■ **Article** ■

Music Comprehensive Learning and Enquiry Instruction Related to Career Development Support: Examining Trends Observed in Published Reports

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Abstract:

This paper examines the relationship between comprehensive enquiry instruction and music in school education, focusing on an examination of published reports. Many enquiry- based learning activities reflect extensive public interest in music-related enquiry, which also tends to encompass such diverse topics as social issues and scientific and mathematical problems. In order to further develop enquiry-based learning, it is necessary to promote guidance and support related to comprehensive enquiry, so students can take the initiative in their enquiry-based learning, while utilising information reported by other students and schools and, where necessary, focusing on the collaboration between high schools and local universities, etc. This allows students to question the appropriateness of problem-solving methods, as well as their purpose and effectiveness, in order to identify remaining issues through critical examination and continue their enquiry.

Keywords: career development, comprehensive enquiry instruction, music, school education, published reports

Ⅰ．Introduction

The name of the comprehensive enquiry period was revised in the 2018 revision of the National Curriculum Guidelines. The goal of the comprehensive enquiry is to develop the qualities and abilities to better discover and solve problems while considering one's own way of being and living through cross-disciplinary and comprehensive learning that utilises the perspectives and ways of thinking involved in enquiry[1]. Social structures and the employment environment are undergoing rapid and drastic changes due to factors such as a declining working-age population, increasing globalisation, and constant technological innovation. As we enter an increasingly unpredictable age due to factors such as the increasingly chaotic global situation, the role of comprehensive enquiry will also be of growing importance as people are expected to be proactive: face various changes, work with others to solve problems, assess various information sources, achieve a conceptual understanding of knowledge, reconstruct information to create new value, and reconfigure goals in response to complex changes in situations. The 2021 Central Council for Education report stated that, in the face of today's diverse challenges, it is necessary to integrate various sources of information while building on each subject's learning, regardless of whether the field is the humanities or science. Qualities and abilities required to connect this to problem-finding, problem-solving, and the creation of social value will likely be developed, and efforts will probably be made to enhance cross-disciplinary learning and enquiry processes during comprehensive enquiry time[2]. With regard to music education, the aim is to base it on the time spent on comprehensive learning in elementary and junior high schools, and to develop the ability to discover and explore questions on one's own, in light of one's own way of being and life, and in relation to one's career path, as well as utilising perspectives and ways of thinking that correspond to the characteristics of each subject in a comprehensive and integrated manner.

Previous research has examined educational practices such as enquiry-based music appreciation[3], approaches to cross-disciplinary learning with other subjects[4], the use of school libraries[5], reports on collaboration and cooperation in educational practice[6], and analyses of educational practices related to enquiry[7]. In addition, the results of enquiry-based learning in schools and other institutions have sometimes been made public[8]. This paper will examine the characteristics of enquiry-based learning centred on music, as well as the challenges and strategies involved in teaching it, according to trends seen in reports on enquiry-based learning published online.

Ⅱ. Objectives and Methods

The purpose of this paper is to develop comprehensive enquiry-based learning and instruction by examining the characteristics, challenges, and strategies related to enquiry-based learning, primarily in music, according to reports published online.

Below, I will list the content, methods, and characteristics of learning found in reports on comprehensive enquiry-based learning centred on music, and then examine the challenges and strategies for developing enquiry-based learning and instruction.

Ⅲ. Results

The results of a comprehensive enquiry into music focused on learning based on students' interests and concerns, as well as in relation to social issues and scientific and mathematical topics, are shown below.

1. Musical enquiry based on students' interests

The first example of a theme that students often take on as part of their musical enquiry based on their own interests is 'How does music affect people?' This is based on students' interest in how the music that they are familiar with on a daily basis affects people in the first place. When students explored this topic, (1) they used various research methods, such as research using web information, literature and papers, and human surveys. In addition to research into the emotional impact of music; research related to personal issues, such as research on concentration; and research related to society, such as music trends, (2) different content was used.

(1) A different enquiry on the impact of music on people

1) Utilising online information

Efforts are ongoing to promote ICT in school education, and students are sometimes able to use familiar online information to advance their enquiry-based learning. Examples include inquiries based on the impact on people and inquiries based on the impact on animals. For example, one method of researching the effects of music on people based on online information has shown that it regulates the autonomic nervous system and activates the brain. Its effects include enjoyment, relaxation, and refreshment, and it can also be used in therapy. The report also notes that music is easily associated with memories, and that listening to nostalgic music tends to bring about positive emotions, leading to mental and physical health benefits. In particular, the report points out that in the case of music therapy, listening to or playing music has physiological, psychological, and social effects that can restore and improve physical and mental health, and considers that music has an impact on a diverse range of people.

