	Presentation Midterm and midterm exam preparation Final exam and preparation for the final							
		Number	Total Contribution(%)					
Asessment Criteria	Midterm Homework Application	1 - -	%40 - -	- -				
	Projects Practice	-	-					
	Quiz	-	-					
	Ratio of Term Studies to Success (%)	-	-	-				
	Final Success Ratio (%)	1	%60					

	Atten	dance	Status	11th				
			Activity	Total Weeks	(V	ıration Veekly Iours)		End of Term Total Jorkload
			ture hours	14	1		14	
		• •	actical lesson hours					
			ctivities					
			owsing, library work					
Workload of the Course			sign, application					
		ort prep	resentation	2	12			
		entation		3	3		9	
			nd midterm exam	3	3		9	
		aration		1	1		1	
			and preparation for the	1	1		1	
	final Othe	exam r		4	4		16	
		l work	load	4	4		50	
			load/ 25				+	/25
			lits of the Course				2	123
		No	Program Outco	mes	1	2 3	4	5
		1	Knows the concepts rela Music Education.			2 3	•	X
		e teaching			X			
		3	profession and field.  Music develops materials suital needs of education. education.	ble for the				X
Contribution Level Between Course Outcomes		4	Has knowledge of method techniques related to muleducation.				X	
and Program Outcomes		5	Has the knowledge of measurement and evalua- related to music education				X	
		6	Active in music and art a provides participation.					X
		7	Determines and addresse needs of students regard education.				X	
		8	Music and informatics uses technologies.			X		
		9	Becomes a role model in society in his field.	the			X	
		10	A lifelong learning they exhibit attitude.					X
Lecturer(s) and Contact Information			da Gürgan Öztürk			<u> </u>		
	Pro	of. Dr.	Günay Akgün					
			ıer Türkmenoğlu Üyesi Erhan Yiğiter					
	Öğ	gr. Gör	. Dr. Özge Çongur Yeşilk					
	(ht	tps://g	ef-guzelsanatlar-muzik.ga	azi.edu.tr/v	iew/	page/25	5026	(4)

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 211 – Harmony, Counterpoint and Accompaniment – I
Semester of the Course	3
Course Content/ Catalog Content	Major and minor tonality information; formation and inversion of chords; four-voice, major-minor chord connections in close position (plagal, authentic, perfect and perfect reverse cadence) and creating accompaniment models on piano with these connections, harmonic analysis of melodies in five voice ranges and creating accompaniment using block chords in suitable cycles with piano.
Textbook Supplementary Textbooks	Cangal, N. (2005). Armoni. (3. basım) Ankara: Arkadaş Yayınevi. Rimsky-Korsakof, N. (1996). Kuramsal ve Uygulamalı Armoni. (2. Baskı) (Çev. Ahmet Muhtar Ataman) İzmir: Levent Müzik Evi. Usman, O. (2017). Çok Sesli Batı Müziğinde Yazım ve Analiz Cilt 2: Temel Armoni. Konya: Eğitim Yayınevi. Bakihanova, Z. (2003). Armoni. Ankara: Yorum Matbaası
	Benjamin, T., Horvit, M., Nelson, R. (2008). Techniques and materials of music (7th ed.) Belmont, CA: Cengage Learning
Course Credit (ECTS)	2
Course Prerequisites (Course attendance requirements should be stated in this item)	Attendance is mandatory.
Type of Course	Theoretically
Language of Instruction	Turkish
Course Objectives	To be able to establish major and minor chords in 4 parts, to create accompaniment models on the piano with I., IV. and V. degree chords in fundamental and inversion positions and to make harmonic analysis of suitable works.
Learning Outcomes of the Course	Being able to write tree voices chords in root state as four parts.  To be able to establish chords in close and open position and to distinguish them.  Being able to write root chords as 3rd, 5th and 8th.  To be able to make harmonic and melodic connections.  To be able to connect chords with and without a common sound harmonically and melodically.  To be able to recognize and create plagal, authentic, perfect and perfect reverse cadence, playing on the piano.
The Format of the Lesson	Face to face
Weekly Distribution of the Course	<ol> <li>Establishment of intervals and chords</li> <li>Establishment of four-voice chords</li> <li>Establishment of four-voice chords</li> <li>Four-part chord establishment in close position</li> <li>Four-part chord establishment in open position</li> <li>Switching between 3rd, 5th and 8th positions in the same function</li> <li>Making harmonic and melodic connections between chords that have a common note. Plagal cadence.</li> <li>Making harmonic and melodic connections between chords with common note. Authentic cadence.</li> <li>Making harmonic and melodic connections between chords that do not have a common note. Perfect cadence.</li> <li>Making harmonic and melodic connections between chords that do not have a common note. Perfect reverse cadence.</li> <li>Harmonization studies in close position. Harmonization of the bass part.</li> </ol>

Education and Training Activities (These are examples. Please fill in the activities you used in your lesson)	Prepa Prese Midte	bass par 14. Harmon soprano are a present entation erm and mice	ization studies in ope t. ization studies in ope part.	n position on al exam	n. Ha	armo																								
Asessment Criteria				Nu	mbe	er	Co	Tot ntri	tal butio	n																				
								(%																						
		lterm			1			% <sup>∠</sup>		_																				
		nework olication			-				-																					
		jects			_					-																				
		ctice			-			-																						
	Qui				-			-		_																				
		io of Term S al Success R	tudies to Success (%)	)	1			<del>-</del> %60																						
		endance Stat	. ,	11tl	_	ek		<del>)</del>	$\dashv$																					
Workload of the Course			ctivity	Total Weeks	D				Duration (Weekly Hours)			(Weekly			(Weekly			(Weekly		Weekly		(Week		Durat (Wee		Durati (Week			End o Term Total orklo	l l
		kly lecture		14	1			14																						
		<u> </u>	l lesson hours	14	1			14																						
		ding Activit																												
			g, library work																											
		erial design,			_																									
		ort preparing																												
		entation	tation	3	3			9																						
		3	3			9																								
		term and mi aration	aterm exam	1	1		1																							
	Fina		preparation for the	1	1			1																						
	Othe																													
	Tota	al workload						48																						
	Tota	al workload/	25					48/	25																					
	ECT	S Credits of	the Course					1,9	2																					
Contribution Level Between Course Outcomes		No	Program Outco	mes	1	2	3	4	5																					
and Program Outcomes		1	Knows the concepts to Music Education.	related					X																					
		2	Has knowledge about teaching profession						X																					
	Music develops materials suitable for the needs of education. education.							X																						
		4	Has knowledge of mand techniques related music education.	ed to				X																						
		5	Has the knowledge of measurement and ev- related to music edu-	aluation				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	Doç. Dr. Ça Dr. Öğr. Üy		vie	w/page,	/2502	64)

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 213- Turkish Folk Music Theory and Practice – I
Semester of the Course	3
Course Content/ Catalog Content	The basic philosophy and elements of Turkish Folk Music; Definition and formation of Turkish Folk Music; The place of Turkish folk music in our tradition and culture, its cultural transmission; Basic concepts in Turkish folk music (kırık hava, uzun hava, mixed meter melodies, folk songs, etc.); concept of meter (simple, compound and mixed meters); Turkish folk music pitch system (maqam-scales) and intervals; the course of melody, sight-reading and solfeggio in simple maqam-scales; Dictation exercises and melody creation in simple maqam-scales with different procedural features suitable for the level.
Textbook	Alim, K. Y., Aydın, A., "Bağlama Metodu 1", Aktüel Yayınları, İstanbul, 2004.  Taptık, G., Notaları Ve Tavırları İle Türküler, Çaba Yayıncılık, Ankara, 1972.  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
Supplementary Textbooks	Turhan, S., Türk Halk Musikisinde Çeşitli Görüşler, Kültür Bakanlığı Yayınları, Ankara, 1992. Özgül, M., Turhan, S., Dökmetaş, K., Notalarıyla Uzun Havalarımız, Kültür Bakanlığı Yayınları, Ankara, 1996. 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)	2
Course Prerequisites	Attendance is mandatory.
Type of Course	Theoretical / Practical
Language of Instruction	Turkish
Course Objectives	In line with the general aim of recognizing and learning folk music, one of our traditional music genres; To understand the theoretical structure of folk music, to be able to sing, to make solfeggio, to dictate, to write a melody and to transfer it.
Learning Outcomes of the Course	Knows the basic elements of Turkish Folk Music; Knows the definition and formation of Turkish Folk Music; Knows the place and importance of Turkish Folk Music in traditional music; Knows the basic concepts and scales used in Turkish Folk Music; Comprehends and applies the methods used in Turkish Folk Music; Recognizes and applies pitches and intervals used in Turkish Folk Music; Have the knowledge and skills to transfer Turkish Folk Music; Performs deciphering and solfege studies in Turkish Folk Music; Makes dictation and melody writing in Turkish Folk Music;
The Format of the Lesson	Face to face
Weekly Distribution of the Course	<ol> <li>Definition, history, formation and concepts of Turkish Folk Music.</li> <li>Coma sounds and intervals used in Turkish Folk Music.</li> <li>Uşşak (Kerem) quartet, simple meters.</li> <li>Uşşak (Kerem) scales.</li> <li>Huseyni scale.</li> <li>Solfeggio exercises in various simple maqams and meters.</li> </ol>

