



An Action Research: Creating A Song Repertoire towards Primary School Third Grade Music Lesson Outcomes *

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Abstract

The purpose of this research is to determine the current situation of the song syllabus used in the implement of the outcomes of the primary school 3rd grade music lesson, to understand the effectiveness of this song repertoire in the learning-teaching process by creating a new song repertoire and to contribute to improving the quality of teaching. Research is designed as an action research from qualitative research designs. The action plan consists of the songs that the researcher composed according to the outcomes, lesson plans and songs recorded. In the framework of the research, the action plan was applied in a total of 8 weeks and music lessons between March 27, 2014 – May 21, 2014. Practice of the research was carried out with the participation of 30 students and class teachers in the third grade of an elementary school in the Central District of Isparta Province in the spring term of the 2013-2014 academic year. The research data were collected by using data collection tools consisting of personal information forms, semi-structured interviews, student, teacher and researcher diaries. "QSR-Nvivo 10", a computer-aided qualitative data analysis program, was used in the audio recordings of semi-structured interviews and in the analysis of video recordings of implementation lessons. The analysis of qualitative data was carried out with descriptive analysis and content analysis, and the findings were interpreted in the direction of the research questions.

According to the results of the study, singing is performed in music lessons. It is seen that students remember songs but the achievements haven't been reached. However, during the implementation period and afterwards, it has been seen that the lessons were carried out in accordance with the action plans, that the teacher awareness of the lesson outcomes was expanded, that the students can reach to the lesson outcomes desired to be given in the music lessons with the song repertoire prepared according to the outcomes in this process. In addition, it has been determined that the students' ability to singing, listening, playing and coexisting improve with their song recordings and become aware of the areas of composition and performance during the implementation process. Findings are discussed within literature framework, suggestions offered for implementation and future research.

Keywords

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Introduction

Music education in primary school involves a process that the practising is the frontline more than theoretical knowledge. It was built on the principle of learning by doing-practicing music lessons in primary school. The primary school period in which children participate in the education and training process and in which many knowledge and skills are attained is the period during which the foundations of music education are laid. The studies examining the musical development and learning characteristics of the children in primary school period converge on that with the increasing age of children various musical talent and behaviours also advance. (Lucchetti, Caccio, & De Beni, 1997; Kim, 2000; Loong & Lineburgh, 2000; Baldi, Tafuri, & Caterina, 2002; Kiehn, 2003; Reifinger, 2006; Özeke, 2017)

Music lessons are conducted by classroom teachers at primary schools in Turkey. The process of educate the class teacher has continued in the direction of the different programs applied from the years of the foundation of the Republic until the day. When we look at the distribution of music lessons in class teacher training programs, it is seen that there are 2 periods in music lessons in 2006-2007 program, which is being, used today (Higher Education Council, 2007). The limited time of the music lesson, which is a lesson in which theory and practice are intertwined in the class teacher-training program, causes various problems.

Studies investigating classroom teachers' practice of music lessons have been examined in the literature. These surveys show that teachers are experiencing various difficulties while they are doing music lessons, that they find themselves inadequate and feel diffident (Kocabaş, 2000; Hennesy, 2000; Küçüköncü, 2000; Şahin & Aksüt, 2002; Altun, 2005; Holden & Button, 2006; Göğüş, 2008; Karan, 2008; Wiggins & Wiggins, 2008; Seddon & Biasutti, 2008; Kılıç, 2009; Özmen, 2009; Hallam et al., 2009; Barış & Özata, 2009; Okan, 2010; De Vries, 2011; Çilingir, 2011; Köşreli, 2012). It is seen in the research results that the difficulties that class teachers encounter in the process of music lesson processing are mostly started during the teacher training process and the training taken in this process is inadequate (Kocabaş, 2000; Küçüköncü, 2000; Holden & Button, 2006; Göğüş, 2008; Kılıç, 2009; Barış & Özata, 2009; Keskin, 2011; Köşreli 2012). In addition, in the research, it is stated that the theoretical knowledge is more heavily involved in the teacher training process and in the course implementations of the teachers (Şahin & Aksüt, 2002; Karan, 2008). Another result from research shows that class teachers see themselves as inadequate at achieving the gains in the music lesson curriculum (Wiggins & Wiggins, 2008; Okan, 2010; Çilingir, 2011; Cüceoğlu Önder & Yıldız, 2017) and therefore the goals of the music lesson can't be achieved (Kocabaş & Selçioğlu, 2006; Kırmızıbayrak, 2012; Nacakçı, 2010).

One of the main elements of music education in primary school is elementary music lesson teaching program. It is seen that the constructivist learning theory is ground on in the program and this understanding based on learning theory by doing-experiencing (Aydın, 2008). This program includes general objectives, basic skills, learning areas, outcomes, activities, explanations, learning-teaching processes and measurement and evaluation dimensions. Program content consists of learning areas and outcomes. (Primary School Music Lesson Teaching Program 1-8, 2007).

When we look at the studies that examined the implementation period of the primary school music lesson teaching program in Turkey, it is seen that there are some deficiencies especially related to the music lesson learning-teaching processes (Kocabaş & Selçioğlu, 2006; Nacakçı, 2010; Okan, 2010; Çilingir, 2011; Kırmızıbayrak, 2012). The learning-teaching process in the program is constituted in relation to the activities, and activities are generally created in relation to the songs. Therefore, it can be said that the basis of music teaching in primary school is based on the songs and song teaching (Uçan, Yıldız, & Bayraktar, 1999; Aydoğan, 2004; Akıncı, 2018). Various researchers show that class teachers use CD or media content that is available on the internet, especially in the process of song teaching (Kocabaş, 2000; Özmen, 2009; De Vries, 2011). At this point, it is emphasized that the accounts to will be included in the CD should be in accordance with the child, to be at class levels, sound limits and vocalized and played appropriate to the style, principles of giving importance to being able to be used

in education should be included in the curriculum (Primary School Music Lesson Teaching Program 1-8, 2007). However, there is no CD or media content presented to the teachers. Therefore, it is possible to say that although the teachers use the content obtained from the internet widely, that it doesn't control the musical qualities and previously mentioned relativity principle of the child and that there is a gap in this point.

Singing is the most definitive way to support musical development in children and has an indisputable prescription (Schweizer, 2006). In this direction, it is also important to determine the songs to be used in teaching. The most important stage in song teaching is the stage of song selection (Uçan et al., 1999). Studies examining the songs used in elementary music courses reveal that many songs are repeatedly used at different class levels (Sağır, 2002; Aydoğan, 2004; Kalaycıoğlu, 2009). However, the rhythmic and melodic structure, lyrics and sound boundaries of songs only must be specific to a particular class or cycle; therefore, new songs are needed (Aydoğan, 2004). Children songs books with new songs are available in the literature. The books prepared with various themes have been published by private publishers and prepared for pre-school students, primary school students, and choirs and class teachers and music teachers and also the books are mostly supplementary sources with accompanying CD's (Tarman & Durak, 2019; Tarman, 2018a, 2018b; Erol, 2017; Kıvrak, 2013; Saraç & Bilgin, 2010; Saraç, 2007).

There are studies showing that children acquire various cognitive skills through songs. For example, songs are used in foreign language teaching (Richards, 1969; Salcedo, 2002; Anşın, 2006; Keskin, 2011; Sigurdardóttir, 2012; Batdı & Semerci, 2012; Çevikbaş, Yumurtacı, & Mede, 2018), in literacy teaching (Clarke, 2003; Öztosun, 2003; Thares, 2010; Iglookyouak, 2013; Arslan, Mutlu Yıldız, Karakelle, & Ergün, 2015; Öztosun Çaydere & Bulut Alır, 2017) and in mathematics teaching (Kocabaş, 2009; Yağışan, Köksal, & Karaca, 2014; Tan, 2016). In this context, in the light of the literature, the researcher needed for this research to create a solution to the problems identified in the direction of the need for new songs, the importance of the songs being specific to a particular class and the principle of songs' appropriateness to the child and based on the music lesson gains could be designed in an instructional structure. The aim of the study is to create a new song syllabus so that it can be used in the realise of the primary school 3rd grade music lesson gains, to plan teaching process and to evaluate the learning-teaching process. In response to this objective, the following questions were sought:

How can the teaching process be improved by using the song repertoire based on the outcomes of the elementary school 3rd grade music lesson in the context of the action research?

1. About the implementation of the existing song repertoire used in the achievement of primary school 3rd grade music lesson outcomes:
 - i) Students' views,
 - ii) What is the opinion of the teacher?
2. The process of teaching the songs created according to the achievements of elementary school 3rd grade music lesson:
 - i) How was it carried out?
 - ii) How to reflect on students' opinions?
 - iii) How to reflect on teacher' opinions?

Method

Research Model

This research was designed as an action research. The action research is the process of studied the actual class or school situation and developed the quality of the action to understand and improve the quality of actions and teaching (Elliott, 1991; Johnson, 2002). An action research is an applied research study aimed at understanding the problems related to the learning and teaching process in the school or classroom environment and to provide solutions to these problems (Cavkaytar, 2009). It is essential to understand what is in the action research, not just to prove something (Johnson, 2002).

In this research, the main reason why the method of action research is preferred is the direct development of teaching and the adoption of the purpose of can be expressed and changed by the teacher or researcher especially the program applied at the class, in a more critical sense (Bresler, 1995). In addition, the action research is encouraging the practitioners in point of firstly professional surmise on implementations by providing a content, to be able to think and change during practice and to ensure that practitioners effectively assess the quality of their practice (Ling Li, 2008). The inclusion of practical activities mostly in the primary school music curriculum may make it easier to assess the quality of the practices implemented. Thus, it may be possible to improve the practice of music teaching through the method of action research. "Teacher empowerment, however, is facilitated by action research" (Johnson, 2002, p. 26). The performance of classroom teachers in the field of music lessons, as they are in various fields, can be improved by the method of action research. There are three stages in this research: 1) to determine the current song repertoire based on the teacher's guidebook and program 2) to determine the implementation of the existing song repertoire used in the realization of the outcomes in the direction of student and teacher opinions 3) to determine the functionality of the song repertoire created in the research process in terms of outcomes in accordance with the students' and teachers' opinions. The first phase of the research has previously been published as a research in a scientific journal. In this study, steps 2 and 3 of the research were included. The implementation process is planned with the outcomes determined before the implementation and the data generated.

Research Environment and Participants

The implementation stage of this research was carried out in an elementary school located in the Central District of Isparta. The school is an official institution attached to the Ministry of National Education made by the state with the contributions of teachers working in Isparta Province in 2001-2003. Bilateral education is practiced in the school. Because the research is a practical study, it is important that the teacher, who will carry out the study, is enthusiastic about the study and interested in music education and open to self-improvement. The practice class was designated as one of the 3rd grade branches because the teacher volunteered to take part in the practice and wanted to improve himself in the field of music education. The classroom is located on the ground floor of the 3-storey school building. The participants of the research were; 30 students of a 3rd grade, class teacher, researcher and feasibility committee members.

Students: In the 2013-2014 academic year, all of the 30 students who educated in determined 3rd class participated in the study with permission from their families. 13 of the students are girls, 17 are boys. It has been determined that the students are willing to sing.

Class Teacher: The class teacher is married, 41 years old and she has two children. She is in her 19th year of work and she has been working at Teachers Elementary School for 8 years. She is graduate from Department of Primary Education Class Teacher at Education Faculty. Although there is no activity that she is executive outside of school, she has chorus training experiences during certain day and week celebrations within the school. During her professional life, she participated in various in-service training except for music. Class teacher has a very important role in this research. The practitioner of the action plan prepared by the researcher is the class teacher.