2）Utilising literature and papers

Enquiry learning sometimes focuses on reading literature and papers. For example, research based on literature has investigated when people tend to listen to music, and research based on papers has examined the effects of music on people, showing that people listen to music not only when they want to relax, but also when they want to raise their energy levels, and that this is actually effective. Music with an up-tempo, complex melody and a major key has also been shown to be effective at raising energy levels or waking a person up, and music with a slow tempo, simple melody, and minor key has proven effective at inducing relaxation or rest.

3）Utilising research with human participants

Surveys of people may also be conducted, and the results used in enquiry-based learning. In such cases, guidance and support are required to ensure that the survey content and methods are appropriate, and that no ethical issues arise when conducting surveys of people. For example, the following topic may be raised: what kind of music do people listen to, and how does it make them feel? This survey may be conducted among close family and friends to determine what kind of music they usually listen to, when they listen to that music, and what feelings that music evokes in them. This approach has shown that music can affect all emotions, from joy and anger to sadness and pleasure, through its melody and lyrics, and be a source of support for close family and friends.

（2）Different research topics on the impact of music on people

1）Research on the emotional impact of music

① 'How does music affect emotions?'

Based on the literature, the study investigated the impact music has on people's emotions and found that people's impressions from music can influence their image of a store, and that background music can damage that image. Furthermore, since artwork has the same effect, I wondered whether using different background music together with the same artwork might change the impression, and so I paired different background music with the same still images to investigate whether the impression differed for each still image. It has been noted that low-pitched, slow-tempo music is used in dark scenes, while high-pitched, fast-tempo music is used in bright scenes to emphasise the characteristics of each scene.

② 'Why does music with lyrics move people's hearts?'

By surveying classmates to find out whether they place more importance on melody or lyrics when listening to music, and by conducting a web information–based survey on what composers think about when creating music, surveys have shown that people's hearts are moved by melody. In addition, while music is imbued with the feelings of the composer, creating music haphazardly does not necessarily move people's hearts, and this issue needs to be

explored further.

③ Why does music change people's emotions?

Surveys into what kind of music people listen to when they are feeling particular emotions have shown that people listen to cheerful music and fast-paced music when they are feeling happy, and music with a slower tempo and lyrics that resonate with those feelings when they are feeling sad. On this basis, it has been suggested that people's emotions change depending on the tempo, rhythm, melody, harmony, etc., of the music, as well as lyrics that resonate with the listener.

2) Research on one's own issues

① Research on concentration

ⅰ) Is music related to concentration?

In one study, the author recounts that he sometimes studies while listening to music and wanted to determine the effects of music on concentration. To this end, he used Google Forms to survey 72 people, ranging from elementary school students to adults, to ask about the songs that help them concentrate. He created graphs and used pivot tables to compile and analyse the data to confirm correlations, and conducted experiments on five people, including himself. In the experiments, students studied their summer homework for one hour, and the number of pages read during that time was measured under different conditions for each subject. Detailed experiments were conducted for the same subject with and without listening to music. In experiments conducted in another

subject, students divided their attention according to favourite singers, known singers, and unknown singers, while another subject's experiments involved songs with lyrics, songs without lyrics, and natural sounds. In yet another subject, experiments were conducted with songs that were quiet or cheerful. These experiments showed that approximately 78% of people usually listen to music, and approximately 70% listen to music while studying. Of these, approximately 68% responded that they often listen to music while studying and it helps them concentrate, and approximately 37% responded that they sometimes listen to music while studying and it helps them concentrate. This shows that people who do not usually listen to music do not listen to music while studying either. In addition, when asked about songs that help them concentrate, approximately 65% of respondents said that they prefer relaxing, calming songs, and approximately 61% of people, both those who normally listen to music and those who do not, said that songs by their favourite singers help them concentrate. The songs associated with the greatest number of pages read were upbeat songs without lyrics by their favourite singers, indicating that studying while listening to music helps people concentrate.

ⅱ) Does music reduce concentration?

