

Comparative Investigation of Fine Arts High School Music Department Curricula in Turkey from Past to Present

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ABSTRACT

Fine arts high schools are schools that form the basis for vocational music education given in higher education institutions. These schools form the basis for higher institutions; therefore, it is of great importance that the contents of their curriculum be of a quality that will prepare them for higher education institutions. Based on this purpose, in this study, eight music department programs that have been reached in the fine arts high school music departments from their establishment to the present day were examined comparatively. Document analysis method was used in the data collection process of this case study model research, one of the qualitative research methods, was used. The data obtained by document analysis were analyzed by content analysis. When the findings obtained from the research were examined, it was found that the most striking results were that the biggest change at the first and second-grade level was in the foreign language course, as a result of the separation of high schools as "Music" department, "Turkish Folk Music" department and "Turkish Art Music" department in 2016, the piano course at the third-grade level was only included in the third and fourth grades of the music curriculum, and the course, which was under the name of "choir" until 2005, was divided into "Western Music Choir" and "Turkish Music Choir" after 2005. Suggestions were given in line with the results of the research.

Key words: Fine Arts High School, Music Department Curriculum, Curriculum Comparison

INTRODUCTION

In addition to the general aims of secondary education, fine arts high schools, which provide education under the Ministry of National Education in Turkey, aim to provide students with basic knowledge and skills related to fine arts and to be a source for raising qualified people in the field of fine arts (MEB, 2018). Güleç (2007, p. 11) stated that Anatolian fine arts high schools were established in 1975 with the closure of primary teacher schools and music seminars providing education at the secondary education level to solve the infrastructure problems in the music departments within the universities. Prof. Dr. Süleyman Saim Tekcan, who was a member of the commission at the time, made the following statements about the Anatolian High Schools of Fine Arts:

The aim was to create institutions that provided the highest level of 'art education' to talented and artistic students at the secondary school age. This could only be realized within the Anatolian High School. At that time, Anatolian High Schools, which provided the best cultural and foreign language education, aimed to raise modern and well-equipped people by adding art courses to the field of science and technology. Thus, students

would be prepared for the faculties providing fine arts education within the responsibility of their age group. To summarize, art education was aimed at an ideal secondary school. (Yanık, 2003; Güleç, 2007, p. 11)

The first Anatolian Fine Arts High School in Turkey was opened in Istanbul on 16 October 1989 by then Minister of National Education Avni Akyol. The number of fine arts high schools that started to be opened together with Istanbul Avni Akyol Anatolian Fine Arts High School, which started operating in the 1989-1990 academic year, increased to 30 in 1999-2000 (Uçan, 2005), 53 in 2005-2006 (MEB, 2006), 78 in 2016-2017 (İlhan & Karabulut, 2018), 82 in 2018-2019 (MEB, 2018), and 100 in 2021-2022 (MEB, 2022a). Uçan (1997; Hatipoğlu, 2017, p. 5) stated that fine arts high schools have an important position in terms of higher education institutions because they have been receiving students from the date of their establishment until today; their education curriculum have been developed; they have entered into an increasingly intensive communication and interaction with higher education institutions that they themselves constitute a source; they create a certain musical background for graduates.

According to the “Regulation on Anatolian Fine Arts High Schools” published by the Ministry of National Education in the Official Gazette No. 23792 on 20.08.1999, the relevant high school is defined as follows: “These schools are primarily opened in places where higher education institutions related to fine arts are located. These schools are boarding, day, and co-educational schools with one year of preparatory class and at least 3 years of high school after primary education.” The school aims to educate students;

- a) To receive education and training in the field of fine arts in line with their interests and abilities,
- b) To prepare for higher education programs requiring special skills,
- c) To learn a foreign language,
- d) To be orientated towards research in their fields, to be trained as creative and productive people who can make comments and applications in line with their abilities,
- e) To enable them to recognize and interpret national and international works of art (Official Gazette, 1999, p. 21).

The weekly course schedule for the preparatory class of Anatolian fine arts high schools was prepared for the first time on 4 September 1989 with Decision No. 111 (Decisions of the Board of Education and Instruction, 1989), and the “Regulation on Anatolian Fine Arts High School” of the Ministry of National Education was prepared on 15 August 1990 with Decision No. 86 (Decisions of the Board of Education and Instruction, 1990) and published in the Journal of Communiqués of the Ministry of National Education. Afterwards, the “Regulation on Anatolian Fine Arts High Schools affiliated to the Ministry of National Education” entered into force for the first time on 21 September 1990 with the Official Gazette No. 20642 (Official Gazette, 1990). On 4 December 2008, the Ministry of National Education issued a circular numbered 2008/81 titled “Reducing School Diversity in Secondary Education” and Anatolian fine arts high schools and sports high schools were merged under the name of “Fine Arts and Sports High School” and became a single high school (MEB, 2008). Fine arts high schools, which have been providing “Anatolian” level education since their foundation, were removed from the “Anatolian high school” status with this circular. Decisions of the 18th National Education Council held in 2010, in the article titled “Teacher Training, Employment, and Professional Development”, it was decided that “Fine arts high schools and sports high schools, which have two different disciplinary approaches, should operate as separate schools or should be transformed into a structure that requires them to operate in different buildings under the same name” (18th National Education Council, 2010). In 2008, the school, which was merged under the name of Fine Arts and Sports High School, was transformed into two different schools as “Sports High School” and “Fine Arts High School” with the letter of the Ministry of National Education General Directorate of Secondary Education dated 14.06.2013 and numbered 83203306/20 1380. Fine arts high schools affiliated to the General Directorate of Secondary Education were affiliated to the General Directorate of Vocational and Technical Education with the ME’s letter dated 25.09.2018

and numbered 69543144/105.01/17410786 and gained the status of “vocational high school” (Yaymak 2022, p. 6).

The weekly course schedules of Fine Arts and Sports High Schools, which were prepared within the framework of Priority Transformation Programs, were created by taking the opinions and suggestions of students, teachers, parents, and non-governmental organizations into account. These studies were completed in 2016 and published in the Journal of Communiqués No. 2707 in line with the decisions of the Board of Education and Instruction. The implementation was carried out gradually starting from the 9th grade in the 2016-2017 academic year. In this context, in addition to music, Turkish Art Music and Turkish Folk Music field curriculum and weekly course schedules have started to be implemented in Fine Arts High Schools. With this change, the number of curricula offered by the General Directorate of Secondary Education for these two school types was increased from 43 to 102 (İlhan & Karabulut, 2018). With the decision taken for Fine Arts and Sports High Schools, some high schools started to implement a Turkish Folk Music (TFM) curriculum, while others started to implement a Turkish Art Music (TAM) programme. With this change, both TFM and TAM classes were opened in high schools implementing music programs. For example, Aydın Doğan Fine Arts High School offers a music programme, while Bakırköy Fine Arts High School offers a TFM programme. Istanbul University Itri Fine Arts High School implements the TAM programme. However, high schools continue to provide instrument training not only in the music genres they mainly teach but also in other music genres. For example, Aydın Doğan Fine Arts High School continues to offer traditional instruments while implementing a music programme, while Bakırköy Fine Arts High School implementing a TFM programme, also offers western music instruments such as violin, viola, cello, flute, and guitar (Rende & Sağer, 2022).

