



| Araştırma Makalesi / Research Article |

The Place of Modal School Songs In Music Education

Makamsal Okul Şarkılarının Müzik Eğitimindeki Yeri

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Keywords

1. Modal school songs
2. Music education
3. Modals

Anahtar Kelimeler

1. Makamsal okul şarkıları
2. Müzik Eğitimi
3. Makamlar

Received/Başvuru Tarihi

12.10.2022

Accepted / Kabul Tarihi

07.12.2022

Abstract

Purpose: This study aims to investigate and evaluate the position of modal school songs used in singing activities in our schools, and in music education, in line with expert opinions. For this purpose, a questionnaire was applied to music teachers, choir conductors and academicians working in the field to investigate the teaching and learning situations of modal school songs in music lessons.

Materials and Methods: Before the implementation, the items in the questionnaire were tested by consulting expert opinion. Seventy-four experts were reached in the survey study, and their opinions were recorded. In the study, the song types in the song repertoire were explained separately according to their genres, and it was stated which of these genres belonged to the modal song type. A descriptive general survey method was used in the research. The content validity of each item in the questionnaire was analyzed with the Lawshe technique. The experts answered all the items in the questionnaire, considering the expressions corresponding to the numbers 1 to 5. In the findings and comment section, the solution to the research problems was analyzed and evaluated with statistical methods.

Findings: In the expert opinions on the teaching of modal songs, it was determined that the students could quickly learn the songs, they are catchy and are sung in a motivated way by the students, while it is determined that the modal school songs are included in the music curriculum adequately and contain the necessary qualifications in terms of education.

Highlights: In light of the results, based on the music curriculum's approach to maqam songs, the use of such melodies in educational music composing classes, in composing studies in the form of Turkish music, in maqam (hearing-speaking-writing) works, in state broadcasting organs such as radio and TV, and in cultural activities carried out by the Ministry of Culture, it has been suggested that the number of scientific studies on this subject should be increased and that modal song genre should gain a universal quality with these applications.

Öz

Çalışmanın Amacı: Bu çalışmada okullarımızda şarkı söyleme etkinliklerinde çeşitli kaynaklardan faydalanılarak kullanılan makamsal okul şarkılarının müzik eğitimindeki yeri uzman görüşleri doğrultusunda araştırılıp, değerlendirilmiştir. Bu amaç doğrultusunda makamsal okul şarkılarının müzik dersi içerisindeki öğretme – öğrenme durumlarının araştırılması için sahada çalışan müzik öğretmenlerine, koro şeflerine ve akademisyenlere bir anket uygulanmıştır.

Materiyal ve Yöntem: Uygulama öncesinde ankette yer alan maddeler yine uzman görüşüne başvurulmuş ve anket çalışmasında 74 uzmana ulaşılmış ve görüşleri kaydedilmiştir. Çalışma içerisinde şarkı dağarında yer alan şarkı türleri, türlerine göre ayrı ayrı açıklanmış, bu türler içerisinde hangilerinin makamsal şarkı türüne ait oldukları belirtilmiştir. Araştırmada betimsel genel tarama yöntemi kullanılmıştır. Ankette bulunan her bir maddenin kapsam geçerliliği Lawshe tekniği ile analiz edilmiştir. Ankette bulunan tüm maddeler 1 ile 5 arası rakamlara karşılık gelen ifadeler dikkate alınarak uzmanlar tarafından cevaplanmıştır. Bulgular ve yorum bölümünde araştırmaya yönelik problemlerin çözümü istatistiksel yöntemler ile analiz edilip değerlendirilmiştir.

Bulgular: Makamsal şarkı öğretimine yönelik uzman görüşlerinde şarkıların öğrenciler tarafından kolayca öğrenilebildiği, akılda kalıcı olduğu ve öğrenciler tarafından motive bir şekilde söylenildiği gibi sonuçlara ulaşıırken, makamsal okul şarkılarının müzik müfredatında yeterli şekilde yer aldığı ve eğitim öğretim açısından gerekli yeterlilikleri barındırdığı belirlenmiştir.

Önemli Vurgular: Sonuçlar ışığında; müzik müfredatının makamsal şarkılarla ilgili yaklaşımından hareketle, bu tür ezgilerin eğitim müziği besteleme derslerinde, Türk müziği formunda yapılan besteleme çalışmalarında, makamsal (işitme-söyleme-yazma) çalışmalarında devletin radyo - tv gibi yayın organlarında ve kültür bakanlığı tarafından, bakanlıkça yapılan kültürel faaliyetlerde kullanılması, bu konuyla ilgili bilimsel araştırma sayısının artırılması ve bu uygulamalarla makamsal şarkı türlerinin evrensel bir nitelik kazanması gerektiği önerilerinde bulunulmuştur.

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INTRODUCTION

From the pre-school period to the secondary education period, music education has great importance in the development and educational life of the individual. While music education develops the individual in many ways, it also has an important task that provides the link between other courses and disciplines. Singing activities are the most critical activities that fulfill this task.

“Music education is a process of gaining a musical behavior, creating a musical behavior change, and developing a musical behavior. In this process, the individual's (child/teen, student's) musical life is taken as the basis, and a planned, regular and methodical path is followed in line with certain purposes. Certain goals are achieved in this way. Through music education, it is expected that the communication and interaction between the individual and his/her environment, especially the musical environment, will be healthier, more regular, more effective and more efficient” (Uçan, 2005, p.14).

Singing is the most preferred activity in education and training programs and most preferred by teachers. Along with the singing activity, the individual's musical abilities such as voice dominance, sense of rhythm, choir habit, and musical memory are developed, as well as supporting the acquisitions of many areas such as using his/her language, increasing his/her vocabulary, acquiring numerical and geographical gains, and socialization. According to Aktaş, some of the basic features that school songs should have and should bring to students are as follows.

