

國立臺北教育大學 101 學年度碩士班招生入學考試

音樂學系碩士班 音樂教育概論 科試題

一、名詞解釋：(每小題 5 分，共 25 分)

- (一) The Sensorimotor Stage
- (二) multicultural music education
- (三) discipline-based art education (DBAE)
- (四) MCAI
- (五) R. W. Tyler's curriculum design model

二、申論題：

(一)音樂教育的價值與功能為何？請闡述其對音樂教師教學之重要性。
(15 分)

(二)以下為一本書中的兩段，請解釋其內容，並提出你對於文中講述的爭論議題之觀點。(20 分)

Using Behavioral Objectives: Pros and Cons

The use of instructional objectives has had some impact on music education. The most visible results have been at the professional-association and educational-organization levels (e.g., state departments of education, school boards). As with many movements in education, the instructional objectives movement has probably affected music classroom instruction to some extent, but the degree of impact is difficult to assess.

Some educators believe that stating objectives behaviorally limits the outcomes of education, particularly in the area of the arts. Elliot Eisner in his 1979 book *The Educational Imagination* describes the advantages and limitations of behavioral objectives. He suggests that behaviorally stated objectives belong in the school curriculum, particularly when specific skills or competencies are being developed (e.g., playing a three-octave major scale). On the other hand, he also believes that behaviorally stated objectives are limiting....

- (三)請以高音直笛教學為例，設計符合國民小學第三階段藝術與人文音樂課之檔案評量內容與方法，並闡述理念。(20分)
- (四)請說明足稱為音樂教學法所必須具備的條件或特性；並以達克羅士教學法為例，闡述其符合上述條件或特性之理由，及達克羅士教學法融入國民小學第二階段藝術與人文音樂課程「音感」、「創作」與「欣賞」教學之具體策略。(20分)