



**TED UNIVERSITY  
COLLEGE OF EDUCATION**

**EGE 341 MUSIC EDUCATION  
(1+2+0) 2 TEDU Credits, 3.0 ECTS Credits  
FALL, 2016**

Instructor: Yıldız Çiçek SİVRİ  
Time and Place: Tuesday at 12:10-15:00 @D-216  
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**Catalog description:** Music culture. Music Appreciation. Music reading. Interval and rhythm in music. Repertory of songs. Genres of music in Turkey and in the world. Transition from traditional music to contemporary music. Playing an instrument. Group singing. Role of music in developing creativity. Influence of music on children's growth. Role of music in education. Music education methods in primary education.

**Course Description:** Course includes methodologies for teaching music in the classroom (Orff, Kodaly and Dalcroze Approaches). Analysing music textbooks and classroom materials for music education in pre-elementary schools and in primary schools. This course also includes the study of learning theories appropriate to early childhood and elementary-aged music students combined with applications in practical lesson plans. Additionally, this class draws on each student's abilities to synthesize musical and pedagogical skills in preparation to teach classroom music. Students will have a brief overview of the music reading, music appreciation, interval and rhythm in music, repertory of songs and genres of music in Turkey and in the world, group singing and role of music in developing creativity, influence of music on children's growth and role of music in education. In addition, students will have brief information of the major composers and their music through class lectures, listening to musical examples in class.

**Course Learning Outcomes:**

Upon successful completion of this course, a student will be able to:

1. Acquiring musical culture and being able to read music, playing instruments
2. Recognize the types of music and appreciate music as a social and historical phenomenon
3. Develop a repertoire of children's songs and demonstrate the ability to teach songs with correct vocal pedagogy
4. Organize musical experiences to foster creativity in early and elementary education
5. Integrate music into all curriculum areas by using materials and methods of teaching music
6. Collect songs, rhymes, listening examples and technological resources appropriate for

- use in a classroom
7. Organize a classroom environment in which children interact with musical materials and develop expression through music

### **Main Readings:**

Blake, J. & Capp, H. *Making music: A piano book for beginners* (1<sup>st</sup> ed.). Bossy& Hawkes  
Campbell, P.S. & Scott-Kassner, C. (2010). *Music in childhood: From preschool through the elementary grades* (4<sup>th</sup> ed.). Boston, MA: Schirmer Cengage Learning.  
Harnum, J. (2001). *Basic music theory: How to read, write and understand written music* (1<sup>st</sup> ed.). Sol-ut Press.  
Lavignac, A. *Des solfeges volume 1A* (1<sup>st</sup> ed.). Rue Piagelle, Paris 17: Henri Lemoine & Cie.

### **Supplementary Readings:**

Say, A. (2002). *Müziğin Kitabı* (2<sup>nd</sup> ed.). Ankara, Müzik Ansiklopedisi Yayınları

### **Student Workload (Total 150 Hrs)**

Lectures 20 hrs, readings 14 hrs, personal instrument practices 14 hrs, discussion 10 hrs, observation 14 hrs, musical performance 18 hrs, resource review 10 hrs, presentations 20 min, lesson plan implementations 20 min.

### **Planned Learning Activities & Teaching Methods**

Telling/explaining, Demonstrating, Scaffolding/Coaching, Co-reading, Discussion, Questioning, Predict-Observe-Explain, Oral Presentation, Video Presentations, Web Searching, Using Social Media, Hands-on Activities,

## **COURSE POLICIES**

### **I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

### **II. Attendance**

This course requires your regular participation, attendance and punctuality. It is expected you to attend the class on a regular basis and be on time. It is your responsibility to keep in touch about the emergencies prior to class. Exceeding 10% of attendance with unexcused absences will result a half letter grade reduction. The TEDU policy concerning attendance will be followed strictly.

### **III. Late Work**

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

### **IV. Assignment Rules**

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

## **V. Academic Honesty Policy**

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

**a.** Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.

**b.** *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

## **VI. Announcements**

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

## **GRADED COURSE ASSIGNMENTS**

### **1. Personal Instrument Practice (20%):**

Each week, you are supposed to practice the pieces with piano and other instruments and get yourself ready for the course/final exam. Learning to play an instrument requires regular personal practice. Your success depends on your own practices. Here are some guiding ideas that you can keep in mind when practicing and deciphering:

*Which piece is it?*

*Who is the composer of this piece?*

*In which period this piece has written?*

*What is written in this piece?*

*Which flats and sharps exist in this piece?*

*What is the tempo?*

*Is my position correct to play?*

When you make sure that you have an idea about the questions listed below, you should start practicing with a suitable tempo and you should keep reading the notes without looking to your hands. If you cannot read the notes at the first time of your playing, you can read the notes itself at first, before you try to play. If you already know the songs that you are practicing, make sure you are well concentrated and play it properly. Keep practicing regularly till the end of our semester not to forget how to play and to progress even after instrument lessons ends. *Instrument and theory lessons may continue till the end of the semester even if it is not written in the syllabus so.*

### **2. Presentation (%25)**

During the semester, you are supposed to do one presentation about the topic that you are responsible for. **Presentations will start on November 22 and each week a team of three**

**students will do a presentation, and each student will be active during the presentation. I expect your presentations to last around at least 20-25 minutes.** (I will assign you the topics which are related to our readings and approaches of music like Orff, Kodaly and Dalcroze Approaches and the components of music teaching.)

