

# Summary

## Introduction:

The Courses that beginner student study at specialized faculties of music varies, as most of these courses greatly depends on the two types of western and oriental music basis.

The most important courses is oriental and western solfege which last for all grades, as it depends on continuity and accumulation, and its importance comes from its consistence of the basic music language which is Tones and rhythm.

Solfege is considered as the core of several other courses such as performance, western and oriental music analysis, western and oriental singing. And in western solfege we find several pedagogical paid great attentions to educational methods, and every one of them now had his own recognized method which is used until today, for example:

### **1<sup>st</sup>: Old Methods:**

1. Maurice Chivies (1804 – 1864).
2. Bona Solfege Book 1<sup>st</sup> part (3 of November 1808 – 2 of December 1878).
3. Paul Truniry (1816 – 1880).

### **2<sup>nd</sup>: Modern Methods:**

1. Decrollly Method (1871 – 1932).
2. Lars Edlund Method (1922 – 1971).
3. So'ad Hassanin (1953 – 1998).

While Oriental Solfege depends on several methods of Education, for Example:

**1. First Method:**

Which is the most important and spread method that depends on reading solfege exercises in different modes.

**2. Second Method:**

This depends on integrating teaching of modes and tetra chords through teaching and tasting oratorios, also depends on elicitation of mode or tetra chord notes by singing popular tunes within the same mode.

**3. Third Method:**

This depends on integrating fundamental mode with it's both tetra chords, and relating it to different fundamental oriental modes, and their families by their tonic and dominant note by using definite exercises. Also this method considers the intervals of these tetra chords.

And this beckons the researcher to use some of western solfege methods and its benefits in simplifying some of oriental solfege singing difficulties by using a prepared suggested program.

**Research Problem:**

Despite of the much care in researches handling oriental solfege, but the researcher noticed rarity in researches using the benefits of western solfege teaching methods.

## **Research Objectives:**

*This research aims to:*

- Preparing a suggested program to train students on oriental solfege singing by using some of western solfege methods.
- The benefit of composing different exercises that depends on western solfege teaching methods, to improve students' standards in oriental solfege.

## **Importance of Research:**

The improvement of beginner students in the oriental solfege course, and developing their skills in performing singing colors in different modes; to make him a special teacher has great abilities in teaching.

## **Research Hypothesis:**

The Researcher assumes that the suggested program using some western solfege teaching methods would help:

1. Developing students levels of singing some oriental modes (Rast – Nahawand – Tabriz).
2. Developing students' standards of singing in oriental solfege course.

## **Forwarded Hypothesis:**

1. There are statistical evidence differences between pre–post measurements within research variables (Rast – Nahawand – Tabriz) modes for the post measurement.
2. There are statistical evidence differences between pre–post exams for the post exam.

### **Research Borders:**

*Time Border:* 2<sup>nd</sup> semester – the educational year (2017 - 2018).

*Location Border:* Faculty of Specific Education – Cairo University.

### **Research Methodology:**

This research follows the experimental method of a one group.

### **Research Sample:**

1. Random Sample of 1<sup>st</sup> Grade students – Faculty of Specific Education – Cairo University – 2<sup>nd</sup> semester – The educational year (2017 – 2018).
2. Modes (Rast – Nahawand – Tabriz).
3. Maurice Chivies Method – Pascally Bona Method – Freedman Method – Decrollly Method.

### **Research Tools:**

- Some of old and modern methods of teaching western solfege.
- Oriental Solfege 1<sup>st</sup> grade course description.
- Expert opinion document.
- Suggested program of 12 sessions prepared by the researcher to confirm research hypothesis.

**This study includes four chapters as follows:**

**Chapter One:** Research problem and previous studies:  
Includes two sections:

*The First section* deals with the Introduction, Research Problem, Objectives, Importance, Borders, Samples, Tools and Research Terms.

*The Second Section* handles Previous Studies related to the research topic.

**Chapter Two:** *Theoretical framework Includes:*

*The First section:* The Program

- Definition of program.
- Types of programs.
- Designing the program.
- Program objectives.
- Pre-exam Importance.

*The Second Section:*

- Solfege Definition.
- Solfege Objective.
- Solfege Types.
- Solfege Singing.
- Some used methods in teaching western Solfege:

*First: Old Methods:*

1. Maurice Chivies Method.
2. Pascally Bona Method.

*Second: Modern Methods:*

1. Decrollly Method.
  2. Freedman Method.
- Comparison between western solfege teaching methods.

## *The Third Section: Oriental Solfege*

First: Modes and Tetra Chords:

- Oriental Music Conference in Cairo 1932.
- Accidentals in Oriental Music.
- Tetra Chords.
- Oriental Quarter Tones.
- Modes in Oriental Music.

Second: Rhythms.

Third: Some Oriental Solfege teaching methods:

1. Traditional Method.
2. Suggested Method for teaching Oriental Solfege by “Sohair Abd El-Azim”.
3. Suggested Method for teaching Oriental Solfege by “Ali Abd El-Wadoud”.
4. Suggested Method for teaching Oriental Solfege by “Atef Abd El-Hamid”.
5. Suggested Method for teaching Oriental Solfege by “Khairy Mohamed Amer”.
6. Suggested Method for teaching Oriental Solfege by “Fatema Mahmoud El Gersha”.
7. Suggested Method for teaching Oriental Solfege by “Sohair Mokhtar El Masry”.
8. Suggested Method for teaching Oriental Solfege by “Khaled Hassan Abbass”.

Fourth: Comparison between Types and methods of teaching Oriental Solfege.

Fifth: Recruitment of some of western solfege methods in teaching Oriental Solfege courses.

*The forth Section: Students' Psychology:*

- Stage Needs.
- Stage Characteristics:
  1. Growth Nature.
  2. Mental Growth.
  3. Emotional growth.
  4. Reaction Growth.
- Elements affecting solfege procurement.
- Teaching Methods.
- Teaching methods basics.
- Some of applied teaching Methods.

**Chapter Three:** *Practical Framework:*

- a. Research Method.
- b. Research Sample.
- c. Research Tools:
  1. Scouting Experts opinions document.
  2. Test Validity.
  3. Pre-Post Exam.
  4. Test Firmness.
- d. Procedural steps to proceed with the experimental sessions prepared by the researcher.
- e. Field Process Procedure.
- f. Applying post exam.

## **Chapter Four: *Results:***

1. This chapter presented conclusion analysis and description to prove the validity of the research hypothesis, as the results declared the improvement of the students sample within the post exam marks, and the success of applying prepared program by the researcher, and that appeared in the difference in students' marks through pre-post exam. Therefore the research had achieved its objectives which is the benefit of composing varied exercise depends on some western solfege teaching methods to improve students standards in oriental solfege courses.
2. Proposed Recommendations.
3. Arabic and Foreign References.
4. Research Summary in Arabic Language.
5. Research Summary in English Language.
6. Research Abstract in Arabic Language.
7. Research Abstract in English Language.