Based on literature and papers, the study investigated the effects of music on the brain and learning. Participants completed seven calculation problems under three conditions:

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no music, background music without lyrics that stimulates alpha waves, and favourite music with lyrics. The study examined whether there were any changes in the rate of correct answers and the time required. The results showed that music listened to while studying improves concentration when performing simple calculations or memorisation, and that background music without lyrics that stimulates alpha waves is effective. It is suggested that different types of music should be used depending on the time and situation to improve concentration.

ⅲ）Does music influence sports?

　A survey was conducted using social media, and an experiment was also conducted on the sports that participants themselves participated in. It was found that 130 out of 160 people listen to music before practice or before a match, indicating that they listen to music to increase motivation for sports and relieve tension, and music is thought to have an influence on sports.

② Research on migraine relief

　In addition to conducting literature research and a questionnaire survey using social media, the authors found that observing and recording one's own physical condition and feeling moved can have a thought-shifting effect, which can benefit and improve mental health. Poor physical condition can amplify this effect. Furthermore, to fulfil these conditions, they found that choosing music with a dark melody and a storyline when feeling depressed can lighten one's mood.

Moreover, since listening to the same piece of music for a long time during a migraine can be painful, they found that adding one sound at a time or changing the rhythm could be effective, incorporating relaxing frequencies and music known to be effective for inducing sleep. Furthermore, they concluded that finding a method that suits oneself can help support people suffering from migraines and cited further work on composing as an ongoing challenge.

③ Research on the differences between music universities and vocational schools

　When someone chooses where to go to college, the question of what the differences are between music universities and vocational schools comes up, which was chosen as a research topic. The research investigated the learning content based on the websites of music universities and vocational schools, and conducted interviews with music teachers. It is believed that music universities often teach music theoretically as an academic subject, while vocational schools teach specialised and practical content directly related to careers. In addition, a questionnaire survey on popular music was conducted by having students listen to multiple songs via a question form on social media, and an experiment was conducted in which participants were asked to listen to multiple songs and indicate how they felt, highlighting issues that should be revisited in the future.

3）Social research

① What kind of music is popular?

In addition to researching popular music, the author creates a historical timeline for easy understanding, discovers and illustrates overlaps, and considers whether any distinctive features can be found. This timeline shows that music about love is popular in every generation, and that various forms of love can be expressed. Furthermore, not only is music that expresses happiness popular, so too is music that includes expressions of failure and overcoming.

② Does music have an impact on stores?

Drawing on the experience of listening to music being played in stores, the researcher set the question of what effect music has on people's minds; visited stores to investigate the music being played; and interviewed store customers about their impression of the store, what effect playing music has on them, and whether their impression changes when music is not being played. These surveys showed that, when fast-tempo music is playing, customers feel rushed and unsettled, which reduces their desire to purchase. In other words, stores need to consider how to use music from the customer's perspective.

③ Does music influence animation?

With an interest in visual expression and music, the researcher explores the influence of music on animation, which relates to these interests, and designs the questions in a way that can help further develop animation, a part of Japanese culture, and create works that can be enjoyed by many people. As a method of exploration, four animation works were created by combining one free video with four different types of free music from different genres. A survey was also conducted among 113 high school students, primarily from the class, to determine which continuation of the video they most wanted to watch. Perhaps due to the use of bright and pop animation, the popular video was the video paired with bright music. However, when the animation and music had different atmospheres, a minority of respondents expressed interest in the plot development. Furthermore, it was suggested that viewers were more likely to watch the animation when the atmosphere of the animation and music matched, suggesting that the music influences the animation.

（3）**Research on the nature of music**

Some studies explore what music is in the first place. For example, one study explores why each country seemingly has its own unique music. Students research the music of each country, region, and ethnic group based on online information and literature, as well as popular folk music, examining the similarities and differences between the two. This research shows that the unique music of each country, region, and ethnic group originates from differences in the way people think and the instruments used to play music. These differences are thought to influence the formation and development of the music of each country, region, and ethnic group.

（4）Research on music and COVID-19 pandemic

In light of the changes in society and lifestyles caused by the COVID-19 pandemic, some studies involve exploring music anew. For example, enquiry-based learning projects reexamine whether music, which has tended to face restrictions during the COVID-19 pandemic, is necessary in our lives, and enquiry-based learning projects consider the impact music had on people during the pandemic.

