

질문 중심의 개념 기반 음악 탐구 수업 설계

- ‘음악과 감정’ 수업 사례를 중심으로 -

Concept-Based Music Inquiry with Teacher-Driven Questions: Lessons on ‘Music and Emotions’

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Abstract This study aims to design concept-based music inquiry lessons utilizing teacher-driven inquiry questions. To achieve this, it examines conceptual understanding, inquiry-based learning, and the meaning and role of inquiry questions, emphasizing their necessity in music education. Based on these theoretical considerations, an inquiry lesson on “Music and Emotions” was designed and implemented, with teacher-driven inquiry questions serving as the central tool. The findings indicate that inquiry-based music lessons enabled students to move beyond a fragmented understanding of musical elements, allowing them to develop a comprehensive grasp of the relationships among elements and actively explore the structural characteristics and expressive intentions of musical works. Furthermore, systematically designed inquiry questions effectively stimulated students’ thinking and enhanced their ability to apply musical concepts in diverse contexts. This study highlights the value of teacher-driven inquiry questions and inquiry-based learning as a meaningful instructional approaches in music education, suggesting their integration with other music education methodologies in future research.

Key words: inquiry question, guiding question, music inquiry lesson, inquiry-based learning, concept-based learning

초록 본 연구는 교사의 탐구 질문을 활용하여 개념 기반의 음악 탐구 수업을 설계하는 것을 목적으로 한다. 이를 위해 개념적 이해, 탐구 기반 학습, 탐구 질문의 의미와 역할을 고찰하고, 음악 교육에서의 필요성을 논의하였다. 이러한 이론적 검토를 바탕으로 교사의 탐구 질문을 중심 도구로 활용하여 ‘음악과 감정’에 대한 탐구 수업을 설계하고 적용하였다. 연구 결과, 탐구 기반 음악 수업을 통해 학생들은 음악 요소를 단편적으로 이해하는 것을 넘어, 요소 간의 관계를 전체적으로 파악하고 음악 작품의 구조적 특징과 표현적 의도를 적극적으로 탐구할 수 있었다. 또한, 체계적으로 설계된 교사의 탐구 질문이 학생들의 사고를 촉진하고 음악적 개념을 다양한 맥락에 적용하는 능력을 강화하는 데 효과적임을 확인하였다. 본 연구는 탐구 기반 학습과 교사의 탐구 질문이 음악 교육의 의미 있는 학습 방식 중 하나로서 가치가 있음을 강조하며, 향후 연구에서 다른 음악 교육 방법론과의 통합 가능성을 제안한다.

주제어: 탐구 질문, 안내 질문, 음악 탐구 수업, 탐구 기반 학습, 개념 기반 학습

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I . Introduction

In the midst of the fourth industrial revolution and rapid societal changes, education has shifted its focus beyond mere knowledge acquisition. It now emphasizes cultivating deep conceptual understanding and problem-solving skills that extend beyond traditional academic boundaries. The goal of education is to deepen learners' understanding of key concepts in order to enhance their ability to apply this understanding flexibly to various contexts. As part of this shift, concept-based curricula and inquiry-based learning have gained prominence, encouraging students to explore key concepts and develop transferable knowledge.

In Korea, reflecting these societal changes and the needs of the times, the 2022 revised curriculum, which has been applied since 2024, emphasizes interdisciplinary connections and integration, learning that is connected to students' lives, and reflection on learning so that learning can be transferred through deeper learning. Various attempts are being made to pursue students' deep understanding in schools, and related studies are being conducted in academia (Jung, 2024; Lee, 2023; Noh & Kang, 2022; Park & Kim, 2024; Park & Park, 2024). Research on inquiry questions essential for deeper learning is also being ongoing (Kim, 2024; Lee, 2024; Noh, 2023).

While similar efforts are being made in music education (Choi, 2024; Han, 2024; Im & Lee, 2024), the body of research remains less robust compared to other disciplines. This gap highlights a pressing need to establish practical and theoretical foundations that can support music teachers in fostering students' deeper learning through meaningful engagement with musical concepts.

