| | | g ani | D MUSICAL LITERACY I | | | | | | | |
|----|--|--|---|--|--|--|--|--|--|--|
| 1 | Course Title: | EAR TR | AINING AND MUSICAL LITERACY I | | | | | | | |
| 2 | Course Code: | MUZ1013 | | | | | | | | |
| 3 | Type of Course: | Compuls | sory | | | | | | | |
| 4 | Level of Course: | First Cyc | le | | | | | | | |
| 5 | Year of Study: | 1 | | | | | | | | |
| 6 | Semester: | 1 | | | | | | | | |
| 7 | ECTS Credits Allocated: | 5.00 | | | | | | | | |
| 8 | Theoretical (hour/week): | 2.00 | | | | | | | | |
| 9 | Practice (hour/week): | 2.00 | | | | | | | | |
| 10 | Laboratory (hour/week): | 0 | | | | | | | | |
| 11 | Prerequisites: | - | | | | | | | | |
| 12 | Language: | Turkish | | | | | | | | |
| 13 | Mode of Delivery: | Face to | face | | | | | | | |
| 14 | Course Coordinator: | Doç. Dr. | EROL DEMİRBATIR | | | | | | | |
| 15 | Course Lecturers: | Araş.Gö | r.Hatice Çeliktaş | | | | | | | |
| 16 | Contact information of the Course Coordinator: | Yrd.Doç.Dr. Erol Demirbatır Uludağ Üniversitesi Eğitim Fakültesi C Blok +90 224 294 09 57 redemir@uludag.edu.tr | | | | | | | | |
| 17 | Website: | | | | | | | | | |
| 18 | Objective of the Course: | The objective of this course, in the context of ear training studies, is to equip students with the ability to perceive and identify monophonic and polyphonic sounds; the ability to perform horizontal and vertical dictation; the ability to identify rhythmic structures; to analyze and decipher musical notation and to sight-read and perform musical dictation backed with theoretical knowledge. | | | | | | | | |
| 19 | Contribution of the Course to Professional Development: | | | | | | | | | |
| 20 | Learning Outcomes: | | | | | | | | | |
| | | 1 | To understand sound and its properties from a musical point of view. | | | | | | | |
| | | 2 | To understand fundamental elements of music notation. | | | | | | | |
| | | 3 | To be able to read and dictate in the first octave: C-E, C-G, C-C octal and C-G dodecal intervals. | | | | | | | |
| | | 4 | To construct whole, major, minor, augmented and diminished intervals, to cluster intervals with respect to their consonance and dissonance, to hear and dictate these intervals. | | | | | | | |
| | | 5 | To construct, sing and dictate major, minor chords and chords with three sounds. To perform chord inversions, to identify, sing and dictate inverted chords. | | | | | | | |
| | | 6 | To classify measures, to read and dictate pieces written in single and compound measures. | | | | | | | |
| | | 7 | To know major-minor scales and major-minor tonalities with two sharp and two flat notes; to read and dictate scores in these tonalities and to perform such pieces. | | | | | | | |
| | | 8 | To develop sight-reading ability. | | | | | | | |
| | | 9 | To analyze simple melodies considering their form and to compose pieces in similar form. | | | | | | | |

| | | o analyze works of mu nythm, melody, harmon xpression. | halyze works of music from the aspects of tonality, m, melody, harmony, nuance, movement and ession. | | | | | | | | | | |
|-----------------|---|--|--|----------------------------|-----------------------|---------------------------|--|--|--|--|--|--|--|
| 21 | Course Content: | | | | | | | | | | | | |
| | Course Content: | | | | | | | | | | | | |
| Week | Theoretical | | Practice | | | | | | | | | | |
| 1 | Objectives of the course and resource evaluation for the level of readiness. What is sound? Properties of sound duration, dynamics and timbre. Elements of musical writing: Concept notation, the staff and clefs. | es. Pre- : pitch, is of | | | | | | | | | | | |
| 2 | Unit time, concepts of beat and meas Exercises with whole, half, quarter no Simple measures with two beats, rea singing exercises. | sure. otes. ding and | S | olfege and rhythmic rea | ading. | | | | | | | | |
| 3 | Diatonic scales and intervals. Constr of whole and half intervals. Naming c intervals. Interval construction and si exercises. Interval classification: who major, minor, augmented, diminished intervals. (interval construction assig The C major scale and tonality. | uctions If nging Ile, I nment) | Solfege and rhythmic reading. | | | | | | | | | | |
| 4 | Consonant and dissonant intervals. Construction, identification, singing a dictating exercises. | nd | Solfege and rhythmic reading. | | | | | | | | | | |
| Activit | es | | | Number | Duration (hour) | Total Work Load (hour) | | | | | | | |
| Th g ore | Definition of a chord. Major and mino | r chords | С | hord construction assig | ያ ጓ រØlent | 28.00 | | | | | | | |
| Practic | als/Labs | | | 14 | 2.00 | 28.00 | | | | | | | |
| Self stu | Chandlipreperent of instand second inv | ersions. | В | epat singing, dictating r | ston and melody. | 84.00 | | | | | | | |
| Homew | vorks | | _ | 1 | 3.00 | 3.00 | | | | | | | |
| Project | The G major scale and tonality. | | | 0 | 0.00 | 0.00 | | | | | | | |
| Field S | tudies | | | 0 | 0.00 | | | | | | | | |
| Midtern | seaters and the idea of cadence. | | | 2 0 | 2.00 | 4.00 | | | | | | | |
| Others | | | | 0 | 0.00 | 0.00 | | | | | | | |
| Final E | rams The F maior scale and tonality. | | D | 1 ctating and reading a | 3.00 nelodv. | 3.00 | | | | | | | |
| Total W | /ork Load | | - | | | 150.00 | | | | | | | |
| Total w | ork load/ 30 hr | | C | oporal ovaluation | | 5.00 | | | | | | | |
| ECTS (| Credit of the Course | | TT 7 | | | 5.00 | | | | | | | |
| | The D minor scale and tonality. General properties of music notation | | Writing melodies in compound measures with two beats. | | | | | | | | | | |
| 10 | Terms and concepts for tempo and d in musical works. The metronome and its properties. T terms in a metronome. | ynamics empo | Solfege and rhythmic reading. 3/8 simple measure, beat singing and reading. | | | | | | | | | | |
| 11 | Definition of syncope. Rhythm exerci rhythmic analysis. | ses and | R | eading and dictating w | ith notation involvin | g syncopes. | | | | | | | |
| 12 | Practices improving ear training. | | Μ | lelody, rhythm and dict | ation. | | | | | | | | |
| | Solfege and rhythmic reading. | | | | | | | | | | | | |

