

Investigation of Primary School Music Education Repertoire in Terms of Music Terminology

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Abstract

The aim of this study was to conduct a terminological examination of the songs and folk songs in primary school Music course books through the musical notes. Based on the statement that music theory, musicality and music aesthetics should be offered to primary school children, the musical notes in the coursebooks were examined under the titles of Tempo, Break and Pause, Dynamics, Articulation, Expression, Repetition and codas. Case study method, one of qualitative research designs, was adopted in the study. A total of 126 songs and folk songs included in 1st, 2nd, 3rd and 4th Grade Music coursebooks published by the Ministry of National Education in 2018-2019 were investigated. Document analysis was used in data analysis. One book for the 1stGrade Music course (21 musical works), two different books for the 2ndGrade Music course, one was published in 2018 (21 musical works) and the other in 2019 (22 musical works), two different books for the 3rdGrade Music course, both published in 2019 (21 and 18 musical works) and one book for the 4thGrade Music course(23 musical works) were published and distributed. 2nd and 3rd Grade Music coursebooks, which had two different editions, differed according to the region and schools. The results showed that the terms and symbols of tempo, breaks, articulation, expression, ornaments, accent, repeat, which form the basis of the music, were not included sufficiently, the musical expressions intended to be taught were not reinforced and the international music terminology was not followed. In addition, it was found that although the musical notes were presented in the coursebooks, they were not explicitly shown to the students, and even the teachers were directed to videos instead of using musical notes. In addition, it was found that the end-of-unit evaluations did not consist of questions related to music terminology, and no definition of music terminology was presented in the glossary section at the end of the coursebooks. As a result, it was concluded that the coursebooks cannot go beyond activity planning due to the lack of a teaching on music theory and that the mistakes related to music terminology in the musical works can disrupt music education.

Keywords: Primary School, Music, Music Terminology, Coursebook, Musical Terms.

Introduction

Humans beings need education since education is the most effective practice in shaping, directing, changing, transforming, developing and empowering individuals and societies. One of the main components of contemporary multidimensional education is art education (Uçan, 2001) due to the fact that it contributes to the cognitive, affective and psychomotor development of individuals as it covers the teaching of basic content knowledge of a particular branch of art as well as interdisciplinary studies.

Music education is one of the most important branches of art education. Music Education is the process of developing particular musical behaviors in the individual and purposefully changing, transforming, developing and empowering the individual’s musical behaviors through his/her own life (Uçan, 1997). Similar to art education, it substantially contributes to the cognitive, psychomotor and affective development of individuals. Karolyi (2011) defines music as follows: “Music is both art and science. Therefore, it must be perceived both sensorially and comprehended with the mind.

In this sense, one needs to be aware of the music theory in order to perceive and comprehend music. The first concept music theory brings to mind is notation system. Musical notation, just like language, is a writing method developed by following certain systematic elements. The main concepts to be perceived and comprehended in this system are as follows: *porte*, *clef*, the positions of the musical notes on *porte*, the concept of rhythm and measure, the length of the sounds (note value), tonality (key), tempo, loudness, expression and articulation. Halil Bedii Yönetimken suggests that the age range of 7-12 provides a unique opportunity for teaching these concepts during the school period (Say, 2005). Based on this argument, it can be put forward that practices in primary school music lessons are quite important and thus these concepts should be included in the course materials.

Music education in primary education includes general music education. All individuals are expected to possess music education without any discrimination during the compulsory primary education period. The aim of general music education is not to train artists or musicians, but to educate children through art and music (Yıldız, 2006). As the first step in the development and transformation process in music education, primary school is the stage in which amusical culture is formed by combining cognitive, affective and psychomotor domains. Therefore, at this stage, music education should be well planned in terms of goals and achievements. One of the fundamental elements of a curriculum is the content dimension. It focuses on what to learn or teach for the planned behaviors and achievements (Aksu, 2018). In content dimension, which is one of the important stages of planning, developing universal and national cultural teaching materials using contemporary and technological methods is of crucial importance in order to achieve the goals of education. The most important goal of primary school music education is to develop new musical hearing habits in children and to enable them to recognize and notice different musical melodies and genres. The primary school music lesson curriculum, which has undergone many changes since the foundation of the Republic, was last reformed in 2017. As a part of curriculum, the music coursebooks were published in 2018-2019 academic year.