Education and Training Activities	7. Dictation exercises in varie 8. Composition exercises in varie 9. Composition exercises in varie maqams. 10. Combined meters and the 11. Solfeggio exercises in varie 12. Solfeggio exercises in varia. Dictation exercises in varia. Dictation exercises in variation exercises in varies apresentation Presentation Midterm and midterm exam preparation	vario vario vario rious rious ariou	ous sim ous sim ous sim opes. s maqa s maqa	ple me ple rhy ms and ms and ns and	ters a thms mete	and maqams. and ers. ers.	
	Final exam and preparation for the fin				ı		
Asessment Criteria			Nun	ıber	Coi	Total ntribution (%)	
	Midterm		1			%40	
	Homework		-			-	
	Application		-	=	-		
	Projects Practice					-	
	Quiz	-			-		
	Ratio of Term Studies to Success (%	-	5		-		
	Final Success Ratio (%)		1			%60	
	Attendance Status		11th	week		F 1.6	
	Activity		Cotal Veeks	Dura (Wee Hou	kly	End of Term Total Workload	
W II I CA C	Weekly lecture hours	14		1		14	
Workload of the Course	Weekly practical lesson hours	14		1		14	
	Reading Activities						
	Internet browsing, library work						
	Material design, application						
	Report preparing						
	Prepare a presentation	4		4		16	
	Presentation						
	Midterm and midterm exam preparation	1		1		1	
	Final exam and preparation for the final exam	1		1		1	
	Other						
	Total workload					46	
	Total workload/ 25					46/25	
	ECTS Credits of the Course					1,86	

<b>Contribution Level Between Course Outcomes</b>	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 knowledge of methods and techniques 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	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)						

C	OURSE DESCRIPTION FORM
Course Code and Name	MZÖ 215 - Turkish Folk Music Chorus – I
Semester of the Course	3
Course Content/ Catalog Content	Studies on producing sound based on correct breathing, using the sound in the right place and with the correct intonation, enriching it by magnifying it in the resonance regions and obtaining a fused sound with the choir; Turkish music sound system and sound types; exhibiting basic behaviors in performing individual and collective works; develop interpretation skills; gaining choral culture and discipline; Performing Turkish folk music works according to their local characteristics; creating a repertoire of Turkish folk music works suitable for different regions, forms, styles, magams and scales.
Textbook	Alim Y. K., Aydın, A., "Bağlama Metodu 1", Aktüel Yayınları, İstanbul 2004. Taptık, G., Notaları Ve Tavırları İle Türküler, Çaba Yayıncılık, Ankara, 1972. Sarısözen, M., Türk Halk Müziğinde Usuller, Mifad Yayınları, Ankara, 1970.
Supplementary Textbook	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.  Özgül, M., Turhan, S., Dökmetaş, K., Notalarıyla Uzun Havalarımız, Kültür Bakanlığı Yayınları, Ankara, 1996.  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)	2
Course Prerequisites	Attendance is mandatory.
Type of Course	Theoretical/Practical
Language of Instruction	Turkish
Course Objectives	In the field of teaching profession, the necessary knowledge of Turkish Folk Music vocal performance, application in collective vocal performance, understanding the place and importance of our traditional music in education
Learning Outcomes of the Course	Produces sound based on correct breathing; Uses the voice in the right place and with the right intonation; Achieves fused sound with chorus; Knows Turkish music sound system and sound types; Demonstrates basic behaviors in performing individual and collective works; Develops interpretation skills, choral culture and discipline; Sings Turkish folk music works according to their local characteristics; Have a repertoire of Turkish folk music works;
The Format of the Lesson	Face to face
Weekly Distribution of the Course	<ol> <li>Turkish Music sound system.</li> <li>Producing sound based on correct breathing.</li> <li>Using the voice in the right place and with the right intonation.</li> <li>Enrichment by amplification in resonance regions</li> <li>Exercises in obtaining a fused sound with the choir.</li> </ol>

Education and Training Activities	Midte	7. Den 8. Dev 9. Gain 10. Perf loca 11. Perf loca 12. Crea the 13. Crea the 14. Crea leve ntation erm and mid	nonstrating basic behks. nonstrating basic behks. reloping interpretationing choir culture and forming Turkish folk al characteristics. Forming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics. Torming Turkish folk al characteristics.	avion skill discomusion skill discomusion musion musions, for the form the	rs in colls cipline c worl c worl sh Follorms, 1 sh folk orms, 1 sh folk s, mete	blleconduction.  cs access acc	ecord ecord usic nods isic a nods	voca ling ling appr and appro and	to their to their opriate to modes. opriate to modes. oble for the	
Asessment Criteria	Mid	term		Num 1	ber		Cont	ribution (%)		
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		lication							-	
	Proj								_	
	Prac							_		
	Quiz			-				-		
		o of Term S	)	-			-			
		l Success R	,	1	1		9	660		
	l	ndance Stat		11t	1th					
					wee	veek				
Workload of the Course	Acti	Activity				(W	ratio eekl urs)	on   [ y   [	End of Ferm Fotal Workload	
	Wee	kly lecture l	Weekly lecture hours						14	
	Was				1		14			
	W CC	kly practical	l lesson hours	14		1		1	14	
		kly practical ling Activiti		14				1	14	
	Read	ling Activiti		14				1	14	
	Read	ling Activiti	es g, library work	14				1	14	
	Read Inter	ling Activiti net browsin erial design,	es g, library work application	14				1		
	Read Inter Mate	ling Activiti rnet browsing erial design, ort preparing	g, library work application			1				
	Reac Inter Mate Repo	rnet browsin erial design, ort preparing are a presen	es g, library work application g tation	14					16	
	Read Inter Mate Repo	ling Activiti met browsin, erial design, ort preparing are a presen entation (Co	es g, library work application g tation uncert)			1				
	Read Inter Mate Repo Prep Preso	ding Activitient browsing erial design, ort preparing are a presententation (Coterm and mides)	es g, library work application g tation			1		1		
	Read Inter Mate Repo Prep Preso Midd prep Fina	ding Activition to browsing erial design, ort preparing are a presentation (Conterm and micaration)	es g, library work application g tation uncert)	4		4		1	16	
	Read Inter Mate Repo Prep Preso Midd prep Fina	ling Activitient browsing are a presentation (Conterm and micaration lexam and pexam	es g, library work application g tation encert) dterm exam	4		4		1	16	
	Reac Inter Mate Repo Prep Press Midt prep Fina final Othe	ling Activitient browsing are a presentation (Conterm and micaration lexam and pexam	es g, library work application g tation encert) dterm exam	4		4		1 1	16	
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Contribution Level Between Course Outcomes	Reac Inter Mate Repo Prep Press Midt prep Fina final Othe Tota	ling Activitient browsing are a presentation (Conterm and mice aration lexam and pexametrical workload). See Credits of	g, library work application g tation meert) dterm exam preparation for the	1		1 4 1 1	2) 2	1 1 1 2 2 2 1 1	16 16 16 16/25 1,84	
Contribution Level Between Course Outcomes and Program Outcomes	Reac Inter Mate Repo Prep Press Midt prep Fina final Othe Tota	ling Activition to browsing are a presentation (Conterm and mice aration) are a manufactured by the conterm and presentation are a presentation aration. I exam and presentation are all workload by workload by the conterm and presentation are are all workload by the conterm are are all workload by the content are all	g, library work application g tation coret) dterm exam preparation for the  25 The Course Program Outco	1 1 1 mms		1 4 1 1	22 3	1 1 1 2 2 2 1 1	16 146 16/25 1,84 5	
	Reac Inter Mate Repo Prep Press Midt prep Fina final Othe Tota	ling Activition to browsing are a presentation (Conterm and micaration lexam and pexamer lexamer lexamer)	g, library work application g tation meert) dterm exam preparation for the	1 1 pomes	ted	1 4 1 1	2 3	1 1 1 2 2 2 1 1	16 16 16 16/25 1,84	

		teaching profession and field.  Music			
	3	develops materials suitable for the needs of education.		X	
	4	Has knowledge of methods and techniques 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		Doç. Hamit Önal – hamitonal@	gazi.ed	u.tr	