Since the music lesson is a collective lesson, care should be taken to ensure that the school songs to be taught are collectively sung.

While selecting school songs, attention should be paid to the fact that the songs are broadcast by media organs such as radio and television, and the school songs in such broadcasts should be recorded on radio and television and listened to by students.

The lyrics of the selected school songs should be easy to understand and cute, and the lyrics should also be interesting.

The ages, abilities, and musical education levels of the group of students to whom the school song is taught should correspond to the school song learned.

The lyrics of school songs should be by the discipline, taste and psychology of the child and should also be didactic.

The melodies of school songs should have original artistic value.

School songs should also be instructive in terms of historical and national anthems that will be repeated throughout life.

Thanks to school songs, students should be able to show themselves and gain a sense of self-confidence.

In addition to these items, the following can be said;

Songs with solo parts should also be included in the repertoire of school songs taught in music lessons in primary schools.

The environmental factor should also be considered while teaching school songs.

Attention should be paid to the accompaniment of the school songs taught, and the level of school songs should not be lowered to be accompanied (Aktaş, 2008).

It consists of composing songs used in music education at various levels, songs brought to our music education from foreign genres, songs inspired by western music sound and harmony systems and transposed from Turkish folk music and classical music genres. Especially after the 1950s, songs in Turkish folk music and art music genres started to take place frequently in our repertoire. In the recent period, the songs that have been added to the song repertoire are the songs that were brought in by the leading educational music composers of the period.

After 1950, new ideas were brought to school music education, and attempts were made to take folk music as a basis for school music. As a result of these studies accelerated after 1960, the new school music education approach was adopted by many music educators. (Sager, 2004)

Our country's songs used in education are divided into four main groups.

Transposition Songs: These are songs with foreign tunes and Turkish lyrics. The melodies of the transposition songs are generally taken from the folk music and school music of some European societies.

Are You Sleeping

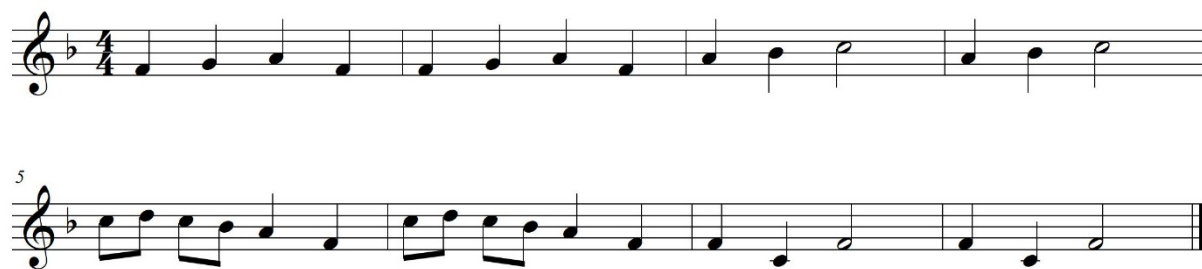


Figure 1. Example of Transposition School Song

When "Are you sleeping" When the song is examined, this song, which was produced in a foreign country, is included as a transfer song in the Turkish school song repertoire.

Emulation Songs

They are school songs created by Turkish School Music composers, taking their source from the music of other societies. These are songs made by Turkish composers in the major and minor scales and measures of western music, emulating Western societies' aesthetic understanding and taste, but which are foreign to the Turkish people with their structure and essence.

Atam



Figure 2. Example of emulation school song

Ziya Aydıntan's song "Atam" (anthem) is an imitation song composed following western music form and harmony rules and is frequently included in our music books.

Anonymous Songs (nursery rhymes, rhymes, lullabies, folk songs)

When anonymous songs are mentioned, it is necessary to give information about the elements of our culture, such as nursery rhymes and rhymes, lullabies and folk songs. Nursery rhymes and rhymes are products of children's folklore. Children create them according to the needs of children's life (especially play life). Lullabies are also folklore products. Mothers often create lullabies; They are sung by women such as mothers, grandmothers, older sisters and aunts to put the child to sleep. It is clear what is meant by the phrase folk songs. Our people have created these folk songs over the centuries, kept alive by filtering their taste and time, with their scales - measures - structure - essence - word - sensibility...

