

Year

Department of Performing Arts / Department of Performing Arts /						
Course Code	Course Name	Teorical	Practice	Laboratory	Credits	ECTS
MZK 310	MUSIC GROUPS 2	1.00	1.00	0.00	2.00	5.00
Course Detail						
Course Language	: Turkish					
Qualification Degree	: Bachelor					
Course Type	: Compulsory					
Preconditions	: Not					
Objectives of the Course	: The aim of this course is to enable students to acquire the ability to perform different musical genres by forming ensembles and to present this repertoire with a conscious musical approach. It is also intended for students to understand how to interpret a musical work, integrate interpretative skills with their own instruments, and reflect the knowledge and skills they have acquired in their performances.					
Course Contents	: Within the scope of this course, students develop the ability to interpret the works of classical Western music instrumental ensembles in a coordinated and conscious manner. By performing assigned repertoire in line with specified technical and musical requirements, students improve their instrumental proficiency. Through regular and consistent group rehearsals, students gain ensemble discipline and performance experience, culminating in concerts and recitals presented with their group.					
Recommended or Required Reading	: Selected Works from the Classical Western Music and Turkish Music Chamber Music Repertoire					
Planned Learning Activities and Teaching Methods	: Throughout the course, individual and group studies are conducted together. In individual studies, students focus on developing their technical proficiency on their own instruments and preparing the assigned repertoire musically. In group studies, students form chamber music ensembles and develop skills in ensemble playing, listening, coordination, and creating a unified interpretation. During rehearsals, emphasis is placed on coordination, balance, intonation, and unity of expression. The learning process is supported through regular rehearsals, feedback, and performance-based activities.					
Recommended Optional Programme Components	: In individual and group studies, students are expected to follow a regular and disciplined practice process. Since the efficiency of ensemble rehearsals depends on adequate individual preparation, students are required to prepare their own parts both technically and musically in advance. In group work, time management, rehearsal discipline, mutual listening, and effective communication are emphasized. Ensemble cohesion, shared responsibility, and respect for a unified interpretation are essential. Applying the instructor's feedback consistently throughout the course is crucial for achieving the learning objectives.					
Course Instructors	: Arş. Gör. Dr. Furkan Başalan					
Instructor's Assistants	: ----					
Presentation Of Course	: Theory and Practice					
Update Date	: 2/5/2026 10:43:56 AM					
Dosya İndirilme Tarihi	: 2/5/2026					

Course Outcomes
Upon the completion of this course a student :
1 Student can vocalize to classical music
2 Students can gain the ability to work disciplined in a group and make music together.
3 The student can learn to interpret selected period music through instrumental and vocal performance.

Pre / Side Conditions							
Course Code	Course Name	Condition	Teorical	Practice	Laboratory	Credits	ECTS

Weekly Contents						
	Teorical	Practice	Laboratory	Preparation Info	Teaching Methods	Course Learning Outcomes

	Teorical	Practice	Laboratory	Preparation Info	Teaching Methods	Course Learning Outcomes
1.Week	*Practical applications aimed at developing balance, coordination, and musical unity in the process of ensemble performance.	*Studies on harmony, listening, rhythm unity, and auditory attention within a community.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The teaching process in this course is based on applied instruction, collaborative learning, and feedback-based learning approaches. Within the framework of applied instruction, students transform theoretical knowledge into practice through instrumental and ensemble activities. Performance and rehearsal sessions constitute the core of the learning process. In line with the collaborative learning approach, students develop skills in working together, listening, communicating, and making shared musical decisions by forming ensembles. Group work supports both individual responsibility and ensemble awareness. Through feedback-based learning, students are given opportunities to evaluate and improve their performances in accordance with constructive feedback provided by the instructor and, when appropriate, by their peers. This process ensures the continuous refinement of technical, musical, and interpretative skills. This teaching method emphasizes active student participation and aims to enhance lasting learning, musical awareness, and performance quality.	Ö.Ç.2 Ö.Ç.2 Ö.Ç.2
2.Week	*Practical applications aimed at developing balance, coordination, and musical unity in the process of ensemble performance.	*Studies on harmony, listening, rhythm unity, and auditory attention within a community.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The teaching process in this course is based on applied instruction, collaborative learning, and feedback-based learning approaches. Within the framework of applied instruction, students transform theoretical knowledge into practice through instrumental and ensemble activities. Performance and rehearsal sessions constitute the core of the learning process. In line with the collaborative learning approach, students develop skills in working together, listening, communicating, and making shared musical decisions by forming ensembles. Group work supports both individual responsibility and ensemble awareness. Through feedback-based learning, students are given opportunities to evaluate and improve their performances in accordance with constructive feedback provided by the instructor and, when appropriate, by their peers. This process ensures the continuous refinement of technical, musical, and interpretative skills. This teaching method emphasizes active student participation and aims to enhance lasting learning, musical awareness, and performance quality.	Ö.Ç.2 Ö.Ç.2 Ö.Ç.2