To realize the deeper learning for the students, teachers play a critical role in designing lessons that facilitate conceptual exploration and meaningful learning experiences. Among the various instructional tools available, teacher-generated questions serve as a pivotal element. Questions have the power to spark curiosity, guide inquiry, and stimulate cognitive engagement, making them indispensable in inquiry-based learning environments. Scholars such as Erickson and Wiggins have emphasized the importance of open-ended and essential questions in concept-based and understanding-centered approaches. However, despite their significance, many questions in classrooms today are often improvised, relying heavily on teachers' spontaneous decisions or experience rather than systematic preparation. While the flexibility and adaptability of teachers' on-the-spot questioning hold significant value during lessons, the lack of systematically prepared questions can sometimes fail to adequately support students' inquiry. This, in turn, may hinder students from achieving deep, transferable understanding through inquiry-based learning. To more effectively support teachers and students in the inquiry process, systematic design of teacher

questions in lesson planning is essential.

This study addresses these challenges by proposing music inquiry lessons based on the carefully designed teacher-driven questions. Though the main subject of the proposed lessons is restricted on ‘*Music and Emotions*’, this study would illustrate how systematically prepared teacher questions can function as both a guiding framework and a catalyst for fostering deeper learning, enabling students to develop conceptual understanding and engage in creative exploration.

II. Theoretical Background

1. Conceptual understanding

Conceptual understanding, as emphasized in Erickson's concept-based curriculum, involves engaging in higher-order thinking and exploring the core ideas that underpin specific concepts. It extends beyond mere fact acquisition and encourages deeper understanding of concepts, enabling students to transfer their knowledge to various contexts (Erickson et al., 2019). Concept-based curriculum shifts the focus from the accumulation of fragmented information or skills to the understanding and application of key concepts. This approach is primarily grounded in Bruner's discipline-centered curriculum and knowledge transfer, but it is also closely aligned with Erickson, Lanning, and Rachel's concept-based curriculum and instruction (CBCI).

The goal of concept-based education is to help students develop higher-order cognitive skills, such as problem-solving, critical thinking, and creativity. While factual knowledge and basic skills are necessary, students must go beyond these and strive for conceptual understanding, which builds upon these foundations and leads to transferable, advanced knowledge.

One key instructional strategy for promoting conceptual understanding is the use of a “conceptual lens.” A conceptual lens adds focus and depth to learning by encouraging students to view facts and functions from a new, broader perspective (Erickson et al., 2019). It transforms learning from a two-dimensional experience, which focuses solely on facts and skills, to a three-dimensional one that fosters deeper exploration and understanding. Erickson (2008) explains that unstructured material can be difficult for learners to comprehend, but a conceptual lens provides focus and clarity, making it easier for students to transfer their understanding and engage in synergistic thinking.

Another approach that supports conceptual learning is Wiggins and McTighe's Backward

Design. Unlike Tyler's traditional model, backward design prioritizes students' inquiry by placing assessment after goal setting. The backward design model consists of three stages: identifying desired results (goals), determining acceptable evidence (assessment), and planning learning experiences and instruction. Wiggins and McTighe emphasize the importance of teaching students generalizations and principles, which they refer to as "enduring understandings." These are concepts that students should internalize and apply in various contexts, thus facilitating knowledge transfer (Ohn et al., 2020).

In this model, "big ideas" are considered essential concepts, principles, and theories that serve as the foundation for curriculum, instruction, and assessment. These big ideas help students construct meaning through exploration rather than mere acquisition, facilitating the integration of fragmented knowledge into a coherent framework that can be applied in new situations (Kang et al., 2021).

Additionally, Erickson suggests that conceptual understanding can be developed through an inductive approach, meaning students move from concrete examples to abstract generalizations. This inductive process aligns with the ideas of Wiggins and McTighe's "enduring understandings" and the International Baccalaureate's "central ideas" and "outcomes of inquiry" (Erickson et al., 2019).

Ultimately, inquiry-based curricula aim to foster higher-order knowledge through conceptual understanding. By allowing students to build and articulate their own understanding through inquiry, this approach leads to more meaningful and transferable learning experiences (Erickson et al., 2019).

2. Inquiry-based learning

Inquiry-based learning is an active learning approach where students generate hypotheses under guidance, explore, gather evidence, and generalize. In other words, inquiry instruction prompts students to engage in inquiry, thereby solving problems and gaining knowledge on a given subject. This approach differs from traditional learning methods by shifting the focus from passive absorption of facts to active student engagement. Inquiry-based learning aligns closely with concept-based learning, where students construct their own understanding through inductive reasoning.