Altın Hızma Mülayim

Anonim

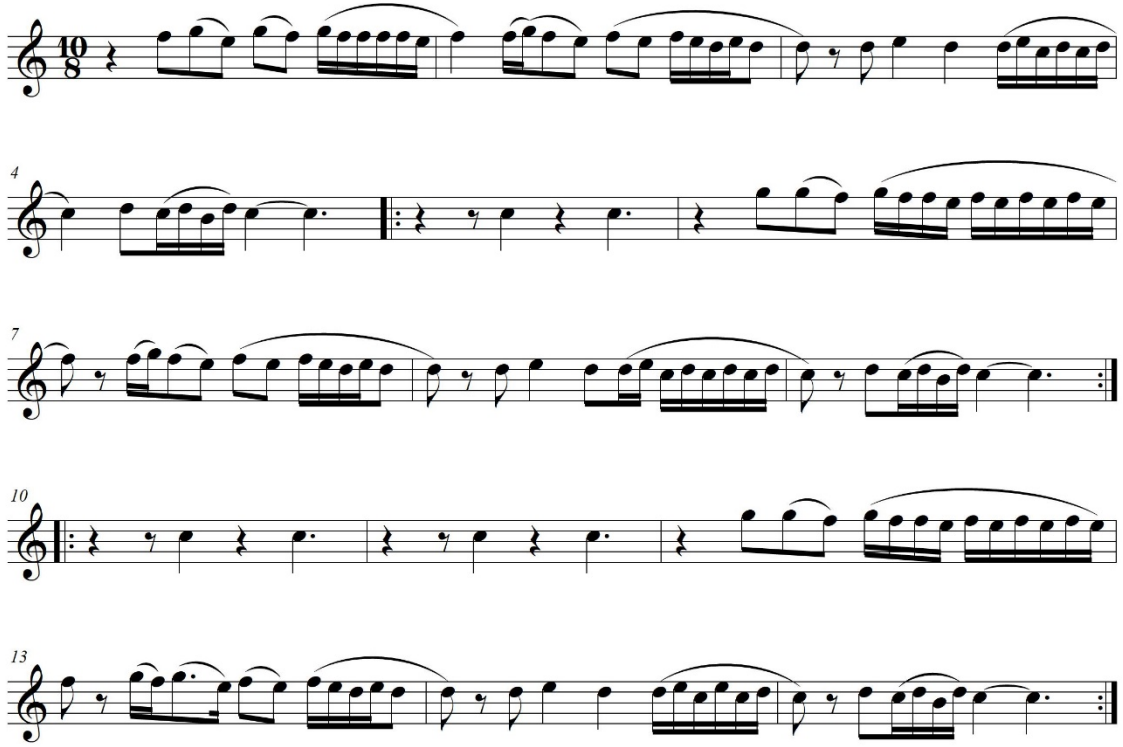


Figure 3. Example of Anonymous School Song

When examining the school song named "Altın Hızma Mülayim" is a school song whose composer and lyricist are unknown, written in the çarğah modal, in the 10/8 beat, and suitable for the form and theory of Turkish music.

Turkish School Songs

They are school songs created by Turkish composers, which take their source from our folk music. These are original creations made in Turkish music scales and measures, suitable for the taste of our people, developing it, taking its structure and essence from our folk music (Sun and Seyrek, 1993).

Yurdumda

Mahir Dinçer



Figure 4. Example of Turkish School Song

When the Turkish school song above is examined, it is a school song written according to the form and characteristics of Turkish music. Its modal is the Hüseyini modal, and its mode (beat) is 5/8.

In short, when we examine the school song types of the four groups, we see that the transposition and emulation song types contain western music form and harmony features. When we examine the anonymous and Turkish music schools, we see that Turkish music has form and theory features.

From the period from the Republic's first years to the present day, there are periodic differences in the genres of the songs in the song repertoire.

Until the 1950s, Turan Sağır listed names such as “Musa Süreyya, A. Muhtar, Zeki Üngör, Veli Kanık, Hulusi Ökdem, Halil Bedii Management, Ferit Hilmi Atrek, Bedri Akalın” among the composers of educational songs. (Sager, 2002, p.2). In addition to the composition works of these composers, foreign transposition songs have been added to our repertoire. From this period until today, Turkish music songs have been added to our song repertoire by increasing year by year.

There are two main groups: the songs composed according to the transposition and western music forms in the school song repertoire and the songs according to the modal Turkish music forms. Since there is no previous study on the scientific data between these two different types, this subject arouses scientific interest. The opinions of music teachers, academicians and choir conductors, who are the best observers of these two genres taught in singing activities in schools, form the basis of this study.

In this study, field experts' opinions and impressions about the situation of modal and tonal school songs in the learning and teaching process are consulted.

Problem Status

There are both modal and tonal songs in our song repertoire. The process of these two song types in learning and teaching has yet to be scientifically known. For this reason, expert opinions between the two types are essential. The problem sentence of this research is “What does the position of modal school songs look like in music education?”

Sub Problems

What are the expert opinions on modal school songs?

What are the expert opinions on the position of modal school songs in the music lesson curriculum?

Aim of the research

This research aims to determine the expert opinions on the position of modal school songs in music education.

Importance of Research

With this research, the development of music education needs to determine the positive and negative aspects of using and applying modal school songs in music lessons. Sound scientific studies on the species are essential in forming an idea for future studies in this field.

METHOD/MATERIALS

Data Collection

At the data collection stage, expert opinions on the position of modal school songs in music education were determined using a 5-point Likert questionnaire and entered into the data set. The suitability of the questionnaire for use was examined by faculty members and music teachers working in the Ministry of National Education, and it was determined to be suitable for its purpose. The experts' opinions determined the content validity rate of each item in the survey, and a survey item with a low content validity rate was removed from the survey. The survey item was determined as 14.

Although the most common technique used for content validity is the Lawshe technique, other techniques have also been developed. Of these, Davis (1992) grades expert opinions as (a) "Appropriate," (b) "The item should be slightly revised," (c) "The item should be reviewed seriously," and (d) "The item is not appropriate." In this technique, the number of experts who chose options (a) and (b) is divided by the total number of experts, and the "scope validity index" for the item is obtained, and a value of 0.80 is accepted as a criterion instead of comparing this value with a statistical criterion (Yurdagül, 2005).

Analysis of Data

A 5-point Likert scale was used to determine the scores given to the items in the questionnaire. The opinions of the experts (n=73) were determined by taking the median value (median) of the scores given by the experts (n=73) between 1 and 5 for each of the items in the questionnaire, which was created by taking into account the opinions of the experts. The expressions used in response to the numbers between 1 and 5 are shown in Table 1.

Table 1. Numerical equivalents of expressions

Expert opinions	Numerical equivalent
Strongly disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly agree	5

FINDINGS AND COMMENTS

Findings and Comments Regarding the First Sub-Problem

The first sub-problem of the study, "What are the expert opinions on modal school songs?" Findings and comments on the question are given below.

In order to obtain data on the first sub-problem of the research, the experts in the survey;

I can teach modal songs more easily than tonal songs.

Students enjoy singing modal songs.

Students can memorize modal songs more easily.

Students are more prone to Turkish Music rhythm features.

Modal school songs meet the musical needs of students.

Modal school songs support students to use their voices effectively.

The modal school songs are within the limits of the students' voices.