### **3. Lesson Plans (25%)**

Throughout the semester you will attend schools for your practice teaching. In these settings please make observations about the place of music in children’s lives, music lesson plans, and how music is integrated into the daily schedule. Your observations will be guided by our topics in the course. For this assignment, you are supposed to prepare 3 music lesson plans (each one is %5) designed for the age groups you are interested in. Your lesson plans can be music lesson plans, or interdisciplinary lesson plans including musical components. You are supposed to (individually) implement one of these lesson plans (%10) in our classroom so that you will have a chance to practice and also share with your friends a lesson plan you design. This sharing would take around 15-20 minutes. **Your lesson plans are due on the December 13, and you will implement your lesson plans during the last two weeks of our semester.**

### **4. Final Exam (%30)**

Final exam will be composed of two parts: The first part will be in the form of a written exam which will be conducted about the topics covered throughout the semester, and the second part will be in the format of a performance. **The date of final exam will be announced by the university.**

\*All the course requirements will be clarified in a timely manner before the activity or assignment is due.

### **Grading Rubrics**

Grading rubrics will be presented and clarified in class in a timely manner before they are due.

### **Grading**

Activity	Percentage	Grading Scale	
Personal Instrument Practice	20	AA	90-100
Presentation	25	BA	85-89
		BB	80-84
Lesson Plan	25	CB	75-79
		CC	70-74
Final Exam	30	DC	60-69
		DD	50-59
		F	0-49
		FX	Both absent and unsuccessful

### **COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX**

#### **Assignments**

Personal Instrument Practice

Presentation

#### **Course Learning Outcomes**

#1, #2, #3, #6

#3, #4, #6, #7

Lesson Plan  
Final Exam

#2, #4, #5, #6, #7  
#1, #2, #3, #4, #5, #6, #7

### Course Schedule

Topic	TED University	Assigned Readings and Assignments
- Syllabus, Introduction, Music Terms and Music Reading	September 27	- Will be provided by course instructor.
- The Components of Music, Music Theory and Solfege	October 4	- Harnum, J. <i>Basic music theory</i> Part 1 - Lavignac, A. <i>Des solfeges volume 1A</i>
- Starting to Learning Piano - Music Theory and Harmony	October 11	- Blake, J. & Capp, H. <i>Making music</i> - Harnum, J. <i>Basic music theory</i> Part 1-2
- The Components of Music Teaching - Keep Learning to Theory & Piano	October 18	- Blake, J. & Capp, H. <i>Making music</i> - Campbell, P.S. & Scott-Kassner, C. <i>Music in childhood: From preschool through the elementary grades</i> pages from 1 to 37 - Harnum, J. <i>Basic music theory</i> Part 2-3
- Keep Learning to Theory & Piano and Playing Songs for Children - Teaching Methods of Music	October 25	- Blake, J. & Capp, H. <i>Making music</i> - Campbell, P.S. & Scott-Kassner, C. <i>Music in childhood: From preschool through the elementary grades.</i> - Harnum, J. <i>Basic music theory</i> Part 3-4-5
- Guest Speaker (Orff Approach and other Approaches like Kodaly, Dalcroze, Suzuki)	November 1	- Will be provided by guest speaker
- Making Musical Instruments - Rhythm Instruments and Orff Instruments - Learning Songs	November 8	- Blake, J. & Capp, H. <i>Making music</i> - Campbell, P.S. & Scott-Kassner, C. <i>Music in childhood: From preschool through the</i>

		<i>elementary grades</i> - Course Instructor Notes
- Music of the Middle Ages and the Renaissance - The Baroque Era (1600-1750) - Piano Lessons	November 15	- Blake, J. & Capp, H. <i>Making music</i> - Course Instructor Notes
- Singing to and with Children - The Classical Period (1750-1827) - <i>Student Presentation</i>	November 22	- Course Instructor Notes
- The Romantic Era (1820-1900) - <i>Student Presentation</i>	November 29	- Course Instructor Notes
- Twentieth Century Music (1900-2000) - <i>Student Presentation</i>	December 13	- Course Instructor Notes
- Playing the Songs with Instruments - Student's Implementation of Music Lesson Plans	December 20	- Will be provided by course instructor.
- Playing the Songs with Instruments - Student's Implementation of Music Lesson Plans	December 27	- Will be provided by course instructor.

*\*This syllabus and the schedule are subject to changes.*