

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]

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

## [Background]

### Objectives of "Art (Music)" in Japanese High Schools

Teachers aim to develop the **students'** qualities and **abilities** to enjoy **music** and **be** richly involved with musical culture in **their** daily life and society.

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

#### Expression:

Singing, **Playing** Instrumental Music, and Making Music

#### Appreciation

#### Interaction

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



## [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)**

**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.**

2 periods	Lessons Development	Teacher A's Scaffolding	2 periods	Lessons Development	Teacher A's Scaffolding
1st period	Listen to the whole of "Finlandia": Describing first impressions.	Questions that connect music to story.: "Listen and analyze what it is that makes us feel that way."	1st period	Appreciation of "Come Out" and confirmation of the composition background.	Questions that prompt analytical listening to "Come Out" (Q1): "How was it made? How was it made technically?"
	Check out the scenery and history of Finland	Repeatedly present chord progressions, rhythms, and melodies through singing and piano.		2 "A Valentine out of season": A song composed with a small sound to express my opposition to war.	Questions to ask how you intuitively feel when listening to music: "I said, 'The music will start right away.' How was it? How was it?" "Hm, what is music?"
	Music analysis: Focus on motifs, playing style, and endings -Confirm the composer's intention	"What started it? Hardship, anger. The song started with '♪ Ohe-ron', and halfway through, '♪ tatta-tattata-tatta-tatta.' Everyone... called out, 'Let's do something.' 'But it's impossible.' Instead, it was '♪ The-Immer-vain-ta-ist! We can do it, we can go towards victory.' (♪ Sing Finnish Hymn) That's right, we are Finns, aren't we? '♪ Dun-din-dan-dan-dan; 12345-12345 beats."		2 "Imagine" "Blowin' in the Wind": The lyrics express anti-war and peace sentiments.	Questions to ask your thoughts about music (about music without words) (Q3): "How can art communicate without words?"
2nd period	Listen to the whole: Think about the story.	1st period: 23 times 2nd period: 21 times	2nd period	2 "Pierrot lunaire" "4: 33": As contemporary music with a diverse range of expressions.	Questions to ask your thoughts about music (The future of music through diversification of musical expression) (Q4): "Why do you think people say that it has become too broad?" "What do you think has happened as a result of new musical notes being pursued through various forms of expression?"
		Compare and confirm the meaning and effect of musical features.		A question to discover the relationship between music and society (Q6): "What are the possibilities of contemporary music, and what possibilities does art have for society?"	
		- Differences in the strength of the "anger/suffering motif".			
		- Ascending/descending of the "struggle motif".			
		- Presence or absence of Finnish double consonants.			

## [Result 2: Students' learning process]

2 periods	Student's Description	Summary	Interpretation	2 periods	Student's Description	Summary	Interpretation
1st period	Write down your first impression.	1. The dynamics and tempo change. It builds up towards the end. The instruments overlap in various ways.	1. She noticed of various changes in musical characteristics.	1st period	Q4: If you were to explain "Pierrot lunaire" and "4: 33" in terms of "diversification of expression," what aspects of them are musical expressions?		
	Write your own story about this music.	2. I think there is a message that they want to convey through the various changes.	2. He tried to explore the meaning of "changes".				
2nd period	Write your impressions of listening to this music.	Beginning: low sound/heavy feeling Middle: fast rhythm End: slowing down hope for the people	She listened carefully to the flow of the music and carefully interpretation of the situations and emotions when it was composed.	2nd period	Q6: What are the possibilities that art can bring to society? Let's gather your thoughts.		
		1. Because there are various changes, I feel that there is a story.	1. She was noticing the narrative and giving meaning to "changes".				
		2. It was interesting to see how learning about the history and background changed the way I listen to music.	2. She was noticing changes in the way you listen.				
		3. I think the final "amen" represents the desire for peace that Finns seek.	3. She was giving meaning to "final forms".				

- Careful listening along the flow of the music
- Actively searching for meaning
- Re-experiencing the feelings and situations of people at the time the music was composed

Understanding music and giving it meaning and value in one's own way

- Dialogue with individual perspectives and the way of thinking: **changing** or **maintaining**
- Connecting information with individual experiences
- 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, and culture.

➤ 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