



Analysis of instrumental music teaching in middle schools under the background of new curriculum standards -- A case study of G Middle School in Zibo City

Shutong Li

Department of Music, Sichuan Normal University, Longquanyi District, Chengdu, Sichuan Province, China

3506643327@qq.com

Abstract. In the process of growing up, primary and secondary school students not only need to learn traditional culture, but also have an important impact on the development of students in today's vigorously advocating aesthetic education. Instrumental music teaching in music education has positive significance to improve students' comprehensive quality, aesthetic education ability, performance ability and appreciation ability. Nowadays, instrumental music teaching has been officially included in the nine-year compulsory education syllabus issued by the State Education Commission, and the teaching content and methods have been developed to a certain extent. The teaching content has gradually developed from a single model of singing-based teaching to a multi-faceted process of singing and appreciation. Instrumental music teaching has become an important teaching means and teaching method in middle school music classroom, and continues to develop in a good direction. Instrumental music teaching in G Middle School of Zibo City has its own characteristics, but through investigation and analysis, it is still in a weak link compared with other subjects. Under the background of the new curriculum standard, G Middle School in Zibo City, Shandong Province uses the 54 system textbooks combined with the content of the new curriculum standard to develop the role of instrumental music teaching in music education and promote the all-round development of students.

Keywords: Instrumental music teaching; New curriculum standard; Middle school music class

1 Introduction

Music education in primary and secondary schools plays an important role in cultivating students' all-round development and improving their comprehensive quality. Music education in primary and secondary schools insists on educating people and strengthening quality. ^[1] The cultivation of core qualities runs through the whole process of music education and teaching in primary and secondary schools, and cultivates socialist builders and successors with all-round development of morality, intelligence, physique,

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the United States and labor. The main function of music education lies in imparting aesthetic education knowledge to students through curriculum teaching. Music education is a part of art education. Through music teaching, students can gradually improve their ability to feel, appreciate, express and create beauty, establish correct values, and strengthen cultural self-confidence. [2] Through the practice of instrumental music teaching course, students can give full play to the positive role of instrumental music teaching, which plays an important role in promoting the development of middle school music education.

1.1 Importance of instrumental music teaching in middle schools

In the middle school education, students need to improve their comprehensive quality and ability through the study of music courses while learning traditional cultural subject knowledge. Instrumental music teaching is an important part of middle school music education. Music education is an important part of middle school education, and instrumental music teaching is the most important part of music education. Under the music class with singing as the tradition, the development of instrumental music education can enhance students' self-expression ability and stimulate their curiosity, so as to develop their special skills in instrumental music to exercise students' hands-on ability and promote the development of students' aesthetic ability. In the middle school music education curriculum, instrumental music teaching and singing teaching complement each other, which can improve students' comprehensive quality and ability of music. Instrumental music teaching in middle schools plays an important role in the growth and development of students, so the development of instrumental music teaching courses in middle schools can lay a solid foundation for students' music learning. [3]

We will promote core socialist values, strengthen education in fine traditional Chinese culture, revolutionary culture, and advanced socialist culture, and guide students to foster a correct outlook on history, the nation, the country, and culture, cultivate noble sentiments, shape a beautiful mind, and enhance cultural confidence. Put forward the school aesthetic education work adhere to reform and innovation. Comprehensively deepen the comprehensive reform of aesthetic education in schools, adhere to the simultaneous development of moral, intellectual, physical, aesthetic and labor education, and extend aesthetic education throughout all sections of school education, so as to cultivate socialist builders and successors with all-round development of moral, intellectual, physical, aesthetic and labor. [4]

1.2 New curriculum standards

With the in-depth development of China's music education reform, in order to implement the spirit of the 18th and 19th National Congresses of the Party. Implement the deployment of the National Education Conference, fully implement the fundamental task of fostering morality and educating people, further deepen curriculum reform, and implement the compulsory education art curriculum standards (2022 version). In the "Art Curriculum Standards for Compulsory Education (2022 edition)" (hereinafter referred to as the "New Curriculum Standards"), the music course content includes four

types of art practices, including "appreciation", "performance", "creation" and "connection", covering 14 specific learning contents and setting different learning tasks in different learning sections.

