本校の音楽 II の授業が、2025アジア太平洋音楽教育研究シンポジウム(2025 7月9日~13日)にて発表 されました。2024年2月に本校の音楽 II の鑑賞の授業4時間を4人の大学教授が見学し、ヒアリング・調 査・分析したものです。

※1年生の授業も昨年9月に本教育音楽学会でも発表されています。

# Significance of Music Appreciation Classes in a Japanese High School

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#### [Objectives]

his study aimed to clarify how students discover the meaning of nusic through two music appreciation classes with different bjectives held at a Japanese high school.

#### [Background]

Objectives of "Art (Music)" in Japanese High Schools eachers aim to develop the students' qualities and abilities to injoy music and be richly involved with musical culture in their laily life and society.

## Guideline Content of the Field/Domain of "Art(Music)"

#### Expression:

Singing, Playing Instrumental Music, and Making Music Interaction

#### Appreciation

In high schools, students think about the following matters:

- Value of musical pieces and performances
- · Meaning and function of music in daily life and the society
- · Musical diversity

the time the music was composed

#### [Methods]

Targets: This study was conducted in February 2024 during four periods with Teacher A in a class for 30 second-year high school students choosing Art-Music II.

Methods: Fieldwork involved audio and video recordings of classes interviews with Teacher A, and collection of students' descriptions in worksheets. Teacher's scaffolding and students' learning process were also interpreted qualitatively.

# [Teacher A's Educational Philosophy]

"I think when people listen to musical pieces, the way they view, feel, and think about them changes with their growth process and learning experiences. Especially in high schools, students should try to appreciate music analytically and get closer to the composer's intentions. I hope that one day they will make use of such learning to deepen their understanding of the work."

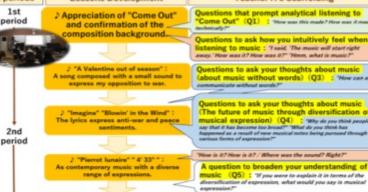
### [Result 1: Classes' development and Teacher A's scaffolding]

Class 1: Let's analyze the symphonic poem "Finlandia" and understand the composer's

thoughts! (2 periods)

2 periods **Lessons Development** Teacher A's Scaffolding 2 periods Listen to the whole of "Finlandia" : Describing Questions that connect music to story period "Listen and analyze what it is that makes first impressions. us feel that way. Repeatedly present chord progressions, rhythms, and melodies Check out the scenery and history of Finland through singing and piano. What started it? Hardship, anger. The song started with '2 Dha-ran', and halfway through, '2 Inter-tactate furth-tattate. Everyone... called out. Let's do something.' But it's impossible...' Instead, it was '2 Tite-tarantment-tattate! We can do it, we can go towards victory.' () Singa Finnish Hymne! That's Music analysis: Focus on motifs, playing style, and endings right, we are Finns, aren't we? ' Den-ding-dan', 12345-12345 beats." Confirm 2nd 1st period: 23 times 2nd period: 21 times period the composer's intention Compare and confirm the meaning and effect of musical features. rences in the strength of the "anger/suffering Think about the story. . nding/descending of the "struggle motif" ence or absence of Finnish doubl conson

Class 2: Let's listen to "Come Out," analyze its musical structure, and think about the potential impact that music can have on the society.



**Lessons Development** 

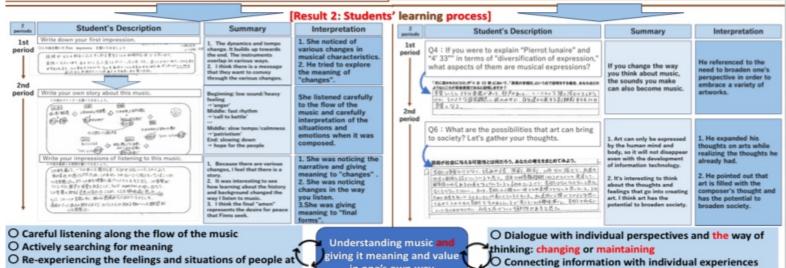
Questions to ask your thoughts about music (The future of music through diversification o musical expression) (Q4): Why do you think people and that the abocate too broad? "Blate do you think has happened as a result of ever musical notes being pursued through sortion form of expressions."

Teacher A's Scaffolding

A question to discover the relationship between possibilities of contemporary music, and what po n music and society (Q6): "What are the

Connecting information with individual experiences

O Comparing art from the past, present, and future



The teacher's careful scaffolding enabled students to engage with the music and enhance their own thoughts from the perspective of "the composer's intention" in the "Finlandia" class and "diverse expressions of contemporary music" in the "Come Out" class. In particular, by the final class, students had broadened their thinking to include the meaning and value of music in their life, society,

in one's own way

Music appreciation classes provide opportunities for students to experience different ways of interacting with music through the teacher's scaffolding. Students form, update, and expand their own views of music: what "music" means to themselves and what it