



The value analysis of intangible cultural heritage music to primary school music education and teaching under the background of the new curriculum standard

Qingyan Fang

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

ffffqy0818@163.com

Abstract. In 2022, China launched the curriculum standard for Compulsory Education (2022 edition). In the general goal of the Compulsory Education Curriculum Standard (2022 edition), it is clearly proposed that students should feel the profound cultural heritage of China through the study of music courses in the compulsory education stage. As the excellent traditional culture of the Chinese nation, the intangible cultural heritage is of great significance to realizing the overall goal of the compulsory education curriculum standard (2022 edition). This paper aims to analyze the significance of intangible cultural heritage music to primary school music education and teaching under the background of the new curriculum standards.

Keywords: New curriculum standard; intangible cultural heritage music; primary school music education and teaching

1 Introduction

The release of "New Curriculum Standard (2022 edition)" marks the reform of compulsory music education, introduces the concept of aesthetic education", puts moral education before music knowledge and skills, and pays more attention to the cultivation of students' moral and moral accomplishment. This new curriculum standard puts forward the core qualities, including "aesthetic perception, artistic expression, creative practice, and cultural understanding", and puts these core qualities at the core of the whole curriculum design, so as to optimize the curriculum setting and provide a clearer guidance direction for educational design and teaching. The New Curriculum Standard (2022 edition) also emphasizes interdisciplinary learning, which aims to improve students' comprehensive exploration ability, and strengthen the connection between different students, so that the learning content from shallow to deep, step by step.[1] All these reflect the further breakthrough and improvement of the New Curriculum Standard (2022 edition) on the basis of the previous curriculum standard, which is helpful to improve the teaching quality of compulsory education in China.

2 Overview of the new curriculum standard related to intangible heritage music

2.1 Overview of the new curriculum standards

As the cornerstone of primary and secondary education, the compulsory education curriculum stipulates the educational objectives, educational content and teaching requirements, reflects the educational will of the country, and plays a vital role in cultivating the future talents of the country. In 2001, China promulgated the Experimental Program for Compulsory Education Curriculum, marking a curriculum reform of compulsory education in China. In the following ten years, the Ministry of Education revised and revised the Experimental Program of Compulsory Education Curriculum for many times, and finally issued the curriculum standards of compulsory education in 2011, which further improved the quality of basic education and widely promoted compulsory education. However, today's world is constantly changing, the environment for children's growth is also constantly evolving, and compulsory education is facing great opportunities and challenges, so it is necessary to further improve the quality of the curriculum. [2] In 2022, China promulgated the New Curriculum Standards (2022 Edition), which is guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and is committed to changing the way of training talents, so as to truly improve the quality of talent training.

2.2 Overview of intangible Cultural Heritage music

Intangible cultural heritage is a traditional form of cultural expression passed down from generation to generation by the Chinese people of all ethnic groups. It is regarded as a part of the cultural heritage, including but not limited to folk activities, performing arts, traditional knowledge and skills. Chinese traditional music as one of the ten categories of intangible project, is the Chinese using the traditional way and form of music, has the national unique characteristics, it contains the first intangible project from 2006 to 2021, a total of 431 projects, including minority music, folk music, folk music, folk instruments and other types of music types. [3]

2.3 Teaching requirements related to intangible cultural heritage music in the new curriculum standard

The general goal of the New Curriculum Standard (2022 Edition) clearly states that students should feel the profound cultural heritage of China in the compulsory education stage, understand the cultural traditions of different regions and nationalities, inherit and carry forward the excellent traditional Chinese culture, strengthen cultural confidence, and cultivate the sense of community of the Chinese nation. Although the New Curriculum Standard (2022 edition) has different requirements for students who are not students, they all focus on the core quality of "cultural understanding", from which we can see the importance of excellent traditional Chinese culture to the music course in compulsory education.