The modal school songs are suitable for all grade levels.

Modal school songs can be taught within 1 lesson hour.

Table 2 was formed by taking the median of the scores given to the items.

Table 2. Median values of items related to the first sub-problems

	Items	Median Value
1	I can teach modal songs more easily than tonal songs.	4
2	Students enjoy singing modal songs.	4
3	Students can memorize modal songs more easily.	5
4	Students are more prone to Turkish Music rhythm (5/8, 7/8, 8/8 Etc.) features.	3
5	Modal school songs meet the musical needs of students.	4
6	Modal school songs support students to use their voices effectively.	4
7	The modal school songs are within the limits of the students' voices.	4
8	The modal school songs are suitable for all grade levels.	4
9	Modal school songs can be taught within 1 lesson hour.	5

Experts (n=74) said in the survey "I can teach modal songs more easily." It is seen that the median value (median) of the scores given to the item is 4 (agree).

Opinions of experts on the relevant item; Strongly Disagree: 8, Disagree: 11, Undecided: 13, Agree: 24, Strongly Agree: 18.

The data is graphically shown below.

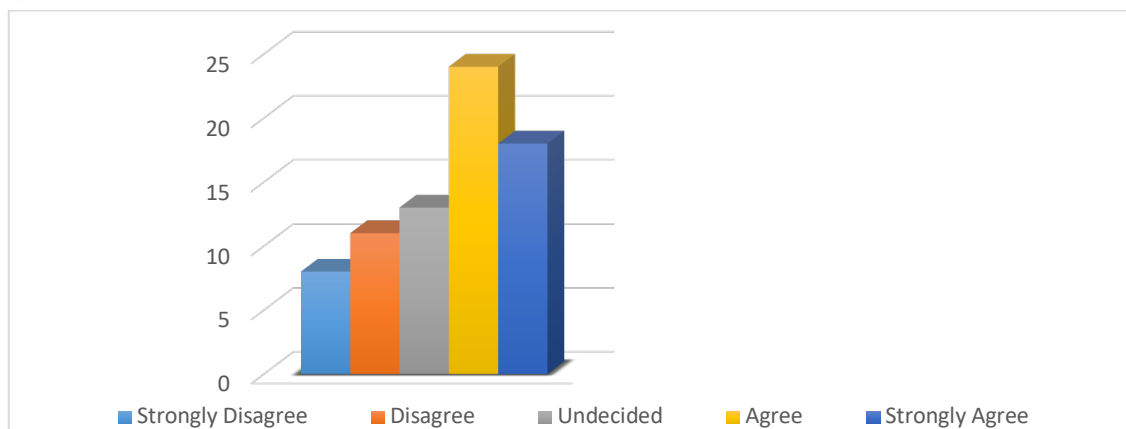


Figure 5. Distribution of experts' opinions on item "I can teach modal songs more easily."

Experts (n=74) stated that “Students enjoy singing modal songs.” It is seen that the median value (median) of the scores given to the item is 4 (agree).

Opinions of experts on the relevant item; Strongly Disagree: 7, Disagree: 6, Undecided: 9, Agree: 30, Strongly Agree: 22.

The data is graphically shown below.

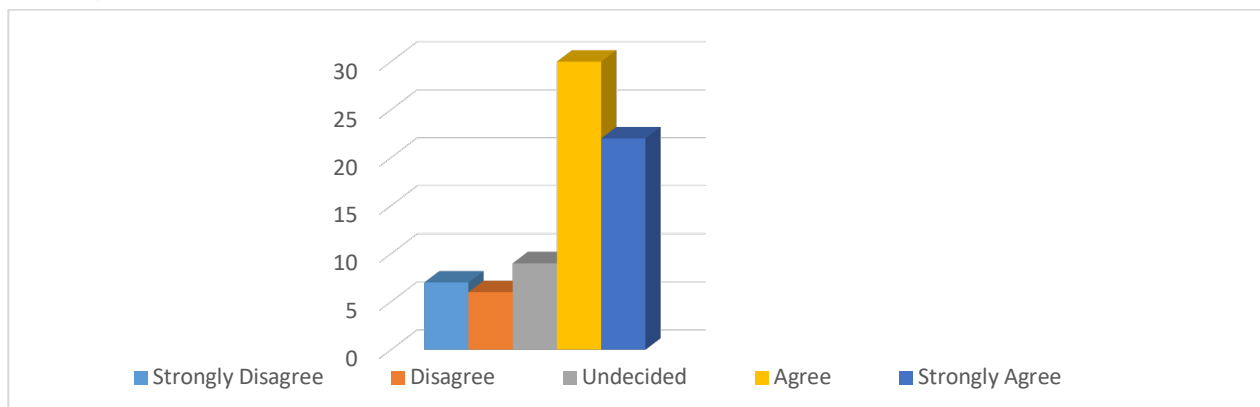


Figure 6. The distribution of opinions of the experts on the item “Students enjoy singing modal songs.” in the questionnaire

It is seen that the median value (median) of the scores given by the experts (n=74) to the item “Students can memorize modal songs more easily.” in the questionnaire is 5 (strongly agree).

Opinions of experts on the relevant item; Strongly Disagree: 1, Disagree: 2, Undecided: 4, Agree: 25, Strongly Agree: 42.

The data is graphically shown below.