In fine arts high schools, education is given in the fields of visual arts (painting), music, Turkish Folk Music, Turkish Art Music, and theatre as of the 2022-2023 academic year. According to the data published by the Ministry of National Education in 2022, there is at least one fine arts high school in every city of our country. There are 101 official fine arts high schools throughout the country. There are more than one fine arts high school in 8 cities: 2 in Antalya, 3 in Ankara, 2 in Balıkesir, 3 in Gaziantep, 12 in İstanbul, 2 in İzmir, 2 in Kırklareli, and 2 in Van. Ninety-five schools have music, 96 have painting, 15 have TFM, 9 have TAM, and 8 have theatre. The education period of the schools is 4 years except for one school. In Başakşehir Istanbul Technical University İsmail Dede Efendi Fine Arts High School, located in the Başakşehir district of Istanbul, preparatory education is also provided in other departments except for theatre (MEB, 2022b).

In 2022, a joint management model cooperation protocol was signed between Ministry of National Education and the Ministry of Culture and Tourism for fine arts high schools. In the “Guidelines for Application to Schools Taking Students with Talent Examination” published by Ministry of National Education in 2022, it is stated that 19 fine arts high schools

will admit students within the framework of this protocol. The schools within the scope of this protocol are located in Ankara (3), Bursa (1), Gaziantep (1), Istanbul (11), Izmir (1), Yalova (1), and Ordu (1). According to the statements of the Minister of National Education, this protocol is a very comprehensive cooperation model that covers issues such as shaping the management together as in vocational education, updating the curriculum together, creating fine arts high schools where artists from the Ministry of Culture and Tourism walk around the corridors, give lectures and hold events, allowing students and teachers take part in national and international events of the Ministry of Culture and Tourism and exhibit their own performances. In addition, it is stated that this protocol will include innovations to increase the quality of education, such as assigning successful teachers, bringing state artists together with students, receiving support from university faculty members, and meeting technical needs (MEB, 2022b; 2022c). One of the aims of education is to create and guide individuals' personal, social and economic place in the world. Individuals are expected to contribute to the society they live in in various ways, and the quality and quantity of these contributions are determined by the education individuals receive (Özdemir & Efe, 2022, p. 6).

In its 33-year adventure, fine arts high schools have changed their identity three times, first as Anatolian high schools, then as vocational high schools, and finally as regular high schools. Therefore, their programs have been constantly updated and changed in this process. It is important to examine the programs of fine arts high schools from the day they were founded to the present day to show the general outlook. In light of this information, the problem statement of the research was determined as follows: How do the music department programs of fine arts high schools from past to present look like?

In light of this main problem, answers to the following research questions were sought:

1. How have the courses in the first academic year evolve overtime from past to present?
2. What kind of outlook do the courses in the second academic year exhibit from past to present?
3. How have the courses in the third academic year evolve overtime from past to present?
4. How have the courses in the fourth academic year evolve overtime from past to present?

METHOD

Research Design

"A model is a representative of a system". Models are simpler than the system they represent. According to Karasar, a model is the representative of an "ideal" environment and is a summarized version of the real situation, including only the variables considered "important" (2009, p. 76). In this study, which aims to examine the curricula of fine arts high schools from past to present, "case study" model, one of the qualitative research methods, was used. Qualitative researches are studies in which "qualitative data collection methods such as

observation, interview, and document analysis are used and a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in a natural environment" (Yıldırım & Şimşek, 2008, p. 39). Case study, which is a qualitative research model, is a distinctive approach used to find answers to scientific questions. McMillan defines case study as "a method in which one or more events, environments, curricula, social groups, or other interconnected systems are examined in depth" (Büyüköztürk et al., 2017, p. 267).

Population of the Study

Kaptan (1998) defines the universe as "the community formed by the units to be analyzed, consisting of objects with observable common characteristics, and consisting of elements obeying a certain rule". In this study, it is aimed to examine the curricula taught in fine arts high schools since their establishment. For the research to have detailed data, it was desired to reach the target population; for this purpose, the target population of the research was determined by identifying every curriculum that came into force from 1990 to 2023. As a result of the research, a total of 17 teaching curricula were identified, but since not all teaching programs could be reached, the accessible population was represented. Büyüköztürk et al. define the target population as the population that is almost impossible to reach, and the accessible population as the realistic choice of the researcher (2010, p. 83). These programs were tried to be accessed through the Ministry of National Education, fine arts high school administrations, and academic publications made in the past, and all 8 curricula could be accessed. The clusters selected by using appropriate methods from the universe that can represent it are defined as the sample (Şahin, 2012, p. 121). The sample of the study consists of 8 curricula that could be accessed. The sample also represents the accessible population.

Data Collection

Document analysis method, which is one of the qualitative research methods, was used in the data collection process of the research. Document analysis "covers the analysis of written materials containing information about the facts and phenomena targeted to be researched" (Yıldırım & Şimşek, 2013, p. 217). The fine arts programs were used in this study. The documents were accessed by scanning the database of the Ministry of National Education from 1990 to 2023, through fine arts high schools and the studies conducted.

Analyzing the Data

Content analysis, one of the qualitative research methods, was used as data analysis in the study. According to Yıldırım and Şimşek (2013),

The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. The data summarized and interpreted in descriptive

analysis are subjected to a deeper processing in content analysis, and concepts and themes that cannot be noticed with a descriptive approach can be discovered as a result of this analysis. (p. 259)

Limitations

Arikan states that the scope and limitations of research should be determined well, and determining what should be included in the scope of the research and what should be excluded is an important stage of planning the research process (2007, p. 66). Within the scope of the research, 8 curricula that could be accessed from a total of 17 curricula were examined. As the scope of the school has changed over the years, the elective courses have become more diverse in each program. Due to the high number of elective courses, this study was limited to the compulsory courses of only 8 curricula.

FINDINGS

Findings related to the research are given under this heading.