In concept-based and inquiry-based instruction, it is essential for teachers to design lessons that allow students to engage in inquiry and build their understanding. When students are provided with opportunities to explore and reflect, they not only acquire knowledge but also retain it more

effectively. By moving from basic facts and functions to more complex, transferable conceptual understandings, students can apply their learning in new and meaningful ways.

To support this process, the role of teacher-generated questions becomes crucial. Well-crafted guiding questions serve as cognitive tools that help students bridge the gap between factual knowledge and conceptual understanding. These questions promote deeper inquiry, enabling students to think critically and develop a more robust understanding of the subject matter. Teachers must design questions that not only stimulate curiosity but also guide students toward generalizing their findings and transferring that knowledge to other contexts. By doing so, students become more independent learners capable of exploring complex ideas on their own.

Erickson (2008) noted that inquiry is already being used around the world and identified two key types of inquiry that serve the purposes of inquiry-based learning: structured inquiry and guided inquiry. In structured inquiry, the teacher provides the questions and factual information, and students analyze it to derive conceptual understanding. Here, the teacher's guiding questions serve to help students make connections from facts and features to generalizations (Erickson et al., 2019, p. 124). In guided inquiry, the teacher selects a broad topic and the teacher and students work together to develop questions that guide the inquiry. Students choose the larger context, the methods they will use to investigate the inquiry questions, and how they will present their findings (Erickson et al., 2019, pp. 124-125).

Both forms of inquiry rely significantly on teacher support to help students synthesize information, make connections between examples and concepts, and reach a generalized understanding of the concepts. Teachers must continuously provide feedback and offer strategic guiding questions that foster synergistic thinking, allowing students to see relationships between different pieces of knowledge and deepen their understanding (Erickson et al., 2019, p. 126).

In conclusion, for inquiry-based learning to be effective, teachers must carefully select the inquiry methods that best suit the content and the students. Structured and guided inquiry offer valuable frameworks that encourage deeper learning, foster independence, and help students develop strong conceptual understandings that can be applied in various contexts.

3. The meaning and role of inquiry questions

Teacher questioning is a crucial component of effective classroom instruction. Well-constructed teacher questions not only promote student learning and engagement but also guide students through different levels of comprehension and critical thinking. By stimulating curiosity and encouraging

students to think critically, teacher questioning plays a pivotal role in the learning process.

There are different types of teacher questions, which can be strategically implemented throughout the lesson to maximize student understanding. Some questions help students comprehend and organize information, while others develop analytical, critical thinking, or creative problem-solving skills. Bloom's Taxonomy of Educational Objectives categorizes cognitive processes into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Based on this framework, teacher questions can be grouped into lower-level objectives, such as knowledge and understanding, and higher-level objectives, such as application, analysis, synthesis, and evaluation. Designing questions that engage students in higher-order thinking—such as applying, analyzing, synthesizing, and evaluating information—helps them move beyond factual knowledge toward deeper, transferable understanding.

In concept-based inquiry learning, teacher questioning holds particular importance. Rather than directly providing answers, teachers guide students' inquiry, prompting them to uncover concepts on their own. Teacher questions thus become central tools for guiding the learning process, helping students explore and generalize their understanding of key concepts.

A notable contribution to the field of inquiry-based learning is McTighe and Wiggins' concept of essential questions. These questions are fundamental to helping students explore significant concepts and drive inquiry within a unit. Essential questions are not merely related to the content but are tied to the overarching goals and themes of a lesson, ensuring that students engage deeply with the material. These questions should be designed with broader educational objectives in mind, considering subsequent tasks, evaluations, and the broader context of the inquiry. Wiggins and McTighe emphasize the importance of establishing essential questions when designing a unit. Throughout the unit, students engage with these questions and strive to find answers as part of the inquiry process. Essential questions may encompass the entire unit or be specific to a particular lesson (Song, 2022).

While essential questions focus on the overarching goals of the lesson, Erickson's guiding questions emphasize the teaching process itself. Guiding questions are designed to stimulate students' thinking and lead them toward making generalizations, ultimately aiding in their conceptual understanding. These questions fall into three categories: factual, conceptual, and argumentative. Factual questions are tied to specific content and help build a foundational knowledge base, while conceptual questions push students to think more deeply and apply their understanding in various contexts. Argumentative questions foster critical thinking and dialogue by encouraging students to explore ideas that may not have definitive answers.