1.2.1 Instrumental music in "Appreciation".

"Appreciation" in "New Curriculum Standard" is the basis for students to learn music. It mainly allows students to experience the mood and emotion of music, understand the expression elements and forms of music, perceive and understand the theme and style of music. Grade 6 to 7 listen to Chinese music works, understand Chinese and foreign Musical Instruments, feel their timbre characteristics. The sixth grade can listen to the timbre of more common Chinese and foreign instruments and understand the names of different types of instruments. By appreciating different types of instrumental music works, students can stimulate their interest in learning Musical Instruments and truly feel the emotions and influences expressed by instruments of different timbre. By listening to different Musical Instruments and understanding the elements of musical expression, creative techniques and musical genres, it is helpful for students to have a deeper understanding of instrumental music performance forms and skills. [5] When appreciation is combined with instrumental music, students can more intuitively understand whether the instrumental music played is pleasant to the ear, and then improve the performance to play beautiful music, which is conducive to the improvement of students' aesthetic ability.

1.2.2 Instrumental music in "Performance"

The "performance" in the "New Curriculum Standard" requires students to master the basic knowledge and basic skills required for vocal music, instrumental music and comprehensive artistic performance, express thoughts and emotions in artistic performance, enrich music activity experience, and improve artistic performance quality. In the learning tasks of solo and cooperative performance, Grade 6 to 7 selected appropriate classroom instruments to play works or accompany songs, and understood and explored more playing skills to improve the playing level of classroom instruments. Can use the skills mastered to enhance the impact of music. The ability to visually play simple choral scores and coordinate with other instruments in an ensemble. In the teaching of instrumental music, students not only master the playing skills of Musical Instruments, but also enhance the sense of cooperation of students, which is conducive to their own development.

1.2.3 Instrumental music in "Creation"

The "creation" in "New Curriculum Standard" includes three parts: "sound and music exploration", "improvisation" and "music creation". The primary school stage explores the relationship between music and language through the timbre characteristics of sounds in nature and life, as well as the connection between music and daily life and natural phenomena. The primary school stage focuses on "sound and music exploration", while the secondary school stage further develops "improvisation" and "music

creation" on this basis. The three steps are conducive to enhancing students' creativity and enhancing students' independent learning and inquiry ability.

1.2.4 Instrumental music in "Contact"

The "connection" in the "New Curriculum Standard" mainly focuses on exploring the music in life. The sixth grade can find and describe the characteristics and rules of certain sounds in nature and life, and imitate and express them with Musical Instruments. Ability to play simple rhythms and melodies with homemade percussion instruments or simple pitch instruments. Seventh grade on this basis of music creation and performance, can use homemade percussion instruments or simple pitch instruments ensemble. In Grade 8 to 9, explore the sound characteristics, playing methods and principles of various instruments. It is beneficial to let students feel Musical Instruments in life and stimulate students' enthusiasm for learning Musical Instruments.

2 Analysis of the current situation of instrumental music teaching in middle school

2.1 Teaching material usage and content analysis

In April 2022, the General Office of the Ministry of Education issued the Notice of the General Office of the Ministry of Education on Printing and Distributing the Catalogue of Primary and Secondary School Teaching Books in 2022, and the catalogue of music teaching books in compulsory education textbooks (Grades 1 to 5 in May and 4 in primary school and grades 6 to 9 in junior middle school) is as follows.

In order to better meet the needs of compulsory education and teaching in the May Fourth school system experimental area, in 2003, Shandong Provincial Department of Education decided to adapt and publish a set of compulsory education curriculum standard experimental textbooks based on the compulsory education curriculum standard experimental textbooks approved by the National Examination and Approval Committee for primary and Secondary School Textbooks.

2.2 Investigation and analysis of students' situation

Through the electronic questionnaire survey, 850 questionnaires were issued and 845 questionnaires were recovered. Through the analysis of the questionnaire, it is found that about 82.5% of the students have a positive learning attitude towards instrumental music teaching in the music class, and 17.5% of the students think that learning instrumental music is difficult and lack interest in learning. All these students agree that instrumental music teaching and practice are conducive to the study of other courses and the release of learning pressure and life pressure.

2.3 Investigation and analysis of music classroom

In the teaching of instrumental music, there exist the problems of single instrumental music and limited skills of teachers, which can not meet the diversified needs of students. Many students have low enthusiasm in class and low learning efficiency in instrumental music teaching practice, which also affects the learning progress of instrumental music teaching. When the students talked about "the harvest of instrumental music learning", the students all thought that through instrumental music learning, they understood the timbre of different instruments. In the practice of Musical Instruments, students' interest in learning instrumental music has been stimulated, students' ability to master Musical Instruments, ability to read music and ability to perceive rhythm has been improved, and they have accumulated musical instrument playing experience in various school activities. As Table 1

Table 1. Teacher Interview Record Form^[6]