In addition to the curriculum, taking into account the new teaching approach and the constructivist approach, teacher's book and student workbooks were also prepared and made available for use in primary school music teaching (Demirci & Albuz, 2010). This study aimed to carry out a terminological examination of the songs and folk songs included in primary school music textbooks through the musical notes.

The term terminology commonly refers to the study of the collection, definition, processing and presentation of terms, which are lexical items belonging to specific uses in one or more languages. The study of terminology, sometimes known as applied terminology or terminography, indicates the activities involved in defining concepts and terms in a specific field. Historically, the main purpose of terminology is to achieve univocity or one-to-one correspondence between a concept and a term (Bowker, 2019).

Music terminology includes terms and idioms used in the field of music. The majority of these terms involve words of Italian origin. In addition, German, French, English, Latin and Spanish words are also used. These terms used in numerous countries of the world are universal. Learning and understanding musical terms is a critical part of music education. The field of Music has many terms that need to be known with all aspects such as performance, music history and music theory especially for understanding the composers. While composers focus on the emotional and intellectual sources of the works they write, singers pay attention to the emotional effects of the works they sing on the listeners (Ercan, 2008). Attention should be paid to musicality in order to provide emotional transfer to the listener. Musicality, on the other hand, is directly related to Dynamics, Articulation and Expression, which are the basic structures of music.

On the basis of the argument that music theory, musicality and music aesthetics should be offered to primary school children, the aim of this study was to examine the musical notes included in primary school Music course books under the titles of Tempo, Break and Pause, Dynamics, Articulation, Expression, Repetition and codas. Since each of them contains different musical terms, the expressions consisted only of the expressions included in the works.

Method

This study was carried out to reveal the regarding music terminology included in primary school Music coursebooks. In line with this goal, the frequency of tempo, breaks, articulation, expression, ornaments, accent, repeat, which form the basis of music, included in the coursebooks were investigated. In this study, case study method, one of the qualitative research design, was adopted.

In the study, a total of 126 works included in 1st, 2nd, 3rd and 4th grade Music coursebooks published by the Ministry of National Education in 2018-2019 were examined. In data analysis, Document Analysis method, one of the qualitative research methods, was used. Document analysis is a qualitative research method which is used to analyze the content of written documents in an accurate and systematic way (Wach, 2013). Document analysis is a systematic method used to investigate and evaluate all kinds of documents, both printed and electronic materials. Similar to other methods used in qualitative research, document analysis requires the examination and interpretation of data in order to make sense of it, create an understanding about the topic, and develop empirical knowledge (Corbin & Strauss, 2008; cited in Kiran, 2020). In this context, tempo, breaks, articulation, expression, ornaments, accent, repeat in the songs and folk songs included in the coursebooks were examined and classified.

Findings

This section reports the results on the examination of musical terminology terms included in the songs and folk songs in the primary school Music textbooks published for use in public schools affiliated to the Ministry of National Education of the Republic of Turkey.

The Ministry of National Education published and distributed one book for 1st and 4th Grade Music courses and two different books for 2nd and 3rd Grade Music courses in 2018 and 2019. In 2nd and 3rd Grade Music courses, for which two different editions were available, the books used for teaching differed according to the region and schools.

The examination of 1st Grade Music coursebook showed that a total of 21 musical works were used in teaching. The latest books published by the Ministry of National Education consisted of only the lyrics of the songs and folk songs and ignored their musical notes. In the instructions given during the activities, the students were asked to watch the videos of the songs and sing them.

The investigation of 2nd Grade Music coursebooks revealed that there were a total of 21 musical work in the book published in 2018, and 22 musical works in the book published in 2019. Table 1 and 2 shows the investigation of 2nd Grade Music coursebooks.

**Table 1 Examination of 2nd Grade Music Coursebook Published in 2018
(Musical Terms in 2nd Grade Music coursebook Published in 2019)**

Tempo	Breaks and Pause		Dynamics			Articulation		Expression	Repetition and codas			
Tempo Mark	Fermata	Breath Mark	Crescendo	Decrescendo	p f mf etc	Slur	Tempo Terms	Terms	Reprise / Repeat	Coda	Segno	First Ending / Second Ending
19	0	1	0	0	2	9	1	0	16	1	13	1

Of the 21 musical works in the book, 19 consisted of tempo marks, 1 had breath mark, 2 included loudness, 9 had slur, 1 consisted of tempo terms, 16 had reprise, 1 had coda, 13 included segno and 1 contained 1st and 2nd ending phrases. The tempo

and dynamics were expressed in writing and their symbols were not included. In addition, in a musical work, the slur symbol was not written whereas it should have been written.