Researcher: The first author was involved in this study as a researcher. The researcher is an instructor who has completed bachelor, master, and the doctorate in Music Education. The researcher writes songs for children as well as academic publications. Some of her songs were included in primary school textbooks and some songs received various awards at national level. In this research, researcher realized the determination of gains, the preparation of lesson plans, the preparation of lesson equipment, the presentation of seminar on implementation of action plan and song to teacher, the making semi-structured interviews, the making sound recording in semi-structured interviews, the performed the video camera recording of the implementation process and the evaluation of the implementation. In addition, the researcher has written song lyrics appropriate to the determined outcomes has composed the songs and has realized the vocal performances in the song records that presented as a CD to the teacher.

Acceptability Committee: 'The Acceptability Committee' was established to make guiding criticism to the researcher' works and to provide informing. Weekly and monthly evaluation meetings were held by the acceptability committee before the implementation, during the implementation and after the implementation was monitored with these evaluation meetings. The acceptability committee met 21 times during the research. Decisions taken were recorded in writing by the researcher and studies were carried out based on these decisions.

Data Collection Tools and Data Collection

The data of this study were gathered from personal information forms, semi-structured interviews, student, teacher and researcher diaries.

Personal Information Forms: These forms were applied at the beginning of the semi-structured interviews before the practice in order to be able to understand better the students participating in the research and the teacher and to create an infrastructure for the determination of music interest. Two different forms were used for teachers and students.

Semi-Structured Interviews: Semi-structured interviews were held to receive views of students and teachers on music lesson outcomes. Interview questions were prepared and regulations were made in line with the opinions of the feasibility committee. While the semi-structured interview forms were being created, the pilot scheme was first applied to two different class teachers and necessary arrangements were made. After the pilot scheme, the forms were given the final shape and used in practice. For the teacher, there are forms that consist of 22 questions before the implementation, and 8 questions afterward; for the students, the forms that consist of 9 questions were used before the implementation, and afterward forms consisting of 8 questions were used. Semi-structured interviews were held in the school library before, and after the practice with class teachers and 30 students as individuals. The voice recordings of the interviews were taken.

Student Diaries: Educators will be able to catch the opportunity to recognize their students with students' diaries from different angles (Erduran Avcı, 2008) and also these diaries provide an environment to the students for presenting what students have learned in writing, on the other hand, these diaries provide the possibility to recognize the students to the teachers in natural conditions (Arslan & Ilgin, 2011). For this reason, diary keepings were provided in the last five minutes of each lesson to the students in order to find out what students' thinking about the current lesson, what they learned, what they felt.

Teacher Diaries: Keeping a diary is provided to the class teacher so that the class teacher can reflect her point of view and evaluations in the research process. In the last five minutes of each lesson, the classroom teacher kept a diary in order to reflect thinking about daily lesson, suggestions, criticisms, and efficiency of the songs during the achievement of the outcomes.

Researcher Diaries: The researcher's diary is kept in writing to reflect on the researcher's thoughts and observations about the research process (Cavkaytar, 2009). The researcher kept diaries, before the lesson, during the lesson, and after the lesson, reflecting the experiences of the teaching process. In addition, the researcher took notes by watching the video recordings after the lesson and added them to the diary.

Video Recordings: Video recordings are a data collection tool that the researcher whilst focusing entirely on the teaching-learning process, and can use in situations where she wants to capture events and interactions within the class. In this study, the duration of video recordings performed in eight class hours is 225 minutes in total.

Voice records and rubrics were used in the semi-structured interviews, one of the data collection tools used in the research, in the analysis and resolution of the student diaries.

Voice Records: The voice recordings used as data collection tools at the research were obtained from semi-structured interviews with teachers and students before and after the implementation. In order to prevent data loss, voice records were taken at interviews. The duration of the voice recordings during the interviews is 334 minutes.

Rubrics: Four-grade (0-4) analytical rubrics (graded scoring key) were used in the study, at the stage of the grading of student diaries. Some of the students attending the lesson were absent in some week of the implementation (total student number of the first week n=28 and total student number of the seventh week n=29). Therefore, the number of diaries belong to the students who evaluated in rubrics in 8 weeks is 237.

In addition, during the data collection stage, the records of the songs prepared according to lesson plans and gains were used as application process materials.

Lesson Plans: Implementation of the action plan is provided by the lesson plans prepared. In this direction, the lesson plans which were formed separately for each week in the implementation process were prepared by taking into consideration the gains in the music lesson curriculum. An eight-week lesson plan was prepared, arrangements were made by receiving opinions of the classroom teacher and monitoring committee about the plans.

Recordings of Songs Prepared according to the Outcomes: The songs included in the lesson plan and composed according to the outcomes to be used in practice were recorded. The recorded songs were presented as an "Audio CD" for each lesson to the teacher. The CD includes a record in which all of the songs are voiced, a record in which the whole of the song is played a part without vocals-accompaniment (playback) and records in which the working sections are divided into motifs or voices, according to the structure of the song. The list of songs prepared according to the outcomes is stated according to the order in which they are used in the practice week: Forty Cubes, Repeat It, Puzzle, What Does It Have?, The Step Valse, Let's Sing a Song, Game Time, Let's to the Dance.

In the pianist accompanied the songs prepared according to the outcomes and in the recording of the vocal performances of the songs received support from another music field specialist. Field specialist is a music educator with a master's degree in music education. His musical studies include piano accompaniment arrangements for children songs that receive awards in national children song contests and arrangements in popular music genres. In addition to composing and editing works in various musical genres, he also conducts research in the field of Turkish Folk Music.

Pilot Scheme

The pilot scheme was carried out in order to determine the effectiveness of the data collection tools and course materials to be used in practice and to be able to carry out the implementation that will be the basis in this research. The pilot scheme was carried out between the dates of March 12, 2013-March 14, 2013 in a Primary School at 3-A class, affiliated to Isparta Central District. Class teacher and all of the students (n = 8) participated in the study. Semi-structured interviews and personal information forms were applied before the practice. The song and lesson plan named "Puzzle" was used in the practice lesson composed in accordance with the outcome of "short sound in the music, recognizes long sound periods". As a result of the pilot scheme, necessary arrangements were made in the semi-structured interview forms on the evaluators made with the validity committee. A sequence of the song was changed and the action plan was updated by making changes to the lesson plan.

Analysis of Data

The analysis in action researches is carried out simultaneously with data collection (Yıldırım & Şimşek, 2008; Uzuner, 2005). In this study, data analysis was carried out in two stages, the analysis of the data collection process and the analysis after the data collection.

Analysis of Data Collection Process: In order to determine the current song genre used in the realization of the outcomes of the 3rd grade music lessons in this process, Primary School Class 3 Music Lesson Teacher's Guide Book was examined with a document review. The resulting data were analysed according to the descriptive analysis approach. In addition, this part of the work was published as a research in a scientific journal (Mutlu Yıldız, Karakelle, Arslan, & Yıldız, 2016). Semi-structured interviews had with students and teacher were analysed by the content analysis approach to the practiced of the action plan.

Analysis Made After Data Collection: After obtaining all the data, the video recordings of the weekly lesson implementation, the teacher and investigator logs, and the analysis of the entire voice recordings of the semi-structured interviews were carried out using "QSR-Nvivo 10", one of the computer-assisted qualitative data analysis programs. The videos of the implementation courses were firstly put down on paper 'QSR-Nvivo 10' program. Later, videos and analysis were compared by another music expert. In this study, the analysis were given place by quoting directly. After the implementation of the action plan, semi-structured interviews with students and teachers were analysed by content analysis approach. In the analysis of student diaries, graded scoring key was used.

Acceptability and Reliability

Establishing acceptability and reliability in action research is different from traditional experimental research. (Johnson, 2002). "Acceptability in the action research means collecting data in such a way that it will form a correct picture with the finest detail is observed. Reliability means the process of data collecting and analysing data that can be trusted or credible" (Karadağ, 2010, p. 106). In this study where mainly qualitative data collection techniques were used, the following measures were taken in line with the acceptability and reliability principles recommended for qualitative research (Merriam, 1995; Ekiz, 2004; Johnson, 2002; Uzuner, 2005; Yıldırım & Şimşek, 2008): a) The researcher was in the research environment for about 2 months (March 18 – May 23,2014) b) Data diversity is provided by using different data sources and data collection tools c) Various field experts participated in the data collection and analysis processes. At this point, the scoring of the student diaries and determining the acceptability of the content analysis of the student interviews were made separately by two different researchers and the scores were compared. The grades were made by a music teacher and a researcher with a master's degree in music education program. In the scoring of the diaries, the researchers evaluated the student diaries (60 diaries) belong to two implementations randomly selected from the 8-week implementations and the music lesson diaries of the 30 students participating in two lessons. The Kendall W test was applied to determine consistency between assessors. (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2008). As a result of the analysis, it was determined that there was no significant difference among the scores of the diaries belong to the outcomes of "2nd" (Kendall W = 0,022) and "6th" (Kendall W = 0, 245). As a result, consistency between raters was determined. The acceptability formula proposed by Miles and Huberman (1994) (Reliability = Opinion Alliance / "Opinion Alliance + Opinion Separation") was used to calculate the acceptability analysis of content analysis in student interviews. More than 70% of the acceptability calculations are considered reliable for research (Miles & Huberman, 1994). The acceptability analysis was set at 0.98. The result obtained was considered reliable for the study. d) The data collected during the research process were regularly reviewed and evaluated by the validity committee. In addition to this, apart from the evaluations of the acceptability committee, generated song repertoire and data related to the process of the implementation of the song repertoire is evaluated with a "Confirmation Examination" by Gazi University, Gazi Education Faculty, Lecturer of Musical Education Department and composer/education music field specialist. e) Implementation lessons were recorded with video and semi-structured interviews were recorded with voice recording. f) The research process, the collection of data, and the analysis phases of the data are described in detail.

Ethical Measures Taken in Research

In this research process, official permissions were received from Isparta Directorate of National Education to carry out the pilot scheme and implementation processes of the research. Information about the purpose and framework of the research was given to the teachers, students and student's parents participating in the practices and during this process, the participants were approved to record the work by video camera recording and voice recording. Participants were provided with the possibility to declare their take part in the research based on volunteerism.

Action Plan and Implementation Process

In order to create the action plan used in the research, firstly the general aims, basic skills, and values, learning areas, outcomes, activities, explanations and music lesson learning-teaching process in the music lesson curriculum were examined. As a result of these examinations, firstly the outcomes, which are suitable for creating song repertoire, have been determined. In this phase, 8 outcomes (6 main outcomes) were identified. The identified outcomes are; "While speaking and singing, they use their voice correctly. Follow the rules of singing together. "They repeat simple rhythm and melody that heard.", "Realizes long and short sound times in music.", "They accompany with the music that listens and sings with creates rhythm instrument", "Moves in accordance with the melodies in different rhythmic structures", "Voices music at the appropriate speed and sound", "Transforms the same and different phrases in the music into action.", "Transforms the different melody phrases in the music into dance." Action plans and songs are prepared in accordance with these determined outcomes. After determining the gains, songs were formed and activities were planned by taking into consideration the curriculum of primary music lesson. In the research process, the researcher made changes follow the evaluation of teacher's practices and teacher's offers in the activities.

The implementation phase of the action plan is planned together with the class teacher. In this direction, the implementations were carried out once a week, one lesson (music lesson). The training of the teacher was carried out before the lesson hour on the day of the implementation. The training of the trainer was considered appropriate in the free time of the trainer. The implementation period of the research was completed in 8 weeks.

