

I OVERALL OBJECTIVES

With musical perspectives and approaches, as well as through music making and appreciating activities, aim to develop the qualities and abilities to enjoy sounds and music richly in daily life and society as follows.

- (1) Acquiring the necessary skills for desired musical expression, as well as understanding the relationship between musical mood and musical structure.
- (2) Devising ways of musical expression, and being able to relish in listening to music.
- (3) Nurturing a feeling of love and a sensibility towards music through experiencing the enjoyment of musical activities, developing an attitude of familiarity towards music, and fostering rich sentiments.

II OBJECTIVES AND CONTENTS FOR EACH GRADE

[Grade 1 and Grade 2]

1 Objectives

- (1) Acquiring the necessary singing, instrumental playing, and creative music making skills for enjoying musical expression, as well as noticing the relationship between musical mood and musical structure.
- (2) Thinking about musical expression and having thoughts towards music making, and being able to relish in listening to music while discovering the enjoyment of musical pieces and playing music.
- (3) Becoming familiarized with various types of music around, and developing an attitude of striving to create a bright and enriched life by utilizing musical experiences, while being happily relationship, and feeling the enjoyment of collaborating in musical activities.

2 Contents

A Music making

- (1) Guidance will be given to acquire the following matters through singing activities.
 - a Getting a sense of the musical mood and devising ways of music making, and having thoughts about how to sing while gaining and utilizing knowledge and skills regarding singing expression.
 - b Noticing the relationship between musical mood and musical structure, and the relationship between musical mood and scenes or emotions expressed by lyrics.
 - c Acquiring the following skills from (a) to (c), necessary for music making to match thoughts feelings.

- (a) The skill to sing after listening to the models, as well as to sing in solmization after listening to the models and from memory.
 - (b) The skill to sing while being mindful of one's voice and pronunciation.
 - (c) Skills of singing in unison while listening to others and the accompaniment.
- (2) Guidance will be given to acquire the following matters through playing instrumental.
- a Getting a sense of the musical mood and devising ways of music making, and having thoughts about how to perform while gaining and utilizing knowledge and skills regarding instrumental expression.
 - b Noticing the following (a) and (b).
 - (a) The relationship between musical mood and musical structure.
 - (b) The relationship between timbre of musical instruments and a way of playing.
 - c Acquiring the following skills from (a) to (c), necessary for music making to match thoughts.
 - (a) The skill to perform from listening to model performances and seeing rhythm scores
 - (b) The skills of playing tuned instruments and percussion with attention to timbre.
 - (c) The skills to play instruments in unison while listening to others and the accompaniment.
- (3) Guidance will be given to acquire the following matters through creative music making activities.
- a Gaining and utilizing knowledge and skills regarding creative music making, and making it so the following (a) and (b) can be done.
 - (a) Getting ideas for creative music making through musical games (playing with sounds).
 - (b) Having ideas on how to create simple musical pieces with feeling from various sound sources.
 - b Regarding the following (a) and (b), noticing the fun that they create.
 - (a) Characteristics of voices and various daily sounds sources.
 - (b) The characteristics of how to connect sounds sources and phrases.
 - c Acquiring the following skills from (a) to (b), necessary for expressions which match thoughts and expressions utilizing ideas.
 - (a) The skill to express by improvisationally selecting and connecting sounds, based on the conditions set.
 - (b) The skill to make simple music based on musical structure.

B Appreciating

- (1) Guidance will be given to acquire the following matters through appreciating activities.
- a Discovering enjoyment in musical pieces and performance, and relishing in listening to whole musical pieces, while gaining and utilizing knowledge regarding appreciating.
 - b Noticing the relationship between musical mood and musical structure.

[Common matters]

(1) Guidance will be given to acquire the following matters through “A Music making” and “B Appreciating “guidance.

a Perceiving musical elements forming music, sensing the goodness, fun and beauty arising from those workings, and considering the involvement between what was perceived and sensed.

b Understanding the elements which form music as well as familiar notes, rests, symbols, and terms relating to them, in connection with their function in music.

3 Handling of contents

(1) The teaching materials for singing should contain the following.

a Unison songs and rounds including those in the list-b below, allocated to each grade.

b Common Materials

Grade 1

Umi Monbushō-shōka (Takeshi Inoue, words by Ryuha Hayashi)

Katatsumuri Monbushō-shōka

Hi no maru Monbushō-shōka (Okano Tei'ichi, words by Tatsuyuki Takano)

Hiraita, Hiraita Warabe-uta

Grade 2

Kakurenbo Monbushō-shōka (Kan'ichi Shimofusa, words by Ryuha Hayashi)

Haru ga kita Monbushō-shōka (Okano Tei'ichi, words by Tatsuyuki Takano)

Mushi no Koe Monbushō-shōka

Yuyake, Koyake (Shin Kusakawa, words by Ukō Nakamura)

(2) Instrumental pieces with simple rhythmic accompaniment or with the lower part, based on the musical pieces that have already been learned.

