

國立屏東大學 104 學年度研究所碩士班入學考試

音樂教育理論試題

(音樂學系碩士班 音樂教育組)

※請注意：答案題號須標示清楚，並寫在答案卷上，否則不予計分。

- 一、請說明音樂教師如何藉由學生學習的檔案評量提升教師的教學與學生的學習？(25%)
- 二、試以國小的認譜教學為例說明Bruner的螺旋式課程設計。(25%)
- 三、九年一貫課程鼓勵教師進行行動研究，請解釋行動研究之特質與進行行動研究的理由，並擬定一個音樂教育行動研究之主題與研究程序。(25%)
- 四、以下內容節錄自一篇文章。請解釋其內容(10%)，並提出您對該論點之看法(15%)。

What are arts and music education for? Our international review revealed two main underlying issues. The first is whether the development of musical experience and expertise is an end in itself, such that music education serves mainly to promote musical and artist skills, or it should have broader personal and cultural aims. There are clear differences between Eastern and Western countries in this respect. Arts and music educators in countries including Korea, Japan, China, with a foundation in Confucian philosophy, place much greater emphasis on the moral and spiritual role of the arts than their Western counterparts; their primary aim is to develop the character of pupils. In Japan, for example, the emphasis is on “educating students through music” rather than on “teaching music to students”. In the West, on the other hands, there is much more interest in the non-musical benefits of music education; and this is epitomized by the recent interest in the so-called “transfer” effects of participation in the arts, in which their presence in the curriculum is partly justified in terms of their benefits for other aspects of learning such as reading, spatial skills, language learning, social and emotional development, etc.