Activities carried out during the action plan consist of four stages; Firstly, the researcher prepared the lesson plan and composed the song for the outcome. In the second stage, the plan was presented to the teacher before lesson and the final form was given in the direction of the teacher's opinions. In the third step, the teacher carried out the practical lesson in the framework of the plan and the researcher recorded the process with the video camera. At the last stage, the researcher made the planning of the next lesson both with the teacher and with acceptability committee, she made with the assessments.

Results

Students' and Teacher's Opinions on the Implementation of the Present Song Syllabus

Semi-structured interviews were carried out with students and teachers before the practiced of the action plan. First, the voice recordings of these talks were extracted. Then the data sets obtained were analysed by content analysis.

Pre-Practice Opinions of Students

Four themes were identified as the result of the content analysis of semi-structured interview data before the students' practice. These themes are "Music interest theme", "Learning-teaching theme", "Content theme" and "Evaluation theme".

Music interest theme consists of 5 sub-themes. These sub-themes are "Listening to music", "Listened to singers", "Favourite lesson", "Meaning of music lesson" and "Like the music lesson". In the sub-theme of music listening, it is seen that students (n=29) listen to music and love to listen to music. According to the listened singers' sub-theme, it is understood that students are mostly interested in popular music type. However, it can be said that the songs, which are mostly about the experiences of

the adults, are liked and accepted by the children. It is also seen that some children listen to music only through television programs and music competitions and are interested in music.

In the sub-theme of the favourite lesson, the most popular lesson among students is mathematics (n=16). The music lesson is the third favourite lesson (n = 4). For the meaning of the music lesson, it can be said that the lesson is mostly perceived as singing by predicating on students' answers. It can also be said that music lessons create positive emotions such as having fun, happiness, peace, and love for some students (n=6). According to the sub-theme of liking music lesson, students mostly love music lesson (n = 29).

Looking at the learning-teaching theme, it is seen that this theme consists of 7 sub-themes. These sub-themes are defined as "Music lesson processing", "Singing", "Use of material", "Identification of songs", "Learning of songs", "Singing one by one / singing all students", "Dancing when singing songs". In the sub-theme teaching of music lesson, it is seen that the activity of singing in the teaching of the music lesson is heavier. In this context, it has been seen that there is no mention of game, dance, and movement-oriented approach in singing activities taking place in this process by looking at the expressions of the students.

In the singing sub-theme and using the material sub-theme, it is seen that the singing activities have an important place in the process of the music lesson as mentioned in the previous sub-theme from the responses of the whole of the students (n=30). It is also seen that materials such as course books, notebooks, computers, CDs are used in the teaching lesson processing. In the sub-theme of selecting the songs, it can be said that the textbook is mostly (n=23) used at the stage of determining the songs in the course of music lesson learning-teaching process, besides it is not used even if it is included in the book in case of being an unpleasant song.

Looking at the sub-theme of learning the songs, it is seen that the method of by hearing teaching is used in song teaching and the teacher has benefited from the internet environment. According to the singing one by one/all students' sub-theme, generally, sing in chorus in the music lessons. It is seen that singing in solo is less preferred. When looking at the dancing sub-theme while singing, it is possible to say that students mostly dance (n = 18) when they singing. However, it can be said that the number of students giving negative or ambiguous responses (n = 12) was not low when they expressed opinions about dance. In this context, it may be thought that this subject has not had a sufficient effect on the students previously 'in the sub-theme of music lesson teaching' when students were thought not to mention play, dance, motion content when singing.

Under the content theme, four sub-themes are seen in the music lesson: "Thinking about learned songs", "difficulty singing", "singing songs lovingly" and "singing fun". In the sub-theme of the opinions about the songs learned in the music lesson, it is seen that the students generally expressed (n = 29) positive thoughts about the songs learned. In this direction, it can be said that the students liked the songs they learned in music lessons. When looking at the sub-theme of having difficulty singing, it is seen that the students who do not have difficulty in singing in the music lesson consist of the majority (n=23) in class but it is also seen that there are students expressing difficulty in singing (n=7). When it is considered that music lessons are mainly based on singing activities, students' experience feelings of uneasiness or don't have difficulty in singing can be considered as a factor affecting the attitude toward the lesson.

In the sub-theme of singing lovingly songs, it is seen that students are mostly (n=28) willing to singing and students singing lovingly songs. In the sub-theme of entertaining when singing, all students (n=30) stated that they had fun singing songs. In the sub-theme, although all of the students stated that they had fun while singing, some of the students (n=10) expressed negative opinions on the sub-themes 'singing lovingly songs' and 'having difficulty in singing'. At this point, it can be considered that there is no relation among the enjoyment of the students singing and singing lovingly or having difficulty in singing.

It appears that the evaluation theme consists of 3 sub-themes. These sub-themes are "learned songs", "learned from songs" and "song writing recommendation". When looking at the learned songs sub-theme, it can be said that the songs named "This Homeland" (n=22), "Fish Duck Frog" (n=20) and "Atabarı" (n=20) are the most remembered songs by the students. In this direction, it can be said that the 3 songs have more influence on the students than the other songs. It is seen that students can make various conclusions about these songs by acting on the answers they give about the mentioned songs, so it can be thought that these songs are remembered more. In addition, the teaching phase of songs can also be a factor influencing students' views.

In the sub-theme learned from the songs, the answers are given in the direction of "This Homeland, Fish Duck Frog, Atabarı, Hunter, Mr. Microbe, Lullaby, Three Apples, Walnut Man" were examined. According to this, it can be said that most of the students gave answers in the direction of the lyrics by way of the words of the songs. Although it is observed that the students generally know the lyrics and give answers in this direction, it is seen that no statement has been found in the context of associating with the lesson outcomes. Some of the students (n = 3) expressed that they didn't learn anything from the songs, so it can be considered that the educational-instructional and informative aspects of the songs didn't come to the fore.

Looking at the sub-theme of song writing suggestions, students often seem to want beautiful and entertaining songs. Besides that, the fact that the songs are educational and informative is reflected as an important element for children. Playful songs, funny songs, mind-boggling, hard-to-find songs and pop songs that are among the students' suggestions can be regarded as important indicators in terms of reflecting their expectations and their appreciation of beautiful songs. In addition, it can be said that the students stated the suggestions for writing songs by influencing from the songs they learned in the music lesson. For example, it was seen that the students offered the subjects such as "related to animals", "related to courses", "related to countries", "like a lullaby" by moving from the songs named "This Homeland", "Fish Duck Frog", "Atabarı", "Objects in the Classroom", "Lullaby".

Pre-Practice Views of the Teacher

As a result of the content analysis of teacher half-structured interview data before the implementation, 5 themes were determined. These themes are "Music interest theme", "Education history theme", "Learning-teaching theme", "Content theme" and "Evaluation theme". In addition, in order to more clearly reflect the views of the teacher, a direct citation from pre-practice semi-structured interview records was given wide coverage on March 21, 2014.

It is seen that the music interesting theme consists of 3 sub-themes. These sub-themes are "Listening to music", "Listening singers" and "Lyricist-composer of songs". In the sub-theme of music listening, it is seen that the teacher listens to music with pleasure. It can be said that there is not a certain singer that the teacher listens to in the listened singer sub-theme, she expressed it as follows: *"I don't have a certain listener, but I listen to every kind of music, especially listening to radio"*. In the song lyrics-composer sub-theme, the teacher expressed the curiosity of the composers and songwriters of the songs with the following words: *"I wonder song lyrics and composers, especially I wonder composers of Turkish classical music"*. In this case, it is possible to say that the class teacher is a teacher who likes to listen to music, listen to every kind of music, has a curiosity about how the songs are formed and have interest in music.

Looking at educational history theme, 4 sub-themes are seen. These sub-themes consist of "Music in Undergraduate Education", "Proficiency in Education", "Note knowledge", "Instrument use". In sub-theme of music in the undergraduate education, she stated that she completed her undergraduate education at the Department of Classroom Teaching at Çukurova University Faculty of Education. It is seen that the music education in the undergraduate education period is defined as "there was a teacher, there was a flute class" by the teacher. In the direction of the teacher's expressions, it is thought that the music lessons are carried out with an approach focused on playing the flute during the undergraduate education.

In the sub-theme of the proficiency of education, the class teacher thinks that the music education she has received during her undergraduate education period is not enough. The class teacher expressed this situation as follows: *"I don't find enough the education I get ... Our teachers used to graduate from a teacher's school and played mandolin and played reeds ... I would very much like to be like them I would like to play mandolin ..."* According to the teacher, a teacher's playing an instrument is seen as an important factor affecting music lesson. For this reason, she gave an opinion on the importance of acquiring the ability to play an instrument in undergraduate study.

Looking at the sub-theme of the note information, it is seen that the teacher gave this answer: *"I know more or less note"*. The teacher made the following statement about the note: *"I have note knowledge; I know more or less ... but my note knowledge. Actually, I have forgotten it since I haven't given the note lesson for many years but I would very much like to give the lesson with note..."* At this point, it can be said that the teacher does not feel enough herself about the note knowledge and the teacher is willing to do music lesson with notes although it is not on the schedule.

Looking at the sub-theme of instrument use, the teacher gave the answer: *"I don't know how to play an instrument but I know play the block flute more or less"*. It can be said that the teacher does not see block flute as an instrument. In addition to this, it is thought that she does not feel sufficient in playing block flute.

It is seen that the learning-teaching theme consists of 7 sub-themes. These sub-themes are "The use of materials", "Song teaching", "Unknown songs learning", "Emotions during song teaching", "Get into difficulty during song teaching", "Songs in the textbook" and "Suggestions for making songs more productive".

In the sub-theme of material usage, it is seen that the teacher benefited from "textbook, notebook, computer, internet" while doing music lesson. The teacher stated that she especially benefited from the internet with the following words: *"I usually use the internet ... I am trying to find the music of the song. I do not want to misrepresent the melody to students because my note information is not very good. I find the music from the internet and then the lyrics are already written in the book ... I usually use the children songs sites ..."* In teaching process, from the opinions of the class teacher, it is seen that the content available on the internet is used, especially in song teaching. It is possible to say that the textbook is perceived only as a source of the words of the song for the teacher.

Looking at the song teaching sub-theme, the teacher generally expressed the song teaching process as *"I have the students write words of the songs, I say it first, I have the students repeat it from behind, then I have them do body movements in accordance with the words and rhythm of the song"*. In this process, it is seen that the teacher adopts the method of by hearing teaching. However, it can be said that the teacher has struggled to add motion to the songs and has done so for as long as the song is appropriate. Teacher's this statement can be shown as an example to this situation: *'for example, there was a song called Walnut Man, when it has they do moves by saying 'here is long nose lü lü lü', it is more pleasant to have children'*. While the teacher tells the process of song teaching, *"first I listen to the music of the song from the internet to attract the attention of the children, and I ask them if they like it, then I say, do you want to know the song's words? They usually say yes..."* with this statement, the teacher mentioned that he listened to the records of the songs on the internet before teaching the songs. In this respect, the vocalization and editing features of the song recordings can be considered as an important element playing a role in the motivation of the students.

In the sub-theme of learning of unknown song, the teacher responded, *"I am trying to find music from the internet or I am trying to get help from a music teacher"* in order to learn an unknown song even though it is included in the music lesson teaching program. It is thought that the teacher makes a lot of effort to learn and teach the songs from these words: *'as I say, I'm trying to ask my friend who is the music teacher or my wife find it somehow on the internet... Otherwise, I don't want to teach full of mistakes, in this way I'm not satisfied'*. However, it is possible to say that the teacher perceives the songs, rhythm and melody items in the songs as a whole, for this reason, she is especially focused on the song's melody during the songs learning.

