

問答題（配分如各題所示，共 100 分）

- 一、請列出「國民中小學九年一貫課程綱要」與「十二年國民基本教育課程綱要」中，藝術學習相關內容的相異之處五項。（20 分）
- 二、教育心理學的行為論（behavioral theory）認為學生的學習動機是外控的，而認知論（cognitive theory）則認為學生的學習動機是內在的，請舉例這兩個論點在音樂課引起學生學習動機之具體作為。（15 分）
- 三、臺灣邁入高齡社會，老年人口比例升高。試為 6~10 人的老年人小團體設計一音樂學習活動。（20 分）
- 四、布魯姆 2001 年新修訂的教育目標分類（Bloom's Taxonomy）將認知歷程向度分為：記憶（remember）、了解（understand）、應用（apply）、分析（analyze）、評鑑（evaluate）、創作（create）六個階層，請試從這六個階層設計一份國小高年級的音樂評量，採用選擇題或實作題的形式出題，每個階層各一題試題。（20 分）
- 五、請簡答下列各題（每題 5 分，共 15 分）
 - （一）學科本位音樂教育（Discipline-Based Music Education）
 - （二）整合性音樂素養（Comprehensive Musicianship）
 - （三）音樂聽想（music audiation）
- 六、以下內容節錄自某書，請解釋其內容，並敘述您對文章內容的看法。（10 分）

Music education is an integral part of local communities because it reflects community values, beliefs, and hopes. School music teachers who are sensitive to their communities' needs are usually well appreciated and their programs valued. It would be ideal if all music educators were to engage in the out-of-school musical lives of their communities. The vigorous musical life that takes place beyond the confines of education offers countless opportunities for individuals to participate in community music. Unfortunately, American music education has, with a few notable exceptions, generally had little association with community music programs. If school music educators find ways to build more bridges to community musical life, both school and community will benefit. A closer relationship offers opportunities for school music teachers to become leaders in community cultural life. It can help foster multicultural music activities that are directly relevant to specific communities, build support for the school music program among community members, and provide teachers with new musical opportunities for themselves and their students beyond the walls of the school.