The International Baccalaureate (IB) curriculum also emphasizes key questions as a means to support concept-based inquiry. In the IB framework, key concepts are introduced in the form of questions, serving as both a guide to inquiry and a way to structure students' exploration of knowledge. These key questions synthesize the philosophies behind essential and guiding questions, helping students engage in sustained, structured inquiry that fosters deep learning.

Ultimately, teacher questions serve as scaffolding for students' thought processes, enabling them to take ownership of their learning. By guiding students to explore, connect, and generalize, teacher questioning transforms passive learning into active inquiry, empowering students to gain a deeper, more transferable understanding of the material.

4. Concept-based inquiry learning in music education

While concept-based inquiry learning is commonly applied in science and social studies, it also plays a crucial role in arts subjects like music. This approach goes beyond transmitting musical knowledge or teaching technical skills; it helps students grasp the intrinsic meaning of music and explore its applications across diverse contexts. For instance, merely learning about individual musical elements such as rhythm, melody, harmony, and timbre may not provide students with a comprehensive understanding of the overall structure and meaning of music. Through concept-based learning, students can explore how these elements interact to form specific emotions, moods, or messages, fostering deeper conceptual understanding. This understanding equips students to apply their knowledge not only to specific pieces or styles of music but also to new musical contexts and even non-musical domains.

To foster conceptual understanding, inquiry-based learning is indispensable, even in music education. Music, as a fundamentally creative and sensory discipline, benefits significantly from inquiry-based learning, which helps students develop deeper conceptual understanding, critical thinking, and creativity beyond the study of musical elements. The necessity of inquiry-based learning in music education can be outlined as follows:

First, it helps develop musical thinking and problem-solving skills. Music requires creative problem-solving and interpretive thinking that go beyond technical mastery and theoretical memorization. Students can develop problem-solving skills by exploring questions about music and experimenting with various solutions. For example, students may investigate ways to interpret a particular musical piece or experiment with different compositional techniques, thereby enhancing their musical thinking and gaining confidence in problem-solving.

Second, inquiry-based learning in music education can help students develop a deeper understanding of the conceptual framework of music and apply it to new contexts. Inquiry-based learning allows students to deeply explore musical concepts like rhythm and composition while gaining the ability to apply these ideas across various genres and cultural contexts. This promotes transferability, enabling students to connect their learning to other disciplines and real-life situations.

Third, inquiry-based learning emphasizes the process of students directing their own learning such as asking musical questions and finding answers for themselves. Inquiry-based learning encourages students to pose their own musical questions and seek answers independently, fostering active learning. This is particularly vital in music, where personal emotion and creative expression are central, as it enhances student motivation and self-direction.

Fourth, it develops critical thinking and creativity. Through inquiry-based learning, students critically analyze musical phenomena, explore original ideas, and create new musical concepts. This process simultaneously develops critical thinking and creativity, which are essential skills in music education and beyond.

Fifth, it promotes contextual understanding and integrative learning of music. Music is deeply connected to historical, cultural, and social contexts. Inquiry-based learning enables students to go beyond merely listening to or performing music by helping them understand the broader contexts and backgrounds of musical works.

Sixth, inquiry-based learning plays an important role in fostering a collaborative learning environment. Music often involves collaborative activities. Through group projects, ensemble performances, and cooperative learning tasks, students share questions and ideas, developing them into meaningful musical expressions.

For music inquiry learning to be effective, teachers need to carefully consider and prepare questions that promote and support student inquiry. Teacher questions serve as a bridge that helps students connect their musical knowledge and skills with conceptual understanding.

McTighe and Wiggins emphasize essential questions that guide entire units, helping students explore significant musical concepts and drive their inquiry throughout lessons. For example, a unit-level essential question like “How does musical expression relate to cultural identity?” can guide students to meaningful exploration and understanding.

Erickson's guiding questions also play a crucial role in stimulating students' thinking and facilitating inquiry-based learning in music. By starting with factual questions such as “What instruments are used in this piece?” and progressing to conceptual questions like “How does

the choice of instruments affect the overall mood of the piece?” and even debatable questions such as “Is this rhythmic pattern the most effective for expressing emotion in this piece?”, students can engage deeply with musical elements while situating them within larger musical contexts.