In the sub-theme of emotions during song teaching, it seems that the teacher expresses her feelings with the words *"I enjoy it very much because I love to sing"*. The teacher mentions that singing is

an activity that makes people relax and happy. In addition to this, it is understood from her expressions that she conveyed her views to her students as well: *"I am relaxed, I get rid of my troubles and that is what my children say, I am very happy, I love you, in short, I love to sing"*.

In the sub-theme of difficulties encountered in song teaching, the teacher mentioned that the difficulties encountered in general were "My students sing like they talk, they sing very slowly, they sing with a loud voice". At this point, the teacher describes the problems she is facing in more detail: *"While I teach songs, my students generally sing like they talk... I am having a problem with it. They also sing very slow, for example, there is some instruction such as slow quick fast in the music book but they do not follow it too much. When they are told to 'sing it quickly', they are raising their voices this time so that they can say it fast... I am having problems with these issues ... in fact, it is necessary to awaken the desire and energy within the children, perhaps I am not able to achieve it ..."* Sing like speaking that the teacher mention by saying this may be a sign to more focused on the words in the song and ignored the melody. Another problem is that the songs can't be performed according to their speed characteristics. In addition, the teacher stated that they tend to increase the voices of the students as a result of requesting to speak faster. The teacher stated that these problems, which they lived in, could stem from the fact that she could not awaken desire in their students. When looking the problems experienced in the teaching of songs, in view of the teachers' opinions, it is possible to say that the awareness of the class teacher is quite high from the problems that the teacher has determined. Problems mentioned by the teacher can be considered as a reflection of various dimensions such as lack of knowledge in the teaching of music, incomplete implement of teaching methods, characteristics of songs used in teaching, and behaviours resulting from students' past learning.

In the sub-theme of the songs in the textbook, the teacher evaluated the songs in the book with this answer "actually, I find the songs appropriate for children". It is also seen that the teacher explains the songs in the textbook with examples. *"For example, there is a song called Mr. Microbe, the Walnut Man is fun, and also you can add body motions that songs, they have nobody motions, but I absolutely add body motion them ..."*. The teacher here mentions that the songs are suitable for the students as well as that the songs do not contain motion. The teacher, on the other hand, expressed that the songs that can be added motion are more fun. In the music lesson curriculum also emphasizes the importance of conducting the lessons on the axis of play-dance-motion. In line with the opinions of the class teacher, it can be said that some songs in the program are not suitable for play-dance-motion. In the sub-theme of suggestions to be songs' more efficiently, the teacher expressed her suggestion with that words; "the songs must have a message" for the songs to be created directed to the outcomes. In this direction, the teacher underlined the need to have a message of the songs.

It is seen that the content theme consists of 2 sub-themes. These sub-themes are "the songs in the textbook" and "the use of the guidebook". In the theme of songs in the textbook, the teacher gave this answers; *"I teach in turn, I learn what I don't know from the internet or by asking the music teacher"*. It can be said that the teacher uses the songs in the guidebook in the direction of this answer; *"I teach all of these songs to the students, by Happiness Song, I teach in turn so the turn hasn't come to the other songs yet..."*.

Looking at the sub-theme of guidebook use, that answer of the teacher has been seen; "I do not use very much". The teacher explained that she didn't use the guidebook as follows: *"I don't make use of guidebook too much... I think the book is inadequate, for example, there are very irrelevant things in the book ... for lack of a better word, I think that the level of the book is different from the level of the children; I think there are things in the book that will not attract children's attention. Instead of these, only the song can take place in the book... Actually, I do not follow the curriculum... I actually make use of years' experiences; I take advantage of what our lecturer tells us ... I don't need to guidebook too much; I benefit from my experiences because I have always done the same things for years... I think that everything in the book should not be technically involved, and I also don't know about activity descriptions ..."* When we look at the teacher's expressions, it can be said that the lessons were not conducted in the direction of the music lesson curriculum. It is also possible to say that he does not use the guidebook. It has been seen that the teacher explains the reason for not using the guidebook with the fact that too much technical information is included in the book, don't attract children's attention and they aren't suitable for children level.

It appears that the evaluation theme consists of one sub-theme. This sub-theme is "realization of lesson outcomes". In this sub-theme, when asked to the teacher about making real the outcomes of music lesson, the teacher gives that answer: "I obviously don't look very much at the outcomes, it is important for me that the child likes music". The teacher expressed her opinion on this subject as follows: *"Obviously I do not look very much at the outcomes there ... It is important to me that the child likes the music, the music relaxes the child ... For example, in the math lesson, I sometimes make music, in last 5 minutes, let's guys sing a song, what we learned last? Let's do it with body movements... So, what is important is too relaxed the child, why do we listen to music in our daily lives? We listen to music for spiritual comfort... My purpose is to teach a child song to the child every lesson or every week, they say it, they say it while studying, doing a job, going on the road ... For example, I paid attention, all the students mumbling the song I taught while going home... For me, I think it is fulfilling the achievement ... "* From the teacher's expressions, it can be considered that music lesson is perceived as a relaxation time and evaluated in this direction. From the point of view of the teacher about lesson outcomes, it is thought that only the singing part of the activities included in the program is performed. For this reason, it is possible to say that the outcomes related to the lecture process are not taken into consideration.

Learning-Teaching Process of Song Repertoire Created According to Primary School 3 Class Music Lessons Outcomes

Implementation Process of the Action Plan

The practice of the action plan was completed in 8 weeks. The weekly process is describing below. In the description of the process, there are notes that researcher reflected the diary on the axis of the lesson plan, classroom dialogues, the sections from the diaries of teachers and students and evaluations of rubrics. However, while all the steps of the plans used in practices of week 1, week 2 and week 8 are reflected in detail, the plans practices belong to the other weeks (3-4-5-6-7) are summarized. In addition, after the completion of the lesson weekly in the implementation cycle, the researcher, and the teacher evaluated the process together. The researcher continued the cycle by re-evaluating the work is done and evaluations with the acceptability committee.

The First Week (March 27, 2018)

During the first week of the practice, the song "Forty Cubes" was composed in accordance with the outcome of "they use his voice correctly when talking and singing. Align to the rules of singing together". The importance of pronouncing the words in a correct, beautiful and understandable way and the importance of correct use of the voice and control of the breath in order to provide it emphasizes with this lesson. It was observed that students and teachers were very excited because it was the first practical lesson. When the teacher moved to practice, it was observed that she was out of the current lesson plan in the direction of previous teaching lesson habits, and directed some questions to the students but was unable to take the answers she was expecting. At this point, it has been observed that the teacher has difficulty and feel uneasy to behave naturally because of both the effect of video shooting and it was the first lesson of the practice. However, it can be said that in a short period it adapts to the situation and applies the entry process as indicated on the plan.

This stage is the phase of song teaching, a detailed expression of how to use the audio material presented to the teacher for song teaching in the implementation process is given. At this stage, the researcher has presented the records consist of the section of songs divided into motifs and sentences to the teacher so that the song can be taught correctly and thus outcome can have realized. In the seminar, which was held before the implementation, it was observed that the teacher easily learned the song with voice recording prepared. The teacher stated that she could have difficulties because of a large number of sections that created with motifs for teaching songs in the pre-practice seminar. For this reason, the researcher said that the prepared sections could be used to teach the song only in sentences. However, it was observed that during the implementation, the teacher was unable to follow from the plan the sections prepared in order to teach the song in sentences and it was observed that she continued her lessons with her own methods for a while, by going out of the plan to provide the lesson flow.

In the later stages, it is expected to correct use of voice during conversation in order to be able to sing correctly and beautifully in the light of the workings done in the previous sections, for this it is expected to share information such as the importance of the using breath. It was observed that the teacher didn't apply this stage while the teacher was expected to give the students practice. The researcher reflected this situation to her diary with these statements:

"During the lesson, the teacher passed directly through the evaluation phase after completed the song teaching. At this time, the lesson has been in the last 10 minutes and it may not have noticed or need to apply this stage, considering that the time for the evaluation phase may not be enough. I think I need to make a more distinct presentation about both on the use of time and act in accordance with the lesson plan..." (The Researcher Diary, March 27, 2014).

Students and journalists were expected to write daily reports about in-lesson implementations, during the evaluation phase. The diaries that the students wrote after the first practice lesson were evaluated using rubrics. According to this, the students have the lowest 2 highest 3 points and the class average of the scores is 2.21. It is possible to say that there are very little details about the learning process in the students' diaries, and that the students are mainly reflecting their feelings because of it is the first lesson of the implementation and the students have never written a diary before. The explanations that the teacher made before writing the students diaries also had an effect on this situation. A section from the students' diaries is given below:

"We should sing lovingly; we should not spread our mouths while sing. We should sing fast the fast parts of the song; we should sing slowly the slow parts of the song. We should sing by understanding" (Student Diary, Student 5, March 27, 2014).

"We learned the song called Forty Cubes at this lesson. The song called Forty Cubes was very nice. We learned the song rules while we were singing this song. I was excited when I was singing this song. The song was very nice." (Student Diary, Student 6, March 27, 2014).

When looked at the diary written by the teacher on the axis of the lesson process and outcomes, it is thought that the lesson outcomes were emphasized during the implementation process and that the lesson were taught at this axis but that it is not conveyed the studies in a way that reflects the outcomes to the diary. At this point, it is considered that the teacher has not been evaluated in the outcome-oriented assessment with the previous lesson-handling habits, moving from the teacher' expression "I obviously do not look very much at the outcomes there," which was stated at the interview before the implementation and mentioned in the first sub-problem of the research. The statements in the teacher's diary are listed below:

"I like this song. The slow and fast parts of the song added excited to the song. They understand the difference between slow and fast singing with this song. There are 2 chapters on the CD, enough for verbal and playback part. It was an easy and fun song to teach in terms of teachers" (The Teacher Diary, March 27, 2014).

The researcher shared the works done after the practice lesson with the acceptability committee. As a result of evaluations made with the acceptability committee, it was decided to reduce the sections used in the song teaching process and to give by emphasizing the points related to outcome in the pre-lesson seminars.

The Second Week (April 3, 2014)

In the second week of the practice lesson composed, a song called "Repeat" for outcome 'simple rhythm and melody repeats'. In the direction of the decisions taken after the first lesson practice, the researcher tried to make sure that there are fewer parts to be used in song teaching in order to facilitate the practice of the teacher in the lesson plan. In the pre-class seminar, the researcher made explanations the teacher about why the teaching process that is appropriate the lesson plan is important and mentioned to the meaning of the lesson outcomes for the process. The researcher has written down the following sentences related to pre-lesson seminar:

"... of course, the teacher has known the concept of outcome, but it needed to be emphasized this subject by moving from previous statements and the one before lesson practice on music lesson and outcome relation. Another issue is the implementation phase of the lesson plan steps. At this point, it has been explained that the introduction stage, the detection stage, the sharing of the information stage and the use of the information stage in the plan must be carried out in a plan framework is a decisive factor in continuation of the process without problem." (The Researcher Diary, April 3, 2014).

When the teacher started applying the introduction of the lesson plan, it is observed that the teacher is relaxed and calm as opposed to the previous lesson. It was observed that the teacher exercised with funny and amusing examples with the guidance of the researcher at the pre-lesson seminar to draw the attention of the students in the direction of the lesson plan and to ensure that the students have fun at the same time. Looking at the activities at the entry level, it is seen that the teacher has mostly completed activities in the plan. However, it seems that the stage of making simple rhythm revolutions has not been realized in various forms that are considered as a part of the play, which is the last activity of this phase. Therefore, it can be said that this section which is important for the making real of the outcome is left missing.