**Table 2 Examination of 2nd Grade Music Coursebook Published in 2019
(Musical Terms in 2nd Grade Music Coursebook Published in 2019)**

Tempo		Breaks and Pause		Dynamics			Articulation		Expression	Repetition and codas			
Tempo Mark	Fermata	Breath Mark	Crescendo	Decrescendo	P f mf etc	Slur	Tempo Terms	Terms	Reprise / Repeat	Coda	Segno	First Ending / Second Ending	
21	0	2	0	0	0	2	3	1	19	0	0	5	

There were 22 songs and folk songs in in 2nd Grade Music coursebook published in 2019. Accordingly, it was found that tempo mark was used in 21, breath mark in 2, slur in 2, tempo terms in 3, expression terms in 1, reprise in 19 and 1stand 2nd ending expressions in 5 of these songs and folk songs. The tempo and dynamics were expressed in writing and their symbols were not included. In addition, in a musical work, the slur symbol was not written

whereas it should have been written. In another musical work, no musical expression was used, except for musical notes and words. Furthermore, no repetition marks were used, although there were second and third repetitions in a musical work.

The examination of 3rd Grade music coursebook indicated that two different books were published in 2019. Since the songs and folk songs were different, the books were examined separately.

**Table 3 Examination of 3rd Grade Music coursebook 2019a
(Musical Terms in 3rd Grade Music coursebook 2019a)**

Tempo		Breaks and Pause		Dynamics			Articulation		Expression	Repetition and codas			
Tempo Mark	Fermata	Breath Mark	Crescendo	Decrescendo	P f mf etc	Slur	Tempo Terms	Terms	Reprise / Repeat	Coda	Segno	First Ending / Second Ending	
21	1	1	0	0	0	5	0	0	12	0	2	2	

As shown in Table 3, 3rd Grade Music coursebook 2019a included 21 songs and folk songs. It was found that there were tempo mark in 21, fermata in 1, breath mark in 1, slur in 5, reprise in 12, segno in 2 and 1stand 2nd ending expressions in 2 of them.

The tempo and dynamics were expressed in writing and their symbols were not included. Although there were second and third repetitions in five musical works, a repetition mark was not used.

**Table 4 Examination of 3rd Grade Music Coursebook 2019b
(Musical Terms in 3rd Grade Music Coursebook 2019b)**

Tempo		Breaks and Pause		Dynamics			Articulation		Expression	Repetition and codas			
Tempo Mark	Fermata	Breath Mark	Crescendo	Decrescendo	P f mf etc	Slur	Tempo Terms	Terms	Reprise / Repeat	Coda	Segno	First Ending / Second Ending	
18	0	6	0	0	2	7	2	0	17	0	1	2	

Table 4 shows the musical terms in 3rd Grade Music coursebook 2019b. Of the 18 musical songs and folk songs in the book, 18 had tempo mark, 6 consisted of breath mark, 2 included loudness, 7 had

slur, 2 had terms, 17 comprised reprise, 1 included segno and 2 had 1stand 2nd ending. The tempo and dynamics were expressed in writing and their symbols were not included.

Porte, key, time signature, finish line, time 2/4, written musical notes (quatrains, octave, rest sign), and note locations were presented for the first time in the 4th Grade Music coursebook. Speed and Loudness, similar to others, expressed in writing and

their symbols were not presented. In the coursebook, only quatrains, eighth note value and fa, sol, la tones were taught. Table 5 shows the musical terms and expressions in the 4th Grade Music coursebook

**Table 5 Examination of 4th Grade Music Coursebook
(Musical Terms in 4th Grade Music coursebook)**

Tempo	Breaks and Pause		Dynamics			Articulation		Expression	Repetition and codas			
Tempo Mark	Fermata	Breath Mark	Crescendo	Decrescendo	P f mf etc	Slur	Tempo Terms	Terms	Reprise / Repeat	Coda	Segno	First Ending / Second Ending
19	1	1	1	1	0	7	1	0	14	0	0	2

As seen in Table 5, there were 23 songs and folk songs in 4th Grade Music coursebook. Of them, 19 consisted tempo mark, 1 had fermata, 1 included breath mark, 1 involved crescendo and decrescendo, 7 comprised slur, 1 had tempo terms, 14 consisted reprise and 2 included 1st and 2nd ending. The tempo and dynamics were expressed in writing and their symbols were not included. Although there were second and third repetitions in two musical works, a

repetition mark was not used.