	Teorical	Practice	Laboratory	Preparation Info	Teaching Methods	Course Learning Outcomes
3.Week	*Practical applications aimed at developing balance, coordination, and musical unity in the process of ensemble performance.	*Studies on harmony, listening, rhythm unity, and auditory attention within a community.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The teaching process in this course is based on applied instruction, collaborative learning, and feedback-based learning approaches. Within the framework of applied instruction, students transform theoretical knowledge into practice through instrumental and ensemble activities. Performance and rehearsal sessions constitute the core of the learning process. In line with the collaborative learning approach, students develop skills in working together, listening, communicating, and making shared musical decisions by forming ensembles. Group work supports both individual responsibility and ensemble awareness. Through feedback-based learning, students are given opportunities to evaluate and improve their performances in accordance with constructive feedback provided by the instructor and, when appropriate, by their peers. This process ensures the continuous refinement of technical, musical, and interpretative skills. This teaching method emphasizes active student participation and aims to enhance lasting learning, musical awareness, and performance quality.	Ö.Ç.2 Ö.Ç.2 Ö.Ç.2
4.Week	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the gr	*The learning process is carried out through practice-based activities, with an emphasis on students experiencing the repertoire directly through performance. Instrumental and ensemble studies form the foundation of learning. Within the framework of collaborative learning, students work in small ensembles to develop skills in making music together, mutual listening, and forming a shared interpretation. Throughout this process, a sense of responsibility within the ensemble and effective musical communication are encouraged. Regular feedback provided during the course enables students to evaluate and improve their own performances. Through the guidance of the instructor and peer feedback, technical proficiency, musical expression, and interpretative coherence are progressively strengthened. This teaching method aims to promote lasting learning and high-quality performance by encouraging active student participation.	Ö.Ç.2 Ö.Ç.1 Ö.Ç.2

	Teorical	Practice	Laboratory	Preparation Info	Teaching Methods	Course Learning Outcomes
5.Week	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the gr	*The learning process is carried out through practice-based activities, with an emphasis on students experiencing the repertoire directly through performance. Instrumental and ensemble studies form the foundation of learning. Within the framework of collaborative learning, students work in small ensembles to develop skills in making music together, mutual listening, and forming a shared interpretation. Throughout this process, a sense of responsibility within the ensemble and effective musical communication are encouraged. Regular feedback provided during the course enables students to evaluate and improve their own performances. Through the guidance of the instructor and peer feedback, technical proficiency, musical expression, and interpretative coherence are progressively strengthened. This teaching method aims to promote lasting learning and high-quality performance by encouraging active student participation.	Ö.Ç.2 Ö.Ç.1 Ö.Ç.2
6.Week	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the gr	*The learning process is carried out through practice-based activities, with an emphasis on students experiencing the repertoire directly through performance. Instrumental and ensemble studies form the foundation of learning. Within the framework of collaborative learning, students work in small ensembles to develop skills in making music together, mutual listening, and forming a shared interpretation. Throughout this process, a sense of responsibility within the ensemble and effective musical communication are encouraged. Regular feedback provided during the course enables students to evaluate and improve their own performances. Through the guidance of the instructor and peer feedback, technical proficiency, musical expression, and interpretative coherence are progressively strengthened. This teaching method aims to promote lasting learning and high-quality performance by encouraging active student participation.	Ö.Ç.2 Ö.Ç.1 Ö.Ç.2