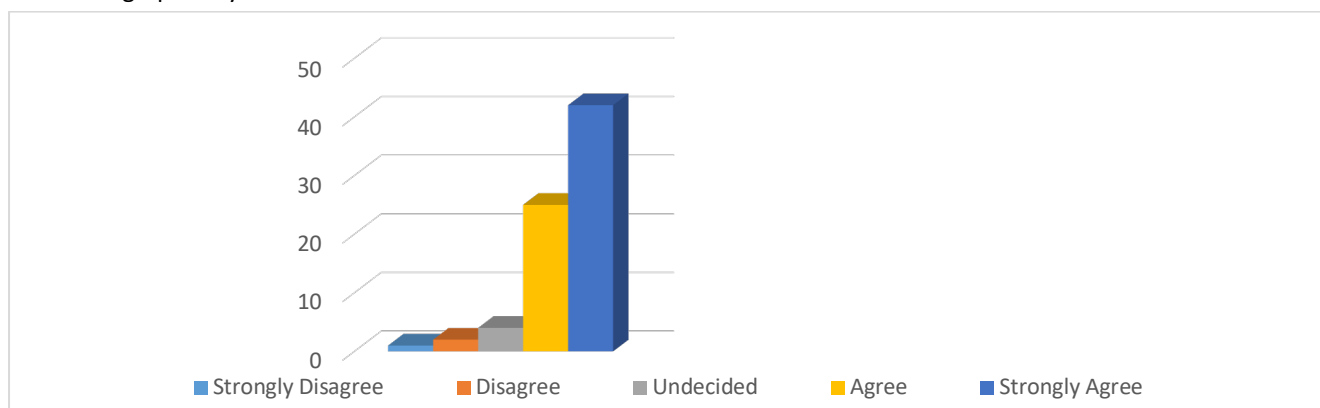


Figure 7. The distribution of opinions of the experts on the item “Students can memorize modal songs more easily.” in the questionnaire

“Students are more prone to Turkish Music rhythm (5/8, 7/8, 8/8 Etc.) features.” It is seen that the median value (median) of the scores given to the item is 3 (Undecided).

Opinions of experts on the relevant item; Strongly Disagree: 5, Disagree: 20, Undecided: 24, Agree: 17, Strongly Agree: 8.

The data is graphically shown below.

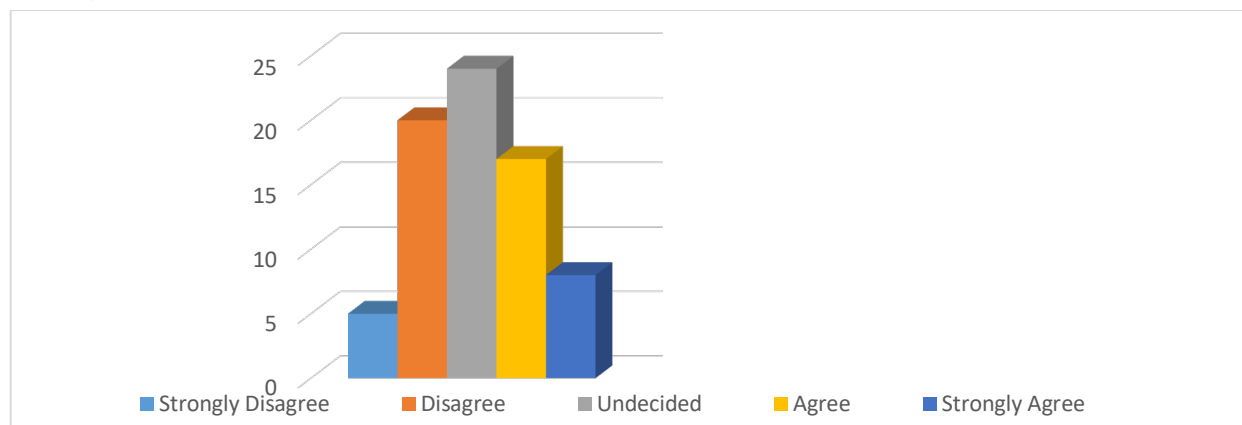


Figure 8. The distribution of opinions of the experts on the item “Students are more prone to Turkish Music rhythm (5/8, 7/8, 8/8 Etc) features.” in the questionnaire

It is seen that the median value (median) of the scores given by the experts (n=74) to the item “Modal school songs meet the musical needs of students.” in the questionnaire is 4 (agree).

Opinions of experts on the relevant item; Strongly Disagree: 8, Disagree: 11, Undecided: 13, Agree: 26, Strongly Agree: 16.
The data is shown in figure 9.

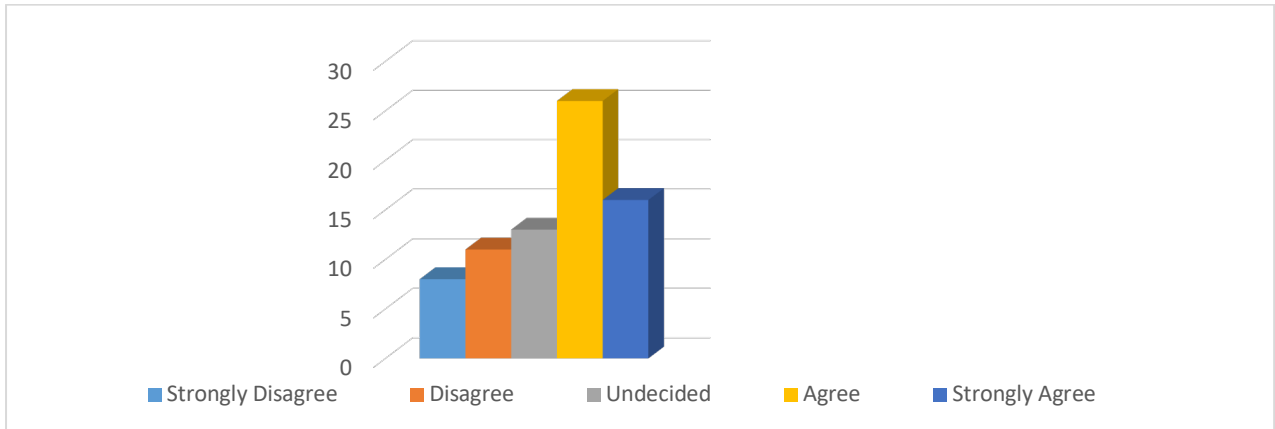


Figure 9. The distribution of opinions of the experts on the item “Modal school songs meet the musical needs of students.” in the questionnaire

It is seen that the median value (median) of the scores given by the experts (n=74) to the item “Modal school songs support students to use their voices effectively.” in the questionnaire is 4 (agree).