Findings Related to the 1st Research Question

When Table 1 is examined, it can be observed that in the 1989 program, which was the first weekly course schedule of Anatolian Fine Arts High Schools' preparatory class, *Turkish Language*, *Foreign Language*, *Physical Education*, and *Basic Music Education* courses were included. In the years 1990 and 1998, it is observed that the *Foreign Language* course, which was previously 26 hours, was adjusted to 24 hours, and the course named *Basic Music Education* was changed to *Basic Art Education*. In the 2004 program, the *Foreign Language* course, which was previously 24 hours per week, was reduced to 20 hours, and an additional 4-hour *Second Foreign Language* course was added to the curriculum. When the 2004 program is examined in terms of field courses, it can be seen that *Musical Hearing Reading Writing*, *Piano*, *Instrument*, *Choir*, and *Introduction to Music* courses, which are not present in other programs, were included in the curriculum. Starting from the 2005 program, the *Turkish* course, which was previously taught for four hours per week in the previous four programs, was divided into two courses: *Language and Expression* and *Turkish Literature*. General culture courses such as *History*, *Geography*, *Mathematics*, *Physics*, *Chemistry*, *Biology*, and *Religious Culture and Ethics* were included in the education and training program for the first time with the 2005 program. It is observed that the *Foreign Language* course, which was taught for 26 and 24 hours per week in the other four programs, was sharply reduced to six hours per week with the 2005 program. When the courses of the 2005 program are examined in terms of field education, it can be seen that *Musical Hearing Reading Writing* and *Piano* courses, which were taught for two hours per week in the 2004 program, were reduced to one hour per week in the 2005 program. With this program, new courses such as *Turkish and Western Music Instruments*, *Turkish Music Choir Education*, *Western Music Choir Education*,

and *Polyphonic Turkish Music History* were added to the field education courses. From the 2016 program onwards, each program is divided into three categories: "Music", "Turkish Art Music", and "Turkish Folk Music" programs. In the 2005 program, the courses named *Language and Expression* and *Turkish Literature* were merged under the name of *Turkish Language and Literature* as of the 2016 program. The *Foreign Language* course, which was reduced to six hours per week in the 2005 program, was further reduced to three hours per week with the 2016 program. A new course called *Visual Arts/Physical Education and Health Knowledge* was added. When the courses of the 2016 program are examined, it can be seen that *Western Music Theory and Practice*, *Piano*, and *Instrument Education* courses were included in all three programs with two hours per week, while *Turkish Art Music Theory and Practice* course was included in the "TAM" program, and *Turkish Folk Music Theory and Practice* course was included in the "TFM" program. Similarly, while the *Turkish Art Music Choir* course was included with two hours per week in the 2016 "TAM" program, the *Turkish Folk Music Choir* course was included in the 2016 "TFM" program. The *Baglama* course was only included in the 2016 "TFM" program. When all the programs of 2018 are examined, it is noteworthy that the *Foreign Language* course, which was three hours per week in the 2016 program, was reduced to two hours per week with the 2018 program. It can be observed that the course named *Visual Arts/Physical Education* in the 2016 program was extended to two hours per week and renamed *Physical Education and Sports/Visual Arts*, and the course previously named *Health Knowledge* was renamed *Health Knowledge and Traffic Culture* in the previous program. When the courses of the 2018 program are examined in terms of field education, it can be seen that *Western Music Theory and Practice*, *Piano*, and *Instrument Education* courses were included in all three programs. While the *Turkish Art Music Theory and Practice* course was included with two hours per week in the 2018 "TAM" program, the *Turkish Folk Music Theory and Practice* course was included in the 2018 "TFM" program. Similarly, while the *Turkish Art Music Choir* course was included with two hours per week in the 2018 "TAM" program, the *Turkish Folk Music Choir* course was included in the 2018 "TFM" program. When all the programs of 2022 are examined, it can be seen that the *Foreign Language* course, which was two hours per week in the 2018 program, was adjusted to four hours per week with the 2022 program. Considering the first four programs, it can be argued that this adjustment is still not sufficient. When the courses of the 2022 program are examined in terms of field education, it is striking that the same courses are offered with the same course hours in the "Music", "TAM", and "TFM" programs. All the programs of 2022 include *Western Music Theory and Practice*, *Turkish Music Theory and Practice*, *Instrument Education*, and *Baglama/Qanun/Piano* courses. It is observed that the *Instrument Education* course, which was one hour per week in the 2016 and 2018 programs, was increased to four hours per week in the 2022 program. In the programs of 2016, 2018, and 2022, *Turkish Language and*

Table 1. 1st year of education and course hours

C.C.	1989		1990		1998		2004		2005		2016		2018		2022	
	Courses															
	Music Department								9 th Grade							
	Preparatory Class	Music	Preparatory Class	Music	Preparatory Class	Music	Preparatory Class	Music	Preparatory Class	Music	Preparatory Class	Music	Preparatory Class	Music	Preparatory Class	Music
Common	4	4	4	4	4	4	4	4	-	-	-	-	-	-	-	-
General Culture	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-
Courses	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-
Turkish Language and Literature	-	-	-	-	-	-	-	-	-	5	5	5	5	5	5	5
History	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2	2
Geography	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2	2
Mathematics	-	-	-	-	-	-	-	-	4	6	6	6	6	6	6	6
Physics	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2	2
Chemistry	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2	2
Biology	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2	2
Foreign Language	26	24	24	24	20	20	20	20	6	3	3	3	2	2	4	4
Second Foreign Language	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Education	2	2	2	2	2	2	2	2	2	-	-	-	-	-	-	-
Visual Arts/Physical Education	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-
Physical Education and Sports/Visual Arts	-	-	-	-	-	-	-	-	-	-	-	-	2	2	2	2
Health Knowledge	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-
Health Knowledge and Traffic Culture	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1
Religious Culture and Ethics	-	-	-	-	-	-	-	-	1	1	1	1	2	2	2	2
Basic Music Education	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Basic Art Education	-	8	8	8	-	-	-	-	-	-	-	-	-	-	-	-
Musical Hearing Reading Writing	-	-	-	-	2	2	2	2	1	-	-	-	-	-	-	-
Western Music Theory and Practice	-	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2
Turkish Music Theory and Practice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Turkish Art Music Theory and Practice	-	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2
Turkish Folk Music Theory and Practice	-	-	-	-	-	-	-	-	-	-	-	-	2	2	2	2
Piano	-	-	-	-	2	2	2	2	1	1	1	1	1	1	1	1
Instrument	-	-	-	-	2	2	2	2	-	-	-	-	-	-	-	-
Instrument Education	-	-	-	-	-	-	-	-	-	1	1	1	1	1	4	4
Baglama	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1

(Contd...)

Table 1. (Continued)

C.C.	Year	Music Department									
		Preparatory Class					9 th Grade				
		1989	1990	1998	2004	2005	2016	2018	2022		
Courses		Music	Music	TAM	TFM	Music	TAM	TFM	Music	TAM	TFM
		Music	Music	TAM	TFM	Music	TAM	TFM	Music	TAM	TFM
	Baglama/Qanun/Piano	-	-	-	-	-	-	-	2	2	2
	Turkish and Western Music Instruments	-	-	-	-	1	-	-	-	-	-
	Choir	-	-	-	2	-	-	-	-	-	-
	Turkish Music Choir Education	-	-	-	-	1	-	-	-	-	-
	Turkish Art Music Choir	-	-	-	-	-	2	-	-	2	-
	Turkish Folk Music Choir	-	-	-	-	-	-	2	-	-	-
	Western Music Choir Education	-	-	-	-	1	-	-	-	-	-
	Introduction to Music	-	-	-	1	-	-	-	-	-	-
	Polyphonic Turkish Music History	-	-	-	-	1	-	-	-	-	-
	Total	40	38	38	39	34	33	35	36	36	37

C.C.: Course Category, TAM: Turkish Art Music, TFM: Turkish Folk Music

Literature was taught for five hours per week, Mathematics for six hours per week, and History, Geography, Physics, Chemistry, and Biology for two hours per week.