	Teorical	Practice	Laboratory	Preparation Info	Teaching Methods	Course Learning Outcomes
7.Week	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.	*Repertoire Studies I: Technical consideration of selected works, first attempts at performing with an ensemble at a slow tempo.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the gr	*The learning process is carried out through practice-based activities, with an emphasis on students experiencing the repertoire directly through performance. Instrumental and ensemble studies form the foundation of learning. Within the framework of collaborative learning, students work in small ensembles to develop skills in making music together, mutual listening, and forming a shared interpretation. Throughout this process, a sense of responsibility within the ensemble and effective musical communication are encouraged. Regular feedback provided during the course enables students to evaluate and improve their own performances. Through the guidance of the instructor and peer feedback, technical proficiency, musical expression, and interpretative coherence are progressively strengthened. This teaching method aims to promote lasting learning and high-quality performance by encouraging active student participation.	Ö.Ç.2 Ö.Ç.1 Ö.Ç.2
8.Week	*Midterm Exam	*Midterm Exam				
9.Week	*Focusing on the interpretation of the works in the repertoire, with an emphasis on developing musical character, expression, and emotional communication.	*Repertoire Studies II: Focus on musical expression: dynamics, articulation, unity of expression, emotional depth.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The course is based on a practice-oriented and interactive learning process. Students learn through performing the repertoire in both individual and ensemble settings. Technical and musical development is supported through collaboration, regular feedback, and active participation.	Ö.Ç.2 Ö.Ç.1 Ö.Ç.2
10.Week	*Focusing on the interpretation of the works in the repertoire, with an emphasis on developing musical character, expression, and emotional communication.	*Repertoire Studies II: Focus on musical expression: dynamics, articulation, unity of expression, emotional depth.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The course is based on a practice-oriented and interactive learning process. Students learn through performing the repertoire in both individual and ensemble settings. Technical and musical development is supported through collaboration, regular feedback, and active participation.	Ö.Ç.2 Ö.Ç.1 Ö.Ç.2
11.Week	*Focusing on the interpretation of the works in the repertoire, with an emphasis on developing musical character, expression, and emotional communication.	*Repertoire Studies II: Focus on musical expression: dynamics, articulation, unity of expression, emotional depth.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The course is based on a practice-oriented and interactive learning process. Students learn through performing the repertoire in both individual and ensemble settings. Technical and musical development is supported through collaboration, regular feedback, and active participation.	Ö.Ç.2 Ö.Ç.1 Ö.Ç.2

	Teorical	Practice	Laboratory	Preparation Info	Teaching Methods	Course Learning Outcomes
12.Week	*The completion of all works in the repertoire and the consideration of inter-sectional connections within a unified framework. Full ensemble rehearsals are conducted with an emphasis on the overall musical structure and interpretative unity of the works. Throughout the process, technical and musical details are reviewed in accordance with the feedback received, and rhythmic consistency, dynamic balance, and unity of expression are consolidated in the final stage.	*Repertoire Studies III: Completion of all pieces, connection studies, holistic interpretation of the pieces. Full rehearsal with the ensemble, correction with feedback, final control of technical and musical details, rhythmic and dynamic balance.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The learning process progresses through the experience of making music together. Students' performance awareness is developed through practical activities and evaluation processes.	Ö.Ç.1 Ö.Ç.1 Ö.Ç.1 Ö.Ç.3 Ö.Ç.3 Ö.Ç.1
13.Week	*The completion of all works in the repertoire and the consideration of inter-sectional connections within a unified framework. Full ensemble rehearsals are conducted with an emphasis on the overall musical structure and interpretative unity of the works. Throughout the process, technical and musical details are reviewed in accordance with the feedback received, and rhythmic consistency, dynamic balance, and unity of expression are consolidated in the final stage.	*Repertoire Studies III: Completion of all pieces, connection studies, holistic interpretation of the pieces. Full rehearsal with the ensemble, correction with feedback, final control of technical and musical details, rhythmic and dynamic balance.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The learning process progresses through the experience of making music together. Students' performance awareness is developed through practical activities and evaluation processes.	Ö.Ç.1 Ö.Ç.1 Ö.Ç.1 Ö.Ç.1 Ö.Ç.3 Ö.Ç.3 Ö.Ç.1
14.Week	*The completion of all works in the repertoire and the consideration of inter-sectional connections within a unified framework. Full ensemble rehearsals are conducted with an emphasis on the overall musical structure and interpretative unity of the works. Throughout the process, technical and musical details are reviewed in accordance with the feedback received, and rhythmic consistency, dynamic balance, and unity of expression are consolidated in the final stage.	*Repertoire Studies III: Completion of all pieces, connection studies, holistic interpretation of the pieces. Full rehearsal with the ensemble, correction with feedback, final control of technical and musical details, rhythmic and dynamic balance.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The learning process progresses through the experience of making music together. Students' performance awareness is developed through practical activities and evaluation processes.	Ö.Ç.1 Ö.Ç.1 Ö.Ç.1 Ö.Ç.1 Ö.Ç.3 Ö.Ç.3 Ö.Ç.1
15.Week	*The completion of all works in the repertoire and the consideration of inter-sectional connections within a unified framework. Full ensemble rehearsals are conducted with an emphasis on the overall musical structure and interpretative unity of the works. Throughout the process, technical and musical details are reviewed in accordance with the feedback received, and rhythmic consistency, dynamic balance, and unity of expression are consolidated in the final stage.	*Repertoire Studies III: Completion of all pieces, connection studies, holistic interpretation of the pieces. Full rehearsal with the ensemble, correction with feedback, final control of technical and musical details, rhythmic and dynamic balance.		*Students are expected to have individual instrument or vocal mastery, listening and attention skills to adapt within a group. In addition, they should be able to follow individual parts in polyphonic musical structures, follow the musical leader, participate in rehearsal processes with discipline and be open to feedback when necessary. This level of preparation allows the student to assume musical responsibility both individually and within the group.	*The learning process progresses through the experience of making music together. Students' performance awareness is developed through practical activities and evaluation processes.	Ö.Ç.1 Ö.Ç.1 Ö.Ç.1 Ö.Ç.1 Ö.Ç.2 Ö.Ç.1
16.Week	*Final Exam	*Final Exam				Ö.Ç.3 Ö.Ç.3 Ö.Ç.3