It was observed that when the teacher listened to the song for the first time just like on the plan, without making any explanation about the song, the students began to repeat the rhythms they heard spontaneously in accordance with the directions in the song. In this direction, it can be considered that the learning process will progress rapidly and efficiently, only by listening to the song in an effective way without any explanation as a result of the listening of the students by focusing on the song. At the same time, it can be assumed that the song itself plays an effective role in the formation of this situation. Some of the conversations in the class during the adumbration stage are as follows:

Teacher: The sooner you memorize this, the quicker you learn the song... There are rhythms in recess, I will show you these in the form of applause with hands and feet, please look at the words of the song, at the same time I put on the song you, listen to the song one side also...

Students: They are listening... The students repeat the parts of the rhythm that are separated from them, accompanied by themselves...

Teacher: The song is easy, isn't it? It is not hard...

Students: Yes...

Teacher: Now here we are actually singing, we are thumping out, we are waiting, then the second words go in, you understand, didn't you? Now I'm playing again, listen to it, meanwhile, if there is anybody who wants to sing, can sing... It is starting now...

Students: The kids are singing with the CD ... (Video recording No: 2, 4.17 "-9.57").

At this stage, it is expected that the students repeat the songs and rhythms that they have listened in accordance with the rules of playing and singing together and in accordance with the outcome of "simple rhythm and melody repeats" and express their work. In this respect, it can be said that the lesson outcome is made real when looking at the inferences they make as a result of in-class practices. In the process of using the information, the playback version of the song is included in order to reinforce the information that the students have attained. Here the researcher aimed to ensure that the students would be able to reinforce the process as a result of singing the song only with piano accompaniment. At this point, it was observed that the students' levels of understanding the musical behaviours such as the feeling of the introductory music of the song and the points at which the lyrics began, the point at which the song singed and paused. In the evaluation phase, it was expected that teachers and students would write a diary about the in-class practices. The diaries were written by the students after the second practice lesson were evaluated by rubrics. According to this, the lowest 2 points and the highest 4 points were taken from the diaries. The grade average of the scores obtained

from the second-course diaries is 3. Some of the expressions in the diaries of some students are as follows:

"I like this song. Because we learned the rules from this song. We learned to repeat. We also learned rhythm. First, we listened to the song, then we sing the music, then we learned the rhythm "(Student Diary, Student 11, April 3, 2014).

"The song was beautiful. We had fun. It made me excited. It was talking about rules, repetition, listening, and rhythm. The name of the song is 'Repeat'. Its words were very nice and amusing "(Student Diary, Student 27, April 3, 2014).

On the diary of the class teacher, there is a statement about what the song "Repeat" used in the process of the lesson outcome is effective for this process. At this point, it is observed that the teacher tries to show a point of view at the axis of the lesson outcome in the practice process and at the point where this process is reflected in the diary. The teacher has the following expressions in her diary:

"With this song, the students learned to start and finish the song together. The lyrics of the song were memorable and the music was very fun. The words are short but meaningful. Students understand the importance of the repetition of this song. They learned that they would learn easily by listening or better listening. More important than everything, they were having fun and be happy. Happiness is one of the foundations of learning "(The Teacher Diary, April 3, 2014).

The Third Week (April 10, 2014)

At the practice of the third week, the outcome of "notice long and short sound periods in music" is included. The name of the song composed for this outcome is "Puzzle". At the evaluation stage of the lesson plan, teachers and students were expected to write a diary about in-class implementations. The diaries that students write after the third practice lesson are evaluated by rubrics. According to this, the lowest 2 points and the highest 4 points were taken from the diaries. The average of the scores obtained from the diaries is 3.1. It has been seen that students mention the activities they have done during the lesson in the diary and reflect their feelings about the lesson to their diary. In addition, when the researcher handed out her daily forms, she asked the students to separate their names and surnames by syllables and to display short and long syllables with appropriate symbols. After that, it has been determined that all of the students properly display their first and last names with appropriate symbols. Some of the expressions in the diaries of some students and classroom teachers are as follows:

"I learned short and long voice at this lesson. We learned a wonderful song with researcher teacher. All the songs we learned were composed by researcher teacher. I never knew that. The movements of the song are very simple. Very cheerful and great song. Luckily researcher teacher teach song us. "(Student Diary, Student 15, April 10, 2014).

"This song was very beautiful, too. We learned syllables that ends with vowel and sibilance. If the syllable ends with a vowel, we put ".", if the syllable ends with sibilance, we put "-". This song was so much fun, very enjoyable, educational. It was too nice to be not told by words. Thank you researcher teacher "(Student Diary, Student 19, April 10, 2014).

"With this song, the long and short syllables were narrated beautifully. The students comprehended the long and short syllables to be entertained. The song was fun, at the same time. Students use their voices more consciously. They learn long and short syllables in the song to be entertained. There is integrity in lyrics and music. The song is memorable. The preliminary preparation is very appropriate to the aim. The rhythmic singing of the song beforehand is also a good preparation. The outcomes desired to be given were hidden in the song. Very nice "(The Teacher Diary, April 3, 2014).

The Fourth Week (April 17, 2014)

In the fourth practice week, the outcome of "with the rhythm instrument that they create accompany with the music that they listen and hears" is discussed. In accordance with this outcome, the song "What does it have?" was composed. The researcher reflected this following note related to the pre-lesson seminar:

"... in previous practices, it was seen that the teacher had gone out of the plan by writing the lyrics on the board at the beginning of the lesson. Therewith, firstly, he was expected to notice the condition at first two lessons, and then he was asked whether he was aware of this situation or not at the third lesson practice. In addition, as mentioned before, the teacher indicated that it was a habit. We practiced activity implementation gradually by emphasizing the importance of sensitivity to this point in today's teaching practice in terms of the healthier flow of the process I think that everything proceeds more naturally as the practices progress "(The Researcher Diary, April 17, 2014).

At the evaluation stage, students and teachers were expected to write a diary about in-class practices. After the fourth practice lesson, the students' diaries were evaluated by rubrics. According to this, the lowest, 3 highest and 4 scores were obtained from the diaries. The classroom average of the scores obtained from the diary is 3,26. It is possible to say that in the student's diary, all of the activities that are mainly included in the lesson are mentioned. It can also be said that students mostly use musical expressions related to their lessons in their diaries. In the teacher's diary, it is emphasized that the duration of the lesson is not enough for them, whole students to be able to in full apply the activity, while it is stated that the song plays an effective role in the process of realizing the course outcome. The statements in the teacher diary, some students' diaries and the researcher diary are listed below:

"As always, it was a very appropriate song to the aim. The short and long syllable is still very well given in words. As always, singing and teaching was funny. However, it was a bit difficult to teach during one lesson. If teaching duration of the song were 4-5 lessons, the objectives would be better achieved. The feeling of thump out was very well given. The students enjoyed while thump out. The only problem was the time was short "(The Teacher Diary, April 17, 2014).

"We learned a song called 'What does it have?', and we reinforced the long - short syllable. We thumped out with fork and spoon, we enjoyed. We played with vowel and sibilant. We cheered on the first verse. We put a dot (.) under the syllable that ends with vowel, we put a dash (-) under the syllable that ends with sibilance. "(Student Diary, Student 7, April 17, 2014).

"The song was nice. It was funny. Again, we learned vowel, sibilant and rest... We used applause, forks and spoons while we were singing. I like the song very much. The name of the song is "What does it have?" We syllabified the song. We marked the sentences that is the vowel and sibilance. We put a dot to vowel. We showed the sibilance with a dash. Our teacher drew Picture of fork, spoon and knife at the last verse. I really like it. "(Student Diary, Student 27, April 17, 2014).

"I observed that the students easily learn the song at this lesson. The only point they had to deal with in this process was the accompaniment made during the weak times of the song. At this point, I can say that the vast majority of the students can accompany with the song, but when viewed within the framework of the rules of singing together, it is difficult to mention completely harmony about ensuring synergy. In this respect, I thought that the students may have difficulty but the class teacher can overcome this difficulty, when I prepared the lesson plan. However, I think there is a progress in unity in the later parts of the work. Class teacher didn't surprise me. At the stage of the lesson planning, even if it's late, I noticed that this lesson contains a lot of activity for one lesson period." (The Researcher Diary, April 17, 2014).

The Fifth Week (April 21, 2014)

In the fifth week of the practice, there is outcome of "Acts appropriate to the melodies in different rhythmic structures". The name of the song composed for this outcome is "Step Valse". Through the pre-practice seminar, the researcher provided that the teacher carry out the activities on the lesson plan. She also made explanations about the activities and mentioned the meaning for the process of lesson outcome. It can be said that the entry-level activities are practiced as generally indicated on the planet.

At the evaluation stage, teachers and students were expected to write a diary about activities in the lesson. There were lowest 2, highest 4 points at the students' diaries evaluated with rubrics. The class average of the scores obtained from the diaries is 2.73. When compared with the other practice courses outside the first implementation course and the class averages of the scores obtained from this lesson, it is seen that there is a decrease in the average of the scores obtained from this lesson. This situation may be due to incomplete transfer of the process to the writing, as the lesson outcome is the practice content. At the same time, it is observed that feelings about the lesson process mainly expressed at the student diary. The expressions in some of the student diaries are given below:

"The song was beautiful. I like the song. We moved and danced. The song is slow. Then accelerated. It was so beautiful. We sang the song standing. It was a lilt. The movements of the song were nice. That's why I like the song" (Student Diary, Student 14, April 21, 2014).

"We sing at this lesson. We moved and danced. We sang the song called 'Step Valse'. It was a moving song it was a lilt. It was both nice and funny and we added happiness to this song. Thank you." (Student Diary, Student 26, April 21, 2014).

When looked at the teacher's diary, the teacher states that the song is effective in the process of realizing the lesson outcome. Besides, there are some suggestions for the practice process can be more effective in the diary. These statements are in the teacher's diary:

"Having the movements of this week's song adds fun to the song, by the way it's better if the duration is longer when passed on to the second word of the song. Students ought to breathe at the second repetition. It's also nice to have the slow and fast parts of the song. Students feel the sense of rhythm better with this song" (The Teacher Diary, April 21, 2014).

After the practice lesson, the researcher and the teacher evaluated the process in general after the lesson. The researcher stated that his implementations were successful to the teacher but she also drew attention to the difficulties that arise from the fact that students cannot hear music clearly because of the inadequacy of the sound system in the classroom during the activities. She also mentioned that when the teacher moves from the slow part of the song to the fast part, the students have difficulty and they can't fully perceive the difference between two parts. The notes in the researcher's diary about the subject after the lesson are as follow:

"The fact that the sound system is so weak is the most important factor that cause get difficult of the lesson process. Because of the lack of loud and clear hearing, there were difficulties in perceiving the entrances and connections of the song. Another point is that the connection expressed by the teacher is short, this is a really important detail and an important criticism, it must be corrected immediately" (The Researcher Diary, April 21, 2014).

The Sixth Week (May 6, 2014)

In the sixth practice lesson, the outcome of "vocalize the music at appropriate speed and sound" is included. The song called "Let's Sing a Song" was composed for the outcome. When looked at the entry-stage activities, it can be said that the slow-fast and strong-light concepts are wanted to be felt with breathing exercises. It has been observed that the teacher doesn't use the slow-fast concepts especially when she applies the activities. Instead, the teacher expressed it as a long time-short time. In this sense, although the teacher has been done it in a way that should be practiced, it can be said that there is a mistaken use of the expression.