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| 13 | Gen | eneral evaluation. | | | | | | | | General evaluation. | | | | | | | | | | |
|--|---|---|-----|-----|-----|---------|-----|------|--|--|---|------------|--------|---------------|-------|------|------|--|--|--|
| 14 | Con | onstructing melodies, analysis of the form. | | | | | | | | | Solfege with two voices. The canon and exercises with two parts. Composing similar melodies. Solfege and rhythmic reading. | | | | | | | | | |
| 22 | Textbooks, References and/or Other Materials: | | | | | | | | • G Dic Pre • F Me • k 199 • L • S Ya Ya | GHEZZO, Marta Arkossy. Solfege, Ear Training, Rhytm, Dictation and Music Theory, The University of Alabama Press, Alabama 1980 FONTAINE, Fernard. Traite Pratique du Rhytme Mesure, Ed. Henry Lemoine, Paris 1955 KAROLYI, Otto. Müziğe Giriş, Pan Yayıncılık, İstanbul 1999 LAVIGNAC, Albert. Solfege Des Solfeges 1A, 1B SAY, Ahmet. Müzik Sözlüğü, Müzik Ansiklopedisi Yayınları, Ankara 2002 SAYGUN,A.Adnan. Toplu Solfej I, Devlet Konservatuarı Yayınları, Milli Eğitim Basımevi, İstanbul 1967 | | | | | | | | | | |
| 23 TEDM I | ASS | esme | | | | | N | | | | | | | | | | | | | |
| | LEARNING ACTIVITIES | | | | | | | | | WEIGHT | | | | | | | | | | |
| Midtern | n Exa | am | | | | | 2 | 2 | 30. | 30.00 | | | | | | | | | | |
| Quiz | | | | | | | 0 | | 0.0 | 0 | | | | | | | | | | |
| Home v | ome work-project 1 | | | | | | | | 10. | 00 | | | | | | | | | | |
| Final E | nal Exam 1 | | | | | | | | | 60.00 | | | | | | | | | | |
| Contrib Succes | I otal 4 Contribution of Term (Year) Learning Activities to Success Grade | | | | | | | 40. | 40.00 | | | | | | | | | | | |
| Contrib | Contribution of Final Exam to Success Grade | | | | | | | | 60. | 60.00 | | | | | | | | | | |
| Total | | | | | | | | 10 | 100.00 | | | | | | | | | | | |
| Measurement and Evaluation Techniques Used | | | | | | d in th | ne | | | | | | | | | | | | | |
| 24 | ECTS / WORK LOAD TABLE | | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | F LE | ARN QUA | ING (LIFIC | | COME NS | S TO I | PROG | GRAMI | ME | | | | |
| | | PQ1 | PQ2 | PQ3 | PQ4 | PQ5 | PQ6 | PQ7 | PQ8 | PQ9 | PQ1 | PQ11 | PQ12 | PQ1 | PQ14 | PQ15 | PQ16 | | | |
| ÖK1 | | 4 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 0 | 0 | 0 | 0 | | | |
| ÖK2 | | 4 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| ÖK3 | | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| ÖK4 | | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| ÖK5 | | 0 | 3 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| OK6 | | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| OK7 | | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| 0K8 | | 4 | 0 | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| OK9 | | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |

| ÖK10 | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|--|---|---|---|-------|---|---|------|----|---|-------|---|-------------|---|---|---|---|
| LO: Learning Objectives PQ: Program Qualifications | | | | | | | | | | | | | | | | |
| Contrib 1 very low ution Level: | | | : | 2 Iow | | 3 | Medi | um | | 4 Hig | h | 5 Very High | | | | |