Opinions of experts on the relevant item; Strongly Disagree: 11, Disagree: 6, Undecided: 17, Agree: 24, Strongly Agree: 16.
The data is graphically shown below.

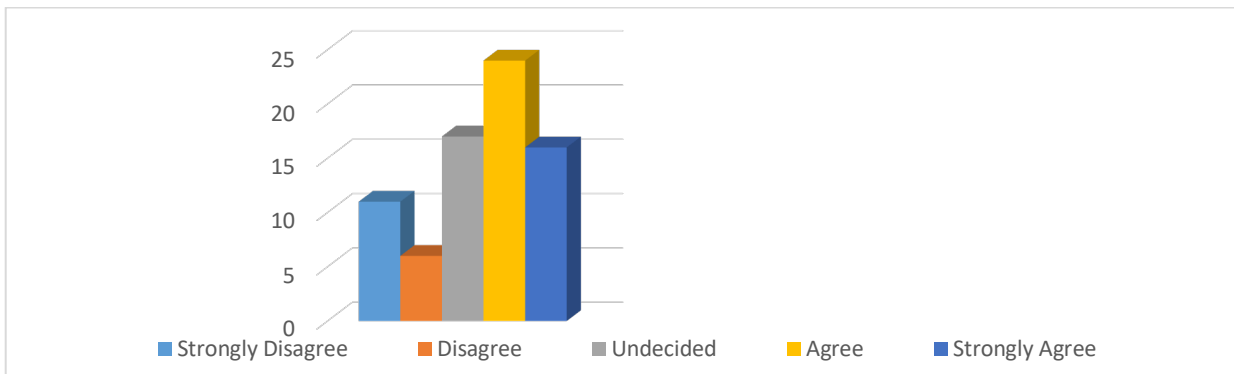


Figure 10. The distribution of opinions of the experts on the item “Modal school songs support students to use their voices effectively.” in the questionnaire

Experts (n=74) included “The modal school songs are within the limits of the students' voices.” It is seen that the median value (median) of the scores given to the item is 4 (agree).

Opinions of experts on the relevant item; Strongly Disagree: 16, Disagree: 8, Undecided: 11, Agree: 18, Strongly Agree: 21.
The data is shown in figure 10.

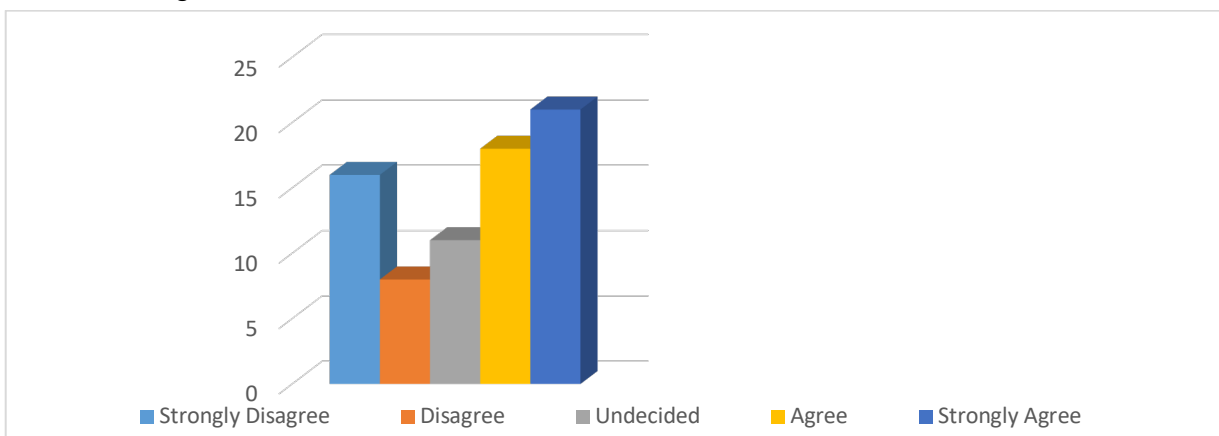


Figure 11. Distribution of experts' opinions on the item " The modal school songs are within the limits of the students' voices." in the questionnaire

It is seen that the median value (median) of the scores given by the experts (n=74) to the item “The modal school songs are suitable for all grade levels.” in the questionnaire is 4 (agree).

Opinions of experts on the relevant item; Strongly Disagree: 5, Disagree: 16, Undecided: 14, Agree: 19, Strongly Agree: 20.

The data is graphically shown below.