The International Baccalaureate (IB) curriculum supports the use of inquiry questions not only in interdisciplinary units but also across individual subjects, including music. The IB framework introduces key concepts through questions to promote sustained inquiry and exploration. For instance, an IB music class might explore the key question, “What makes a song a folk song from that country?”(IBO, 2009) This inquiry not only guides students in exploring various musical traditions but also fosters a deeper understanding of the relationship between music and culture, nurturing a more global perspective on music.

By employing inquiry-based learning and carefully designed teacher questions, music education can serve as a platform for deep exploration, critical analysis, and creative discovery. This approach equips students with the skills to engage with music as both performers and listeners, fostering lifelong learning and appreciation.

In conclusion, inquiry-based learning and concept-based approaches transform music education into an engaging and meaningful process. By emphasizing conceptual understanding and inquiry-driven exploration, students are empowered to think critically, express themselves creatively, and connect music to broader contexts. These approaches not only enrich their musical knowledge but also equip them with lifelong skills applicable across disciplines and in real-world settings.

III. Designing a Concept-Based Music Inquiry Unit With Teacher-Driven Questions

1. Framework of the music inquiry unit

This unit is structured by backward design. First, we reviewed Korea's national achievement standards to understand their meaning and then extracted the key concepts. Based on this, we selected the central idea and conceptual lens that would anchor the entire unit. Then, we formulated a key inquiry question to provide a specific direction for student inquiry.

1) Choosing the central idea and topic

The central idea and topic of the music inquiry unit have been selected by examining the achievement standards outlined in Korea's 2022 revised music curriculum. Among the achievement standards in music education, we chose the standards related to 'Understanding Musical Elements' and 'Creating Music Using Musical Elements.' The key concepts that guide this inquiry are 'Musical Elements' and 'Emotion.' Learning about musical elements often occurs in activity-centered lessons that are predominantly teacher-led. Therefore, it was deemed necessary to structure lessons that encourage students to independently explore and reflect on the relationship between music and emotions. This led to the formulation of the central idea that 'Music has the power to evoke our emotions,' with the conceptual lens of 'Influence'. To further refine this idea, it was linked to 'Selecting Materials and Utilizing Media (Advertisements)' in the Korean language curriculum achievement standards. This connection has allowed for a more specific elaboration of the topic. As a result, the selected topic is 'Exploring the Impact of Musical Elements on Emotions to Create Advertising Music.'

2) Construction of the learning sequence

After formulating the key inquiry question, the learning sequence for this unit was structured into three broad stages of activities, each designed to address a specific aspect of the inquiry process.

First, students explore the relationship between musical elements and emotions. They listen to music and connect it to emotions. Then, they identify musical elements(melody, rhythm, tempo, tone) and discuss their impact on emotions.

Second, students investigate music in advertisements. They analyze advertisements to explore how music conveys emotions. And they examine the alignment of the ad's intent with its music.

Finally, students create advertising music proposals. They draft and refine their advertising music proposals. This includes editing or creating music, presenting their proposals, receiving and incorporating feedback, and submitting the final product.

This sequence provides a logical progression from foundational understanding to applied creative production, ensuring that students engage deeply with both conceptual and practical aspects of the inquiry.

3) Organizing teacher-driven inquiry questions

The teacher-driven inquiry questions of this unit are categorized into two main types: a key inquiry question and general inquiry questions of guiding character.

A key inquiry question serves as the overarching goal of the unit. The goal of this inquiry unit is to comprehend how musical elements affect human emotions and use this understanding to craft advertising music. To stimulate students' curiosity and provide clear direction for their learning, a key inquiry question was carefully crafted according to six criteria: it must offer clear guidance, emphasizes the main topic, connect with students' daily lives, pose an open-ended question in simple language, and engage higher-order thinking (Yang, 2021). The question is presented using the HMW (How Might We) questioning framework, often called the innovator's question. The term "How" suggests that a solution exists and can be discovered; "Might" implies openness to various possibilities; and "We" underscore collaboration and collective effort in addressing the challenge (Lee & Choi, 2018). The resulting key inquiry question is: "How might we create an advertising music proposal taking into consideration the influence of music on our emotions?"