1）Research into whether music, which has tended to be restricted due to the COVID-19 pandemic, is necessary to life

Even during the COVID-19 pandemic, the researcher used music to help them cope when they are sad and want to lift their spirits, or when they want to improve their concentration while studying. This interest in why music has such an effect on them led the researcher to wonder whether more people might have a greater appreciation for music by learning about its impact on them. This question was based on the idea that raising awareness of the impact music has on people might help more people appreciate music. A survey was conducted on 51 men and women between their teens and 40s, asking questions such as 'How much time do you spend listening to music each day?', 'When do you listen to music?', 'What kind of music do you often listen to?', and 'What do you think is most effective when used in conjunction with music?' Two experiments were also conducted, investigating the difference in study progress over three days between those who studied while listening to music and those who did not, and examining the difference in concentration time for each music genre by measuring the number of hours per day that participants were able to concentrate. The survey showed that people listen to music for about 30 minutes to two hours a day; that they listen to music when they want to raise their spirits; that J-POP is the most popular genre; and that walking to school, studying, or exercising while listening to music is effective. It also showed that music has the effect on people of 'relaxing the mind and lifting the spirits'; that people unconsciously use music as a tool to regulate their moods in various situations; and that, by incorporating music into their daily lives, they can carry out various activities in a good mood.

2）How has music affected people during the COVID-19 pandemic?

To answer the question of how music affected people during the COVID-19 pandemic, the study conducted research on the new coronavirus and how listening to music affects people. It showed that people felt stressed during the COVID-19 pandemic and that music had a healing effect on people and might be considered to have been an essential part of people's lives during the COVID-19 pandemic.

2. Research on social issues and music

While valuing students' own interests, some students also study music as a social issue, as shown below.

(1) What changes come from listening to music?

In order to explore the impact of music on social issues, the researcher studied the changes that come with listening to music based on online information, and considered the effects through their own practice. The researcher showed that music affects the whole body, regulating the autonomic nervous system, activating the brain, and benefitting the mind. They also suggested that music is easily linked to memory, and that listening to nostalgic music tends to produce positive emotions, promoting mental and physical care.

(2) Can music therapy be used to improve lifestyle-related diseases?

In order to solve social problems through music, the researcher studied lifestyle-related diseases through books and online information, as well as the effects of music and music therapy on health. On this basis, he concluded that music is linked to lifestyle-related diseases, and that listening to high-frequency sounds and 1/f fluctuations, which are said to have a calming effect on people's minds due to the appropriate combination of regularity, suddenness, predictability, and deviation, can be useful in treating lifestyle-related diseases.

3. Research on music in terms of scientific and mathematical issues

In addition to social issues, studies have also explored music as a scientific and mathematical problem, as shown below.

(1) The comfort provided by music

In contrast to theory-based mathematics, the researcher sought to determine whether a relationship exists between music based on emotion and whether it is possible to create pleasant music based on mathematics. Therefore, we investigated the relationship between music and mathematics based on literature, and considered pleasant music based on mathematics, creating software that allows anyone to easily create music. The literature shows that the way humans perceive sound has led to the use of mathematical concepts such as equal multiplication, equal division, and chords in music; that the brain perceives music by converting beats such as four beats into numbers; and that, in Western music theory, pitch and time have come to be expressed in numbers because sound is a quantity that can be expressed in numbers such as pitch, intensity, and duration.

(2) Making unpleasant sounds more pleasant

Because unpleasant sounds in everyday life are sometimes considered noise, methods for making them more pleasant are being explored. The mechanisms behind the

production of specific unpleasant sounds were investigated based on literature and online information. Using the internet and spreadsheet software, the researchers also investigated the frequencies of the sounds they wanted to express. They found that the unpleasant sounds originate from motors, that their frequencies are equal to the frequencies used to create signals in circuits, and that they are caused by the phenomenon of magnetostriction and by vibrations of internal components of the device. In addition, in an attempt to turn unpleasant sounds into pleasant chords, the researchers plotted the frequencies of chords such as Re, Fa, #, and La using a spreadsheet software. However, they found it difficult to read the exact frequencies from the waveforms and were unable to achieve the desired sounds. This leads to the conclusion that it is not easy to determine the frequency of the sound that is intended to be used as an unpleasant sound.

