Title	Turkish Folk Dances and Choreography Algorithms	**Time**	2 hours
Subject:		**Music, Folklore, Dance, Choreography**	
Aims		**General competence**[1]: It transforms different melodic phrases in music into dance and games. **Specific competence**[2]: Students should perform dance figures appropriate to their level from their own culture, taking the region they live in as a reference. **Aim of the activity:** Learning the local "Zeybek" dance.	
Key CS elements:		Decomposition; Pattern recognition; Abstraction; Algorithm design.	
Age group :		**12-14 year old**	
Learning situations:	**Music Teacher.Dans Teachers and Physical Education Teacher they will work together**	**Activity type:**	**-Music lesson activity** **-Physical education class activity**
Resources: 1. A video showing Turkish folk dances is shown. https://www.youtube.com/watch?v=C0zlA59qbE0 2. A computer with internet access. 3. Open space for dance practice. Music and rhythmic steps from western Turkey			
Learning development:			

[1] According to the National Curriculum for Art Education, grade VI, approved by Order of the Minister of National Education no. 3393 / 28.02.2017.
[2] Idem

Problem definition:

The teacher will convey the cultural significance of the Zeybek dance to the students. It will enable them to understand the rhythmic activities of the dance combined with music and the sense of rhythm. It will enable students to do group activities and create choreography as a group.

They will use computational thinking to break down the steps of the Zeybek dance and learn to create a sequence (algorithm) to perform the Zeybek dance.

The teacher will have students apply computational thinking strategies (decomposition, pattern recognition, abstraction, and algorithm design) to a real-world scenario.

Introduction

- Begin by showing a video or playing a recording of the "Zeybek" dance.
- Explain that this is a traditional Turkish dance and mention its significance.
- It is emphasized that folk dances are a part of our culture. It is emphasized that it is one of the legacies to be left to the future and that the dances should be passed on to future generations for the continuity of the culture. Information is given about the importance of the "Zeybek" dance and its region. It is emphasized that the "Zeybek" dance is a dance with partners. The local clothes worn are introduced. The colors and weaving patterns of the clothes are discussed and their importance is emphasized.
- The teacher presents aspects of folk dances specific to "Zeybek".

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- Discuss the cultural and historical context of the "Zeybek."

Four Principles of Computational Thinking:

1. **Decomposition:** Breaking down a dance or choreography into smaller parts.
2. **Pattern Recognition:** Finding similarities or patterns in the steps.
3. **Abstraction:** Identify the basic details of the dance that can be generalized.
4. **Algorithm Design:** Creating a step-by-step plan for learning the dance.

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I. Decomposition:

- Work together as a class to break down the Zeybek dance into its basic movements (e.g., starting stance, steps, arm movements, transitions).
- List each movement or position on the board.
- Experimentally determine how each part connects to the whole dance.

II. Pattern Recognition:

- Ask students to identify repeating patterns or sequences within the dance. Follow the movement of the left foot and arms as the right foot goes up.
- Start with arms open to the sides, arms closed, arms open to the sides and left foot lifted, arms open to the sides and right foot lifted, arms open to the sides and left foot lifted, arms open to the sides and right foot lifted, both feet on the floor and arms closed in front, both feet on the floor and arms open to the sides.
- Discuss how recognizing these patterns can help in creating or teaching general choreography.

III. Abstraction:

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- Ask students to find the basic elements that distinguish this dance from other dances.
- Discuss the importance of this dance being performed as a partner dance. Determine how it adapts to its partner.
- Male and female dancers dance opposite each other.
- The beginning and ending movements are the same. It starts and ends with both hands joined at the sides and in front.
- The right foot and left foot are raised repeatedly while the hands are opened up to the sides. This sequence is repeated.
- The dancer decides the repeat rhythms according to the rhythm of the music.
- The rhythms are repeated by continuously turning in a circle.

IV. Algorithm design:

Step 1: The girl and boy dancers come on stage and take opposite positions. Arms closed at the sides.

Step 2: The music starts and arms are closed in front, feet are closed and on the floor. The partners face each other.

Step 3: Both arms are raised and opened to the side and fingers are snapped. The left foot is raised in place. The right foot is on the floor.

Step 4: The left foot is on the floor and the right foot is raised. Both arms are open and fingers are snapped.

Step 5: This rhythm is repeated twice (left foot up, arms open, right foot up, arms open)

Step 6: Starts and arms and feet are closed in front, feet are closed and on the floor. The partners face each other.

Step 7: Arms closed at the sides

Step 8: The figure is completed and this continues until the music ends.

Testing the Algorithm

- Have the groups test their algorithms by teaching their version of the Zeybek dance to another group in an open area, following their instructions.
- After testing, discuss what worked well and what needs to be adjusted.
- Have them find music for the Zeybek dance and test what music would be used to do this dance.
- Emphasize the importance of rhythmic thinking and repetitive pieces in thinking

Conclusion and Reflection

- Summarize the basic points of the Zeybek dance and highlight how computational thinking helps in analyzing and learning the Zeybek dance.
- Discuss the impact of computational thinking in learning the dance
- Discuss the importance of cultural heritage and the importance of traditional dances in transmitting this heritage.

Homework/Extension:

- Students can research another cultural dance and break it down using computational thinking principles.

Assessment:	Since it was a practical course, teachers, who were members of the jury, filled out the observation form using previously prepared evaluation items. Video recordings were taken and the recordings were analyzed.
Expected results:	Teaching students the importance of traditional dances in preserving cultural heritage.