In sum, there were a total of 126 songs and folk songs in primary school music coursebooks. Ornaments (Appoggiatura, mordent, trill, etc) symbols and Accent (legato, staccato etc.) symbols were not included in any of these musical works. Table 6 shows the overall examination of Primary School Music coursebooks.

**Table 6 Examination of Primary School Music Coursebooks
(Musical Terms in Primary School Music Coursebooks)**

	Tempo Mark	Fermata	Breath Mark	Crescendo	Decrescendo	P f mf etc	Slur	Tempo Terms	Expression Terms	Reprise / Repeat	Coda	Segno	First Ending / Second Ending
%	77,77	1,58	8,73	0,79	0,79	3,17	23,80	5,55	0,79	61,90	0,79	12,69	9,52
f	98	2	11	1	1	4	30	7	1	78	1	16	12

In sum, there were 126 songs and folk songs in Primary School Music coursebooks. Of them, 98 (77.77%) had tempo mark, 2 (1.58%) included fermata, 11 (8.73%) consisted of breath mark, 1 (0.79%) had crescendo-decrescendo, 4 (3.17%) comprised loudness, 30 (23.80%) included slur, 7 (5.55%) had tempo terms, 1 (0.79%) consisted of expression terms, 78 (61.90%) involved reprise, 1 (0.79%) had coda, 16 (12.69%) included segno, and 12 (9.52%) involved 1st and 2nd ending.

In addition, there were terminological differences between the musical notes of the same songs. For example, the song “My Beloved Teacher” (Biricik Öğretmenim) was included in both of the 3rd Grade

Music coursebooks. Although tempo mark, breath mark and reprise/repeat signs were presented in one book, only tempo mark was included in the other book. Similarly, even though both 2nd and 3rd Grade Music coursebooks included the song “We Must Be Very Hardworking” (Çok Çalışkan Olmalıyız) it was found that there were terminological differences between their musical notes. While tempo mark, reprise/repeat and segno were presented in the 2nd Grade Music coursebook, the segno symbol was not included in the 3rd Grade Music coursebook. Furthermore, the song “Halay” was included in one of the 2nd Grade Music coursebooks and both of the 3rd Grade Music coursebooks. The examination of

the musical notes in these three coursebooks showed that while tempo mark, slur, rephrase/repeat, segno, and 1st and 2nd endings were presented in a book in 2nd Grade Music coursebook and one of the 3rd Grade Music coursebooks, the segno symbol was not given in the other 3rd Grade Music coursebook.

Results (Discussion and Conclusions)

In the 1st Grade Music lesson, students were asked to listen to the songs and folk songs in the book and sing them properly. Therefore, musical notes were not included in 1st Grade Music coursebook. It can be argued that in a book without musical notes, the students will not be familiar with basic musical notation and education will be interrupted because there will be a non-interactive environment and the teacher cannot have a guide note. In addition, in such an environment, and the accuracy of the musical works played during the activities cannot be determined.

There were a total of 43 songs and folk songs in two different coursebooks published for the 2nd Grade Music course. The examination of the musical terms included in these musical works revealed that generally, basic musical terms were used, and the use of expressions and symbols of Breaks and Pause, Dynamics, Articulation and Expression Terms were quite limited. In this sense, such a finding indicated that instead of the musical expression, targeted behavior and the lyrics of the musical works were the primary focus of these coursebooks. Hence, it was concluded that the students were not offered any instruction on music terminology, and the musical works were taught through movement and music. In addition, it was found that only speed and loudness terms were included as musical expressions in units of the coursebooks. However, as revealed by the findings, these expressions were not included in the musical notes. In this context, it was concluded that the terms were included in written form only in the musical works consisting of musical expressions, but the symbols of these terms were not presented. Accordingly, it can be put forward that the books were limited to activities, considering that there was no musical terminology to be taught to the students. The examination of the coursebooks in terms of music terminology showed that very few musical

expressions were presented to the students. However, they could not be practiced because they were not repeated in the musical works.