During the evaluation stage, the teacher and the students wrote daily about the in-class practices. From the diaries evaluated by the rubric, the students received the lowest 2 highest 4 points. The average score of the class is 3,7. The contents of the diaries seem that concepts, which mentioned at the lesson, reflect the student's expressions. In the diary, the concept of the loudness that the teacher emphasizes more are mentioned especially in the lesson process. However, it is observed that students reflect on their feelings about that the lesson process and the song to the diary. In the teacher's diary, the implementation process was reflected as a whole. In particular, she pointed out that the teaching process was enjoyable. Some of the students' diaries, notes that the researcher has reflected in her diary about the student diaries and teacher's diary can be seen below:

"We learned a song about light and strong concepts at this lesson. The name of the song was "Let's sing". The song also taught us fast and slow concepts. I loved the song very much and I think that my friends like it, too "(Student Diary, Student 1, May 6, 2014).

"We had the music lesson. The name of the song was "Let's sing". This song taught us light and strong concepts. It was a very entertaining song. I felt a bit pain in my hand but it was worth to sing "(Student Diary, Student 28, May 6, 2014).

"Nearly all of the students' diaries had statements that said they had learned the strong-light concept at this lesson. Because the teacher talked about the concept of speed at only entry-stage of the lesson, but there was also an erroneous usage in the form of long voice-short voice, done by the teacher, I guess he was not aware of this situation. In this sense teacher emphasizes. I think it is a very important sign that students reflect everything the teacher emphasizes. Apart from these, approximately as from third lesson of the practice lessons, statements of the students related to how I compose the songs and they want to be a music teacher in the future make me happy in terms of their interest in the issue. (The Researcher Diary, May 6, 2014).

"The song is still funny; students learn fast-slow concepts by adding action again. It was also nice to teach the light and strong parts with applause. After learning the song, the students learn the light-strong concepts themselves. It was also very pleasing to be taught in terms of teachers. The breathing exercises made about the subject at the beginning, prepare the students very well to the song." (The Teacher Diary, May 6, 2014).

The Seventh Week (May 13, 2014)

In the seventh practice lesson, outcome of "the same and different phrases in music are transformed into action" is included. The name of the composition for this outcome is "Game Time". At the evaluation stage of the lesson plan, daily writings from teachers and students were expected. The student diary evaluated by using rubric has the lowest 2 highest 4 points. The class average of the points is 2,89. In the diary, it is seen that the students mostly express the concepts that emphasized at the lesson. However, it is thought that it is not right to expect a same gain in the expression of the students because the lesson outcome is based on practice. At this point, it can be said that students mostly talk about the course process. Furthermore, in some of the diaries seen the students' feelings about the lesson process and the song. It can be thought that there is an effective song in giving the outcome in the teacher's diary. Some of the student diaries and the statements in the teacher diary are listed below:

"We learned that writings stated with gestures at this lesson, also we learned the repeat. The repeat is like this; singed in the middle of the song and singed at the end of the song is same. I was so happy to learn this song. researcher teacher is writing very nice song. I like too much. I don't know whether my friends like it or not"(Student Diary, Student 9, May 6, .2014).

"We learned the repeat, link arms, game, stand on one foot, clap the hands by raising our hands, stomp, jump, join hands, and stand back to back at this lesson. We said the second quarter four times. I like the song very much. It was fun. The name of the song was "Play Time" (Student Diary, Student 27, May 6, 2014).

"It was very nice to teach the song with movements. The student is actively attending the lesson. They have learned more easily the always repeated subject of the song namely the repeat subject with the motions. It's nice to have the same moves all the time in the repeat part. When the student reads the words of the song, he perceives the concept of the repeat" (The Teacher Diary, May 13, .2014).

Eighth Week (May 21, 2014)

In the last lesson of the practice, the outcome of "transforming different melodic sentences in music into dance" is included. The song named "Let's to the dance" was composed for this outcome. In the seminar before the lecture, the practices related to the activities were emphasized.

In the entry stage activities of the plan, it can be seen that the movements in the song are given only as movements independent of the song. It can be said that the work was done as described in the plan. At the same time, it was observed that the students made activities by laughing and having fun at this stage. After the completed of the activities, recording of the song and details of the use of the audio material in the implementation process were given to the teacher to ensure that the outcome was realized. The record consists of 5 versions. In the versions included on the CD, 1 version (CD No:1) belong to 1st verse of the song and 2 versions (CD No:2-3) belong to the repeat of the song was included as separately and without piano accompaniment. There are also vocals (CN No.4) and playback (CD No.5) versions where the entire song is included.

It can be said that the teaching of singing is realized as indicated in the plan. Especially in the first verse of the song, it was observed that the students had difficulty to suit up the tempo. According to the tempo given in the CD, it can be said that the students slowed down when singing. At this point, it has been observed that the teacher has repeatedly applied the studies carefully to make this part correct. Later, it can be said that the song teaching continued with the movements. At this stage, in general, the teacher moved in the direction of the plan and it was observed that the students had a lot of fun.

The teacher firstly performed that the song singed with the *playback* version, as it is in the sixth and seventh lessons. It was observed that the singing had difficulty in terms of providing musical coexistence and being in harmony with the accompaniment. This problem may be due to can't be heard correctly and clearly of the music listened to the record. In addition to this, this trouble may have been originated by the fact that the students are left behind the tempo of the song and are focused on singing more than listening to music while singing. However, it has been observed that the teacher has overcome the problem that has arisen after this activity has been repeated several times. In addition, it can be mentioned that the lesson plan was excluded due to the stages of teaching and the implementation of the students weren't performed in the specified order.

At the evaluation stage in the lesson plan, students and teachers are expected to write daily. In this direction, the lowest 2, the highest 4 points were taken from student diaries evaluated by rubric. The class average of the scores is 3,2. In the diaries, it can be said that the students mostly describe the dance practiced in the lesson and they try to express that the music phrases in the song are different. The statements in some student diaries are given below:

"We learned a new song at this lesson. Movements are like this; we turn our hands first, we move our feet to the right and left, and after putting our hands on our knees, we are going inside and out. I like this song very much. The name of the song 'Let's to the dance', I was very excited while singing the song" (Student Diary, Student16, May 21, 2014).

"I learned to dance at this lesson. The name of this song was "Let's to the dance". I love this song very much. Maybe we couldn't learn this song, if researcher teacher wasn't coming" (Student Diary, Student 23, May 21, 2014).

Based on the teacher diary, it can be considered that the song is effective in the process of giving the outcome of 'the conversion of different melody phrases in music into dance'. The teacher mentioned that in her diary, the students could comprehend that the song is composed of different melodies and that they have learned by having fun in this process. In the teacher's diary, the following statements are included:

"Students have learned that the music made up different rhythms with this song. The first and second parts of the song consisted of separate melodies. In part 1 there is singing without movement, in part 2, there is both movement and singing. When students are performing the movements in the 2nd part, they are able to catch the melody of the song more easily. The movements help the students to accelerate in the second part. The students felt that the melody was slower without doing the movement in the first part. In short, they have fun, moved, danced and learned. Congratulations "(The Teacher Diary, May 21, 2014).

After the final implementation course, the researcher and the teacher briefly evaluated the course process. She also thanked the teacher for her contribution to the study because it was the last week of the implementation. Finally, she reported that she had to interview with the students and the teacher about the practices on another day. Then the researcher shared the works done with the acceptability committee. It has been emphasized that there are no problems with the action plan and the CD sections in the direction of the evaluations carried out together with the acceptability committee.

Views of the Students after the Implementation

In consequence of the content analysis of semi-structured interview data after the implementation of the students has determined 4 themes. These themes are "Music interest theme", "Learning-teaching theme", "Content theme" and "Evaluation theme". The music interest theme is composed of 2 sub-themes. These sub-themes are "most popular lesson" and "think about music lessons". At the sub-theme of the most popular lesson, the favourite lesson of the most students (n=17) is mathematics. The music lesson is the second favourite lesson of the students (n = 9). It can be said that there is an increase in the number of students who express music lessons as their favourite course after the implementation courses.

It is seen that the sub-theme of learning-teaching consists of 4 sub-themes. These sub-themes are "the process of learning the songs", "singing the songs individually/ altogether", "dancing/gestures when singing the songs" and "materials used". At the sub-theme of the process of learning the songs, they gave answers in the form of; 23 students "teacher opened the song from the computer", 14 students "we listened to the song first and then we did it sing/again", 13 students "we listened to the song from the computer", 12 students "we sang the song with the computer", 10 students "the teacher wrote the song on the board" and 9 students "we wrote-read the song", 6 students "made movements (body movement/ gestures)", 3 students "we sang some of them by sitting, some of them by standing", 3 students "we did playback", 3 students "we used fork-spoons", 2 students "we did breathing exercises", 1 student "we used our hands and feet", 1 student "We applauded" and 1 student said "we learned the rules of the songs". It can be said that the process of the learning the songs mostly described in detail in the answers of the students. At this point, it can be said that students actively participate in the song learning process and the music lessons. It is also thought that students interiorize various concepts related to music lessons and reflected them in their expressions in this process.

In the sub-theme of singing the songs individually/altogether, all of the students (n = 30) stated that the songs were sung all together. In the sub-theme of dancing/body moving when singing, all of the students (n=30) answered 'yes'. In this case, it can be thought that the music lessons that are processed in the implementation process are planned and realized on the axis of play, dance, motion-based understanding as emphasized in the music lesson teaching program.

When looked at the sub-theme of the materials used, it is seen that 29 students answered "computer / CD", 9 students answered "fork-spoon", 6 students answered "writing board" and 1 student answered "feet /hands". It is seen that the most used teaching material in this direction is the computer. In this sense, it can be said that the possibilities provided by computer technology are widely used in

conveyed teachers and students the educational contents prepared as in other lessons in the practices lessons. It is also seen that different materials are used in addition to the computer.

The content theme consists of 2 sub-themes. These are the sub-themes "Thinking about songs" and "Favourite song". In the sub-theme of thinking about the songs, 13 students answered, "the songs were very beautiful", 7 students answered, "I liked the songs very much" and 6 students said, "the songs were very funny". 5 students didn't answer this question. 4 students gave this answer; "I felt excited when I was singing" and 4 students answered, "I am happy when I sing". Some students expressed their thoughts as follows; 1 student "I feel good myself", 1 student "songs were instructive", 1 student "the movements of the songs were beautiful", 1 student "I was filled with goodness" 1 student "the songs added me joy" 1 student "I didn't want to come to school before but I want to come to school after learning the songs". It is considered that the students related to the songs learned in the implementation lessons love mostly the songs they have learned recently. It can also be said that students have fun when singing these songs. It can be seen how the songs can be effective on children, a student with the following statement; 'I didn't want to come to school before, but I want to come to the school after learning the songs'.

In the sub-theme of the favourite song; 16 students gave the answer "Let's to the dance", 6 students "Step Valse", 4 students "Repeat it", 3 students "Puzzle", 3 students "Forty Cubes", 2 students "Game Time" and 2 students gave this answer; "Let's sing a song". 2 students did not answer this question. In the same sub-theme, 1 student answered "What does it have?" and 1 student answered, "I love all". In the direction of the answers, it can be said that the majority of the class ($n = 16$) loved the song "Let's to the dance" more than the other songs. However, looking at the whole of the songs, it is possible to say that each song is described as the most popular song.

It appears that the evaluation theme consists of 3 sub-themes. These sub-themes consist of "learned songs", "learned from songs" and "lyrics to the songwriter". In the sub-theme of learned songs, 17 students "Let's to the dance", 16 students "Forty Cubes", 16 students "Puzzle", 16 students "Repeat it", 14 students "the Step Valse", 8 students "Let's sing", 7 students "Game Time", 5 students gave the answer "What does it have?". In this case, it is possible to say that the students remembered the whole of the songs. It is thought that the songs are accepted and adopted by the students when thought that the implementation period was 8 weeks and 8 songs used in this process.

