

# 國立臺北教育大學 112 學年度碩士班「考試入學」招生考試

音樂學系

音樂教育概論

科試題

## 一、名詞釋義：(每小題 5 分，共 25 分)

- (一) Multimodality
- (二) Multiple Intelligences
- (三) System of Representation Theory
- (四) Instructional Supervision
- (五) Bennett Reimer

## 二、申論題 (每小題 25 分，共 75 分)：

- (一) 請以學習表現「2-II-1 能使用音樂語彙、肢體等多元方式，回應聆聽的感受」及學習內容「音 A-II-2 相關音樂語彙，如節奏、力度、速度等描述音樂元素之音樂術語，或相關之一般性用語」設計一個音樂教學活動，請詳述教學目標、教學流程、及評量等。
- (二) 以下內容節錄自一篇文章。請解釋其內容，並提出你對本文所涉及之內容在音樂教學應用的看法。

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content;

- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels.(Tomlinson C. A. , 1997).

(三) 108 課綱強調跨域教學，跨域教學有其優點，但在小學教學現場之實施亦有其困難與挑戰，請以一位音樂教育研究者的角度設計一個適當的教育研究並說明：研究方法與架構、研究目的與問題、研究對象、研究流程、及研究工具等。