

## Section 5 Music

### I. OVERALL OBJECTIVES

To encourage pupils to cultivate their sentiments, a love for music as well as enrich their sensitivity to music, develop fundamental abilities for musical activities and deepen understanding of music culture, through a wide variety of music-making and appraising activities.

### II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Grade 1]

#### 1. Objectives

- (1) To cultivate an interest in and respect for sound and music, and to foster an attitude of brightening and enriching one's life through music, by experiencing the joy of musical activities.
- (2) To perceive the richness and joy of various types of musical expression, acquire basic skills for music-making and foster the ability to make music in a creative and original manner.
- (3) To savor the value and beauty of various types of music and foster a wide-ranging and independent ability for appraising.

#### 2. Content

##### A. Music-Making

##### (1) [Singing]

The following items should be taught through singing activities:

- (a) Singing with creative expression by perceiving the content of lyrics and musical mood.
- (b) Singing by utilizing the characteristics of language in singing via vocalization according to the type of song.
- (c) Singing in ensemble with creative expression by perceiving the role of each part and the resonance of the whole.

##### (2) [Playing Instruments]

The following items should be taught through activities for playing instruments:

- (a) Playing instruments with creative expression by perceiving musical mood.
- (b) Playing instruments by perceiving the characteristics of instruments and acquiring basic methods of playing them.

(c) Playing instruments in ensemble with creative expression by perceiving the role of each part and the resonance of the whole.

(3) [Creative Music Making]

The following items should be taught through creative music making activities.

(a) Creating simple melodies with creative expression by perceiving the characteristics of language and musical scales.

(b) Creating music by having an image that one would like to express; utilizing characteristics of sound components; and devising compositions for aspects like repetition, variation and contrast.

(4) The teaching materials for music-making should contain the following.

(a) The teaching materials should include items from the various types of music in Japan and other countries which are appropriate for the aims of instruction, and which are both simple and familiar to the students.

(b) The teaching materials for singing should include materials which have been taken up from the following perspectives.

a. Songs that have long been sung and are familiarly known in Japan from which one can get a sense of the beauty of Japanese nature and its four seasons, or those which offer a taste of the beauty of Japanese culture and language

b. Traditional types of Japanese singing such as folk songs or Nagauta from which one can get a sense of the characteristics of traditional voices, taking into account the circumstances of the region, students and school

## B. Appraising

### [Appraising]

(1) The following items should be taught through activities for appraising:

(a) Listening to perceive the connection between the elements and structure that shape music and its mood, and expressing these in words as ways to experience the value and beauty of music.

(b) Appraising the characteristics of music in relation to the culture, history and other arts which comprise its background.

(c) Perceiving and appraising the diversity of music through the characteristics of traditional music of Japan and the local area, as well as those of the music by various peoples in the Asian region.

(2) The teaching materials for appraising should be items from various types of music from Japan and other countries, including traditional music of Japan and the local area, which are appropriate for the aims of instruction.

[Common Items for each activity]

The following should be taught through “A. Music-Making” and “B. Appraising:”

- (a) To perceive the elements that shape music, such as tone, rhythm, tempo, melody, texture, dynamics, form and composition and the relationship between these elements, and to be sensitive to the characteristics and atmosphere produced by their functions.
- (b) To understand through musical activities the terms and symbols which represent the elements that shape music and their functions.

[Grades 2 and 3]

### 1. Objectives

- (1) To cultivate an interest in and respect for sound and music and to foster an attitude of brightening and enriching one’s life through music and a life-long love for music by experiencing the joy of musical activities.
- (2) To experience the richness and beauty of various types of musical expression, develop skills for making music and improve the ability to make music in a creative and original manner.
- (3) To deepen understanding of various types of music and further elevate the students’ wide-ranging and independent ability for appraising.

### 2. Content

#### A. Music-Making

##### (1) [Singing]

The following items should be taught through singing activities:

- (a) Singing with creative expression appropriate to the song by perceiving the content of lyrics and musical mood.
- (b) Singing by understanding and utilizing the characteristics of vocalization and language according to the type of song.
- (c) Singing in ensemble with creative expression by perceiving the role of each part and the resonance of the whole.

##### (2) [Playing Instruments]

The following items should be taught through activities for playing instruments:

- (a) Playing instruments with creative expression appropriate to the piece of music by perceiving musical mood.
- (b) Playing instruments by perceiving the characteristics of instruments and applying basic methods of playing them.
- (c) Playing instruments in ensemble with creative expression by perceiving the role

of each part and the resonance of the whole.

(3) [Creative Music Making]

The following items should be taught through creative music making activities:

- (a) Creating simple melodies with creative expression by utilizing the characteristics of language and musical scales.
- (b) Creating music by having an image that one would like to express, utilizing characteristics of sound components and devising compositions and cohesiveness for aspects like repetition, variation and contrast.

(4) The teaching materials for music-making should contain the following.

- (a) These should be items from the various types of music in Japan and other countries which are appropriate for the aims of instruction, and which increase the students' motivation and are familiar to them.
- (b) The teaching materials for singing should include materials which have been taken up from the following perspectives.
  - a. Songs that have long been sung and are familiarly known in Japan from which one can get a sense of the beauty of Japanese nature and its four seasons, or those which offer a taste of the beauty of Japanese culture and language
  - b. Traditional types of Japanese singing such as folk songs or Nagauta from which one can get a sense of the characteristics of traditional voices, taking into account the circumstances of the region, students and school

## B. Appraising

[Appraising]

(1) The following items should be taught activities for appraising:

- (a) Listening to understand the connection between the elements and structure that shape music and its mood, and critiquing it with sound reasoning as ways to experience the value and beauty of music.
- (b) To understand and appraise the characteristics of music in relation to the culture, history and other arts which comprise its background.
- (c) To understand and appraise the diversity of music through the characteristics of traditional music of Japan and the local area, as well as those of the music from other countries.