In the sub-theme learned from the songs, the opinions of the students related to each song were taken. According to this, the song "Forty Cubes" was composed for realized of the outcomes of "use his voice correctly while singing and speaking" and "conform to the rules of singing and playing together". It is possible to say that the students ($n=17$) make mostly inferences which overlap with the music lesson outcomes about this song. Besides this, it is thought that only the number of students ($n=6$) who evaluate the lyrics as the answer ($n = 6$) is low. It is seen that some students ($n=10$) make a number of evaluations with these sentences; 'we sang, it was a very nice song, we had fun'. At this point, it can be said that the song influenced the students from social and emotional aspects. On the other side, it is also seen that the students ($n = 3$) who didn't remember learning from the song and expressed that they were a little difficult. This may be due to the fact that the new process hasn't been assimilated by students because of it is the first song of the implementation courses.

The song "Repeat" was composed for the outcome of "simple rhythm and melody repeat that heard". When looked at the answers given in the direction of the outcome, it is possible to say that the majority of the students ($n=27$) interiorize the outcome of 'simple rhythm and melody repeat that heard' and give an answer in this direction. It can also be said when a student sings a song it is mentioned that it includes motion while another student interprets what the song tells apart from its meaning.

The song named "Puzzle" was composed for the outcome of "recognize the long and short sound periods in music". All of the students ($n = 30$) gave answers expressing the process of outcome. It can also be said that the lyrics prepared to reflect a cognitive learning process because of the mentioned outcome is included in 'musical perception and enlightenment learning area'. Therefore, it can be said that all of the students can comprehend the outcome clearly in the lesson process.

The song called 'What does it have?' has been composed for the outcome of 'accompanied by the music that listened with rhythm instrument made'. It can be said that the students mostly thump out with forks and spoons, also indicate the symbols specified in the song by detecting the long and short voices in the song and accompany with the song. It can be said that the details of the process related to realizing the outcome include the answers of the students so the song is effective in the realization of the outcome.

The song called "The Step Valse" has been composed for the outcome of "acts according to the melodies in different rhythmic structures". At this point, it is expected that the rhythmic structure is given not by the theoretical but by the feeling and the students should make appropriate movements with the music. In this song, it is seen that the answers given by the students are mostly answered on the axis of the lyrics. With reference to the expressions of the students, it is understood that the students are performing movements appropriate to the music in the direction of the lyrics. From this point of view, it can be thought that the outcome in the process of learning and singing the song is realized in a natural way when it is thought that the lyrics contain instructions for the students.

The song named "Let's Sing" was composed towards the process of realizing the outcome of "vocalize the song at appropriate speed and sound". Here, the researcher tried to create a song suitable for singing and playing, involving mild-strong loudness studies and its tempo is Allegro (speed), at 9/8 scale moving from the main outcome point. In the students' answers, it is seen the statements about all of the students have learned to clap hand light-strong and to sing the song with this song. In this respect, it can be said that an effective learning has been realized through the way of the song about vocalization the music that is the lesson outcome at appropriate speed and loudness.

The song named "Game Time" was composed for the outcome of "convert the same and different word set into the action in music". Students related to this song often expressed their movements in the song lyrics. At this point, it can be considered that the students are able to easily recognize and apply this process when it is taken into account that repeated and unrepeatable parts of the lyric and considered that each part contains different movements. However, while some students mentioned that they have learned the concept of the repeat in this process, some of the students stated that they had fun while singing this song. In this case, with reference to the students' answers, it can be said that the lesson outcome is realized through the song.

The song "Let's to the Dance" was composed for the outcomes of "transform different melodies in music into the dance" and "express feelings and thoughts about the music that listened". It is expected that students will notice the changing melodies in the song and dance by moving according to the changing sentences. In this direction, it is seen that the students mostly responded on the axis of lyrics and they performed the movements/dances mentioned in the song. During the performing process of the lesson outcome, it is thought that the outcome actualizes with reference to the students express their dancing and body moving while singing.

When looked at the lyrics to the songwriter, 16 students expressed their opinion that "the songs were very beautiful-very beautifully written", 12 students; "I liked", 10 students; "I would like to thank you" and 6 students said, "We had a lot of fun/ the teacher wrote the funny sing". 3 students expressed; "the teacher sang the song very nice", 2 students; "the songs were moving / movements were nice", 2 students; "I'm very pleased that you chose our class/I'm very pleased with you came" and 2 students answered; "I'm very glad you wrote these songs". 1 student gave this answer; "thanks to you, we learned different songs", 1 student; "I loved to sing at the stand", 1 student; "I want to write a song, too", 1 student; "please write a song again" and 1 student; "I want to be a music teacher in the future" opinions expressed. In the direction of the students' opinions, it can be said that the students like the song they learned in the practice lesson. However, it is possible to say that the students find the songs funny. It was seen that the singing characteristics of the songs, their being moving and occasional singing at stand, are details that affect the students. The students also expressed their satisfaction because worked with their classes and learning new songs. They also stated that the songwriter should continue to write songs, they want to be a music teacher and write song. In this sense, it can be said that there is an awareness about the music field in the students.

Views of the Teacher after the Implementation

As a result of the content analysis of the teacher's semi-structured interview data after the implementation, 3 themes were determined. These themes are "learning-teaching theme", "content theme" and "evaluation theme". In order to more clearly reflect the views of the teacher, direct citations were included from post-implementation semi-structured interviews records on May 23, 2014.

It is seen that the learning-teaching theme consists of 5 sub-themes. These sub-themes are in the form of "Materials used", "Pre-class seminars", "Emotions in teaching process", "Experiences in process of the song teaching" and "New songs and attitude of the students". In the sub-theme of the material used, the teacher used the materials at the lesson described in the teaching process the following expressions; *"We used computers firstly, we used desks, we used fork and spoon even we used children's own bodies, like stomp, utterance by striking to chest... We generally used them..."* In this respect, it can be considered that various materials are included in the music lessons during the implementation process. However, it is possible to say that the active participation of the students foreseen in the program is realized by looking at the teacher's expressions.

When looked at the sub-theme of pre-class seminars, it seems that the teacher gave the answer; *"I have benefited a lot, added new things to me as vocationally"*. The teacher emphasized the importance and effectiveness of the implementations at the "entry" phase in the lesson plan related pre-practice seminars. However, the teacher's finding functionally the CD recordings prepared for the taught process of the songs, especially the songs were recorded accompanied by piano, songs have versions separated the music sentences and playback version was identified as the points that the teacher evaluated functionally. In addition, the teacher noted that CD recordings facilitate the teaching of songs.

In the sub-theme of emotions at the lesson processing, the teacher said, *"firstly I felt very active and comfortable, it was very funny"*. In this direction, it can be said that the teacher carried out the lesson process with pleasure and entertainingly. It is thought that the teacher feels more comfortable and effective because she sees herself in a position to direct and diversify the process by taking an active role in the implementation process, from especially in the expressions of the teacher; *"I felt very active, primarily ... I saved some things from uniformity"*.

In the sub-theme of experiences at the song teaching process, the teacher summarized that lived in the process with these expressions; *"I learned with the students, too. Moving songs can be a little tiring. I had difficulty a bit about the time"*. In this direction, various periods have been specified within the framework of the annual program regarding the practices of the outcomes in the music lesson curriculum. In this study, while the implementation process was designed, it was tried to create a program that would be suitable for the way of the research and without disrupting the teacher's own program as much as possible and in-classroom practices were limited to 1 class hour. In this respect, the duration of the lesson is limited to one lesson hour can be reflected as an element that forces the teacher to given process dance and movement-related outcomes especially in the process of teaching movement and dance contents of songs. However, it is thought that this situation doesn't reflect students' responses to achievements involving dance and movement.

When looked at the sub-theme of the new songs and students' attitude, the teacher expressed own opinion that *"The students were looking forward to your coming, all of we sang, had fun and learned"*. The behaviours that the students exhibit against the new learned songs ore clearly in the following expressions of the teacher:

"... as I said, it was a lot of fun even the kids were looking forward to seeing you, they asked me; when will researcher teacher come? When will she teach a song us? Actually, I was very excited, too. While I was coming every week, I was wondering which song would have taught me by researcher teacher... For example, when I taught the song, all of the students were singing it while they were going their home... There wasn't any student who doesn't want to sing, we sang together, we enjoyed, we learned..."

It is seen that the content theme consists of the sub-theme 'Evaluation of the songs'. In this sub-theme, the teacher evaluated each song one by one. According to this, for the song "Forty Cubes", the teacher made the evaluation of "Very beautiful, fast-slow outcome very well explained with the rhythm and the words of the song". For this song, the teacher also used the phrase; "as I said, the song is entertaining first and the outcome has been given very well..." It is seen in the teacher's expression that the song is effective in the process of achieving the outcome.

When looked at the song named "Repeat it", the teacher assessed *"It was very beautiful, we had a lot of fun"*. When the teacher announced her views for this song, she said, "This was very nice, too. I liked it in general while teaching I had fun first, and then kids had fun, too. It was very beautiful". At this point, it can be said that the views of the teacher as a funny song have come to the forefront.

In the song named 'Puzzle', it is seen that the teacher's expression of *'The student comprehend that short syllable will be showed with whether point or not line and they learned what to show the long syllable'*. Here, how to showed short and long voices with symbols has been tried to be given to the students through song. It is possible to say that this outcome can be realized with the song in the teacher's expression.

It is seen that the teacher statements in the song named 'What does it have?' in this way; *"The children love these extra things much more, they enjoyed it very much and I also enjoyed it very much, while teaching"*. *"Personally, the reason why I put the fun in the foreground is that of these children are learning by amusing. They enjoyed it very much and I also enjoyed it very much, while teaching. Maybe the length of the lesson could be a little longer, it takes a little longer to teach such songs ..."* with these statements, the teacher evaluated. Although the teacher stated that she was experiencing difficulties in completing the activities due to the ineffective use of the lesson period, she mentioned the positive effect of the participants to the lesson of the students with the instrument and explained that targeted outcome achieved with the song.

In the song named 'Step Valse', it is seen that the teacher view came into prominence with this statement; *"It would have been better if the music in the gap of the song was longer when passing on the second word of the song"*. As for the song, the teacher said, *"The song was fun, the movements were beautiful. Particularly slow and fast parts were also nice. Apart from these, it would have been better if the music in the song gap was longer for children to breathe a little while passing from the first word to the second word"*. In this direction, it can be considered that the song is influential to achieve the outcome but that the arrangement of the song can be made more functional by looking over.

The teacher expressed her opinion with this statement; *'They have learned "strong-light concept" with the song' related to the song named 'Let's Sing Song'*. It can be said that the outcome was achieved based on the teacher's expressions about the lesson process given below. *"Do you remember the first time we talked, the children when they said to speed up they were raising their voices ... For example, in this song, the children understood that they should say a bit faster and they did not shout ... In this sense, this song was very effective. In this sense, this song was very effective. Now it was the convenience to me. When I say speed, the child is accelerating and doesn't raise his voice. What was the child here aware of? They have learned the fast-slow, strong-light concept ... Now, I am teaching more easily ..."*

The teacher evaluated the song named 'Game Time' with this statement; *"this song caught my attention especially, the students took out the outcome hidden in the song and asked me ..."* In the teacher's expression, the following statements draw attention: *"Especially when I was teaching the repeat part, the students ask me why they sang this part a few times. I also said that some parts of the songs were repeated and it was called the repeat part. Here the child himself asked us what we really wanted to give them ... He took out the secret outcome himself and asked me ... He found the outcome, I think it will be more permanent .."*. On the axis of the teacher's views, it can be said that the song is effective in achieving the outcome.