While the key inquiry question sets the overall goal for the unit, general inquiry questions (guiding questions) serve as ongoing prompts that guide and support students throughout their exploration. These questions are integrated into each session plan alongside conceptual understanding and learning content. They are categorized into factual questions, conceptual questions, and debatable questions, and are designed to follow the logical flow and sequence of the lessons. Although factual questions were used during the lessons, this study focuses on conceptual and debatable questions because they play a crucial role in sparking student inquiry and fostering creative thinking. These questions were further refined through collaborative feedback from fellow teachers, ensuring their effectiveness in stimulating meaningful exploration.

2. Planning of the music inquiry unit

1) Unit name: Music and emotions

The title of this unit is "Music and Emotions." This unit explores how various musical elements evoke emotions and examines the potential for applying this understanding to musical expression and the creation of advertising music.

2) Grade: Grades 5-6

This unit is designed for 5th and 6th-grade students. It takes into account that students at this stage are prepared to explore abstract concepts and express emotions through music.

3) Unit overview

Music enables us to convey and recognize emotions that are not easy to express verbally. For instance, a melancholy tune can make us tear up and soothe us. A lively beat can elicit a feeling of exhilaration and happiness. In this music inquiry unit, our aim is to explore how musical elements evoke emotions in us and ultimately create an advertising music proposal that aligns with our intentions. An advertising music proposal serves as the final output of this unit and requires us to consider how to capture customers' interest and captivate their emotions using various musical strategies. It encompasses the process of proposal creation and presentation, reflecting our contemplation on how to achieve these objectives.

4) Curriculum linkage

The table below presents the national-level achievement standards related to this lesson. This lesson is linked to two achievement standards in the music curriculum and one in the Korean language curriculum.

<Table 1> Relevant subjects and Korean national achievement criteria¹⁾

Subject	Achievement standards
Music	[6M02-01] Listen to music, identify and differentiate music elements.
Music	[6M03-03] Produce uncomplicated music utilizing these elements.
Korean	[6K01-05] Choose materials, arrange them based on crucial data, and communicate them through a medium.

5) Unit objectives

Understand the influence of musical elements on human emotions to strategize for advertising music.

1) In Table 1, the codes (e.g., [6M02-01]) correspond to the official achievement standards specified in the Korean National Curriculum for Music and Korean Education. These standards are designed to outline the key competencies students should achieve at each grade level.

6) Planning sessions

The inquiry unit consists of 10 sessions, divided into three stages that align with the structured learning sequence. The first stage focuses on exploring the relationship between musical elements and emotions, covering sessions 1 through 4. The second stage examines the role of music in advertisements and spans sessions 5 to 7. The third and final stage focuses on creating advertising music proposals, encompassing sessions 8 through 10.

Each session plan includes conceptual understanding, learning content, and inquiry questions. The inquiry questions are categorized into factual (F), conceptual (C), and debatable (D) types.

<Table 2> Lesson plans for a music inquiry unit

Conceptual lens		Influence	
Central idea		Music has the power to evoke our emotions.	
Key inquiry question		How might we create an advertising music proposal taking into consideration the influence of music on our emotions?	
Session	Conceptual understanding	Learning contents	Inquiry question
1	Music expresses and conveys emotions through specific melodies, rhythms, lyrics, and other elements.	<Exploring the Topic & Generating Question> - Listening to various pieces of music and connecting them to emotions - Identifying musical elements such as rhythm, melody, and one that contribute to these emotions - Collecting and sharing student-generated questions as a class to identify potential themes and connections - Collaborating with the teacher to refine student-generated questions and identify a key inquiry question and supplementary questions to guide the unit's exploration	- How do specific elements of this music evoke the emotions you felt? (C) - Which musical features stand out to you in this song? Why do these features stand out to you? (C) - Do you think the prominent musical features of this song are related to the emotions you feel? Why do you think so? (C) - If you felt differently about the music than others, what made you feel different? (D) - How might this music evoke different emotions in people from diverse cultural backgrounds? (D) - What do you want to learn about the connection between music and emotions in this unit? (C)