(2) The teaching materials for appraising should be items from various types of music from Japan and other countries, including traditional music of Japan and the local area, which are appropriate for the aims of instruction.

[Common Items for each activity]

The followings should be taught through “A. Music-Making” and “B. Appraising:”

- (a) To perceive the elements that shape music, such as tone, rhythm, tempo, melody, texture, dynamics, form and composition and the relationship between these elements, and to be sensitive to the characteristics and atmosphere produced by their functions.
- (b) To understand through musical activities the terms and symbols which represent the elements that shape music and their functions.

### III. SYLLABUS DESIGN AND HANDLING THE CONTENT

1. In designing the syllabus, consideration should be given to the following:

- (1) [Common Items for each activity] listed in “II. Objectives and Content for Each Grade” are commonly necessary to develop the abilities for “Music-Making” and “Appraising” and, therefore, efforts should be made to devise ways to provide sufficient instruction in each activity for “Music-Making” and “Appraising.”
- (2) With regard to the instruction on (1), (2) and (3) under “A. Music-Making” and (1) under “B. Appraising” in “II. Objectives and Content for Each Grade,” it should be ensured that unbalanced emphasis is not placed on any of the specified activities.
- (3) With regard to “II. Objectives and Content for Each Grade,” efforts should be made to ensure that effective instruction can be provided in accordance with the circumstances of the school and students, such as allowing the students to select the method and configuration of music-making. This is designed to enable the students to engage in musical activities with a greater degree of individuality.
- (4) Based on the objectives of moral education listed in Sections I-2 of Chapter 1 “General Provisions” and in Section I of Chapter 3 “Moral Education,” instructions concerning the content listed in Section II of Chapter 3 “Moral Education” should be given appropriately. The instructions should be in accordance with the characteristics of Music and consideration should be given to the relationship with the period of moral education.

2. In teaching the content listed in Section II, consideration should be given to the following:

- (1) The following should be addressed when giving singing lessons:
  - (a) With regard to the teaching materials for singing for each grade in (4)-(b)-a. for “A. Making-Music,” one or more songs are to be incorporated into each grade from the following shared teaching materials.

*Akatonbo* (Lyrics by Rofu Miki, Music by Kosaku Yamada)

*Kojo no Tsuki* (Lyrics by Bansui Doi, Music by Rentaro Taki)

*Soshunfu* (Lyrics by Kazumasa Yoshimaru, Music by Akira Nakada)

*Natsu no Omoide* (Lyrics by Shoko Ema, Music by Yoshinao Nakada)

*Hana* (Lyrics by Hagoromo Takeshima, Music by Rentaro Taki)

*Hana no Machi* (Lyrics by Shoko Ema, Music by Ikuma Dan)

*Hamabe no Uta* (Lyrics by Kokei Hayashi, Music by Tamezo Narita)

- (b) To make the students aware of the period when their voices change and have them sing at the proper vocal range and volume while taking psychological aspects into consideration for students whose voices are changing.
  - (c) To use ‘movable do’ solemnization appropriately in order to foster a feel for relative musical intervals.
- (2) For the instruction on instruments, appropriate use should be made of Japanese instruments, string instruments, wind instruments, percussion instruments, keyboard instruments, electronic instruments and instruments from various peoples around the world as needed for the sake of instruction.  
With regard to instruction on Japanese instruments, efforts should be made so that the students can experience the value of traditional music of Japan and the local area through music-making activities for one or more types of instruments over the three grades.
  - (3) With regard to instruction on traditional Japanese singing and Japanese instruments, consideration should be given to the connection between language and music, as well as to posture and how to use one’s body.
  - (4) With regard to instruction on reading music, based on the learning in elementary school, the students should understand the meaning of the  $\sharp$  and  $\flat$  key signatures, and should also be familiarized with sight singing and sight reading musical scores in a key signature with around the range of 1  $\sharp$ , 1  $\flat$  through the three grades.
  - (5) With regard to instruction on creative music making, emphasis should be placed on experience with organizing sound into music, such as by testing how to connect sounds together while improvisationally producing sound. In doing so, it should be ensured that unbalanced emphasis is not placed on theory, and methods should be devised for recording the works as needed.
  - (6) For the instruction on “A. Music-Making” for each grade, physical music-making activities such as conducting should also be covered.

- (7) The instruction on “A. Music-Making” and “B. Appraising” for each grade should be dealt with in the following manner.
- (a) Instruction should be devised in order to allow the students to communicate with each other, such as conveying their own images and thoughts to each other and sympathizing with one another’s intentions.
  - (b) Natural and environmental sounds should also be dealt with in a suitable manner, and instruction should be devised which would allow the students to feel the connection between sound and music, and life and society. This is to be done by raising the students’ interest in acoustical environments and having them consider the roles that sound and music play in life. In addition, efforts should be made to use computers and educational equipment.
  - (c) Intellectual property rights concerning music should also be touched on as needed.
- (8) For “terms and symbols” in (b) of [Common Items for each activity] for each grade, in addition to those indicated in the “Course of Study for Elementary Schools,” Chapter 2, Section 6 Music, III., 2, (6), the following should also be dealt with while taking the students’ state of learning into account.