The teacher evaluated the song named 'Let's Dance' with this statement; *"It was a beautiful song, the boys both sang and acted"*. The teacher has made the following assessment related to this song in the context of the outcome of "transforming the different melody sentence in music into dance"; *"Dancing is also a way of expression, the child has thrown away energy, has enjoyed, learned ... This was so beautiful ..."*

With reference to the teacher's opinions, it is possible to say that the students danced by singing and having fun so the achievement was realized with this song.

The evaluation theme consists of 2 sub-themes. These sub-themes are "Impact of songs on achievements" and "Definition of the implementation process". In the sub-theme of the songs' effects on achievements, In the following expressions are seen that the evaluation of the teacher about the effect of the songs used in the implementation process on the process of realizing music lesson outcomes; *"The achievements have been expressed appropriately to the level of the children with the lyrics. What I liked the most was that the outcomes were hidden in the song "*. In the axis of the teacher's opinion, it can be said that the teacher expressed the music lesson outcomes are learned more effectively through lyrics.

In the sub-theme of the definition of the practice process, it was asked the teacher how she defined the teaching practice process. In this direction, the teacher described the process as ;*"I think that the practice process teaches by having fun"*. In this direction, the teacher has used the following expressions *"... I think that it teaches by having fun with one sentence. That is to say, it is a whole. We learned by having fun. You added excitement to our lesson and our life..."* On the axis of expressions of the teacher, it can be said that the practice lessons are defined as both entertaining and instructive.

Discussion

Music lessons in the primary school are periods that music skills are gained at the basic level as in all other lessons. Effective music education at this stage is possible with the achievement of the lesson outcomes targeted in music lessons. The most basic finding of this research is to reach the music lesson outcomes of the students with the prepared action plan. In the study, it was seen that the students could reach to the lesson outcomes by way of the songs prepared according to the outcomes. Because the lyrics are a structure that includes lesson outcomes, and students comprehend their outcomes by learning songs through songs. Studies show that children pay attention to their words rather than the melody of a song, and lyrics are easier to remember (Morton & Trehub, 2007; Clarke, 2003) than melody. In this respect, the finding obtained by overlap with the field literature. In the process of reach, the students' the lesson outcomes, it has been seen that the presentation of these songs as well as the new song repertoire prepared according to the outcomes, that the activities prepared include game, dance, and motion and that teaching process carried out within the framework of a plan are effective. In addition, the songs in the repertoire presented with accompanying with piano, separated to music sentence/motifs, with vocal/without-vocal versions have been positively affected by the process. In this respect, it has been seen that the songs in the Demirtaş's (2011) research has accompanied with the piano had a positive effect on the students and this situation is similar to the finding that it is effective on behaviours desired to be gained. In another study, it was emphasized that the use of images in the teaching of the songs enables to realize an effective learning in a shorter time (Ayhan, 2012).

It was seen that the class teacher in the research identified herself as a teacher interested in music before applying the action plan but that the teacher music education in his undergraduate education is inadequate especially in the knowledge of notes and the ability to play the instrument. According to this, the finding obtained is similar to the field literature (Kocabaş, 2000; Hennesy, 2000; Küçüköncü, 2000; Şahin & Aksüt, 2002; Altun, 2005; Holden & Button, 2006; Göğüş, 2008; Karan, 2008; Wiggins & Wiggins, 2008; Seddon & Biasutti, 2008; Kılıç, 2009; Hallam et al., 2009; Özmen, 2009; Barış & Özata, 2009; Okan, 2010; De Vries, 2011; Çilingir, 2011; Köşreli, 2012). It was also determined that the teacher ignored lesson outcomes and saw the music lessons as a fun time by singing, use the teacher's guidebook to teach only the lyrics. These findings are similar to studies that show that the realize level of outcomes of primary school music lessons is lower (Şahin & Aksüt, 2002; Göğüş, 2008; Karan, 2008; Çilingir, 2011; Kenney, 2011; Cüceoğlu Önder & Yıldız, 2017). However, it has been determined in the research that the classroom teacher is generally teaching with her own experiences rather than using the teacher's guidebook. This finding coincides with the finding that "teachers apply the teaching curriculum according to their own methods and adapt to such teaching methods by them as a lesson processing model" (Nacakçı, 2010).

It can be said that the classroom teacher has become competent in the field of music lessons with the action research. Lesson plans prepared in the framework of the action plan were presented to the teacher with pre-practice seminars and it is determined that the seminars contribute to the professional development of the teacher. This finding is paralleled by studies showing that seminars applied to classroom teachers positively influence teachers' professional development (Güzel Yüce, 2012; Kenney, 2011).

Before the practiced of the action plans, it is observed that the teacher practiced singing activities only in lessons and students perceive music lessons as singing. Similarly, there are studies showing that primary school music education is seen as a collective activity in the school and an activity that students sing about; hence, singing is the whole of the music education experience (Wiggins & Wiggins, 2008). Therefore, the vocational education process is of great importance in order that the music lessons carried out by classroom teachers in the primary school can be carried out in the most effective way. At this point, the findings of "the fact that the education of class teachers is mainly focused on singing can lead them to overcome the anxiety of inadequacy" and this research, which adopts a process based on singing activities and singing rather than the theoretical knowledge is of similar nature. This research shows that when classroom teachers know what to do in music lessons and when necessary materials are provided, they are able to provide realize the music lesson outcomes and increase their self-confidence while doing the music lessons. Based on the hypothesis that classroom teachers can judge their musical qualities more objectively and develop their self-esteem, Seddon and Biasutti (2008) in the same way as a result of the study they have applied, they have revealed that teachers' self-confidence developed in teaching music in elementary school.

Conclusion and Suggestions

The aim of this research is to understand the efficiency the song repertoire created for music lesson outcomes of the primary school 3rd grade in the learning and teaching process and contribute to improving the quality of teaching. Based on the results of the research, it has been seen that students always love to sing (before and after the pre-practice) and the songs are a very important material that influences and directs the learning process. When it is looked at the process, before the practiced of the action plan, it was seen that although the songs were generally learned by the students, the lesson outcomes weren't realized. After practiced of the action plan, it has been seen that the students can reach to the lesson outcomes, which are desired to be given in the music lesson especially by means of the songs' word element with the songs, included in the new song repertoire prepared according to the outcomes. At the same time, from the beginning of the practice process toward the final stage, with the use of created song recordings, it was observed that the students' skills about singing, listening, playing and synergy developed. After all, it has been observed that the lesson process includes play, dance, and motion.

Looking at from the point of view of class teaching, it was determined that the class teacher didn't use the teacher's guidebook before the practice and evaluated the music lessons as the process of funny spend time by singing, therefore it was determined that the teacher doesn't concentrate on the music lesson outcomes and the lessons don't carry out by keeping to a lesson plan. While the implementation process seemed to contribute positively to teaching in accordance with music lesson plans prepared within the framework of constructivism concept, it was also detected that the teacher awareness increased about demonstrate an approach focused on the lesson outcome. On the other hand, it has been determined that the confidence of the teacher increased because of the teacher is in a position to the director, performer and provides participation of the students. At this point, in line with the opinions of teachers and students, it was coming to the conclusion that the action plan and created new song repertoire are an effective teaching tool that enables to achieve of the primary school 3rd grade music lesson outcomes.

It is thought that this research may be an example in the national and international literature in terms of reflecting the implementation of concrete solution proposals by action research method to

contribute to primary school music lessons, professional development of classroom teachers, development of musical, cognitive, affective and social skills of students. Within the framework of the obtained findings, some proposal can be suggested for implementation and research.

Recommendations for the implementation; in order to can be more useful the music lessons in primary school, the "Music" and "Music Teaching" lessons that taken by class teachers in undergraduate education can be structured on the basis of singing and song teaching. The overlap of the songs used in music lessons with the course achievements facilitates the process of achieving the outcomes. In this context, it can be ensured that the songs in the teacher's guidebooks are the songs that can be effective in passed the lesson outcome. In the music lesson learning-teaching process, especially in song teaching, classroom teachers commonly use video-audio recordings obtained from the internet environment. At this point, qualified materials can be produced for teachers' use and these materials can be delivered to teachers. In primary school music lessons, the method of teaching by hearing is used in teaching songs. Materials to be used for the correct practice of this method used in song teaching can be presented with an understanding that directs the teacher and allows the students to listen to the songs and sing the songs. Classes can be technically equipped so that listening, speaking and playing activities in music lessons can be done more accurately.

Suggestions for research; action research can be carried out to ensure that class teachers to be able to apply more effective practices in music lessons. Teachers may be encouraged to take part in action research to ensure their professional development. An action research method can be preferred in researching various aspects of music lessons, which is a practical lesson. Thus, teaching can be improved.

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Appendix 1. Example of Lesson Plan Used in Practice

Lesson Plan 6

(May 6, 2014)

Class: 3

Learning Field: musical perception and information

Acquisitions: Vocalize music at the appropriate speed and sound

Time: 40 minutes

Tools: The notes of the song named "Let's sing" and the CD of the song, the computer

Introductory

- With breathing exercises began to the lesson. Studies done by the teacher first and then students repeat.
- In the way of "ssssss" 1-2-3-4-5 by counting, long breathing exercise is done. (slow)
- In the way of; "ç-ç-ç-ç-ç" it is made intermittently. (quick)
- This work is then carried out in a strong-light loudness, here the teacher keeps his hand in the head when the strong breath is requested and explains that this is strong sense.
- When the light breath is requested, he keeps his hand in the abdomen and explains that this is light sensitive.
- In the direction of these signs, strong-light loudness works are done.

Adumbration (Exploring)

- The song named "Let's Sing" is listened to and sung by following the sequence below and in accordance with the guidelines.
- 1- Lyrics are written on the board.
LET'S SING A SONG
Come, together
Come, let's have fun
Come, with joy
Let's sing a song
Come, with applause
Come, with enthusiasm
Let's sing a song

First, with light applause (x x x xx)
Now, strongly (x x x xx)
Slowly strong (x x x xx)
Let's sing a song
 - 2- All of the songs are listened on CD. (CD No: 4)
 - 3- Before the words of the song begin, an entry is made in the song and the lyrics start after this entry;
It is explained that there are light and strong sections in the country, and that rhythm should be kept by clapping in the desired loudness in the song in these areas and that the song should be sung the movements in the lyrics by doing. It is emphasized that this detail should be taken into consideration when singing.
 - 4- The stage of singing all together is passed, the steps of this phase are given below;
 - Part 1 of the song is listened to the CD and repeated by students. (CD No: 1)
 - Part 2 of the song is listened to the CD and repeated by students. (CD No: 2)
 - Part 3 of the song is listened to the CD and repeated by students (CD No: 3). In this section, rhythms are given in the same way every time, but there is a difference in the loudness, for this reason, these differences should be emphasized, and the difference of the loudness should be felt when singing. This section should be studied in detail.
 - Finally, the entire song is vocalized with the CD. (CD No: 4)

Share the Information

- The teacher explains the importance of speed and loudness in music. It is emphasized that it is necessary to vocalize the songs at an appropriate speed. The song "Step Valse" is reminded (slow and fast sections are emphasized).
- It should be emphasized that the song learned today is a fast song; it has parts of light loudness and strong loudness; they learned the singing light-strong and the clap

Use the Information

- Taking into account the work done in the class, vocalized of the song is requested on the music given as "playback". (CD No: 5)

Evaluation

- Student/ teacher diary is filled.