

## Section 5 Music

### I OVERALL OBJECTIVES

With musical perspectives and approaches, as well as through a wide variety of music making and appreciating activities, aim to develop the qualities and abilities to enjoy sounds, music, and musical culture richly in daily life and society as follows:

- (1) Acquiring the necessary skills for harnessing ingenuity when making musical expression, as well as understanding the relationship between musical mood and musical structure or background as well as the diversity of music.
- (2) Devising ways of musical expression, and being able to relish goodness and beauty of music in listening to music.
- (3) Nurturing a feeling of love and enriching a sensibility towards music through experiencing the joy of musical activities, developing an attitude of familiarity towards music, and fostering rich sentiments.

### II OBJECTIVES AND CONTENTS FOR EACH GRADE

#### [Grade 1]

#### 1 Objectives

- (1) Acquiring the necessary singing, instrumental playing, and creative music making skills for harnessing ingenuity when making musical expression, as well as understanding the relationship between musical mood and musical structure as well as the diversity of music.
- (2) Devising ways of musical expression and being able to relish goodness and beauty of music in listening to music while evaluating music in one's way.
- (3) Becoming familiarized with musical culture, and developing an attitude of creating a bright and enriched life by music, through engaging in proactive and collaborative studies for music making and appreciating, and experiencing the joy of musical activities.

#### 2 Contents

##### A Music making

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

a Devising ways of singing expression while gaining and utilizing knowledge and skills regarding singing expression.

b Understanding the following (a) and (b).

(a) The relationship between musical mood and musical structure as well as the contents of lyrics

(b) The relationship between the timbre, sounds of voices as well as the

- characteristics of words and vocalization according to the type of songs.
- c Acquiring the following skills from (a) and (b).
    - (a)The skills of vocalization, pronunciation of words, and physical skill necessary for singing with expression harnessing ingenuity.
    - (b)The skills to sing in harmony with others while harnessing ingenuity by listening to the singing voice in each part as well as the overall sound.
- (2) Guidance will be given to acquire the following matters through playing instruments activities.
- a Devising ways of instrumental expression 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 the timbre, sounds of musical instruments as well as playing technique.
  - c Acquiring the following skills from (a) and (b).
    - (a)The skills of playing technique and physical skill necessary for playing instruments with expression harnessing ingenuity.
    - (b)The skills to play instruments in harmony with others while harnessing ingenuity by listening to the sound in each part as well as the overall sound.
- (3) Guidance will be given to acquire the following matters through creative music making activities.
- a Devising ways of creative music making expression while gaining and utilizing knowledge and skills regarding creative music making expression.
  - b Understanding the following (a) and (b), in connection with the image one wish to express.
    - (a)The characteristics of combined sound sources.
    - (b)The characteristics of structure such as the way of layering sounds, repetition, variation and contrast, as well as the characteristics of sound material.
  - c Acquiring the skills such as the selection and combination of sounds in response to the theme and condition, necessary for creating melodies and music with expression harnessing ingenuity.

## B Appreciating

- (1) Guidance will be given to acquire the following matters through appreciating activities.
- a Thinking in one's way about the following (a) to (c) and relishing goodness and beauty of music in listening to music, while gaining and utilizing knowledge and skills regarding appreciating.
    - (a)Evaluations and their basis towards musical pieces and performances.
    - (b)Meaning and function of music in daily life and society.
    - (c)Commonality and identity of musical expression.
  - b Understanding the following (a) to (c).
    - (a)The relationship between musical mood and musical structure.
    - (b)The relationship between the characteristics of music and the culture, history, and other arts as its background.
    - (c)The characteristics of traditional music of our country and the region as

well as music by various people in Asia, and musical diversity arising from those characteristics.

[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 as well as the relationship between elements, sensing the characteristics and atmosphere arising from those workings, and considering the involvement between what was perceived and sensed.

- b Understanding the elements forming music as well as terms and symbols relating to them, in connection with their function in music.

[Grade 2 and Grade 3]

**1 Objectives**

- (1) Acquiring the necessary singing, instrumental playing, and creative music making skills for harnessing ingenuity when making musical expression, as well as understanding the relationship between musical mood and musical structure or its background as well as the diversity of music.
- (2) Devising ways of appropriate musical expression and being able to relish goodness and beauty of music in listening to music while evaluating music.
- (3) Becoming familiarized with musical culture, and developing an attitude of creating a bright and enriched life by music, and familiarity towards music, through engaging in proactive and collaborative studies for music making and appreciating, and experiencing the joy of musical activities.