Interview 1:
Question: What instruments are used more frequently in the classroom? How well are the students doing?
Answer: During the final exam, students will be selected to play the recorder. However, the class time of music class is once a week. Judging from the class schedule of the whole semester, students practice playing the recorder for 2-3 classes. Therefore, the teaching progress of classroom instrumental music is slow.
Interview 2:
Question: Why do students have low learning efficiency in the practice of Musical Instruments?
Answer: Middle school music class is limited, because of the traditional ideology, students in the music class will appear slack situation, music class as a rest time outside the cultural class. In the music class, the appreciation part is the most able to focus students' attention, but in the instrument practice part, students' interest is significantly reduced.
Interview 3:
Question: What is the progress of students' instrumental music learning in the music class?
Answer: In instrumental music teaching, due to the different sensitivity of students to instrumental music, the progress of instrumental music practice may vary from fast to slow, so it is difficult to arrange the progress uniformly. Singing teaching has a lot of content, accounting for more than half of the music class, and instrumental music practice needs time to accumulate, and students' time is limited, so it is difficult for classroom instrumental music teaching to proceed smoothly.

3 Problems and reflections in instrumental music teaching in middle school

3.1 Classroom instrumental music teaching level

In the actual classroom instrumental music teaching, there is a situation of uneven matching with the textbook requirements, which reduces the frequency of the use of classroom instruments in music teaching.^[7]

Second, the traditional music teaching mode has not been changed. In the traditional music teaching mode, listening and singing are the main learning tasks. Students get familiar with the melody through listening to songs and learn songs through teachers' teaching, but they lack the hands-on practice process and the use of different musical expression elements to learn music. From solo to ensemble, instrumental music is conducive to stimulating students' awareness of independent learning and cooperation. However, the traditional music teaching mode is taught by teachers and learned by students, so students lack the process of independent learning and practice.^[8]

Third, there are not enough kinds of Musical Instruments used in schools. At present, percussion instruments and simple instruments are the main instruments in school. Due to the limited and random nature of instrumental music teaching in music class, teachers will also be unable to carry out classroom practice activities due to the lack of instruments, which leads to the low enthusiasm of students to participate in classroom instrument practice.

3.2 Countermeasures of classroom instrumental music teaching

Standardize the use of teaching materials. In instrumental music teaching, students can learn how to use clarinet and play the songs they have learned, so as to express the musical characteristics and musical emotions of their songs, enhance their independent learning ability and enhance their artistic accomplishment. Change the traditional single teaching method: the traditional music teaching method is mainly singing, the teacher teaches the student, the student is in a passive learning state.^[9] Expressing all the feelings of songs through the timbre characteristics of various Musical Instruments is conducive to students' ability to understand the emotions expressed in music works.

Five comprehensive development: Music is the driving force of effective teaching in physical education classroom. In sports, teachers make full use of the melody, rhythm and emotion of music to stimulate and guide students' enthusiasm and creativity in learning sports activities. Instrumental music teaching is conducive to improving students' aesthetic ability and thus conducive to the development of students' aesthetic education. Through the practice of instrumental music teaching, students can feel the resonance of instrumental music sound, understand deeper playing skills and pursue more pleasant timbre, which is conducive to students' further understanding of the feelings and themes expressed in the music, and explore the spirit of The Times and national spirit in the music works. In the process of practice, they are working, and there

is harvest when there is labor. In the teaching of instrumental music, cultivating students' hard-working spirit and realizing the hard-won results of labor is conducive to enhancing students' strong will to bear hardships and stand hard work.

4 Conclusion

This paper takes "middle school instrumental music teaching" as the research focus. The present situation of instrumental music teaching in middle school music education in Zibo city is investigated, and the existing problems in instrumental music teaching are sorted out and analyzed. The foundation of middle school music curriculum development is based on theory and practice. The author mainly analyzes the importance of instrumental music teaching in middle school through the four learning components of "appreciation", "performance", "creation" and "connection" in the new curriculum standard. The present situation of instrumental music teaching in middle school is analyzed through the use of teaching materials, students' learning situation and the present situation of instrumental music teaching classroom. Finally, through investigation and analysis, the problems existing in middle school instrumental music teaching are sorted out and the corresponding solutions are put forward.

The development trend of instrumental music teaching in middle school music education is positive, but there are still many problems. The development of instrumental music teaching in music classroom needs the joint efforts of schools and teachers, and instrumental music teaching is conducive to the growth and development of students. The role of instrumental music teaching in middle school music education should be emphasized. Under the guidance of the New Curriculum Standard, teachers should make reasonable use of teaching materials, change the traditional single teaching method, and pay attention to the role of instrumental music teaching in the development of fifth education to stimulate students' learning enthusiasm and initiative, improve students' aesthetic ability, and promote students' all-round development of "morality, intelligence, physical beauty and labor".

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