

國立臺中教育大學 111 學年度研究所碩士班招生考試

音樂教育學試題

(包括音樂教材教法、音樂教育概論)

適用系所：音樂學系碩士班（音樂教育組）

- 一、請以行動研究法(Action Research)，寫出以戈登(Edwin E. Gordon)音調型(Tonal Patterns)練習應用於國小四年級學童音樂學習之研究設計。須包含(1)研究目的(5%)、(2)研究問題(5%)、(3)畫出研究流程圖(10%)、(4)課程設計(20%)。

- 二、試述多元文化音樂教育(Multicultural Music Education)的意涵？以國民小學第三學習階段（五、六年級）學生為教學對象，設計二節 80 分鐘多元文化音樂教學教案，教案內容應包括課程名稱、學習目標、學習活動、學習評量等項目。(35%)

- 三、「學習評量」是完整課程架構中不可或缺的要項。請依您的觀點說明：(1)學習評量與教材教法間的關係。(2)國民小學階段，教師在進行音樂學習評量時，應注意那些原則。(25%)

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樂曲分析試題

適用系所：音樂學系碩士班（音樂演奏與創作組）

（請注意：1.共有三大試題及三份譜例 2.本考科得以鉛筆作答）

一、請分析「譜例一」，並在作答區標明題號回答問題：（共 40%）

1. 作品為何種曲式？（註明段落與其小節數）（5%）
2. 樂曲的調性布局。（註明調名與其小節數）（5%）
3. 請詳述本曲的創作手法。（15%）
4. 請分析 12-21 小節的和聲（包含轉調過程）。請在題目區樂譜下方作答。（15%）

譜例一

Adagio. $\text{♩} = 69.$ *p*

Je veux que le ma-tin li - gno - re Le

p sempre

5 *sempre p*

nom que j'ai dit à la nuit, Et qu'au vent de l'au-be, sans bruit, Com-me u - ne

Detailed description: The image shows a musical score for a vocal and piano piece. It is in 2/4 time, marked 'Adagio' with a tempo of quarter note = 69. The key signature has three flats (B-flat, E-flat, A-flat). The score is divided into two systems. The first system starts with a vocal line and a piano accompaniment. The vocal line begins with a rest, then enters with the lyrics 'Je veux que le ma-tin li - gno - re Le'. The piano accompaniment starts with a *p sempre* marking. The second system begins at measure 5, with the vocal line continuing the lyrics 'nom que j'ai dit à la nuit, Et qu'au vent de l'au-be, sans bruit, Com-me u - ne'. The piano accompaniment continues with a *sempre p* marking. The score includes various musical notations such as rests, notes, stems, beams, and dynamic markings.

（背面尚有試題）

9

più f

lar-me il sé - va - po - re. Je veux que le jour le pro-

14

p

- cla - me La - mour qu'au ma - tin j'ai ca - ché, Et sur mon

17

cresc. *f*

cœur ou - vert pen - ché Com-me un grain d'en - cens il l'en - flam - me.

21

pp

Je veux que le cou - chant .l'ou - bli - e Le se -

25

Musical score for measures 25-28. The vocal line (treble clef) features a melodic line with lyrics: "-cret que j'ai dit au jour, Et l'em - por - te a - vec mon a - mour, Aux". Dynamics include *f* and *pp*. The piano accompaniment (grand staff) includes a *mf* dynamic marking.

29

Musical score for measures 29-32. The vocal line (treble clef) features a melodic line with lyrics: "plis de sa ro - he pâ - li - - e!". Dynamics include *pp al fine*. The piano accompaniment (grand staff) includes a *Red* marking.

(背面尚有試題)

二、請分析「譜例二」，並在作答區標明題號回答問題：(共 30%)

- 1.簡述此作品之風格。(5%)
- 2.分析此樂曲之樂句、樂段所在(以小節數說明)，並解釋其樂曲結構如何?(15%)
- 3.敘述其調性布局。(10%)

譜例二

21. *Adagio, con espressione* ♩ = 76

P

Più lento.....

a tempo

(poco agitando e crescendo)

(a tempo)

p

(intenso)

m.s.

三、請分析「譜例三」，並在作答區標明題號回答問題：(共 30%)

1. 作品為何種曲式？(註明段落與小節數) (9%)
2. 樂曲的調性與其轉調。(註明調名與小節數) (10%)
3. 請於譜上標出 1-28 小節的和弦級數。(11%)

譜例三

6. Allegretto

The musical score is for a piece titled 'Specter' (譜例三), marked 'Allegretto'. It is in 3/4 time and consists of 58 measures. The score is divided into eight systems. The first system (measures 1-8) begins with a piano (*p*) dynamic. The second system (measures 9-16) features a forte (*f*) dynamic. The third system (measures 17-24) is marked *pp* and *p*. The fourth system (measures 25-32) shows a key signature change to two sharps (F# and C#) and is marked *mf*. The fifth system (measures 33-39) includes a *fp* dynamic and a *cresc.* marking. The sixth system (measures 40-49) is marked *pp* and *p*. The seventh system (measures 50-58) concludes with a forte (*f*) dynamic. The score includes various musical notations such as slurs, ties, and articulation marks.

61

69

78 **Trio**

87

97

107

ff

p

fp

pp

f

pp

Allegretto D.C.

(背面尚有試題)