A total of 39 songs and folk songs were included in two different 3rd Grade Music coursebooks. The findings revealed that, similar to the 2nd Grade Music coursebooks, mostly general music terms were used and the musical expressions, which form the basis of music, were not included adequately. It was seen that, similar to other grades' coursebooks, the same topics were included in the units in 3rd Grade Music coursebooks. In addition, it was found that the activities focused on developing speaking, listening, and rhythmic movement aspects of the students. Therefore, it was concluded that musical expressions were not included except for the speed and loudness terms, only these two terms were used in songs and folk songs in the musical expression unit, and no reinforcement was provided in the following units.

Two separate books written by different authors were published and distributed for 2nd and 3rd Grade Music course. Different songs and folk songs were used in the same activities in both classes. In the songs and folk songs included in the units, only the meaning of words was examined, and any information on musical terminology was not provided. In terms of music education, only loudness and tempo changes were included in the coursebooks. As a result of, it is anticipated that even though the coursebooks have the same topics and subjects, use of different expressions and different songs and folk songs will lead to differentiation in education.

A total of 23 works were included in 4th Grade Music coursebook. It was found that music theory was introduced, for the first time in primary school music education coursebooks, with 4th Grade Music coursebook. In the coursebook, *forte*, key, time signature, finish line, time 2/4, written musical notes (quarternote, octave, rest sign), and note locations were presented. Similar to other, speed and loudness were expressed in writing and their symbols were not included. In addition, only quarternote, eighth note value and *fa*, *sol*, *la* sounds were taught. The terminological investigation revealed that speed and loudness terms were used once in separate works, and only the term *crescendo-decrescendo* was used in for loudness.

The examination of the musical notes of the songs and folk songs in primary school music coursebooks indicated that the terms and symbols of tempo, breaks, articulation, expression, ornaments, accent, repeat, which form the basis of the music, were not included sufficiently, the musical expressions intended to be taught were not reinforced and the international music terminology was not followed. In addition, it was found that although the musical notes were presented in the coursebooks, they were not explicitly shown to the students, and even the teachers were directed to videos instead of using musical notes. As a result, it was concluded that the coursebooks cannot go beyond activity planning due to the lack of a teaching on music theory and that the mistakes related to music terminology in the musical works can disrupt music education.

It was also found that the end-of-unit evaluations did not consist of questions related to music terminology, and no definition of music terminology was presented in the glossary section at the end of the coursebooks. In addition, it can be argued that coursebooks negatively affected children's physical development as well as their musical development, such as the absence of the breath mark symbol in the musical works. Indicating the need to present the breath mark symbol, Özgül (2009) argues that "in addition to the studies for the development of the diaphragm in primary school-age children, the way to sing correctly and beautifully begins with correct breathing first of all" (p.39). In this sense, the findings of this study are consistent with those in the literature.

Teaching musical terminology is important for students to perceive and comprehend emotional changes and to perform works in this way. Therefore, it was concluded that the absence of musical terminology expressions and symbols on the notes may negatively affect the cognitive, affective and psychomotor development of the students, and their attempt to perceive the concepts by themselves may cause conceptual confusion. These results are supported by the results of "the inability to perceive abstract concepts by students, lack of material, ... students' lack of interest, and the instructors' belief that music terminology is an important problem (Erdoğan, 2008)".

Finally, it was found, in the present study, that some of the musical terminology terms were included in very few works but they were not reinforced. It can be said that without reinforcements the terms will be forgotten quickly and conceptual confusion will occur when students try to remember the concepts. In this sense, Erdoğan (2008) argues that in order to ensure that the theoretical information and newly learned words can be more permanent the words should be repeated and reinforced and the information will be more permanent if the students are encouraged to do research, practice frequently and are supported with the written, visual and auditory materials.

Both this study and similar studies showed that music theory should be emphasized in music education of primary school children. In this direction, in order for musical listening and singing activities to be effective, the elements that form the basis of musicality should be taught. Accordingly, in order for the general teaching of music terminology to become permanent, reinforcements should be provided frequently and correctly. In addition to listening and speaking activities in music coursebooks, the transfer of theoretical knowledge will contribute to the cognitive, affective and psychomotor development of children. In this context, the activities in coursebooks should be pedagogically appropriate and music teaching should be conducted in in this direction.

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