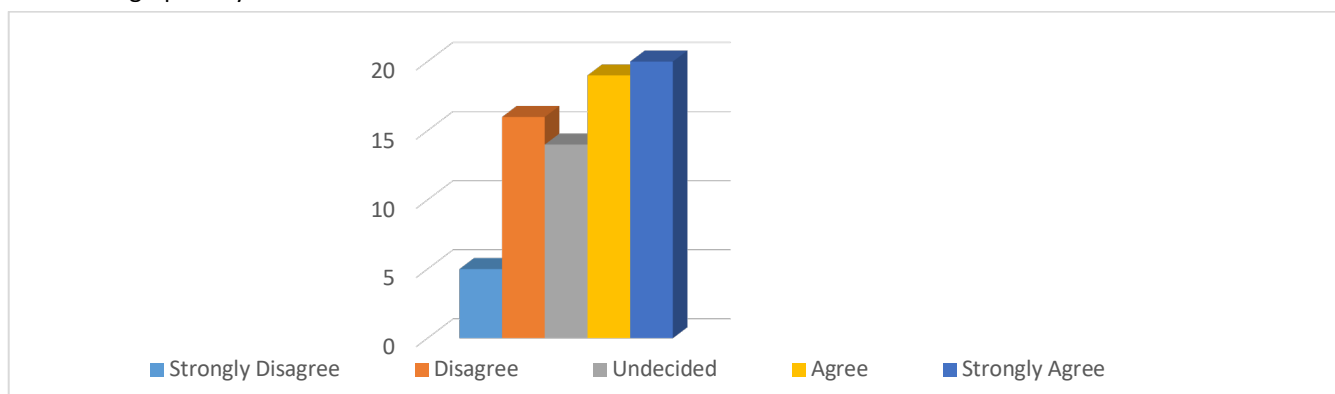


Figure 12. The distribution of opinions of the experts on the item “The modal school songs are suitable for all grade levels.” in the questionnaire

It is seen that the median value (median) of the scores given by the experts (n=74) to the item “Modal school songs can be taught within 1 lesson hour.” in the questionnaire is 5 (I totally agree).

Opinions of experts on the relevant item; Strongly Disagree: 6, Disagree: 5, Undecided: 8, Agree: 24, Strongly Agree: 31.

The data is shown in figure 13.

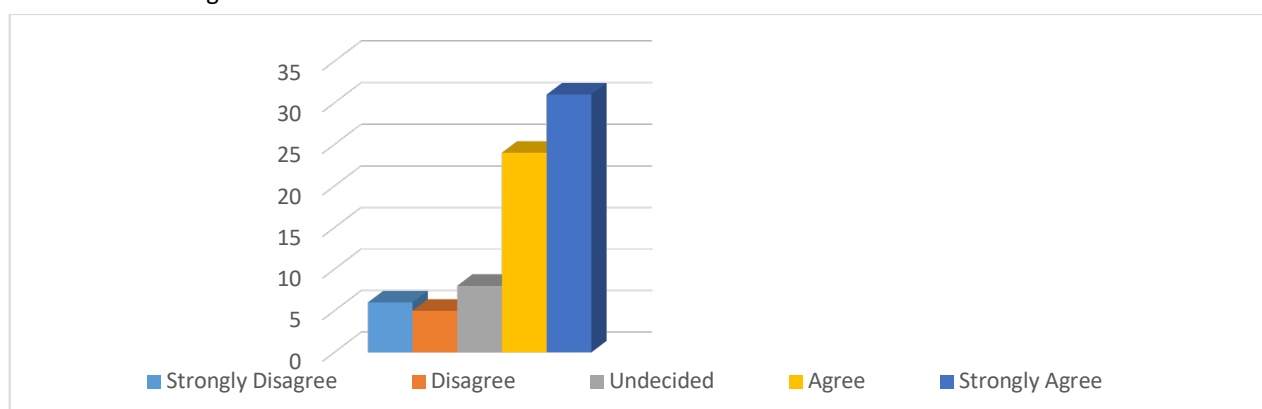


Figure 13. The distribution of opinions of the experts on the item “Modal school songs can be taught within 1 lesson hour.” in the questionnaire

From the data obtained from Table 2 and the graphics above, it is seen that modal school songs can be taught more easily than tonal songs, students enjoy singing modal songs, and they can memorize modal songs more easily. In addition, these songs are suitable for the sound limits of the students, the songs can be applied at all grade levels in the schools, and the modal school songs can be taught in the classroom within 1 class hour. However, it is thought that Turkish Music rhythms do not bring any convenience or difficulty in teaching the song and that the modal school songs meet the musical needs of the students since the experts in the survey gave an undecided opinion on the item related to Turkish Music rhythms (5/8, 7/8, 8/8 Etc.).

Findings and Comments Regarding the Second Sub-Problem

The second sub-problem of the research, “What are the expert opinions on the position of modal school songs in the music lesson curriculum? Findings and comments on the question are listed below. In order to obtain data on the third sub-problem of the research, the experts in the survey;

“Modal songs are sufficiently included in the music lesson curriculum.”

“The modal songs in the curriculum have educational qualifications.” Table 3 was formed by taking the median value (median) of the scores given to the item.

Table 3. Median values of items related to the second sub-problems

	Items	Median Value
1	Modal songs are given enough space in the music lesson curriculum.	5
2	The modal songs in the curriculum have sufficiency in terms of education.	4

It is seen that the median value (median) of the scores given by the experts (n=74) to the item "Modal songs are given enough space in the music lesson curriculum." in the questionnaire is 5 (Strongly agree).

Opinions of experts on the relevant item; Strongly Disagree: 9, Disagree: 4, Undecided: 9, Agree: 11, Strongly Agree: 41.

The data is shown in figure 14.