Findings Related to the 2nd Research Question

When examining Table 2, it can be observed that the 1990, 1998, and 2004 programs had common subjects such as four weekly hours of Turkish Language and Literature; six weekly hours of Foreign Language; two weekly hours of Physical Education; one weekly hour of Religious Culture and Ethics; and two weekly hours of Physics, Chemistry, and Biology. In 1990, there was a course named Biology and Health, which was later changed to Biology starting from the 1998 program. Only in the 2004 program, an additional course called Second Foreign Language was included alongside the Foreign Language course. The History course, which was one hour per week in the 1990 program, was increased to two hours per week starting from the 1998 programs. It is evident that the course named Republic History and Principles of Atatürk was only included with one hour weekly in the 1990 program. With the 1998 program, the Geography course was added to the curriculum, consisting of two hours per week. Comparing the subject courses of the 1990, 1998, and 2006 programs, it can be seen that the course named Musical Hearing Reading Writing was reduced from five weekly hours in the 1990 program to two hours per week in the 1998 and 2004 programs. The course previously named Main Instrument was changed to Instrument in the 1998 and 2004 programs. The Choir course, which was one hour per week in the 1990 program, was increased to two hours per week in the 1998 and 2004 programs. The Piano course, one hour per week in the 1990 program, was increased to two hours per week in the 1998 and 2004 programs. The course named Turkish Music Information was only included in the 1990 program, while the course named Music History was only present in the 2004 program.

When examining the 2005 program, it can be observed that the course named Turkish Language and Literature in the 1990, 1998, 2004, 2016, 2018, and 2022 programs was replaced by Language and Expression and Turkish Literature in the 2005 program. The Foreign Language course, which was six hours weekly in the 1990, 1998, and 2004 programs, was reduced to three hours per week in the 2005 program. It can be seen that the course named National Security Information was only included in the 2005 program. When examining the field courses in the 2005 program, it is observed that the course previously named Musical Hearing Reading was changed to Musical Hearing Reading Writing in the 2005 program. Additionally, new courses such as Turkish and Western Music Instruments, Turkish Music Choir Education, and Western Music Choir Education were added.

In the 2016, 2018, and 2022 programs, the Turkish Language and Literature course was taught for five hours per week; Mathematics for six hours per week; History, Geography, Physics, Chemistry, and Biology for two hours per week. Regarding the subject courses, the program included a common course named Western Music Theory and

Table 2. 2nd year of education courses and hours

C.C.	Year	1990		1998		2004		2005		2016		2018		2022	
		Music Department		1 st Grade		Music	Music	TAM	TFM	TAM	TFM	TAM	TFM	TAM	TFM
Common General Culture Courses	Language and Expression	-	-	-	-	-	-	2	-	-	-	-	-	-	-
	Turkish Literature	-	-	-	-	-	-	3	-	-	-	-	-	-	-
Field Courses	Turkish Language and Literature	4	4	4	4	4	4	-	5	5	5	5	5	5	5
	History	1	2	2	2	2	2	2	2	2	2	2	2	2	2
Common General Culture Courses	Republic History and Principles of Atatürk	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Geography	-	2	2	2	2	2	2	2	2	2	2	2	2	2
Field Courses	Mathematics	4	5	4	4	4	4	4	6	6	6	6	6	6	6
	Physics	2	2	2	2	2	2	-	2	2	2	2	2	2	2
Field Courses	Chemistry	2	2	2	2	2	2	-	2	2	2	2	2	2	2
	Biology	-	2	2	2	2	2	-	2	2	2	2	2	2	2
Field Courses	Biology and Health	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Philosophy	-	-	-	-	-	-	-	-	-	-	2	2	2	2
Field Courses	Foreign Language	6	6	6	6	6	6	3	2	2	2	2	2	5	5
	Second Foreign Language	-	-	2	2	2	2	-	-	-	-	-	-	-	-
Field Courses	Physical Education	2	2	2	2	2	2	-	-	-	-	-	-	-	-
	Visual Arts/Physical Education	-	-	-	-	-	-	-	1	1	1	1	1	1	1
Field Courses	Physical Education and Sports/Visual Arts	-	-	-	-	-	-	-	-	-	-	2	2	2	2
	Health Information	-	2	1	1	1	1	2	-	-	-	-	-	-	-
Field Courses	National Security Information	-	-	-	-	-	-	1	-	-	-	-	-	-	-
	Religious Culture and Ethics	1	1	1	1	1	1	1	1	1	1	2	2	2	2
Field Courses	Musical Hearing Reading Writing	-	-	-	-	-	-	2	-	-	-	-	-	-	-
	Musical Hearing-Reading	5	2	2	2	2	2	-	-	-	-	-	-	-	-
Field Courses	Western Music Theory and Practice	-	-	-	-	-	-	-	2	2	2	2	2	2	2
	Turkish Music Theory and Practice	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Field Courses	Turkish Art Music Theory and Practice	-	-	-	-	-	-	-	2	2	2	2	2	2	2
	Turkish Folk Music Theory and Practice	-	-	-	-	-	-	-	-	-	2	2	2	2	2
Field Courses	Piano	1	2	2	2	2	2	2	1	1	1	1	1	1	1
	Instrument	-	2	2	2	2	2	-	-	-	-	-	-	-	-
Field Courses	Instrument Education	-	-	-	-	-	-	-	1	1	1	1	1	2	2
	Main Instrument	2	-	-	-	-	-	-	-	-	-	-	-	-	-

(Contd...)