<Table 2> Continued

Session	Conceptual understanding	Learning contents	Inquiry question
2~3	Emotions also vary depending on changes in music elements like rhythm, lyrics, and tempo.	<Perceived Emotion by Musical Elements> - Comparing emotions while listening to songs in major and minor keys, at different tempos, or with different rhythmic styles - Listening to songs in major and minor keys at different tempos and comparing how they make you feel	- How do the differences in the musical elements between the two pieces contribute to the emotions you felt? (C) - How does music in a minor or major key evoke different emotions, and can you connect this to your own experience? (C) - Have you ever listened to music in major or minor and felt a different emotion? Why did you feel different emotions? (D) - How did changes in tempo, rhythm, or tone in minor/major music influence the emotions you felt? (C) - What musical elements can you use to convey happy/sad feelings? (C)
4	Music expresses and conveys emotions through specific melodies, rhythms, lyrics, and other elements.	<Categorize Music by Emotion> - Listening to a variety of music and categorize it into emotions such as joy, sadness, anger, calmness, etc - Analyzing the characteristics of the music you categorized - Discussing movies or ads that would suit the categorized music	- Which elements of this music (rhythm, melody, harmony, etc.) made you feel that way? (C) - What characteristics do songs in this category share? Can you provide examples that demonstrate these characteristics? (C) - When comparing different pieces of music, which one conveys emotions more strongly and why? (C) - If this music were used in a specific context, what emotional effect would it have? (C) - If this music were to evoke a different emotion, what elements would need to change? (D)
5	The musical elements used in the ad work together to convey certain emotions and increase the effectiveness of the ad.	<Analyzing Ad Music> - Generating questions about topics students want to explore through analyzing ad music - Understanding the content and intent of an ad - Analyzing the ad music - Talking about why this music was used	- How does the main message of the advertisement connect with the emotions evoked by the music? (C) - What aspects of the music contribute to the emotions it evokes in the advertisement? (C) - How does the music in specific scenes support the narrative or mood of the advertisement? (C)

<Table 2> Continued

Session	Conceptual understanding	Learning contents	Inquiry question
		- Exploring how music conveys emotion	- How does the music enhance the message and purpose of the advertisement? (C) - What features of the music conveyed those emotions? (C) - If different music were used in this advertisement, how would the emotional impact change? (D) - How do you think this ad music will influence the viewers' behavior? (D) - How might this advertisement music be received differently in another cultural or social setting? (D)
6	In ad, specific emotions are emphasized by selecting and using music that evokes them.	<How to Write the Proposal for Ad Music Plan> - Establishing the intent and target audience for the ad - Discussing suitable musical elements and characteristics for the advertisement - Determining the music style for the advertisement - Drafting the proposal for the ad music plan	- How would you like to set the mood of the advertisement? What musical style would be appropriate for this? (C) - How can the main message and intent of this advertisement guide your choice of music? (C) - If you want to create advertisement music that gives people hope, what elements could you choose? (C) - What scales and tempos can be used to create a melody that evokes trust in advertisement music? (C) - How do the criteria you used to choose the music align with the intent and target audience of the advertisement? (C) - What emotion do you want the viewers to feel from this music? (C) - Should music in advertisements be designed to influence emotions, or is this a form of manipulation? (D)
7~8	In ad music, musical elements are manipulated to effectively convey certain emotions.	<Editing/Creating Ad Music> - Choosing music for the advertisement by referring to the ad music proposal - Editing the selected music by modifying various musical elements (using a music editing app) - Using various musical elements to create advertising music (with a music creation app)	- How do you plan to edit the music to fit specific scenes of the advertisement? (C) - What instruments or sounds can you add or change to further enhance the emotions in the advertisement? (C) - What type of rhythm do you think conveys the most energy? (C) - How does the chosen music complement the message of the advertisement? (C)