Assesment Methods %

1 Vize : 40.000

2 Final : 60.000

ECTS Workload

Activities	Count	Time(Hour)	Sum of Workload
Vize	1	1.00	1.00
Final	1	1.00	1.00
Final Sınavı Hazırlık	7	4.00	28.00
Ara Sınav Hazırlık	7	4.00	28.00

Activities	Count	Time(Hour)	Sum of Workload
Uygulama / Pratik Sonrası Bireysel Çalışma	15	2.00	30.00
Derse Katılım	14	2.00	28.00
Ders Öncesi Bireysel Çalışma	14	2.00	28.00
			Total : 144.00
			Sum of Workload / 30 (Hour) : 5
			ECTS : 5.00

Program And OutcomeRelation																	
	P.O.1	P.O.2	P.O.3	P.O.4	P.O.5	P.O.6	P.O.7	P.O.8	P.O.9	P.O.10	P.O.11	P.O.12	P.O.13	P.O.14	P.O.15	P.O.16	P.O.17
	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17
L.O. 1	4	2	5	2	5	1	5	5	0	0	0	0	0	2	0	0	3
L.O. 2	4	0	0	0	5	1	5	5	0	0	0	0	0	2	0	0	3
L.O. 3	4	0	0	2	5	1	5	5	0	0	0	0	0	2	0	0	3
Avarage	7.00	1.00	2.33	1.67	11.00	1.33	6.67	13.33	0.00	0.00	0.00	0.00	0.00	6.00	0.00	0.00	4.00

Ders/Program Çıktıları İlişkisi																	
P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	
21	3	7	5	33	4	20	40	0	0	0	0	0	18	0	0	12	

BEWARE OF PLAGIARISM! Please pay attention to proper academic citation rules and avoid plagiarism, an unethical and academically fraudulent behavior, when completing reports, assignments, or other academic works, and it is treated with the same disciplinary action as cheating in a classroom setting. It is imperative to refrain from presenting another person's ideas, language, expressions, or any other form of intellectual property as your own. Regardless of quality, your assignments/projects/research should reflect your original work. Perfection is not a requirement, and in case of any uncertainties regarding academic writing guidelines, you may seek clarification from your course instructor.

Engel Durumu/Uyarılama Talebi : Engel durumuna ilişkin herhangi bir uyarılama talebinde bulunmak isteyen öğrenciler, dersin öğretim elemanı ya da Nevşehir Engelli Öğrenci Birimi ile en kısa sürede iletişime geçmelidir.