Table 2. (Continued)

C.C.	Year	1990		1998		2004		2005		2016		2018		2022	
		Music Department						10 th Grade							
Courses		1 st Grade						10 th Grade							
		Music	Music	TAM	TFM	Music	TAM	TFM	Music	TAM	TFM	Music	TAM	TFM	TFM
	Baglama	-	-	-	-	-	-	1	1	1	1	1	1	-	-
	Oud/Qanun	-	-	-	-	-	-	1	1	1	1	1	1	-	-
	Instrument Ensembles	-	-	-	-	-	-	2	2	2	2	2	2	-	-
	Baglama/Qanun/Piano	-	-	-	-	-	-	-	-	-	-	-	-	2	2
	Turkish and Western Music Instruments	-	-	-	-	-	-	2	2	2	2	2	2	-	-
	Individual Voice Training	-	-	-	-	-	-	1	1	1	1	1	1	-	-
	Choir	3	2	2	2	2	2	-	-	-	-	-	-	-	-
	Polyphonic Choir	-	-	-	-	-	-	2	2	2	2	2	2	-	-
	Turkish Music Choir Training	-	-	-	-	-	-	1	1	1	1	1	1	-	-
	Turkish Art Music Choir	-	-	-	-	-	-	2	2	2	2	2	2	-	-
	Turkish Folk Music Choir	-	-	-	-	-	-	-	-	2	2	2	2	-	2
	Western Music Choir Training	-	-	-	-	-	-	1	1	1	1	1	1	-	-
	Music History	-	-	-	-	1	1	-	-	-	-	-	-	-	-
	Turkish Music Information	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	38	38	39	39	28	35	36	37	40	40	42	42	42	42

C.C.: Course Category, TAM: Turkish Art Music, TFM: Turkish Folk Music

Practice for two hours per week in the 2016, 2018, and 2022 programs. The *Mathematics* course, which was four or five hours per week in the previous programs, was increased to six hours per week starting from the 2016 program. The *Individual Voice Training* and *Baglama* courses were taught for one hour per week in the 2016 and 2018 programs.

The course named *Visual Arts/Physical Education* in the 2016 program was changed to *Physical Education and Sports/Visual Arts* in the 2018 and 2022 programs. The *Foreign Language* course, which was two hours per week in the 2016 and 2018 programs, was increased to five hours per week in the 2022 program. Starting from the 2018 program, a new course named *Philosophy* was added for two hours per week as a part of general culture courses. The *Religious Culture and Ethics* course, one hour per week in the previous four programs, was increased to two hours per week starting from the 2018 program. In the 2016 and 2018 “Music” and “TAM” programs, there was a course named *Turkish Art Music Theory and Practice*, while in the “TFM” program, there was a course named *Turkish Folk Music Theory and Practice*. This relevant course was included in all 2022 programs under the name *Turkish Music Theory and Practice* for two hours per week. The *Instrument Education* course, which was one hour per week in the 2016 and 2018 programs, was increased to two hours per week in the 2022 program. In the 2016 and 2018 “TAM” and “TFM” programs, the course previously named *Ensemble* was presented as *Baglama/Qanun/Piano* in the three 2022 programs. The course named *Polyphonic Choir* was present in the 2016, 2018, and 2022 “Music” programs, *Turkish Art Music Choir* in the 2016, 2018, and 2022 “TAM” programs, and *Turkish Folk Music Choir* in the 2016, 2018, and 2022 “TFM” programs.

Findings Related to the 3rd Research Question

When Table 3 is examined, it is observed that the *Turkish Language and Literature* course had a duration of 3 hours in 1990; 4 hours in 1998, 2004, and 2005, it appeared in the curriculum as two separate courses: 3 hours of *Turkish Literature* and 2 hours of *Language and Expression*. In subsequent curricula, it has consistently been included for 5 hours until the present day. The courses of *History* and *Republic History and Principles of Atatürk*, 1 hour each in the 1990 curriculum, show variations in later curricula. In the 1998, 2004, 2018, and 2022 curricula, there were 2 hours of *History* courses, while in the 2005 and 2016 curricula, there were 2 hours for *Republic History and Principles of Atatürk*. In the 1990 curriculum, *Geography* was allocated 1 hour, *Mathematics* 3 hours, and *Physics-Chemistry* 2 hours, but these common courses were not included in the subsequent curricula. *Biology* was not included in any of the programs. Starting in 2005, *Philosophy* course was added for 2 hours. Although the *Foreign Language* course was reduced to 2 hours in 2016 and 2018, it was increased to 5, 4, or 3 hours in other programs. Only in the 2004 curriculum, the *Second Foreign Language* course was added for 2 hours, but it was removed in the subsequent curricula.

Physical Education courses were present in every program, although the names and hours may vary. This course,

which was only 1 hour in 2016, was included in other programs as 2 hours. The *Traffic and First Aid* course was only included for 1 hour in the 2005 curriculum. The *National Security Knowledge* course was included for 1 hour in the 1990, 1998, and 2004 curricula. The *Religious Culture and Ethics* course was included in every program, for 1 hour until the 2018 program, and for 2 hours in the 2018 and 2022 programs.

The courses on *Musical Hearing Reading and Writing* which were allocated 2 hours in 1990; and 4 hours in 1998, 2004, and 2005 appeared as the *Western Music Theory and Practice* course for 2 hours in the 2016 and 2018 curricula; and 3 hours in the 2022 curriculum. Additionally, in the 2022 curriculum, the *Turkish Music Theory and Practice* course appeared for 2 hours in the “Music” field. The *Turkish Art Music Theory and Practice* course was allocated 2 hours in the 2016 and 2018 curricula, under the “TAM” and “TFM” fields, and 3 hours in the 2022 curriculum, solely under the “TFM” field. The *Turkish Folk Music Theory and Practice* course was allocated 2 hours in the 2016 and 2018 curricula for all fields, and 3 hours in the 2022 curriculum under the “TAM” field.

The *Piano* course was allocated 1 hour in the 1990 curriculum; 2 hours in the 1998, 2004, and 2005 curricula; and was only present in the “Music” field in the 2016 and 2018 curricula. It was not included in the 2022 curriculum. The courses on *Musical Instruments*, referred to as *Main Instrument* in the 1990 curriculum, *Instrument* in the 1998 and 2004 curricula, *Instrument Education* in the 2016 and 2018 curricula, and allocated 4 hours in the 2022 curriculum. The *Baglama* course was present in the “Music” and “TAM” fields in the 2016 and 2018 curricula. The *Oud/Qanun* course was allocated 1 hour in the 2016 and 2018 curricula. The *Baglama/Qanun/Piano* course was allocated 2 hours in all fields in the 2022 curriculum. Additionally, in 2005, there was a 2-hour course called *Turkish and Western Music Instruments* in the “Music” field.