(3) Teaching materials for appreciating should contain the following.

a Traditional children's songs and play songs from Japan and abroad that will exhilarate pupils and prompt physical movements such as marching and dancing, and pieces that evoke scenes from everyday life.

b Amiable pieces to recognize musical elements easily.

c Amiable pieces with various performance styles, to recognize the characteristics of the timbre of instruments and human voices easily.

[Grade 3 and Grade 4]

1 Objectives

(1) Acquiring the necessary singing, instrumental playing, and creative music making skills for desired musical expression, as well as noticing the relationship between musical mood and musical structure.

(2) Thinking about musical expression and having thoughts and intents towards music making, and being able to relish in listening to music while discovering the goodness of musical pieces and playing music.

- (3) Being actively involved in music, and feeling the enjoyment of collaborating in musical activities, while becoming familiarized with various types of music, and developing an attitude of striving to create a bright and enriched life by utilizing musical experiences.

2 Contents

A Music making

- (1) Guidance will be given to acquire the following matters through singing activities.

- a Devising ways of music making based on the characteristics of musical pieces, and having thoughts and intents about how to singing while gaining and utilizing knowledge and skills regarding singing expression.

- b Noticing the relationship between musical mood, and musical structure, or the contents of lyrics.

- c Acquiring the following skills from (a) to (c), necessary for music making to match thoughts and intents.

- (a)The skill to sing from listening to model singing and seeing C major notations score.

- (b)The skill to sing in a way that is natural and relaxed while being mindful of one' s breath and pronunciation.

- (c)The skill to listen to one another' s voice, secondary melody, and accompaniment, and sing in harmony.

- (2) Guidance will be given to acquire the following matters through instrumental playing.

- a Devising ways of music making based on the characteristics of musical pieces, and having thoughts and intents about how to perform while gaining and utilizing knowledge and skills regarding instrumental expression.

- b Noticing the following (a) and (b).

- (a)The relationship between musical mood and musical structure.

- (b)The relationship between timbre and sounds of musical instruments and way of playing.

- c Acquiring the following skills from (a) to (c), necessary for music making to match thoughts and intents.

- (a)The skill to perform from listening to model performances and seeing C major notations.

- (b)The skill to play melodic instruments and percussion instruments while paying attention to timbre and sounds.

- (c)The skill to perform in harmony while listening to the sound and secondary melody of one another' s musical instruments, and accompaniment, and.

- (3) Guidance will be given to acquire the following matters through creative music making activities.

- a Gaining and utilizing knowledge and skills regarding creative music making, and making it so the following (a) and (b) can be done.

- (a)Getting ideas for creative music making through improvisational music making.

- (b)Having thoughts and intents on how to create music while being mindful of coherence, through configuring sounds into music.

- b Regarding the following (a) and (b), noticing the goodness and fun that they create.

- (a) The characteristics of various sounds and their combinations.
- (b) The characteristics of how to connect and layer sounds and phrases.
- c Acquiring the following skills from (a) to (b) necessary for music making which match thoughts and intents, as well as music making harnessing ideas.
 - (a) The skill to express by improvisationally selecting and combining sounds, based on specific rules.
 - (b) The skill to make music using the musical structures of music.

B Appreciating

- (1) Guidance will be given to acquire the following matters through appreciating activities.

- a Discovering goodness in musical pieces and performance, and relishing in listening to whole musical pieces, while gaining and utilizing knowledge regarding appreciating.
- b Noticing the relationship between musical mood as well as their changes and musical structure.

[Common matters]

- (1) Guidance will be given to acquire the following matters through “A Music making” and “B Appreciating” guidance.

- a Perceiving musical elements forming music, sensing the goodness, fun and beauty arising from those workings, and considering the involvement between what was perceived and sensed.
- b Understanding the elements which form music as well as notes, rests, symbols, and terms relating to them, in connection with their function in music.

3 Handling of contents

- (1) The teaching materials for singing should contain the following.