Ⅳ．Discussion

The reported results of enquiry-based learning suggest that, partly because music is familiar to students, a high level of interest exists in music-related enquiry, and that many enquiry-based activities reflect this interest, with a wide variety of topics ranging from social issues to science and mathematics. Given these characteristics, we can assume an emphasis on basing instruction and support on students' interests when teaching and supporting comprehensive enquiry. Furthermore, when developing enquiry-based learning, emphasis is placed on teaching and support that allows students to take the initiative in more appropriate enquiry-based learning. This raises the question of whether the problem-solving method is appropriate, what the purpose of that method is, and whether the method is effective.

In addition, because the difficulty of reading the exact frequency from a waveform and the fact that the intended sound does not come out represent challenges in enquiry-based learning, and specialised problems such as music therapy arise in the context of enquiry-based learning, it is necessary to develop systems and practices that allow high schools to collaborate and cooperate with local universities and other institutions in their enquiry.

Furthermore, in relation to the question of whether music affects people's emotions, and in light of the accumulated results of related research into why people have emotions, enquiry-based learning is expected to be further developed by utilising published reports from other students and schools, along with online information and literature. To this end, it will also be important to further develop a system that allows students to collect the results of their enquiry-based learning.

Furthermore, with regard to questions such as 'Is music related to concentration?', it is necessary to develop guidance and

support that allows for critical examination of research. This includes examining remaining questions such as 'Should the quality of study be included in the amount of study progress when assessing achievement rates?', 'Is the impact of study progress solely due to music?' (i.e. are there any other influences, such as the subject's strengths and weaknesses?), 'Are there any influences from including oneself in the experiment?', and 'Is it okay to include the answers of people who do not normally listen to music when it comes to songs that help them concentrate?'

With regard to comprehensive enquiry learning, in order to further enrich enquiry activities, students are being asked to consider whether the problem is focused, whether a reasonable method is chosen to solve the problem, whether the qualities and abilities acquired through school education, etc., are being effectively utilised, whether students are exploring other possibilities and formulating new hypotheses even when one hypothesis is rejected, whether they are continually updating the problem on their own, whether they are using the knowledge gained through their enquiry to engage with society, and whether the issues they have tackled have become deeper issues for them and are promoting their own career choices9). It is thought, based on these perspectives, that the process by which students discover and solve problems on their own should be emphasised, and that emphasis should also be placed on education and support that allows students to look at and consider problems that arise in the complex context of real society and real life from various angles, without limiting themselves to a specific subject or course, and to find better solutions to problems for which the path to resolution is not immediately clear or for which there is no single correct answer, by applying perspectives and ways of thinking across multiple subjects or courses in a cross-sectional and comprehensive manner.

Ⅴ．Conclusion

This paper examines the relationship between comprehensive enquiry instruction and music in school education, based on an investigation of trends seen in published reports.

There is a high level of interest in research related to music, and in addition to issues that directly affect the students, such as the impact of music on people, concentrating on studies or sports, relieving pain, and continuing on to higher education, many research-based studies address such topics as trends, the impact on stores and animation, what music is in the first place, and its impact on the COVID-19 pandemic. Research also tends to be diverse, covering social issues and scientific and mathematical problems.

In order to develop comprehensive instruction in music enquiry, it is necessary to support students' critical reflection and foster the motivation and attitude to continue

enquiry-based learning, as well as to further develop and enhance systems and practices that will enable additional utilisation of the accumulated research results and reports, and enable high schools and universities to work together and collaborate on research as needed.

Notes

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学校教育におけるキャリア発達支援に係る
総合的な学習・探究の指導と音楽：
公開された報告にみる動向の検討を中心に

山 本 智 子

概要

　本稿では、公開された報告に基づいた検討を中心に、学校教育における総合的な探究の指導と音楽に関して検討した。音楽にかかわる探究に関する興味・関心は高く、興味・関心に基づいて取り組む探究学習が多数であるとともに、社会的問題や理数的問題にわたって多様であること傾向がみられる。探究学習をさらに発展させるために、他の生徒や学校により報告された情報や、必要に応じて高校と地域の大学等との連携・協働を活用し、問題解決のための方法が適切であるか、その方法を何のために行うのか、その方法が効果的であるかを問いながら、生徒が主体性をもってより適切に探究学習を進めることができ、批判的な検討を通して残された課題を見出し探究に継続して取り組むことができるよう、総合的な探究にかかわる指導・支援を一層推進することが求められる。

キーワード：教育、学校、キャリア発達支援、総合的な学習・探究の指導、音楽