The courses on *Orchestra* and *Instrumental Ensembles* were referred to as *Orchestra* and allocated 2 hours in the 1990 curriculum, 4 hours in 1998, and 3 hours in 2004. In the 2005 curriculum, there are two separate courses, *Turkish Music Instrumental Ensembles* and *Western Music Instrumental Ensembles*, with 2 hours each. In the 2016, 2018, and 2022 curricula, the course appears as *Instrumental Ensembles* for 4 hours in all fields. The course on *Individual Vocal Training* was allocated 1 hour only in the 2004 curriculum. The names of the courses related to choirs vary according to the curricula. In 1990, it appeared as *Choir* for 3 hours, while in 1998 and 2004, it appeared as *Choir* for 2 hours. In the 2016, 2018, and 2022 curricula, it appeared as *Polyphonic Choir* for 2 hours in the “Music” fields. In 2005, there were two separate courses, *Western Music Choir Education* and *Turkish Music Choir Education*, with 2 hours each. *Turkish Folk Music Choir* and *Turkish Art Music Choir* courses were added 2 hours in the respective fields starting from the 2016 curriculum. The course on *Turkish Music Information* was only present for 1 hour in the 1990 curriculum. The *Music History* course appeared for 1 hour in the

Table 3. 3rd year of education courses and hours

C.C.	Year	1990		1998		2004		2005		2016		2018		2022		
		Music Department 2 nd Grade														
		11 th Grade	Music	TAM	TFM	Music	TAM	TFM	Music	TAM	TFM	Music	TAM	TFM	Music	TAM
Common		-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
General		-	-	-	-	-	-	3	-	-	-	-	-	-	-	-
Culture		3	4	4	4	4	4	-	5	5	5	5	5	5	5	5
Courses		2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Psychology	1	2	2	2	2	2	-	-	-	-	2	2	2	2	2
	Republic History and Principles of Atatürk	1	-	-	-	-	-	2	2	2	2	-	-	-	-	-
	Geography	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Mathematics	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Physics	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Chemistry	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Philosophy	-	-	-	-	-	-	2	2	2	2	2	2	2	2	2
	Foreign Language	5	5	4	4	4	4	3	2	2	2	2	2	4	4	4
	Second Foreign Language	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Physical Education	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Visual Arts/Physical Education	-	-	-	-	-	-	-	1	1	1	-	-	-	-	-
	Physical Education and Sports/Visual Arts	-	-	-	-	-	-	-	-	-	-	2	2	2	2	2
	Traffic and First Aid	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
	National Security Information	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-
	Religious Culture and Ethics	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2
Field Courses	Art History (Music)	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Aesthetics	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Musical Hearing Reading Writing	-	4	4	4	4	4	4	-	-	-	-	-	-	-	-
	Musical Hearing-Reading	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Western Music Theory and Practice	-	-	-	-	-	-	-	2	-	-	-	-	3	-	-
	Turkish Music Theory and Practice	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
	Turkish Art Music Theory and Practice	-	-	-	-	-	-	-	-	2	2	2	2	-	-	3
	Turkish Folk Music Theory and Practice	-	-	-	-	-	-	-	2	2	2	2	2	-	-	-
	Piano	1	2	2	2	2	2	2	1	-	-	1	-	-	-	-
	Instrument	-	2	2	2	2	2	-	-	-	-	-	-	-	-	-

(Contd...)

Table 3. (Continued)

C.C.	Year	1990		1998		2004		2005		2016		2018		2022		
		Music Department 2 nd Grade		Music Department 2 nd Grade		Music Department 2 nd Grade		Music Department 2 nd Grade		11 th Grade		11 th Grade		11 th Grade		
		Music	TFM	Music	TFM	Music	TFM	Music	TFM	Music	TFM	Music	TFM	Music	TFM	Music
	Instrument Education	-	-	-	-	-	-	-	-	2	2	2	2	2	4	4
	Main Instrument	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Baglama	-	-	-	-	-	-	1	1	-	-	1	-	-	-	-
	Oud/Qanun	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-
	Turkish Music Instrument Ensembles	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
	Western Music Instrument Ensembles	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
	Instrument Ensembles	-	-	-	-	-	-	4	4	4	4	4	4	4	4	4
	Baglama/Qanun/Piano	-	-	-	-	-	-	-	-	-	-	-	-	2	2	2
	Turkish and Western Music Instruments	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
	Orchestra	2	4	3	-	-	-	-	-	-	-	-	-	-	-	-
	Individual Voice Training	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
	Choir	3	2	2	-	-	-	-	-	-	-	-	-	-	-	-
	Polyphonic Choir	-	-	-	-	-	-	-	2	-	-	2	-	-	-	-
	Turkish Music Choir Training	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
	Turkish Art Music Choir	-	-	-	-	-	-	-	2	-	-	2	-	-	2	-
	Turkish Folk Music Choir	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-
	Western Music Choir Training	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
	Western Music History	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
	Music History	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
	Music Culture	-	-	-	-	-	-	-	2	2	2	2	2	-	-	-
	Polyphonic Turkish Music History	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Turkish Music Information	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Turkish Music History	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
	Turkish and Western Music History	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Digital Music	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
	Music of Turkish World	-	-	-	-	-	-	-	2	2	2	2	2	2	-	-
	Folk Dances and Music	-	-	-	-	-	-	-	2	2	2	2	2	2	-	-
	Drama	-	-	-	-	-	-	-	-	2	2	2	2	-	-	-
	Total	38	37	29	29	32	33	34	34	34	34	36	36	36	36	34

C.C.: Course Category, TAM: Turkish Art Music, TFM: Turkish Folk Music

Table 4. 4th Year of Education Courses and Hours

C.C.	Year	1990		1998		2004		2005		2016		2018		2022	
		Music Department		4 th Grade		4 th Grade		Music	Music	TAM	TFM	Music	Music	TAM	TFM
Common	Language and Expression	-	-	-	-	-	-	2	-	-	-	-	-	-	-
General	Turkish Literature	-	-	-	-	-	-	3	-	-	-	-	-	-	-
Culture	Turkish Language and Literature	3	4	4	4	5	5	-	5	5	5	5	5	5	5
Courses	History	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Republic History and Principles of Atatürk	1	2	2	-	-	-	-	-	2	2	2	2	2	2
	Geography	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Mathematics	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	Biology and Health	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Philosophy	-	2	2	-	-	-	-	-	-	-	-	-	-	-
	Philosophy Group (Philosophy-Sociology-Logic)	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	Foreign Language	6	4	4	4	2	2	3	2	2	2	2	2	4	4
	Second Foreign Language	-	-	2	-	-	-	-	-	-	-	-	-	-	-
	Physical Education	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Visual Arts/Physical Education	-	-	-	-	-	-	-	1	1	1	-	-	-	-
	Physical Education and Sports/Visual Arts	-	-	-	-	-	-	-	-	-	-	2	2	2	2
	Traffic and First Aid	-	-	-	-	-	-	-	1	1	1	-	-	-	-
	Religious Culture and Ethics	1	1	1	1	1	1	1	1	1	1	2	2	2	2
Field Courses	Art History (Music)	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Musical Hearing Reading Writing	-	4	4	-	-	-	4	-	-	-	-	-	-	-
	Musical Hearing-Reading	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Western Music Theory and Practice	-	-	-	-	-	-	-	2	-	-	2	-	3	-
	Turkish Music Theory and Practice	-	-	-	-	-	-	-	-	-	-	-	-	2	-
	Turkish Art Music Theory and Practice	-	-	-	-	-	-	-	-	2	2	2	2	-	3
	Turkish Folk Music Theory and Practice	-	-	-	-	-	-	-	2	2	2	2	2	-	3
	Piano	1	2	2	2	2	2	2	-	-	-	-	-	-	-
	Instrument	-	2	2	-	-	-	-	-	-	-	-	-	-	-
	Instrument Education	-	-	-	-	-	-	-	2	2	2	2	2	4	4
	Main Instrument	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Baglama	-	-	-	-	-	-	-	1	-	-	-	-	-	-

(Contd...)