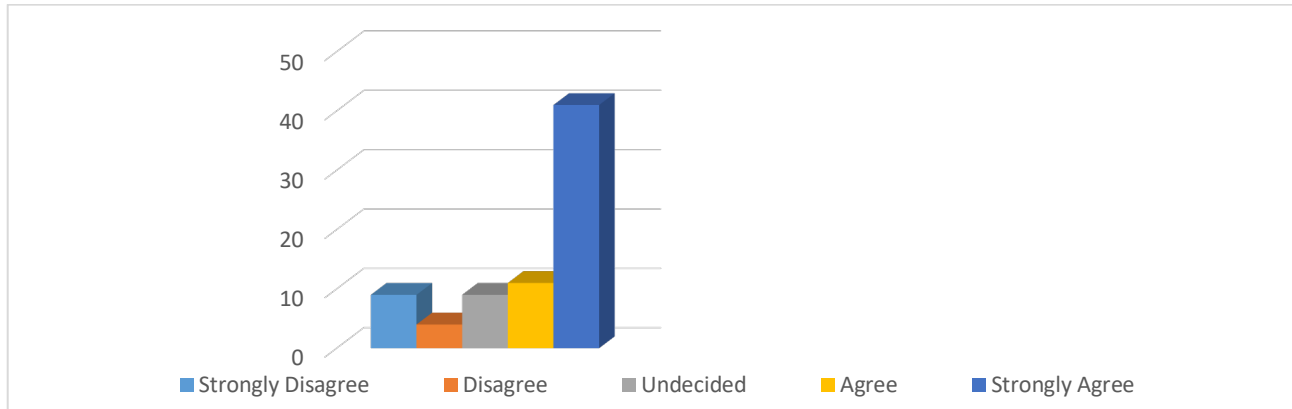


Figure 14. The distribution of opinions of the experts on the item "Modal songs are given enough space in the music lesson curriculum." in the questionnaire

It is seen that the median value (median) of the scores given by the experts (n=74) to the item "The modal songs in the curriculum have sufficiency in terms of education." in the questionnaire is 4 (agree).

Opinions of experts on the relevant item; Strongly Disagree: 13, Disagree: 14, Undecided: 7, Agree: 30, Strongly Agree: 9.

The data is graphically shown below.

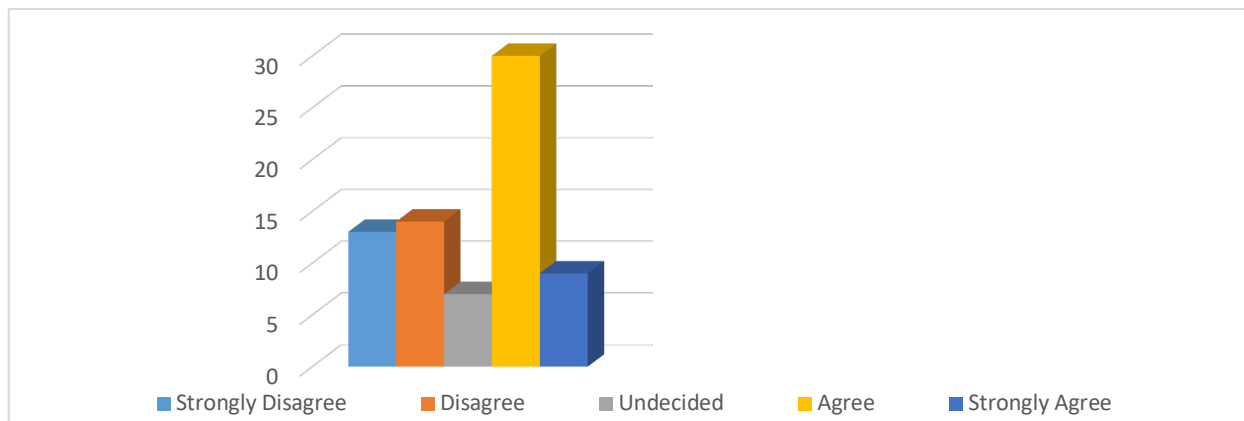


Figure 15. The distribution of opinions of the experts on the item "The modal songs in the curriculum have sufficiency in terms of education." in the questionnaire

When the data obtained from Table 3 and the graphics, the modal school songs are sufficiently included in the music lesson curriculum, and the modal school songs in the curriculum are sufficient in education.

CONCLUSION AND DISCUSSION

School songs, undoubtedly the most critical element and material of music education, can show differences due to the features they contain. One of the most important of these differences is the modal school songs. Too many modal school songs have been voiced for hundreds of years, handed down from generation to generation, and composed in accordance with this form in our recent history.

As a result of this study which was carried out to find answers to questions such as how the modal school songs are perceived/used by the lesson teachers in the music education process;

- The modal school songs are loved and sung by the students,
- Students learn most modal school songs more easily than tonal songs,
- The modal school songs are catchy,
- The students did not have difficulty in learning Turkish rhythm features despite being more complex than tonal song rhythms,
- Modal school songs both develop Turkish traditions and customs and teach the students,
- There are enough modal school songs in their music, books and publications,

- The school songs in the curriculum are of sufficient quality and equipment in terms of educational principles,
- The language development of the students is affected positively by the modal school songs,
- The modal school songs meet the musical needs of the students,
- The modal school songs will improve the voice characteristics of the students and support them in using their voices effectively,
- It has been concluded that modal school songs are suitable for all classes and levels.

RECOMMENDATIONS

In line with the results of the research, the following recommendations are presented:

- The modal school songs should be included in the following curriculum and book studies in a balanced as tonal songs,
- The Ministry of National Education's planning and activities to encourage school music composers to compose modal school songs,
- TRT, Ministry of Culture Etc. Giving more place in public institutions for the promotion of modal school songs,
- Supporting with solfege exercises apart from the modal school songs,
- Music teachers to be more encouraging towards modal school songs,
- Particularly in the first years of education, more place to be given to modal school songs, as they can be quickly learned and memorized,
- Since the teacher is more encouraging, accompanying the songs with the instrument,
- Supporting the student with extracurricular exercises and studies as it develops the student in many ways,
- Families reinforce their children in this regard and support them in this area,
- Organizing parades, concerts, Etc. to support school songs in modal schools,
- Academicians and researchers should focus on more detailed and wide-ranging studies on modal school songs,

It is necessary to carry out studies to include our country's modal school songs in the curricula and music books of other countries, as is the case with the transposed songs of other countries cultures, which are among the tonal songs. It is recommended that modal school songs, which are a part of Turkish culture, reach the level of similar examples in the world and introduce them.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, author-ship, and/or publication of this article.

Statements of publication ethics

I/We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

This study does not include an ethics committee report, as it is derived from "Instead modal expert opinions toward training school songs music in education" published in 2015.

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