COURS	E DESCRIPTION FORM
Course Code and Name	MZÖ 217 – Elective – I Music and Cultural Philosophy
Semester of the Course	3
Course Content/ Catalog Content	What is human as a value-creating entity? What is Culture? What are the elements of culture and culture, cultural artifacts? What is language?, What is music? In the light of these questions, concepts such as the nature and structure of language, language and meaning, phenomenology of music and culture will be discussed.
Textbook	Bozkurt N., Estetik Kuram Ara yay. İstambul ,1992. Rudolf, A., New Essays on the Psychology of Art, California Press, USA 1986. Ching, F. D. K.; Architecture: Form-Space and Order, Van Nostrand Gür, Ş. Ö.; Mekan Örgütlenmesi, Gür Yayıncılık, Trabzon, 1996. Freud S., Sanat ve Sanatçılar Üzerine, (çev. Kamuran Şipal) Bozak Yay. İstanbul, 1979. Tunalı İ., Estetik, Remzi kitabevi, İstanbul 10 Baskı, 2007. Fischer J. Sosyoloji Nedir ? (Çev. Nilgün Çelebi) Atilla kitabevi, Ankara, 1996. Gerhard, V., Deliler ve Dahiler, (çev. Gürsel Aytaç) Omnia, İstanbul, 2010.
Supplementary Textbooks	Kretchmar, R. S.(1994).Practical Philosophy Of Sport, USA. Morton, A. (2006).Pratikte Felsefe,İstanbul Schorndorf, V.H. Gabbar K. Glen, Psikiyatri ve Sinema (çev.Yusuf Eradam) Okuyan Us Yay. İstanbul, 2001. Haug W.F. Meta Estetiğinin Kritiği, (Çev. Metin Toprak) Felsefe Logos, İstanbul, 2008.
Course Credit (ECTS)	2
Course Prerequisites	Attendance is mandatory.
Type of Course	Theoretical
Language of Instruction	Turkish
Course Objectives	The general history and development of music and cultural philosophy theories are discussed. Philosophically, the development, applied and theoretical effects of art theories are discussed in the context of music and music philosophy. For this purpose, the philosophy of music and art theories emerging in this course will be analyzed in scope of west-east and Classical-modern scales.
Learning Outcomes of the Course  The Format of the Lesson	Critically define the concept of music, culture and philosophy; Explain the development process of the concept of music, culture and philosophy; Discusses the problems of the concept of music, culture and philosophy; Relates the concepts of music, culture and philosophy to the world of life; Compares positivist and historicist music-cultural philosophies; Discusses the problems of our age from the perspective of culture and music philosophy.  Face to face
The Lordina of the Bessoli	What is knowledge, what are the types of knowledge.
Weekly Distribution of the Course	<ol> <li>What is knowledge, what are the types of knowledge.</li> <li>What is science, to what extent are sciences divided?</li> <li>What is the concept of music culture?</li> <li>What is the concept of music philosophy?</li> <li>What are the subjects of philosophy,</li> <li>What is anthropology, what are its subjects?</li> <li>What is Musical Aesthetics, what is the difference between aesthetics and beauty?</li> <li>What is the difference between art ethics and morality?</li> <li>What is logic, metaphysics and theory of knowledge in art</li> </ol>

	education? 10. What is the philosophy of music, what are the activities								ies in		
	1	o. who		aca rideo III							
			at are the social functions	0							
			at are the aesthetic concept at are the ethical concepts		?						
			at is the social philosophy								
Education and Training Activities		t prepa	ring oresentation								
	Prepa										
	Midterm and midterm exam preparation										
Asessment Criteria	Final	exam a	nd preparation for the fina	al exa					T . 1		
Asessment Criteria					Num	ber			Total entribution		
									(%)		
	Midterm 1 Homework -								%40		
		nework lication			<u>-</u>						
	Proje		•						-		
	Prac	tice			-				-		
	Quiz				-				-		
			rm Studies to Success (%)	)	- 1				<del>-</del> %60	_	
		ndance	, ,		11t	h			%0U		
	11000				wee						
Workload of the Course	Activ	vity		Tota Wee	ke	Duration (Weekly Hours)			End of Term Total		
	Weel	kly lect	ure hours	14		2			Workle 28	oad	
		•	ctical lesson hours	14		2			20		
		ing Ac									
			wsing, library work								
	Mate	rial des	sign, application								
	Repo	rt prep	aring	2		2			4		
	Prepa	are a pr	esentation	3		3			9		
	Prese	entation	(Concert)	4				16			
			d midterm exam		1			1			
		aration exam	and preparation for the						+		
	final	exam	1 1	1		1			1		
	Other Total workload Total workload/25				1				1		
									60		
									60/25		
Contain tion I and Determent Course Outcomes	ECTS Credits of the Course					. 1	_ [		2,4		
Contribution Level Between Course Outcomes and Program Outcomes		No	Program Outcom Knows the concepts rela			1	2 3	3	4 5		
		1	Music Education.	iea to					X		
		2	Has knowledge about the	e teac	hing				X		
			profession and field. Music				-	+	11		
		2	develops materials suital	ole for	the				v		
		3	needs of education.						X		
			education.  Has knowledge of method	nde an	d		-	+			
		4	techniques related to mu		u				X		

		education.						
	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 music education.			2	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	
<b>Lecturer</b> (s) and Contact Information		Prof. Dr. Türker Eroğlu - teroglu	@ g	azi.e	edu.1	tr		