- a Unison songs and simple choral pieces, including those in the list-B below, allocated to each grade.

b Common Materials

Grade 3

- | | |
|-----------------|------------------------------------------------------------|
| “Usagi” | Traditional Japanese Song |
| “Chatsumi” | Monbushō-shōka |
| “Haru no Ogawa” | Monbushō-shōka (OKANO Teiichi , words by TAKANO Tatsuyuki) |
| “Fujisan” | Monbushō-shōka (words by IWAYA Sazanami) |

Grade 4

- | | |
|-----------------|------------------------------------------------------------|
| “Sakura Sakura” | Traditional Japanese Song |
| “Tonbi” | (YANADA Tadashi , words by KUZUHARA Shigeru) |
| “Makiba no Asa” | Monbushō-shōka (FUNABASHI Eikichi) |
| “Momiji” | Monbushō-shōka (OKANO Teiichi , words by TAKANO Tatsuyuki) |

- (2) Instrumental pieces with easy ensembles and concerts based on the musical pieces that have already been learned.
- (3) Teaching materials for appreciating should contain the following.

- a Various musical pieces, such as those of Japanese music, including music for traditional Japanese instruments, music from various regions, music that is closely related to life, life folk music in a foreign countries, music for drama and music that has remained popular for a long time.
- b Amiable pieces through which pupils understand the functions of musical elements.
- c Amiable pieces covering various performance styles, including sole and ensemble, through which pupils understand the diverse musical expressions.

[Grade 5 and Grade 6]

1 Objectives

- (1) Acquiring the necessary singing, instrumental playing, and creative music making skills for desired musical expression, as well as understanding the relationship between musical mood and musical structure.
- (2) Thinking about musical expression and having thoughts and intents towards expression, and being able to relish in listening to music while discovering the goodness of songs and playing music.
- (3) Being proactively involved in music, and relishing in the enjoyment of collaborating in musical activities, while becoming familiarized with various types of music, and developing an attitude of striving to create a bright and enriched life by utilizing musical experiences.

2 Contents

A Music making

- (1) Guidance will be given to acquire the following matters through singing activities.
 - a Devising ways of singing expression appropriate for the characteristics of musical pieces, and having thoughts and intents about how to sing while gaining and utilizing knowledge and skills regarding singing expression.
 - b Understanding the relationship between musical mood, and musical structure, or the contents of the lyrics.
 - c Acquiring the following skills from (a) to (c), necessary for expression to match thoughts and intents.
 - (a) The skill to sing from listening to model singing and seeing C major and A minor musical scores
 - (b) The skill to sing in a way that is natural, relaxed, and resonant while being mindful of one's breath and pronunciation.
 - (c) The skills of singing in harmony while listening to the singing voice in each part the overall sound and accompaniment while singing in harmony.
- (2) Guidance will be given to acquire the following matters through instrumental playing.
 - a Devising ways of music making appropriate for the characteristics of musical pieces, and having thoughts and intents about how to perform while gaining and utilizing knowledge and skills regarding instrumental expression.
 - b Understanding the following (a) and (b).
 - (a) The relationship between musical mood and musical structure.
 - (b) The relationship between diverse timbre and sounds of musical instruments and performance methods.

c Acquiring the following skills from (a) to (c), necessary for music making to match thoughts and intents.

(a) The skill to perform from listening to model performances and seeing C major and A minor musical scores.

(b) The skill to pay attention to timbre and sounds, and play melodic instruments and percussion instruments.

(c) The skill to listen to the sound of musical instruments in each part, the overall sound, and accompaniment, and perform in harmony.

(3) Guidance will be given to acquire the following matters through creative music making activities.

a Gaining and utilizing knowledge and skills regarding creative music making, and making it so the following (a) and (b) can be done.

(a) Getting various ideas for creative music making through improvisational music making.

(b) Having thoughts and intents regarding how to create music while being mindful of the overall coherence, through configuring sounds into music.

b Regarding the following (a) and (b), understanding the goodness and fun that they create.

(a) The characteristics of various sounds and their combinations.

(b) The characteristics of how to connect and layer sounds and phrases.

c Acquiring the following skills from (a) to (b), necessary for music making which match thoughts and intents, as well as music making utilizing ideas.

(a) The skill to express by improvisationally selecting and combining sounds, based on specific rules.

(b) The skill to make music using the musical structures.

B Appreciating

(1) Guidance will be given to acquire the following matters through appreciating activities.

a Discovering goodness in musical pieces and performance, and relishing in listening to whole musical pieces, while gaining and utilizing knowledge regarding appreciating.

b Understanding the relationship between musical mood as well as their changes and musical structure.