**2 Contents**

**A Music making**

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

- a Devising ways of appropriate singing expression while gaining and utilizing knowledge and skills regarding singing expression.

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

- (a) The relationship between musical mood and musical structure, the contents of lyrics as well as the background of musical pieces.

- (b) The relationship between the timbre, sounds of voices as well as the characteristics of words and vocalization according to the type of songs.

- c Acquiring the following skills from (a) and (b).

- (a) The skills of vocalization, pronunciation of words, and physical skill necessary

- for singing with expression harnessing ingenuity.

- (b) The skills to sing in harmony with others while harnessing ingenuity by listening to the singing voice in each part as well as the overall sound.

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

- a Devising ways of appropriate instrumental expression 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 as well as the background of music pieces.

(b)The relationship between the timbre, sounds of musical instruments as well as playing technique.

c Acquiring the following skills from (a) and (b).

(a)The skills of playing technique and physical skill necessary for playing instruments with expression harnessing ingenuity.

(b)The skills to play instruments in harmony with others while harnessing ingenuity by listening to the sound in each part as well as the overall sound.

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

a Devising ways of cohesive creative music making expression while gaining and utilizing knowledge and skills regarding creative music making expression.

b Understanding the following (a) and (b), in connection with the image one wish to express.

(a)The characteristics of scales and words as well as the characteristics of combined sound sources.

(b)The characteristics of structure such as the way of layering sounds, repetition, variation and contrast, as well as the characteristics of sound material.

c Acquiring the skills such as the selection and combination of sounds in response to the theme and condition, necessary for creating melodies and music with expression harnessing ingenuity.

## B Appreciating

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

a Thinking about the following (a) to (c) and relishing goodness and beauty of music in listening to music, while gaining and utilizing knowledge and skills regarding appreciating

(a)Evaluations and their basis towards musical pieces and performances.

(b)Meaning and function of music in daily life and society.

(c)Commonality and identity of musical expression.

b Understanding the following (a) to (c).

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

(b)The relationship between the characteristics of music and the culture, history, and other arts as its background.

(c)The characteristics of traditional music of our country and the region as well as music of foreign countries, and musical diversity arising from those characteristics.

## [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 as well as the relationship between

elements, sensing the characteristics and atmosphere arising from those workings, and considering the involvement between what was perceived and sensed.

b Understanding the elements forming music as well as terms and symbols relating to them, in connection with their function in 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) 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.
- (6) Based on the moral education objectives indicated in (2) of 2 in No. 1 of Chapter 1 general provisions, appropriate guidance will be given according to the characteristics of music, regarding the contents indicated in No. 2 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 Responding to teaching materials and considering the role which music and

sound

fulfill in daily life, and devising methods of guidance for students to feel the relationship between sound, music, and daily life, society, through music activities. Furthermore, covering nature sounds and environmental sounds as appropriate, and devising methods of guidance to increasing interest in sound environment.

b Guidance will be devised to appropriately position linguistic activities tailored to the characteristics of music studies, such as imagery of oneself and feelings evoked by music, thoughts and intents towards musical expression, and empathizing as well as communicating evaluations towards music, through communication with sounds, music and words.

c Capturing the characteristics of music, expressing the process and result of thought and judgement based on the relationship between what was perceived and felt, and incorporating physical activities as appropriate when sharing them with others and empathizing.

d 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 associating various senses.

e Considerations will be made in order for students to be able to be involved proactively with sounds, music, and musical culture in daily life and society in accordance with the local circumstances, 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.

f Forming an attitude of respect for one's own as well as other's literary works as well as the creativity of their author, and touching on the intellectual property rights regarding music as necessary. Moreover, considerations will be made so that the establishment of this type of attitude will lead to understanding about the inheritance, development, and creation of music culture.

(2) Guidance for singing in (1) of "A Music making" in each grade is to be covered as follows.

a The singing teaching materials indicated as follows will be adopted.

(a) Out of various types of music in our country as well as foreign countries, what is appropriate for the aim of guidance, which students can feel familiarity towards and which increase motivation, and in which students can feel the role of music in daily life and society.