<Table 2> Continued

Session	Conceptual understanding	Learning contents	Inquiry question
			- How do the rhythm, melody, tempo, and harmony of the music match the atmosphere of the advertisement? (C) - What musical elements will you prioritize in your composition? (D) - Which part of the entire process of creating advertising music are you most satisfied with, and why do you think it was successful? (D)
9	In ad music, musical elements are manipulated to effectively convey certain emotions.	<Presenting the Ad Music Proposal> - Presenting the intent and target of the brief - Playing the ad music - Describing the ad music's characteristics and the emotions to be conveyed through the ad music	- How did the challenges you faced during the music selection and editing process influence your final decisions? (C) - Which part of your advertisement music plan are you most confident about? Why? (C) - Are there any other examples or pieces of music that inspired your advertisement music plan? (C) - What musical elements did you use to successfully convey emotion in your ad music? (C) - How did the musical elements in other teams' ads contribute to the emotions you noticed, and what can you learn from their approach? (D) - What improvements could this team make in their music selection or editing process? (D)
10	In ad, specific emotions are emphasized by selecting and using music that can evoke those emotions.	<Revising and Submitting the Final Proposal> - Giving feedback on each other's work - Revising the ad music and the proposal - Submitting the final ad music proposal	- How did the feedback from other students influence your revisions to the ad music and proposal? (C) - Can you explain how the musical elements in the final plan have changed? (C) - How do the music enhance the message of the advertisement? (C) - In what significant ways can music play a role in our emotions and daily lives? (D) - How can you apply what you learned from this unit when listening to or choosing music in the future? (D) - What role can music play in fostering empathy and bridging cultural divides? (D)

IV. Conclusion and Recommendations

This study is an attempt to show a validity of the concept-based music inquiry lessons utilizing teacher-driven inquiry questions by presenting an actual example. The possible contributions of such an exemplary music lessons with inquiry questions are as follows:

First, the study shifted from the traditional activity-based lessons commonly employed in music education to inquiry-based lessons. While inquiry-based learning has been widely utilized in subjects such as science, history, and social studies, its application in music education has been relatively limited. This study designed inquiry-based lessons for upper elementary school students that focus on the relationship between musical elements and emotions, grounded in the premise that inquiry learning in music education fosters deep and integrative understanding. When applied in the classroom, the lessons enabled students to go beyond a fragmented understanding of musical elements. Instead, they developed a holistic understanding of the relationships and structures among the elements, delved into exploring the structural characteristics and expressive intentions of musical works, and moved beyond merely enjoying music at a sensory level.

Second, to provide a structured framework for inquiry-based learning and actively support students' inquiry, the study integrated teacher questions into lesson plans of each session. The types of inquiry questions developed in this study include a key inquiry question, which offers objectives for the entire unit and inquiry questions (guiding questions), which provide direction for each session. The questions were systematically designed and incorporated to guide students in exploring the relationship between music and emotions, ensuring alignment with the flow and sequence of lessons. These lesson plans were applied in classroom settings by the researcher and fellow teachers, and the findings showed that systematically designed inquiry questions provided teachers with clear guidance on how to direct and support students' inquiry effectively.

The inquiry questions prompted students to think critically beyond merely identifying the overall mood of a piece. They encouraged students to analyze specific musical features or changes that evoke certain moods or emotions. Furthermore, the questions challenged students to explore the complex interactions between musical elements and emotions rather than simply associating specific elements with specific emotions. Additionally, in the advertising music creation sessions, the inquiry questions guided students to consider how to strategically use musical characteristics to achieve desired emotional effects in their compositions. At the same time, they prompted students to reflect on the potential influence of advertising music on our emotions.

Although the effectiveness of this study has not been formally validated through rigorous

research, its implementation in classroom settings provided meaningful insights. The structured design and thoughtful preparation of teacher questions significantly supported students' inquiry and critical thinking, while also providing teachers with a practical framework for lesson planning. These findings demonstrate that well-designed inquiry questions can bridge the gap between teacher-led instruction and student-driven learning, thereby creating an environment where students actively engage in their learning and develop critical thinking and creativity. Moreover, the study suggests that inquiry-based learning in music education has the potential to extend beyond immediate learning outcomes to foster transferable skills such as problem-solving, critical thinking, and creativity.

This study highlights the practical potential of inquiry-based learning in music education and its broader applicability in various educational contexts. Future research should aim to systematically validate the effectiveness of this study through both quantitative and qualitative methods. In addition, research should explore how inquiry-based learning can be integrated across areas such as singing, instrumental performance, composition, and listening. Inquiry-based learning can also be effectively linked with traditional music education methods, providing opportunities to enhance students' musical creativity. Finally, exploring the application of inquiry-based learning principles beyond music education to other art forms presents a valuable area for further investigation. Through these efforts, inquiry-based learning can strengthen students' creative and self-directed learning capacities while fostering critical thinking and problem-solving skills necessary for navigating the complexities of modern society.

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