[Common matters]

(1) Guidance will be given to acquire the following matters through “A Music making” and “B Appreciating” guidance.

a Perceiving musical elements forming music, the goodness, fun and beauty arising from those workings, and considering the involvement between what was perceived and sensed.

b Understanding the elements which form music as well as notes, rests, symbols, and terms relating to them, in connection with their function in music.

3 Handling of contents

(1) The teaching materials for singing should contain the following.

a Unison songs and simple choral pieces, including those in the list-B below ,

allocated to each grade.

b Common teaching materials

Grade 5

“Koinobori”	Monbushō-shōka
“Komori Uta”	Traditional Japanese Song
“Skī no Uta”	Monbushō-shōka (HASHIMOTO Kunihiko , words by HAYASHI Ryuha)
“Fuyugeshiki”	Monbushō-shōka

Grade 6

“Etenraku-Imayō”	(as far as the second verse of the lyrics) Traditional Japanese Song (Jichin Oshō)
“Oborozukiyo”	Monbushō-shōka (OKANO Teiichi , words by TAKANO Tatsuyuki)
“Furusato”	Monbushō-shōka (OKANO Teiichi , words by TAKANO Tatsuyuki)
“Ware wa Uminoko”	(as far as the third verse of the lyrics) Monbushō-shōka

- (2) Instrumental pieces with easy ensembles and concerts based on the musical pieces that.
- (3) Teaching materials for appreciating should contain the following.
 - a Various musical pieces, such as those of Japanese music, including music for traditional Japanese instruments, music that is closely related to cultures of foreign countries, and music that has remained popular for a long time.
 - b Amiable pieces through which pupils understand the functions of the musical elements.
 - c Amiable pieces covering various performance styles, including big ensembles, through which pupils understand the texture of vocal and instrumental music.

III SYLLBUS DESIGN AND ADDITIONAL COMMENTS ON HANDLING THE CONTENTS

- 1 Regarding guidance program creation, the following elements will be taken into consideration.
 - (1) Having a forecast of coherence in contents and time such as subjects, and realizing students ‘Proactive, Interactive and Deep Learning towards the cultivation of qualities and abilities to be developed within these contents. In doing so, studies cherishing the process of thought, judgement, and expression will be enhanced, by applying musical perspectives and approaches and collaborating with others, while creating musical expression as well as listening to music and finding goodness and beauty within it.
 - (2) Regarding each of items a, b, and c for guidance about (1), (2), and (3) of “A Music making” , and each of items a and b for guidance about (1) of “B Appreciating” in the contents of each grade in No. 2, will be appropriately linked and have guidance given.
 - (3) [Common matters] in the contents of each grade in No. 2 are qualities and abilities commonly necessary in studies for music-making and appreciating, and ingenuity will be exercised to give sufficient guidance in addition to guidance for “A Music making” and “B Appreciating” .

- (4) Regarding each of items A, B, and C for guidance about (1), (2), and (3) of “A Music making”, as well as (1) of “B Appreciating” in each grade in No. 2, there will be no bias towards certain activities, and each domain and field will be linked with each other as necessary with {Common matters} playing a central role.
 - (5) Guidance will be given so the national anthem “Kimi Ga Yo” can be sung in all grades.
 - (6) Regarding early elementary grades, based on (1) of 4 in Subsection II of Chapter 1 in “General Provisions”, a connection with other subjects should be made actively in order to increase teaching effectiveness, and the relationship with the cultivation level of qualities and abilities to be facilitated by the end of infancy indicated in the course of study for kindergartens will be considered. Especially shortly after entering Elementary school, ingenuity will be exercised to give integrated and correlated teaching with a focus on life environmental studies, and set up a flexible schedule.
 - (7) Regarding students with disabilities, guidance contents and ingenuity in guidance methods will be conducted organizationally and systematically, in accordance with the difficulties faced when conducting learning activities.
 - (8) Based on the moral education objectives indicated in Section I-2(2) of Chapter 1 in “General Provisions”, appropriate teaching will be given according to the characteristics of arts and crafts, regarding the contents indicated in Subsection II of the special subject “Moral Education” in Chapter 3, while considering the relationship with moral education.
- 2 For the handling of contents in No. 2, the following elements will be taken into consideration.
- (1) Guidance for “A Music making” and “B Appreciating” in each grade is to be covered as follows.
 - a Guidance will be devised to appropriately position linguistic activities tailored to the characteristics of music studies, such as imagery and feelings evoked by music, thoughts and intents towards musical expression, and empathizing as well as communicating what was felt and imagined from listening to music, through communication with sounds, music and words.
 - b Incorporating physical activities in line with the aims of guidance, in order to appreciate a sense of oneness with music, and apply imagination to be involved in music.
 - c Guidance will be devised to utilize computers and educational equipment effectively, in order for students to be able to engage proactively in studies, and deepen their understanding toward music by applying various senses.
 - d Considerations will be made in order for students to be able to be involved proactively with sounds in daily life and society as well as with music, in accordance with in accordance with the circumstances of community, students, and schools. such as ensuring that students can be mindful of a connection with musical activities inside school as well as out of school in public facilities.
 - e Regarding many musical pieces which will be expressed and appreciated, it will be made so that one can be mindful of respecting the creativity of their authors, by noticing that there are authors who created them, and developing an attitude of

