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A Comparative Study on the Evaluation Standards of Music Courses in Senior Middle Schools

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Abstract

Teaching evaluation is an activity of value judgment on the basis of qualitative or quantitative measurement, and it is the last step in the Classroom activities. A good evaluation can reflect and respond to student problems and provide implications for improvement. This study adopts the comparative method with a content analysis of The Music Curriculum Evaluation Standards of High schools in China and Japan, in order to discover the advantages of the standards in both countries and promote the diversity of music teaching evaluation. Results show that: 1) The basic idea of evaluation principles of the two countries are different. Evaluation system of China is based on the evaluation of three core competencies (aesthetic perception, cultural understanding and artistic performance), while Japan's system is based on the subject objectives and learning guidance content in the curriculum standards, to develop different evaluation standards for each class; 2) The evaluation methods of the two countries are different. In China, there are two methods of daily performance and academic quality evaluation. Japan's system divides the music subject into four parts (singing, instrumental music, creation, and appreciation), each of which is subdivided into three major aptitudes (learning attitude, thinking and performance, and knowledge and skills).; 3) The evaluation content of the two countries is basically the same. Although the evaluation method and process are different, the detailed content is very similar in both countries. It is all related to music elements, students' learning attitude, appreciation ability, cultural understanding and practical performance; 4) The evaluation tools of the two countries are different: China adopts student self-evaluated music growth record books and quality level examinations. Japan uses the teacher evaluation form and the class review form, and the final grade is given in conjunction with teacher observation and description. Generally, the evaluations of the two countries have their own characteristics, and they can learn from each other in the subsequent evaluation, and further improve the teaching efficiency.