MZÖ 219 - Elective: I Professional and Social Music Ensembles	Co	OURSE DESCRIPTION FORM								
Introducing musical ensembles, comprehending and applying management techniques in all aspects.   Aydogan, S. (2001), Evensel Koro Sarkıları, Elit Yayınıcılık, Ankara.   Cevik, S., (1997) Koro Eğitimi Ve Yönetimi Teknikleri, Doruk Yayımıcılık, Ankara.   Eğüz, S., (1991) Toplu Ses Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara.   Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara.   Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara.   Course Credit (ECTS)   2	Course Code and Name	MZÖ 219 – Elective: I Professional and Social Music Ensembles								
Introducing musical ensembles, comprehending and applying management techniques in all aspects.   Aydogan, S. (2001), Evensel Koro Sarkıları, Elit Yayınıcılık, Ankara.   Cevik, S., (1997) Koro Eğitimi Ve Yönetimi Teknikleri, Doruk Yayımıcılık, Ankara.   Eğüz, S., (1991) Toplu Ses Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara.   Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara.   Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara.   Course Credit (ECTS)   2										
Textbook Aydogan, S. (2001), Evrensel Koro Şarkılar, Elit Yayıncılık, Ankara. Çevik, S. (1997) Koro Eğitimi Ve Yönetim Teknikleri, Doruk Yayımcılık, Ankara.  Supplementary Textbook Eğüz, S., (1991) Toplu Ses Eğitimi I, Ayyıldız Matbaası, Ankara. Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara. Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara. Course Credit (ECTS) 2 Course Perequisites Attendance is mandatory.  Tipe of Course Theoretical Language of Instruction Turkish Course Objectives Introducing musical ensembles, comprehending and applying management techniques. To be able to recongiter musical ensembles. To be able to recongiter musical ensembles. To be able to recongiter musical ensembles. To be able to comprehend different musical ensembles and their characteristics. To be able to comprehend different musical ensembles and their characteristics. To be able to comprehend different musical ensembles in virtual environment. For to face  Weekly Distribution of the Course  1. Musical ensembles and genres. 2. Structuring musical ensembles. 3. Numerical balance in musical ensembles. 4. Layout in musical ensembles. 5. Vocal music ensembles. 6. Instrument ensembles. 7. Traditional music ensembles. 8. Traditional music ensembles. 9. Universal music vocal ensembles. 11. Vocal ensembles and its arrangement in mixed groups. 12. Instrument ensembles. 13. Principles of management of instrumental ensembles. 14. Principles of managing vocal ensembles. 15. Principles of managing vocal ensembles. 16. Principles of managing vocal ensembles. 17. Principles of managing vocal ensembles. 18. Principles of managing vocal ensembles. 19. Principles of managing vocal ensembles. 10. Universal music ensembles. 11. Vocal ensembles and its arrangement in mixed groups. 12. Instrument ensembles and its arrangement in mixed groups. 13. Principles of managing vocal ensembles. 14. Principles of managing vocal ensembles. 15. Principles of managing vocal ensembles. 16. Principles of managing vocal ensem										
Cevik, S., (1997) Koro Egitimi Ve Yönetim Teknikleri, Doruk Yayımcılık, Ankara.   Supplementary Textbook   Egüz, S., (1991) Toplu Ses Eğitimi I, Ayyıldız Matbaası, Ankara. Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara. Eğüz, S., (1981) Koro Eğitimi Ve Yönetimi, Ayyıldız Matbaası, Ankara.	Course Content/ Catalog Content									
Figitz, S., (1981) Koro Eğitimi Ve Vönetimi, Ayyıldız Matbaası, Ankara.   Course Prerequisites	Textbook	Çevik, S.,(1997) Koro Eğitimi Ve Yönetim Teknikleri, Doruk Yayımcılıl								
Type of Course	Supplementary Textbook									
Attendance is mandatory.  Type of Course  Language of Instruction  Turkish  Course Objectives  Introducing musical ensembles, comprehending and applying management techniques.  To be able to recognize musical ensembles.  To be able to comprehend the musical ensembles and their characteristics.  To be able to comprehend the layouts of musical ensembles and their characteristics.  To have knowledge about the management of different musical ensembles and their characteristics.  To have knowledge about the management of different musical ensembles.  Being able to manage different music ensembles in virtual environment.  Face to face  Weekly Distribution of the Course  1. Musical ensembles and genres. 2. Structuring musical ensembles. 3. Numerical balance in musical ensembles. 4. Layout in musical ensembles. 5. Vocal music ensembles. 6. Instrument ensembles. 7. Traditional music ensembles. 8. Traditional music ensembles. 9. Universal music ensembles. 10. Universal music ensembles. 11. Vocal ensembles and its arrangement in mixed groups. 12. Instrument ensembles and its arrangement in mixed groups. 13. Principles of managing vocal ensembles. 14. Principles of managing vocal ensembles. 15. Principles of managing vocal ensembles. 16. Principles of management of instrumental ensembles. 17. Principles of management of instrumental ensembles. 18. Principles of management of instrumental ensembles. 19. Principles of management of instrumental ensembles. 10. Principles of management of instrumental ensembles. 11. Vocal ensembles and its arrangement in mixed groups. 12. Instrument ensembles and its arrangement in mixed groups. 13. Principles of management of instrumental ensembles. 14. Principles of management of instrumental ensembles. 15. Principles of management of instrumental ensembles. 16. Principles of management of instrumental ensembles. 17. Principles of management of instrumental ensembles. 18. Principles of management of instrumental ensembles. 19. Principles of management of instrumental ensembles. 19. Principle	Course Credit (ECTS)	2								
Turkish	Course Prerequisites	Attendance is mandatory.								
Introducing musical ensembles, comprehending and applying management techniques.   To be able to recognize musical ensembles. To be able to comprehend the numerical balance that should be created in musical ensembles. To be able to comprehend the numerical balance that should be created in musical ensembles. To be able to comprehend different musical ensembles and their characteristics. To have knowledge about the management of different musical ensembles. Being able to manage different music ensembles in virtual environment.    The Format of the Lesson	Type of Course	Theoretical								
Management techniques.   To be able to recognize musical ensembles.   To be able to recognize musical ensembles   To be able to recognize musical ensembles   To be able to comprehend the numerical balance that should be created in musical ensembles.   To be able to comprehend the layouts of musical ensembles and their characteristics.   To have knowledge about the management of different musical ensembles.   Being able to manage different music ensembles in virtual environment.	Language of Instruction	Turkish								
To be able to recognize musical ensembles. To be able to comprehend the numerical balance that should be created in musical ensembles. To be able to comprehend the layouts of musical ensembles. To be able to comprehend different musical ensembles and their characteristics. To have knowledge about the management of different musical ensembles. Being able to manage different music ensembles in virtual environment.  The Format of the Lesson  Face to face  1. Musical ensembles and genres. 2. Structuring musical ensembles. 3. Numerical balance in musical ensembles. 4. Layout in musical ensembles. 5. Vocal music ensembles. 6. Instrument ensembles. 7. Traditional music ensembles. 8. Traditional music ensembles. 9. Universal music ensembles. 10. Universal music ensembles. 11. Vocal ensembles and its arrangement in mixed groups. 12. Instrument ensembles and its arrangement in mixed groups. 13. Principles of management of instrumental ensembles. Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam  Assessment Criteria    Number   Total   Contribution (%)	Course Objectives									
Face to face	Learning Outcomes of the Course	To be able to comprehend the numerical balance that should be created in musical ensembles.  To be able to comprehend the layouts of musical ensembles.  To be able to comprehend different musical ensembles and their characteristics.  To have knowledge about the management of different musical ensembles.								
Musical ensembles and genres.	The Format of the Lesson									
Assesment Criteria         Number Contribution (%)           Midterm         1         %40           Homework         -         -           Application         -         -           Projects         -         -		<ol> <li>Structuring musical ensembles.</li> <li>Numerical balance in musical ensembles.</li> <li>Layout in musical ensembles.</li> <li>Vocal music ensembles.</li> <li>Instrument ensembles.</li> <li>Traditional music ensembles.</li> <li>Traditional music ensembles.</li> <li>Universal music vocal ensembles.</li> <li>Universal music ensembles.</li> <li>Universal music ensembles.</li> <li>Instrument ensembles and its arrangement in mixed groups.</li> <li>Instrument ensembles and its arrangement in mixed groups.</li> <li>Principles of managing vocal ensembles.</li> <li>Principles of management of instrumental ensembles.</li> </ol>								
Contribution (%)   Midterm	Zaucuson una Training rectivités	Presentation Midterm and midterm exam preparation								
	Assesment Criteria	Contribution (%)   Midterm								
		Practice								

	Quiz	Z			_						$\Box$
			erm Studies to Success (%	)	_				_		1
			ess Ratio (%)		1				% <i>6</i>	1	
	Atte	ndance	Status		11						
					we	week					<u>Ц</u>
Workload of the Course			Activity		otal eeks	(	Wee	tion ekly ırs)	1 0 101		
	Weel	kly lec	ture hours	14		2			28		
	Weel	kly pra	ctical lesson hours								_
	Read	ling Ac	ctivities								_
	Inter	net bro	owsing, library work								_
	Mate	rial de	sign, application								_
	Repo	ort prep	paring								_
			resentation	4		4			16		$\dashv$
	Prese	entation	n (Concert)								$\dashv$
		erm an	nd midterm exam	2		2			4		
		l exam exam	and preparation for the	2		2			4		
	Othe										
		l workl						52			
			load/ 25						52/25		
	ECT	S Cred	its of the Course					2,08			
Contribution Level Between Course Outcomes	_	No	Program Outcom	nes		1	2	3	4	5	
and Program Outcomes		1	Knows the concepts related Music Education.	ted to	)					X	
		2	Has knowledge about the profession and field.	e teac	hing					X	
		3	Music develops materials suital needs of education.	ole fo	r the				X		
		4	Has knowledge of method techniques related to muse education.		ıd				X		
		5	Has the knowledge of measurement and evalua related to music education	n.					X		
		6	Active in music and art a provides participation.							X	
		7	Determines and addresse needs of students regardi education.						X		
		8	Music and informatics uses technologies.						X		
						<del>                                     </del>	-				
		9	Becomes a role model in society in his field.	the						X	
Lecturer(s) and Contact Information		10	Becomes a role model in							X	