(b) Out of traditional singing styles in our country such as folk songs and Nagauta (long epic song with shamisen accompaniment), what gives a feel of the characteristics of traditional singing voice and ways of singing, with considerations toward the circumstances of the students, school, and region. In addition, when covering these, exercising ingenuity so students will savor the goodness of traditional music of our country and the region, as well as develop an attachment through those expressive activities.

(c) Out of songs which have been sung and familiarized with since long ago, songs where one can get a feel of the beauty of nature and the four seasons in our country, as well as savor the beauty of Japanese Language and the culture of our country. In addition, 1 or more songs from the common teaching materials below will be included in each grade.

"Akatonbo" (YAMADA Kosaku, words by MIKI Rofu)

“Kojo no Tsuki” (TAKI Rentaro, words by DOI Bansui)

“Soshunfu” (NAKADA Akira, words by YOSHIMARU Kazumasa)

“Natsu no Omoide” (NAKADA Yoshinao, words by EMA Shoko)

“Hana” (TAKI Rentaro, words by TAKESHIMA Hagoromo)

“Hana no Machi” (DAN Ikuma, words by EMA Shoko)

“Hamabe no Uta” (NARITA Tamezo, words by HAYASHI Kokei)

- b Ensuring students notice puberty as well as the change in voice before and after, having consideration for the mental aspect of all students including students experiencing puberty, and making students sing in a vocal range and volume appropriate for students experiencing puberty.
- c Using the movable-Do system as appropriate to cultivate a relative sense of intervals.

(3) Guidance for musical instruments in (2) of “A Music making” in each grade is to be covered as follows.

a The instrumental teaching materials indicated as follows will be adopted.

(a) Out of various types of music in our country as well as foreign countries, what is appropriate for the aim of guidance, which students can feel familiarity towards and which increase motivation, and in which students can feel the role of music in daily life and society.

b With consideration towards the circumstances of students, school, and region, using traditional Japanese musical instruments, stringed instruments, wind instruments, percussion instruments, keyboard instruments, and electronic instruments as necessary in guidance, and using musical instruments of various people in the world as appropriate. In addition, covering more than 1 type of traditional Japanese musical instrument over 3 school years, and exercising ingenuity so students will savor the goodness of traditional music of our country and the region, as well as develop an attachment through those expressive activities.

(4) In the forms of expression such as singing together and performing within singing and instrumental playing guidance, cherishing the process of creating one musical expression together with others, and devising ways of guidance allowing for each student to think about the role and overall sound of the part they are in charge of, and proactively exercise ingenuity.

(5) Regarding guidance 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 playing of musical scores in a key signature with around the range of 1  $\sharp$ , 1  $\flat$  through the three grades.

(6) Regarding guidance for traditional singing and traditional Japanese musical instruments of our country, using kuchi shoga (phonetically expressing melodies and rhythms using Japanese sound symbolism) as appropriate, while having consideration towards the relationship between words and music, posture, and uses of the body.

(7) Regarding guidance for creative music making in (3) of “A Music making” in each

grade, emphasizing experiences of configuring sounds into music, such as testing the connection of sounds by creating sounds improvisationally. In doing so, making sure there is no bias towards theory, and devising methods of recording works as necessary.



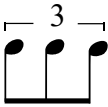



(8) Guidance for “B Appreciating” in each grade is to be covered as follows.

a For appreciating teaching materials, covering what is appropriate according to the aim of guidance, out of various types of music in our country as well as foreign countries, including traditional music in our country and the region.

b Devising methods of guidance to clarify evaluations towards musical pieces and performances as well as their basis, by incorporating activities such as explaining with words in the first grade, and making remarks in the second and third grade.

(9) Regarding “elements which form music” indicated in [Common matters] in each grade, guidance will be given by appropriately selecting and associating from timbre, rhythm, tempo, melody, texture, dynamics, format and structure in accordance with aim of guidance.

(10) Regarding “terms and symbols” in B of (1) in [Common matters] in each grade in addition to what is indicated in (9) of 2 in No. 3 of Music, Section 6, Chapter 2, 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.

Beat	Time Meter	<i>Ma</i>	<i>Johakyu</i>	Phrase	Scale	Key	Chord
Motive		Andante	Moderato	Allegro	rit.	a tempo	
accel.	legato	<b><i>pp</i></b>	<b><i>ff</i></b>	dim.		D.C.	D.S.
							
(Fermata)	(Tenuto)		(Triplet)	(Half-rest)	(Whole rest)	(sixteenth rest)	