Table 4. (Continued)

C.C.	Year	1990		1998		2004		2005		2016		2018		2022			
		Music Department: 4 th Grade						12 th Grade									
Courses		1990	1998	2004	2005	2016	2018	2022	Music	TAM	TFM	Music	TAM	TFM	Music	TAM	TFM
Turkish Music Instrument Ensembles		-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Western Music Instrument Ensembles		-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Instrument Ensembles		-	-	-	-	4	4	4	4	4	4	4	4	4	4	4	4
Baglama/Qanun/Piano		-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	2
Turkish and Western Music Instruments		-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Orchestra		2	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Individual Voice Training		-	-	1	1	-	-	-	-	-	-	-	-	-	2	2	2
Choir		4	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Polyphonic Choir		-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
Turkish Music Choir Training		-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Turkish Art Music Choir		-	-	-	-	2	2	2	2	2	2	2	2	2	-	-	-
Turkish Folk Music Choir		-	-	-	-	2	2	2	2	2	2	2	2	2	-	-	2
Western Music Choir Training		-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Introduction to Music		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Music History		-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Music Culture		-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-
Music Forms		-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Polyphonic Turkish Music History		-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Turkish Music Information		1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Turkish Music History		-	-	-	-	2	2	2	2	2	2	2	2	2	-	-	-
History of Traditional Turkish Music		-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Turkish Islamic Music		-	-	-	-	2	2	2	2	2	2	2	2	2	1	1	1
Turkish and Western Music History		-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-
Digital Music		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Informatics Supported Music		-	-	-	-	2	2	2	2	2	2	2	2	2	-	-	-
Music of Turkish World		-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1
Folk Dances and Music		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Drama		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		38	27	30	30	30	30	30	33	30	30	36	33	33	36	34	34

C.C.: Course Category, TAM: Turkish Art Music, TFM: Turkish Folk Music

2004 curriculum. *Music Culture* was allocated 2 hours for the “TFM” and “TAM” fields in the 2016 and 2018 curricula. *Turkish Music History* appeared for 2 hours in the 2022 curriculum for the “TFM” and “TAM” fields. In the same curriculum, under the “Music” field, *Turkish and Western Music History* appeared for 2 hours. In the 2016 and 2018 curricula, a course on *Music of the Turkish World* and *Folk Dances and Music* was added for 2 hours in all fields. Additionally, in the same years, there was a 2-hour Drama course for the “TFM” and “TAM” fields. The Digital Music course, which aims to support digital literacy and music literacy skills together, was included in the 2005 curriculum for only 1 hour.

Findings Related to the 4th Research Question

When Table 4 is examined, it can be observed that the *Turkish Language and Literature* course was offered for 3 hours in 1990, 4 hours in 1998 and 2004, and in 2005, it was divided into two separate courses: 3 hours for *Turkish Literature* and 2 hours for *Language and Expression*. In subsequent programs, the course has consistently been allocated 5 hours.

The *History* course was only included for 2 hours in the 1990 program. The course on *Republic History and Principles of Atatürk*, on the other hand, was offered for 1 hour in 1990; and for 2 hours in 1998, 2004, 2018, and 2022.

The *Religious Culture and Ethics* course was included in every program, with 1 hour per week until the 2018 program, and 2 hours in the 2018 and 2022 programs.

Geography, Mathematics, Biology, and Health were only present in the 1990 program with 2 hours for *Geography* and 3 hours for *Mathematics* and *Biology*. The *Philosophy Group* course was offered for 3 hours in the 1990 program, while the *Philosophy* course was taught for 2 hours in 1998 and 2004.

The *Foreign Language* course was allocated 6 hours in 1990; 4 hours in 1998, 2004, and 2022; 3 hours in 2005; 2 hours in 2016 and 2018. However, the *Second Foreign Language* course was only included for 2 hours in the 2004 program.

Physical Education-related courses were allocated 2 hours for *Physical Education* in the 1990 program, 1 hour for *Visual Arts/Physical Education* in the 2016 program, and 2 hours for *Physical Education* and *Sports/Visual Arts* in the 2018 and 2022 programs. The *Traffic and First Aid* course was present for 1 hour only in the 2016 program.

The course on *Musical Hearing Reading and Writing* was included for 2 hours in the 1990 program; 4 hours in the 1998, 2004, and 2005 programs. Under the name *Western Music Theory and Practice*, the course was allocated 2 hours in the “Music” field in 2016 and 2018, and 3 hours in 2022. Additionally, a 2-hour course on *Turkish Music Theory and Practice* was added in 2022. The course on *Turkish Art Music Theory and Practice* was offered for 2 hours in 2016 and 2018 in the “TAM” and “TFM” fields, and for 3 hours in 2022, exclusively in the “TAM” field. The course on *Turkish Folk Music Theory and Practice* was taught for 2 hours in 2016 and 2018 in all fields, and for 3 hours in 2022, exclusively in the “TFM” field.

The *Piano* course was allocated 1 hour in 1990; and 2 hours in the 1998, 2004, and 2005 programs. The *Baglama*/

Qanun/Piano course was only offered for 2 hours in the 2022 program. In the instrumental courses, the course named *Main Instrument* was included for 2 hours in 1990, and as the *Instrument* course for 2 hours in 1998 and 2004. *Instrument Education* was taught for 2 hours in 2016 and 2018, and 4 hours in 2022. In 2005, a 2-hour course on *Turkish and Western Music Instruments* was present. Additionally, in 2016 and 2018, there was a 1-hour *Baglama* course in the “Music” field.

Courses related to orchestras and instrumental ensembles were offered as the *Orchestra* course for 2 hours in the 1990 program, 4 hours in 1998, and 3 hours in 2004. In the 2005 program, there were two separate courses named *Turkish Music Instrument Ensembles* and *Western Music Instrument Ensembles*; each was allocated 2 hours. In the 2016, 2018, and 2022 programs, the courses were offered as *Instrumental Ensembles* for 4 hours in all fields.

The *Individual Voice Training* course was allocated 1 hour in the 2004 and 2005 programs. The names of the choral courses vary according to the programs. The *Choir* course was offered for 4 hours in 1990, 2 hours in 1998 and 2004. In 2022, it appeared as *Polyphonic Choir* for 2 hours in the “Music” field. In 2005, there were two separate courses named *Western Music Choir Education* and *Turkish Music Choir Education* each offered for 2 hours. *Turkish Art Music Choir* was allocated 2 hours for each field in the 2016 and 2018 programs, and 2 hours in the “TAM” field in 2022. *Turkish Folk Music Choir Education* was taught for 2 hours in the 2016 and 2018 programs for both “TFM” and “TAM” fields, and for 2 hours exclusively in the “TFM” field in 2022.