cherishing musical pieces which were learned or created by oneself. Moreover, considerations will be made so this will become the foundation for understanding about the inheritance, development, and creation of music culture.

- (2) In teaching chords and harmony, it is necessary to encourage pupils to understand the function of individual chords. Emphasis should be placed mainly on the primary chords, such as I, IV, V and V7, in both major and minor pieces.
- (3) Regarding guidance for music of our country and local music, in order to express and appreciate them through getting sense of their goodness, methods of guidance will be devised regarding presentation of sound sources and scores, methods of accompaniment, and methods of playing musical instruments and way of singing suited for the musical pieces.
- (4) The following should be handled with respect to playing instruments for each grade.
 - a Regarding singing teaching materials, in order to have an attachment to music of our country and local music, Japanese songs will be covered including long-loved shoka (songs for teaching at school), common teaching materials, and nursery rhymes and folk songs handed down in various regions.
 - b Using movable Do solmization appropriately, in order to develop the sense of relative pitch.
 - c Making pupils interested in their own voices even before their voices breaking and to giving appropriate consideration to pupils whose voices are breaking.
- (5) Musical instruments in(1) of “A Music making ” in each grade will be handled as follows.
 - a Percussion instruments for each grade include the xylophone, metallophone, traditional Japanese instruments and various instruments from other countries, from which selection is made with due consideration to their effects as well as to the conditions of each school and the ability of pupils.
 - b Familiar instruments taught in Grade 1 and Grade 2 should be selected among various percussion instruments, the organ and harmonica, with due consideration to the conditions of each school and the ability of pupils.
 - c Tuned instruments taught in Grade 3 and Grade 4 should be selected from among the instruments used in previous grades, the recorder and keyboard instruments, with due consideration to the conditions of the school and the ability of pupils.
 - d Tuned instruments taught in Grade 5 and Grade 6 should be selected from among the instruments used in previous grades, the electronic instruments, traditional Japanese instruments and various instruments from other countries, with due consideration to the conditions of each school and the ability of pupils.
 - e Regarding musical instruments handled in consorts, selections will be made to taking advantage of the characteristics of the musical instruments, in order to give a performance harnessing the role of each part.
- (6) Creative music making guidance in (3) of “A Music Making” in each grade will be handled as follows.
 - a For playing with sound and improvisational music making, guidance will be given to gain ideas for creative music making, by searching for diverse sounds in familiar things

as well as imitating rhythms and melodies. In doing so, guidance will be devised for students to be able to select and combine sounds comfortably, by setting appropriate conditions.

b Guidance will be devised to allow for creative music making activities with a clear vision, such as giving guidance while indicating specific examples regarding how and what kind of music to make, in accordance with the circumstances of students.

c Regarding the music which was made, the work will be recorded as necessary in line with the aim of guidance. Regarding methods of recording works, flexible guidance will be given such as with figures, drawings, and staff notations.

d Rhythms without a beat, scales used in music of our country, and scales which are free of tonality will be covered in accordance with the circumstances of students.

(7) For guidance regarding “B Appreciating” in each grade, guidance will be devised by incorporating activities for expression through words, so one can notice and understand the relationship between musical mood and musical structure, and discover the enjoyment and goodness of musical pieces and performance.

(8) Regarding “elements which form music” indicated in [common matters] in each grade, guidance will be given by appropriately associating and selecting from the following a and b, in accordance with the stage of development of the student as well as the aim of guidance.

a Elements which characterize music

timbre, rhythm, tempo, melodies, dynamics, layering of sounds, the sound of chords, scales, keys, beats, phrases etc.

b Musical structures

Repetition, call and response, change, and the vertical and horizontal relationships in music etc.

(9) Regarding “musical notes, note rests, symbols and terms “indicated in b of (1) in [common matters] in each grade, they will be covered in consideration of the study situation of students, to be utilized in order to link what is indicated below with their function within music.

(Repeat marks) (Repeat marks)

(Tie) (Slur) (Accent) (Staccato) (Tempo mark)