COURSE DESCRIPTION FORM									
Course Code and Name	MZÖ 221 – General Music History								
Semester of the Course	3								
Course Content/ Catalog Content	To know the stages and historical roots of the general music culture. To recognize the different formations and developing currents in the process from the Middle Ages to the present. To know the musical theory, instruments, musical genres and main composers of the general music culture in this process, and to know the political and social characteristics that differ according to the periods and the artistic relations with each other.								
Textbook	İlyasoğlu, E., Zaman İçinde Müzik, Yapı Kredi Yayınları, İstanbul 1994. Say, A., Müzik Tarihi, Müzik Ansiklopedisi Yayınları, 5.Basım, Ankara, 2003. Say, A., Müzik Ansiklopedisi, Müzik Ansiklopedisi Yayınları, 5.Basım, Ankara, 2005. Selanik, C., Müzik Sanatının Tarihsel Serüveni, Doruk Yayımcılık, Ankara 1996.								
Supplementary Textbooks	Uçan A., İnsan Ve Müzik İnsan Ve Sanat Eğitimi, Müzik Ansiklopedisi Yayınları, Ankara, 1994.Aktüze İ., Müziği Okumak I-V Cilt, Pan Yayıncılık, İstanbul 2002. Grıffiths P., Batı Müziğinin Kısa Tarihi, Çev. M. Halim Spatar, İş Bankası Kültür Yayınları, İstanbul 2010. Sachs C., Kısa Dünya Musikisi Tarihi, Çev. İlhan Usmanbaş, Milli Eğitim Basımevi, İstanbul 1965.								
Course Credit (ECTS)	3								
Course Prerequisites	Attendance is mandatory.								
Type of Course	Theoretical								
Language of Instruction	Turkish								
Course Objectives	Developing the ability to know the field-specific historical information in the field of music teaching profession and to use this information in professional life.								
Learning Outcomes of the Course	Knowing the stages and historical roots of Western music culture; Knowing the periods and movements in the Middle Ages, Renaissance, Baroque, Classical, Romantic periods and the 20th century and up to the present; Knowing the instruments developed in Western music periods; To know the musical genres that were formed in the Western music periods; Being able to recognize and exemplify Turkish and World composers based on their style characteristics; To know the political and social characteristics affecting the formation of Western music periods; To be able to recognize musical works according to their period and style; To have an idea about the use of western music art works in educational music.								
The Format of the Lesson	Face to face								
Weekly Distribution of the Course	<ol> <li>Introduction to the History of Western Music course. Course description, content, method of teaching, measurement and evaluation methods.</li> <li>Terms and concepts.</li> <li>The place and importance of music in Prehistoric Ages and Early Age civilizations.</li> <li>Historical development of music of the Early Middle Ages, Romanesque and Gothic Periods. Music writings, verbal and instrumental music, developments related to the birth of polyphonic</li> </ol>								

music. 5. Fine Arts and general characteristics of the music in the Renaissance The birth of the opera and the Baroque period. Cultural foundations of baroque art. General characteristics, genres and composers of Baroque period music. Classical period. Cultural foundations of classical period art. General features, genres and composers of classical period music. Romantic period. Cultural foundations of Romantic period art. General characteristics of Romantic period music. 10. Romantic period genres and early romantic period composers. 11. Romantic Era composers: Schumann, Chopin, Mendelssohn, Brahms, Liszt, Wagner and others. 12. Creators of their Country's National Music: Russian Fives and others. Impressionism: Debussy and Ravel. 13. Music of the 20th century, the age of freedoms and atonality. Expressionism, Neoclassicism, Folklorism and other movements. 14. New music understanding and music writings. Composers, their works, listening to appropriate examples. Polyphonic music in Turkey, new developments, institutions and first generation composers, Turkish Fives. Examples of works that can be used in educational music. **Education and Training Activities** Reading activities Preparing a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam **Assesment Criteria** Number Total Contribution (%) Midterm 1 %40 Homework Application -\_ Projects Practice Quiz --Ratio of Term Studies to Success (%) \_ \_ Final Success Ratio (%) 1 %60 Attendance Status 11th week Workload of the Course End of **Duration Total** Term Activity (Weekly Weeks Total Hours) Workload Weekly lecture hours 14 2 28 Weekly practical lesson hours Reading Activities 4 4 16 Internet browsing, library work

Material design, application

Midterm and midterm exam

Report preparing

Prepare a presentation

Presentation

preparation

4

2

1

16

4

1

4

2

1

		al exam a l exam	nd preparation for the	1	1			1		
	Oth	3	3		9					
	Tot	al worklo	ad	75						
	Tot	al worklo	ad/ 25					75	/25	
	EC	ΓS Credit	s of the Course					3		
<b>Contribution Level Between</b>	<u> </u>	No	Program Outcor	nes	1	2	3	4	5	
Course Outcomes and Program Outcomes		1	Knows the concepts re Music Education.	lated to					X	
		2	Has knowledge about teaching profession and						X	
		Music develops materials suitable for the needs of education. education.  Has knowledge of methods and techniques related to music education.						X		
								X		
		5	Has the knowledge of measurement and evalu- related to music educat						X	
		6	Active in music and arr provides participation.	t activities				X		
		7	Determines and addres needs of students regar music education.					X		
		8	Music and informatics uses technologies.					X		
		Becomes a role model in the society in his field.							X	
	A lifelong learning they exhibit attitude.								X	
Lecturer(s) and Contact Information			Prof. Dr. Cihat Can	ı − mcihat@	gg g	ızi.e	du.tı	•		

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 201- Western Music Theory and Musical Hearing Education – III							
Semester of the Course	3							
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 three sharp / flat tones according to their level. Learns composite and mixed measures and does monophonic and double-voiced reading and writing exercises in these measures. Comprehend major, minor, diminished and augmented chords and their inversions. Creates original melodies in the tones which learned.							
Textbook	Lavıgnac, A., Solfege Des Solfeges 1a, 1b Say, A. Müzik Sözlüğü, Müzik Ansiklopedisi Yayınları, Ankara 2002 Saygun, A. A., Toplu Solfej I, Devlet Konservatuarı Yayınları, Milli Eğitim Basımevi, İstanbul 1967							
Supplementary Textbooks	Ghezzo, M. A., Solfege, Ear Training, Rhytm, Dictation And Music Theory, The University Of Alabama Press, Alabama 1980. Fontaine, F., Traite Pratique Du Rhytme Mesure, Ed. Henry Lemoine, Paris 1955.  Karolyi, O., Müziğe Giriş, Pan Yayıncılık, İstanbul 1999.  Özgür, Ü., Aydoğan, S. (2005). Müziksel Yazma Eğitimi ve Ezgi Bankası. Ankara: Sözkesen.							
Course Credit (ECTS)	2							
Course Prerequisites	Attendance is mandatory.							
Type of Course	Theoretical							
Language of Instruction	Turkish							
Course Objectives	The aim of this course is to gain the skills of perceiving and recognizing single and polyphonic sounds, horizontal and vertical (melody-chord) dictation, analysis, rhythmic structures, note decoding, reading and writing, together with theoretical knowledge within the framework of musical hearing, reading and writing skills.							
Learning Outcomes of the Course	Ability to group measures; be able to make applications in simple, compound and mixed meters; Ability to practice at least three sharp-three flat major and minor tones; To be able to make applications in pentatonic scales; Recognizing the roots and inversions of major, minor, diminished and augmented triad chords; to be able to read, write and analyze with these root and inversion chords; Recognizing, setting up and solving Dominant 7 chords and inversions; To be able to read monophonic and polyphonic solfege, dictation and rhythmic solfege. To be able to develop the habit of reading notes (sight-reading) at first glance; To be able to practice reading and writing duble voice by using treble and bass clef; Knowing the concept of transpose and making applications; To be able to do applications (for examle: meter transfer) within the scope of different rhythmic structures; Basic concepts of musical forms (motive, sentence, period, song forms, etc.). To be able to analyze musical works suitable for the level in terms of tonal, rhythmic, melodic, harmonic, nuance, movement and expression.							
The Format of the Lesson	Face to face							
Weekly Distribution of the Course	<ol> <li>Course objectives, content and resources.</li> <li>The concept of compound meter. Two-stroke compound measure, rhythm tapping. Single and double voice reading and</li> </ol>							

