

TURKISH FOLK MUSIC CHOIR II

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| 1 | Course Title: | TURKISH FOLK MUSIC CHOIR II |
| 2 | Course Code: | MUZ3206 |
| 3 | Type of Course: | Compulsory |
| 4 | Level of Course: | First Cycle |
| 5 | Year of Study: | 3 |
| 6 | Semester: | 6 |
| 7 | ECTS Credits Allocated: | 1.00 |
| 8 | Theoretical (hour/week): | 1.00 |
| 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: | Dr. Öğr. Üyesi AYDIN ATALAY |
| 15 | Course Lecturers: | |
| 16 | Contact information of the Course Coordinator: | Dr. Öğt. Üyesi M. Aydın Atalay aatalay@uludag.edu.tr |
| 17 | Website: | |
| 18 | Objective of the Course: | <p>Studies to strengthen and develop the sound-breath connection; sound in different dynamics resonance studies for producing, giving voice integrity and timbre in choir; vocalizing works with musical sensitivity in accordance with their meanings, collective performance, performance and communication skills, harmony with timbre and choir conductor in the vocalization of the work; works to create a conscious folk listener; Turkish in accordance with the level in different regions, forms, procedures, makam-series in our country Creating a repertoire created from folk music works; especially for educational music repertoire richness.</p> |
| 19 | Contribution of the Course to Professional Development: | In the field of teaching profession, the necessary knowledge of Turkish Folk Music sound performance, to apply in collective sound performance, to understand the place and importance of our traditional music in education |
| 20 | Learning Outcomes: | |
| | 1 | Sound in different dynamics It produces. |
| | 2 | Knows and obeys the sound integrity in the choir. |
| | 3 | Performs the works according to their meanings. |
| | 4 | Performs works with musical sensitivity. |
| | 5 | Collective performance, performance and communication skills have improved. |
| | 6 | He ensured harmony development with the timbre and conductor in the choir. |

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| | | 7 | Different regions, forms and ways of saying have developed. | | |
| | | 8 | Educational music makes up the vocabulary. | | |
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| 21 | Course Content: | | | | |
| | Course Content: | | | | |
| Week | Theoretical | | Practice | | |
| 1 | Sound, pale and dynamics. | | Applications to obtain correct sound. | | |
| 2 | Voice integrity techniques | | Various choral working techniques. | | |
| 3 | Examples of Turkish Folk Music. | | Choral and individual vocal integrity studies. | | |
| 4 | Examples of Turkish Folk Music. | | Choral and individual vocal integrity studies. | | |
| 5 | Examples of Turkish Folk Music. | | Choral and individual vocal integrity studies. | | |
| 6 | Examples of Turkish Folk Music. | | Individual and collective vocalization techniques. | | |
| 7 | Examples of Turkish Folk Music. | | Individual and collective vocalization techniques. | | |
| Activites | | | Number | Duration (hour) | Total Work Load (hour) |
| 10 | Theoretical Folk music forms. | | 14 | 1.00 | 14.00 |
| Practicals/Labs | | | 14 | 1.00 | 14.00 |
| 11 | Self study and preperation Examples of Turkish Folk Music. | | Chorus-conductor harmony exercises. | | |
| Homeworks | | | 0 | | |
| Projects | Examples of Turkish Folk Music. | | Chorus-conductor harmony exercises. | | |
| Field Studies | | | | | |
| 12 | Midterm exams | | 1 | 1.00 | 1.00 |
| Others | | | | | |
| Final Exams | | | 1 | 1.00 | 1.00 |
| Total Work Load | | | | | |
| Total work load/ 30 hr | | | | | 1.00 |
| ECTS Credit of the Course | | | | | 1.00 |

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| 22 | Textbooks, References and/or Other Materials: | <p>ALİM Yaşar Kemal- Aydın Atalay “Baglama Method 1”, Actual Publications, 2004, Istanbul</p> <p>TAPTİK, Güray, Türküler with Notes and Attitudes, Çaba Yayıncılık, Ankara, 1972</p> <p>SARISÖZEN, Muzaffer, Procedures in Turkish Folk Music, Mifad Publications, Ankara, 1970</p> <p>YENER, Sabri, Baglama Teaching Method, Erhan Ofset Matbaacılık, Trabzon, 1991</p> <p>ALTUĞ, Nevzat, Technical Baglama Training and Procedures, Anadolu Matbaacılık, İzmir, 1999</p> <p>TURHAN, Salih, Various Views in Turkish Folk Music, Ministry of Culture Publications, Ankara, 1992</p> <p>ÖZGÜL, Mustafa, TURHAN, Salih, DÖKMETAS, Kubilay, Our Long Weather with Notes, Ministry of Culture Publications, Ankara, 1996</p> <p>GLOSSY, Erol, The Method of Shelpe Technique, Ekin Publishing, Istanbul, 2001</p> <p>BİRDOĞAN, Nejat, Türküler with Notes, Özgür Yayıncılık, İstanbul, 1988</p> <p>TURAN, Bahattin, Our Samahs with their notes, Ekol Publishing, Izmir, 2000</p> |
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| 23 | Assesment |
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| TERM LEARNING ACTIVITIES | NUMBER | WEIGHT |
|--|-------------|--------|
| Midterm Exam | 1 | 40.00 |
| Quiz | 0 | 0.00 |
| Home work-project | 0 | 0.00 |
| Final Exam | 1 | 60.00 |
| Total | 2 | 100.00 |
| Contribution of Term (Year) Learning Activities to Success Grade | | 40.00 |
| Contribution of Final Exam to Success Grade | | 60.00 |
| Total | | 100.00 |
| Measurement and Evaluation Techniques Used in the Course | Performance | |

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| 24 | ECTS / WORK LOAD TABLE |
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| 25 | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS | | | | | | | | | | | | | | | |
|-----------|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| | PQ1 | PQ2 | PQ3 | PQ4 | PQ5 | PQ6 | PQ7 | PQ8 | PQ9 | PQ10 | PQ11 | PQ12 | PQ13 | PQ14 | PQ15 | PQ16 |
| ÖK1 | 1 | 5 | 1 | 1 | 1 | 1 | 2 | 2 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK2 | 1 | 5 | 1 | 1 | 1 | 1 | 2 | 2 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK3 | 1 | 5 | 1 | 1 | 1 | 1 | 2 | 2 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK4 | 1 | 5 | 1 | 1 | 1 | 1 | 2 | 2 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

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| ÖK5 | 1 | 3 | 1 | 1 | 1 | 5 | 2 | 2 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK6 | 1 | 3 | 1 | 1 | 1 | 2 | 2 | 2 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK7 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 5 | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LO: Learning Objectives PQ: Program Qualifications | | | | | | | | | | | | | | | | |
| Contribution Level: | 1 very low | | | 2 low | | | 3 Medium | | | 4 High | | | 5 Very High | | | |