The course on *Turkish Music Information* was only present for 1 hour in 1990. The *Music History* course was offered for 1 hour in the 2004 program. *Music Culture* was allocated 2 hours in 2016 and 2018, exclusively in the “Music” field. The *Music History* course was also included for 1 hour in the 2004 program. The course on *Turkish Music History* was taught for 2 hours in 2016 and 2018 in both “TFM” and “TAM” fields. *Traditional Turkish Music History* was present for 1 hour in 2005. The course on *Turkish and Western Music History* was allocated 2 hours in 2016 and 2018 in the “Music” field. In 2016, the *Turkish Islamic Music* course was added and taught for 2 hours in 2016 and 2018, and for 1 hour in the 2022 program.

The 2022 program included a 1-hour course on the *Music of Turkish World* for each field. In 2016 and 2018, there was a 2-hour *Drama* course in the “Music” field. Additionally, in 2016 and 2018, there was a 2-hour course on *Informatics Supported Music* available for all fields.

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

As a result of the findings of the research, the following conclusions were reached on the basis of the *Research Questions*:

The courses at the first-grade level of fine arts high schools from past to present were examined, and it was determined that the biggest change was in the foreign language

course. In the past, while these institutions, whose identity was Anatolian High Schools, provided foreign language education in common with other Anatolian High Schools (26-24 hours a week), it was reduced to a quarter of its former hours in 2005, and as of 2018, it has been reduced to two hours a week. This has been a very negative situation for this institution, which has set an international education goal and whose vision is to train artists and music educators. Before 2005, only foreign language and music courses were included in the first-grade level since it was considered a preparatory class, whereas after 2005, general culture courses were added, and in 2016, Turkish Art Music and Turkish Folk Music courses were added. Increasing the variety of courses leads to an increase in students' success in general culture and extracurricular courses. YAZICI (2017) measured the success of fine arts high school students in non-major courses, concluded that students' success in non-major courses was at a good level, and found that first-year music department students were more successful in verbal courses than art department students. This can be explained by increasing the variety of courses in the program. However, the variety of courses increased due to concerns such as the university exam causes the number of field courses to decrease and students' field knowledge to remain limited. This situation negatively affects students' basic music literacy skills in understanding and practicing basic music skills. In addition, although the programs have not changed much in terms of course hours, there has been a difference in practice in instrument and piano lessons, and while these lessons were held individually in the past, today they are held with two or more students according to the conditions of the school. This situation causes a lot of problems in practice and interrupts the process of training students for a higher institution. Topalak and YAZICI (2014) aimed to identify the problems in their study with fine arts high school music teachers and concluded that the number of students in the unit lesson hour is a determining problem.

When the courses at the second-grade level are analyzed, it is seen that the biggest change is in foreign language education. Until 2004, only one foreign language was included in the program, and as of this year a second foreign language was added. The other courses have remained more or less the same from the past to the present, except that as of 2005, the choral course was divided into Turkish Music Choral Education and Western Music Choral Education. The second-grade level, which had the highest number and variety of course hours when it was an Anatolian high school, continues to be the most intensive level after the Anatolian high school status was abolished. It is considered to be an important grade level for students due to the intensive teaching of general culture courses for the university exam. YAZICI (2017) examined student achievement and concluded that second-grade music students have high achievement in numerical courses. This situation is considered pleasing and beneficial for the program.

When the courses in the third-grade level are analyzed, it is noteworthy that the Turkish Language and Literature course is the most intensive among the four grades. The

second foreign language course, added in 2004, was also included in this grade level. The most striking situation at this grade level is related to the piano lesson. In 2016, as a result of the division of high schools into "Music Department", "Turkish Folk Music Department" and "Turkish Art Music", piano has been taught only in the third and fourth grades in the music department since then. In TAM departments, oud/qanun and in TFM departments, baglama lessons were added to this course. Separating the sections of our culture and increasing the course hours has been a useful practice for students to recognize their own identity, but due to reasons such as lack of teachers and materials and insufficient curriculum, only in well-established schools, very useful practices could be carried out. Polyphony is included in the objectives of all three departments of the courses in the curriculum, but when academic research is examined, it is seen that polyphony cannot be taught in TAM and TFM departments. Rende and Sağır (2022), in their study with the teachers who teach the related courses, found that due to insufficiencies such as the number of teachers, all groups can be divided into three main groups, and in this case, teachers cannot apply a repertoire suitable for the nature of Turkish music instruments, so they perform a practice that is far from polyphony with other instruments.

When the fourth-grade level is analyzed, the most striking change, is in the choir lesson. Until 2005, the course was taught as a "choir" course, but after 2005, it was divided into "Western Music Choir" and "Turkish Music Choir". Hatipoğlu (2017) examined the fourth-year chorus course programs of the 1997 and 2016 and found that the content of the choir course evolved over time and moved away from orchestral accompaniment and polyphony. Hatipoğlu also concluded that the choral course was limited to two academic years in the 2016 program. The area where music can express emotions and thoughts most beautifully and easily is the art of singing and therefore the field of choral music. The choir has played an important role from past to present to develop the public's love and talent for music. The foundations of choral education begin to be laid in kindergartens starting from nurseries. The first collective musical action in schools usually continues with singing together as a class (Özgül & Temiz, 2010, p. 159). Choral education, which is one of the most basic skills that a music teacher candidate will use in his/her teaching life, has been negatively affected when we look at the adventure of the programs over the years. One subject in which the programs have developed positively over the years is drama education. Added in 2016, the drama course is a skill that a prospective music teacher needs.

Based on all these results, the following recommendations are given:

While fine arts high schools had the status of Anatolian high schools at the time of their establishment, they have evolved into vocational high schools and regular high schools over time. This situation prevented the field privilege of the students from entering the university and caused a decrease in the rate of university entrance. Returning fine arts high schools to the status of Anatolian high schools will enable more qualified music students to be trained in terms

of both foreign language and field education, and will increase the university entrance rate of students.

Although the division of the program into three as of 2016 is a positive step in terms of the importance of our identity, it has not reached the desired point due to the inability to meet the program infrastructure and teacher needs necessary for the qualified teaching of these programs. A realistic review of the programs and the employment of teachers will be beneficial for teaching our identity in a more qualified way.

Fine arts high schools are the pre-schools of higher education institutions that provide vocational music education. However, the fact that the programs expected to be related to these schools are not preparatory in nature makes it compulsory for students to receive extra-curricular education in the transition to higher institutions. While preparing the curricula, the programs of higher institutions should be taken into consideration, and course contents that will provide the infrastructure that will prepare students for these institutions should be included.

Curriculum research is useful in terms of revealing the positive and negative aspects of education from past to present. Examining the programs in detail with experimental and descriptive models in other studies will be useful in preparing more qualified programs.

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