writing exercises in these meters. 3. A major scale and tonality. Single and double voice reading and writing exercises in the relevant tone. 4. F sharp minor scale and tonality. Single and double voice reading and writing exercises in the relevant tone. 5. Recognizing the roots and inversions of major and minor triphonic chords; reading, writing and analysis exercises with roots and inversions of these chords. 6. The concept of pentatonism in music. Pentatonic scale organizations and types. Three- and four-stroke combined meter, rhythm tapping, reading exercises. 7. Recognizing the roots and inversors of diminished and augmented triphonic chords; reading, writing and analysis exercises with roots and inversions of these chords. 8. Basic concepts of musical forms (motif, sentence, period, song forms, etc.). 9. E flat major scale and tonality. Single and double voice reading and writing exercises in the relevant tone. 10. C minor scale and tonality. Single and double voice reading and writing exercises in the relevant tone. 11. Recognizing, setting up and solving Dominant 7th chords and inversions. 12. The concept of mixed meter. Measuring in two-stroke mixed meters. Single and double voice reading and writing exercises in these meters. 13. The concept of mixed meters. Measuring in three-time mixed meters. Single and double voice reading and writing exercises in these meters. 14. Song writing and musical phrasing exercises. **Education and Training Activities** Prepare a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam Asessment Criteria Total Number Contribution **(%)** Midterm %40 Homework --Application \_ \_ Projects Practice Quiz Ratio of Term Studies to Success (%) Final Success Ratio (%) 1 %60 Attendance Status 11th week Workload of the Course End of Duration Total Term Activity (Weekly Weeks Total Hours) Workload Weekly lecture hours 14 1 14 Weekly practical lesson hours 14 14 Reading Activities Internet browsing, library work Material design, application Report preparing

	Pre	2	2			4				
	Presentation  Midterm and midterm exam preparation			2	2			4		
				1	1			1		
			preparation for the					1		
		al exam	FF	1	1					
	Oth			3	3			9		
		al workload						47		
		al workload						47/2		
	EC'	1	f the Course					1,88		
Contribution Level Between Course Outcomes and Program Outcomes		No	Program Outco		1	2	3	4	5	
and Frogram Outcomes		1	Knows the concepts to Music Education.	related					X	
		2	Has knowledge about teaching profession a						X	
		3	Music develops materials suitable for the needs of education. education.  Has knowledge of methods and techniques related to music education.					X		
		4						X		
		Has the knowledge of measurement and evaluation related to music education.						X		
		6	Active in music and activities provides participatio	art					X	
		7	Determines and addr needs of students reg music education.					X		
		8	Music and information uses technologies.	cs				X		
	Becomes a role mod society in his field.			el in the					X	
		10						X		
Lecturer(s) and Contact Information		Prof. Ülkü Ö Prof. Sadık Doc. Dr. Ca			•			•		
		Dr. Öğr. Üy	esi Selçuk BİLGİN guzelsanatlar-muzik.g		<u>/vi</u> e	w/pa	age/2	<u>502</u> 6	4)_	

## **COURSE DESCRIPTION FORM**

Course Code and Name	MZÖ-203 Individual Piano – III
	3
Semester of the Course  Course Content/ Catalog Content	Sequence, chord and cadence exercises suitable for the level within 4 octaves.  Use of right pedal. Playing selections from national and universal works of different periods with appropriate etudes and exercises. Playing in accordance with the musical form and period. Dubbing together (playing 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 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 Denes, D., Learning to Piano II ve III, Newyork: Yorktown Music press, Inc. 1991. Çimen G., Ercan N., Piyano Albümü: Ankara: Armoni Ltd. Şti., 1998. Bach, J. S., Der Erste Bach, Ed. Hans Huber, Edition HUG, 2002. 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)	2
Course Prerequisites	Attendance is mandatory.
Type of Course	Theoretical
Language of Instruction	Turkish
Course Objectives	Developing basic piano education practices and playing together practices.  To do scale, chord inversions and cadence studies suitable for the level within 4 octaves.  Using the right pedal in small level works. Practicing loudness along with pedal applications.  Etudes and exercises, playing small works selected from the Baroque and Classical Periods and comprehending the characteristics of the period.  Gaining first stage performance experience.
Learning Outcomes of the Course	Acquiring sight-reading skills together with the methods to be followed in the study of etudes and works.  To be able to analyze and interpret the works containing the Baroque Period (polyphonic) style and features.  To be able to analyze and interpret works containing Classical Period styles and features.  To be able to play parallel 8th scale, cadence and 3-voice chord inversions in 2-flat and 2-sharp tones.  To be able to play etudes and works appropriate to their level in a musical manner and in accordance with their dynamics.  To be able to use the right pedal in appropriate works.  To be able to use these skills in works, studies and exercises small-scale national and universal in different periods which appropriate for their level.  Being able to play a piece in concerts.
The Format of the Lesson	Face to face
Weekly Distribution of the Course	Information about the tools, equipment and materials to be used in the lesson. Reading the syllabus. Scale studies in the opposite direction. Doing the necessary technical work for the ease of the arms. Doing a

- recall exercise for the concert piece determined at the end of the first grade.
- 2. Introduction to four-hand exercises, control of reverse sequence exercises and technical exercises. Parallel 8th C major and A minor scales, cadences and chord inversions.
- 3. Resume work in the second week. Sight-reading a level-appropriate study. Examination of small-scale pieces in terms of musical analysis and applications related to musical expression.
- Playing the etude in accordance with the technical specifications. Sightreading a level-appropriate polyphonic work. Baroque period music features.
- Playing the polyphonic piece in accordance with the Baroque Period features. Parallel 8th G major and E minor scales, cadences and chord inversions. Sight-reading and analysis of a Classical Period work suitable for the level.
- Continue the scale work. Classical Period music features. Playing the Classical Period piece in accordance with its form and period characteristics.
- 7. Parallel 8th F major and D minor scales, cadences and chord inversions. Sight-reading and analyzing a Turkish work suitable for the level.
- 8. Keep working on the scales. Playing a Turkish piece according to its characteristics
- 9. Parallel 8th D Major and B minor scales, cadences and chord inversions. Sight-reading a new level-appropriate study.
- 10. Continuing the playing and scale studies in accordance with the technical specifications of the study. Sight-reading a small-form Romantic Period artifact.
- 11. Playing the Romantic Period piece by paying attention to its form and nuances and the use of the right pedal.
- 12. Parallel 8th B flat Major and G minor scales, cadences and chord inversions.
- 13. Reviewing the behaviors gained during the semester.
- 14. Choosing pieces among the works performed this semester for the concert that will be held at the beginning of the second semester of the second year.

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)

## Asessment Criteria

	Number	Total Contribution (%)
Midterm	1	%40
Homework	-	-
Application	-	-
Projects	-	-
Practice	-	-
Quiz	-	-
Ratio of Term Studies to Success (%)	-	-
Final Success Ratio (%)	1	%60
Attendance Status	11th week	-

Workload of the Course	Activity  Weekly lecture hours  Weekly practical lesson hours  Reading Activities Internet browsing, library work  Material design, application  Report preparing  Prepare a presentation  Presentation  Midterm and midterm exam preparation  Final exam and preparation for the final  Other  Total workload  Total workload/ 25  ECTS Credits of the Course			Total Weeks  14  4 2 1 1	Duration (Weekly Hours)  1  4  2  1  1  4	16 4 1 1 1 5 2 5 2	Wo 4	Γota			
Contributi on Level Between Course Outcomes and Program Outcomes		sic Education. profession and needs of chniques related at and on. ls of students	1	2	X	x x x x	X X X				
Lecturer(s) and Contact Information			Prof. Dr. Belir TECIN Prof. Enver TUFAN Prof. Dr. Aytekin AL Prof. Dr. Naciye HA Prof. Dr. Birsen JEL Doç. Dr. Çağla SER Dr. Öğr. Üyesi İtir E (https://gef-guzelsana muzik.gazi.edu.tr/vie	BUZ RDALAÇ EN İN ÖZPARL SKİOĞLU ıtlar-							

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 205 – Individual Instrument – III (Cello)							
Semester of the Course	3							
Course Content/ Catalog Content	Application of complex bow techniques in the right hand, exercises involving different left hand skills on four strings and transition to a new position IV.position. Different finger dropping and acceleration exercises in the current position, application of mixed bows including four strings. Simple dual voice exercises.							
Textbook	Matz 25 Etüt, Suzuki 2. Kitap							
Supplementary Textbooks	Werner, J., Praktische Violoncell Schule, Miedlar II. Kitap, Dotzauer, J., Band I., Mooney-Position Pieces for Cello, Feuillard, Sevcik							
Course Credit (ECTS)	2							
Course Prerequisites	Attendance is mandatory.							
Type of Course	Theoretical							
Language of Instruction	Turkish							
Course Objectives	Application of complex bow techniques, exercises involving different left hand skills in four strings, IV. switching to location, being able to use different parts of the bow. To be able to perform different finger-drop and quickening exercises in the current position, to practice the use of mixed bows covering four strings, to develop detaché, legato, staccato, portato, legato staccato techniques, to play works and etudes that include basic information on vibrato, technical and musical skills.							
<b>Learning Outcomes of the Course</b>	Exercises involving different left hand skills in four strings and transition to a new position. Application of mixed bows including four strings, developing detachment and legato techniques, basic information about vibrato.							
The Format of the Lesson	Face to face							
Weekly Distribution of the Course	<ol> <li>General Review of the Topics Learned in the Previous Semester</li> <li>Location information of IVth position; Playing in the IVth Position.</li> <li>Knowledge of Mixed Technique; Practices on developing the bow technique.</li> <li>Location information of IVth position; Playing in the IVth Position.</li> <li>Changing Position.</li> <li>Positional Transition Studies.</li> <li>Detache Bow Technique. Developing the Detache Bow Technique.</li> <li>Legato Technique</li> <li>Vibrato Technique</li> <li>F Major and G major 2 octave scale and arpeggio exercises.</li> <li>Etudes and works related to scale studies including Staccato, Legato Staccato, Portato technique.</li> <li>Technical Problems and Solutions</li> <li>Musical Problems and Their Solutions</li> <li>Repertoire Development</li> </ol>							
Education and Training Activities	Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam							

		Number		(	Total Contribution (%)		utio	ıtion		
	Midterm		1	4	-0	( /0	<u>)                                    </u>			
	Homework		_	T -						
Assesment Criteria	Application		-	-						
	Projects		-	-						
	Practice		-	-						
	Quiz		_	-						
	Ratio of Te									
	to Success Final Succe		-	-	-0					
	(%)	ess Ratio	1	0	60					
	Attendance	Status	11.th							
		Status	week							
	Activity				tal eek	S	(W	ratio eekly urs)	y	End of Term Total Workload
	Weekly lect			14			1			14
	Weekly prac	ctical lesson	hours	L	_					
	Reading Ac	tivities								
	Internet bro	wsing, libra	ry work							
	Material des	sign, applica	ation	4 4			4			16
Workload of the Course	Report prep			· .						
	Prepare a presentation									
	Presentation (Concert)						2			4
	Midterm and midterm exam									
	preparation						3			9
	Final exam and preparation for the				2		2			4
	final exam									
	Other				2		2			4
	Total workload									51
	Total workload/ 25									51/25
	ECTS Cred	its of the Co	ourse	1				2,04		
		No	Program Outcomes		1	2	3	4	5	
			Knows the							
		1	concepts relate						X	
			to Music Education.							
	-		Has knowled	ge						
			about the	_						
		2	teaching					X		
<b>Contribution Level Between Course Outcomes</b>			profession an	ıd						
and Program Outcomes			field. Music							-
			develops							
			materials							
		3	suitable for th	ne					X	
			needs of education.							
			education.							
			Has knowled	ge						1
		4	of methods a					X		
			techniques							

			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. Şe	bnem Y. Or	han- <u>sebnem@gaz</u>	i.edu.tr				

COURSE DESCRIPTION FORM											
Course Code and Name	MZÖ 205 – Individual In	lividual Instrument – III (Viola)									
Semester of the Course	3										
Course Content/ Catalog Content	Play and interpret specific literature in accordance with individual development in first position and basic techniques. Learn second position transition.										
Textbook	Tanrıverdi, A., Viyola Eğitimi-II, İşbilen Yayınları, Ankara, 2014. Can, Ö., Viyola Eğitimi-II, Evrensel Müzikevi, Ankara, 2011.										
Supplementary Textbooks	Albuz, A., Viyola İçin Dağarcık, Evrensel Müzikevi Yayınları, Ankar 2005. Sonsel, Ö. B. Viyola Sonatları, Müzik Eğitimi Yayınları, 2021 Seybold, A., Viola Schule, 3. Volmer, B., Viola Study Suzuki, S., Viola Book-II										
Course Credit (ECTS)	2										
Course Prerequisites	Attendance is mandatory.										
Type of Course	Theoretical										
Language of Instruction	Turkish										
Course Objectives	To play examples of Turkish and world composers' works with techn exercises and etudes in viola teaching; to learn the viola in accord with individual development, to be able to perform and interpret specific literature of the instrument, and to exhibit activities in the field music education with this instrument.										
Learning Outcomes of the Course	Being able to play notes a to work on all the strings To be able to vocalize musical style. Being able positions.	and learned l studies and v	bow techniques in works appropriate	in the first position te to their level in							
The Format of the Lesson	Face to face										
Weekly Distribution of the Course	1. General repetition of the subjects learned in the previsemester  2. Exercises to play quickly in the left hand 3. Knowledge of bow technique in dotted notes 4. Staccato technique and its application 5. Playing notes on all strings in first position 6. Mixed bow use and wire hopping exercises in I. position 7. Permanent work in second position 8. Permanent work in second position 9. Working on first and second position transition 10. Working on first and second position transition 11. Working on first and second position transition 12. Working on solo pieces 13. Playing pieces with accompaniment 14. Repertoire development										
Education and Training Activities	Prepare a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam										
Assesment Criteria		Number	Total Contribution								

					(%)							
	Mile		1		<u> </u>		40					
	Midterm Homework	-	-	-		40		_				
	Application		-			_						
	Projects		-			_						
	Practice		-			-						
	Quiz		-									
		erm Studies										
	to Success Final Succ		1		60							
	(%)											
	Attendance	Status	11th week									
		Activity			Total Weeks Dura (Wee Hou		eekl	y	End of Term Total Workload			
	Weekly lec			14			1			14		
		ctical lesson	hours									
	Reading Ad											
		owsing, libra	•									
		sign, applica	tion									
Workload of the Course	Report prep											
Workload of the Course	Prepare a presentation				4					16		
	Presentation				2				4	4		
	Midterm and midterm exam preparation				2				4	4		
	Final exam and preparation for the				1 1					1		
	final exam				1 1					1		
	Other				1 1					1		
	Total workload								4	40		
	Total workload/ 25									1,6		
	ECTS Credits of the Course				1					2		
		No	Program		1	2	3	4	5			
			Outcomes Knows the	3						-		
		1	concepts rela	ted					X			
			to Music						Λ			
			Education. Has knowledge							_		
			about the	ge								
			teaching					X				
			profession an	ıd								
Contribution Level Between Course Outcomes			field. Music							-		
and Program Outcomes			develops									
			materials									
		3	suitable for th	ne					X			
			needs of									
			education. education.									
			Has knowled	ge						1		
		4	of methods as					X				
			techniques					1				
			related to mu	usic								

		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		kin Albuz (aytekin Bilgehan Sonsel (			@gm	ail.com)

COURSE DESCRIPTION FORM							
Course Code and Name	MZÖ 205 – Individual Instrument – III (Voice)						
Semester of the Course	3						
Course Content/ Catalog Content	Singing the studied works with correct articulation using the correct breathing and voice technique. Using the acquired sound creation skills in national and international works.						
Textbook	Davran, K., Gürgan Öztürk, F. (2009). Şan İçin Piyano Eşlikli Şarkılar I (1.B), Müzik Eğitimi Yayınları, Ankara. Egüz, S. (B.Y.Y) Piyano Eşlikli Halk Türküleri, Gazi Eğitim Enstitüsü Müzik Bölümü Yayınları No.1, Ankara.						
Supplementary Teztbooks	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	Attendance is mandatory.						
Type of Course	Theoretical						
Language of Instruction	Turkish						
Course Objectives	To develop the knowledge and skills of performing different works in accordance with vocal training techniques by using the language correctly.						
Learning Outcomes of the Course	To be able to apply the correct breathing technique in short and long exercises. To be able to use the correct breathing and sound technique. To be able to vocalize 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 vocalize the studied works in accordance with the period and style characteristics.						
The Format of the Lesson	Face to face						
Weekly Distribution of the Course	<ol> <li>Fifth-Sixth, arpeggios and sequential staccato exercises.</li> <li>Fifth-Sixth, arpeggios and sequential legato exercises.</li> <li>Fifth-Sixth, octave, arpeggio and sequential staccato exercises.</li> <li>Example works of Fifth-Sixth, octave, arpeggio and sequential legato exercises.</li> <li>Octave, 9th-12th, arpeggio and sequential staccato exercises and sample works.</li> <li>Octave, 9th-12th, arpeggio and sequential legato exercises and sample works.</li> <li>Staccato exercises and sample works supporting register transitions.</li> <li>Legato exercises and sample works supporting register transitions.</li> <li>Form analysis of works.</li> <li>Producing sound with correct intonation, strengthening sound in resonance regions.</li> <li>Period and style features in the works performed.</li> <li>Period and style features in the works performed.</li> <li>Technical and musical analysis of works.</li> <li>Correpetition.</li> </ol>						

Education and Training Activities		d midterm	exam prepara		am					
			Number		To		(0.			
	Midterm	Midterm 1		Contr	1bu 40		n(%	o)		
	Homework -									
	Application -				_					
	Projects		-		-					
Assesment Criteria	Practice		-		-					
Assesment Criteria	Quiz		-							
	Ratio of To Studies to (%)		-		-					
	Final Succ	ess Ratio	1		60	0				
	Attendanc	e Status	11th week							
		Activit	y		otal eek		(W	ratio eekl ours)	y	End of Term Total Workload
	Weekly led	ture hours		14	14 1					14
	Weekly pra									
	Reading A									
	Internet bro									
	Material de									
Workload of the Course	Report pre									
	Prepare a p									
	Presentatio	2	2 2					4		
	Midterm as preparation	1	1 2				,	2		
	Final exam	1	1 6					5		
	final exam Other	4	4 4					16		
	Total work	+	-   -					12		
	Total workload/ 25								-	42/25
	ECTS Cred	lits of the (	Course	1						1,86
		No	Progra Outcom		1	2	3	4	5	
			Knows the							
		1	concepts re to Music	lated					X	
			Education.						L	
			Has knowle	edge						
<b>Contribution Level Between Course Outcomes</b>		2	about the teaching					X		
and Program Outcomes			profession	and				11		
			field.							_
			Music develops							
		3	materials						X	
		3	suitable for	the					Λ	
			needs of education.							

			education.							
		4	Has knowledge of methods and techniques 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	Prof. Ferda Gürgan Öztürk Prof. Dr. Günay Akgün Prof. Ömer Türkmenoğlu Dr. Öğr. Üyesi Erhan Yiğiter Öğr. Gör. Dr. Özge Çongur (https://gef-guzelsanatlar-muzik.gazi.edu.tr/view/page/250264)									

COURSE DESCRIPTION FORM								
Course Code and Name	MZÖ 205 – Individual Instrument– III (Bağlama)							
Semester of the Course	3							
Course Content/ Catalog Content	Rhythm patterns in simple, compound and mixed meters and studies of etudes and melodies in related meters.							
Textbook	Alim Y. K., Aydın, A., "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.							
Supplementary Textbooks	Özgül, M., Turhan, S., Dökmetaş, Kubilay, Notalarıyla Uzun Havalarımız, Kültür Bakanlığı Editions, Ankara, 1996. 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	Attendance is mandatory.							
Type of Course	Theoretical							
Language of Instruction	Turkish							
Course Objectives	To enable student to grasp the notes exceeding octave in baglama training and the rhythm patterns in 3/8 in simple meters, 6/8, 5/8, 7/8, 8/8 and 9/8 in composite meters, 10/8-12/8 in mixed meters.							
Learning Outcomes of the Course	To be able to play the baglama in accordance with the technique. To be able to comprehend the necessary basic information about baglama. To be able to comprehend the necessary technical information about baglama. To be able to comprehend different rhythm patterns. Gaining correct grip and sitting skills. To be able to comprehend full and half sounds. To be able to comprehend different positions. To be able to comprehend the characteristics of baglama and instrument belonging to baglama family. To be able to apply position and correct pressure between la-re and la-mi notes.							
The Format of the Lesson	Face to face							
Weekly Distribution of the Course	<ol> <li>Place of the "B flat" 2 which exceeding the octave in</li> <li>Place of the "D" which exceeding the octave in bağlama</li> <li>3/8 rhythm pattern and the utilization of tezene; the folk song "Bülbüller Düğün Eyler"</li> <li>Rhythm patterns of 6/8 and 12/8 and the utilization of tezene; verbal folk songs and dance tunes of Kars and Azerbaijan regions</li> <li>5/8 rhythm pattern and utilization of tezene in compound meters</li> <li>Verbal folk songs and dance tunes in 5/8 scales in compound meters</li> <li>Verbal folk songs and dance tunes of the Black Sea region in 7/8 scales in compound meters</li> <li>The folk song "Boztepenin Başında" from Ordu region in 8/8 rhythm pattern in compound meter</li> <li>Examining 9/8 2+2+2+3- 2+2+3+2 rhythm patterns in compound meters in terms of verbal folk songs and traditional dance music.</li> <li>Verbal folk songs and dance tunes in 9/8 2+3+2+2 rhythm patterns in compound meters</li> </ol>							

	<ul> <li>12. Verbal folk songs and dance tunes in 9/8 3+2+2+2 rhythm patterns in compound meters</li> <li>13. Verbal folk songs and dance tunes in mixed meters in the rhythm pattern of 2+3+2+3 - 3+2+2+3- 2+2+3+3 - 3+3+2+2</li> </ul>											
<b>Education and Training Activities</b>	Prepare a presentation Presentation Midterm and midterm exam preparation Final exam and preparation for the final exam											
			Numbe		ont	(%)	utio	n				
	Midterm Homework		1 -			<u>40</u>						
	Application		-			-						
Assesment Criteria	Projects Practice		-			-						
	Quiz		-			-						
	Ratio of Term Success (%)	Studies to										
	Final Success I	Ratio (%)	1			60						
	Attendance Sta	tus	11th wee	k								
	A	Total Weeks		Dur		n(W ours	Veekly )	End of Term Total Workload				
	Weekly lecture	14		1				14				
	Weekly practical											
	Reading Activit											
	Material design											
	Report preparin											
Workload of the Course	Prepare a presentation			4	4	4				16		
	Presentation			2	2					4		
	Midterm and m preparation	idterm exan	n	1	1					1		
	Final exam and	preparation	for the	1		1				1		
	final exam Other			3		3				9		
	Total workload			3		<i>J</i>				45		
	Total workload	/ 25								45/25		
	ECTS Credits o	f the Course	e	1						1,8		
		No	Progr Outco		1	2	3	4	5			
Contribution I and Distribution Contribution			Knows tl	ne								
Contribution Level Between Course Outcomes and Program Outcomes		1	concepts to Music						X			
			Education. Has knowledge									
	about t		about the									
		2	teaching profession field.	n and				X				
		3	Music develops materials	1					X			
			suitable 1	or the								

			1 2					
			needs of					
			education.					
			education.					
			Has knowledge					
			of methods and					
			techniques			X		
			related to music					
			education.					
			Has the					
			knowledge of					
		5	measurement			X		
			and evaluation			Λ		
			related to music					
			education.					
			Active in music					
			and art					
		6	activities				X	
			provides					
			participation.					
			Determines and					
			addresses the					
		7	needs of			X		
		/	students			Λ		
			regarding music					
			education.					
			Music and					
		8	informatics		X			
			uses		71			
			technologies.					
			Becomes a role					
		9	model in the			X		
			society in his			71		
			field.					
			A lifelong					
		10	learning				X	
		10	they exhibit				<b>2 x</b>	
	attitude.							
	Prof. Erdal Tuğcular							
	Doç. Dı	r. Hamit Ör	nal					
Lecturer(s) and Contact Information	Dr. Öğr	:. Üyesi Mu	ırat Karabulut					
	Dr. Öğr. Üyesi Erhan Yiğiter							
	(https://gef-guzelsanatlar-muzik.gazi.edu.tr/view/page/250264)							