3 Current situation of primary school music education and teaching under the background of the new curriculum standards

3.1 The current situation of education and teaching of different classes

3.1.1 Teaching status of singing and swimming comprehensive courses

In the comprehensive class of singing and swimming, the teacher guides the students to master the relevant basic knowledge of music in a way that is easy to understand. For example, teachers organize students to participate in music games through which they experience the strength of music. This way integrates fun into teaching and creates a relaxed and pleasant learning atmosphere, which can not only stimulate students' enthusiasm for music learning, but also help them to master music knowledge more quickly. Singing and four comprehensive classes are usually available to first-grade students, an age group who often lack long focus and difficulty understanding the interpretation of musical terms. [4] Therefore, learning music knowledge through games can better meet the needs of students at this stage,

It also helps to seamlessly connect preschool education and first-grade music classes.

3.1.2 Current situation of singing comprehensive class education and teaching

In the comprehensive singing class, the teacher guides the students to learn and sing the songs, so that they can feel the melody of the song and be familiar with the rhythm of the lyrics, so as to stimulate the students' interest in singing. For example, the teacher will lead the students to read the lyrics in rhythm and initially learn to sing songs. With the deepening of learning, the teacher will also help students to have a deeper understanding of the emotions of songs, a preliminary understanding of the sound basis of sound, so that students can choose the right songs to express their emotions. In the early stages of learning, some students may feel shy about expression, but as singing teaching deepens, they become more confident in class and more outgoing after class.

3.1.3 Enjoy the teaching status of comprehensive courses

In the comprehensive class, the teacher pays attention to cultivating students' interest in music, imagination and independent thinking ability. For example, after the students listen to a melody, the teacher will guide the students to describe the picture they imagine, help them perceive the changes of the melody, learn the rhythm type, decorative sound and other musical elements, and distinguish the emotional performance of playing the instrument and understand the direction of the theme, so as to cultivate the students' emotional resonance of the composer. The teacher will also recommend some classic music works to the students to help them further cultivate their sentiment and improve their appreciation of the music works after class. In the teaching process, the teacher checks the students' learning situation and level through observation and test, and adjusts the progress pertinently, so that the students can master the music knowledge more easily. [5]

3.2 Current education and teaching status of different course contents

3.2.1 Current situation of course education and teaching with learning music elements as the main content

In the course of learning musical elements as the main content, students can recognize and understand simple concepts of musical elements, distinguish different musical elements and understand their characteristics. For example, students are able to play the rhythm type correctly, distinguish the time values of different notes, perceive the change in rhythm and the development of melody. They are also able to swing the right shots to the music. In class, teachers will demonstrate various musical elements through practice to help students find the practical application of these elements in life, so as to learn musical elements in a more intimate and popular way. This kind of course focuses on students' mastery of musical elements. Teachers check students' knowledge by answering questions and answers and assigning homework, and make appropriate adjustments according to students' learning conditions.

3.2.2 Current situation of course education and teaching with performance and singing as the main content

In this course, the teacher guides the students to understand the basic concepts of timbre, and then leads them to explore the basic sound principles, learn the basic elements of sound, and use this knowledge to sing the songs. In addition, teachers will also teach students precautions about voice protection. The school provides venues and instruments for students, and organizes musical teams such as choirs and ensembles to provide more practical opportunities. In addition, simple instrument ensemble courses are provided, where teachers will teach students various methods of playing simple instruments and guide students to perform the ensemble, ultimately enabling students to play the simple repertoire. Students actively participate in such teams, and through learning and practice, they are able to express themselves more confidently and naturally in practice, and become more lively both in class and after class. Some schools also encourage students to participate in competitions, which helps to increase student cohesion, and can also inspire more creativity in competitions with other schools. [6]

3.3 Education and teaching status of intangible cultural heritage music

Intangible cultural heritage music occupies a certain proportion in primary school music textbooks. From the textbook (take the music textbook of the third grade of the People's Education Edition as an example), there is a separate unit named "Ethnic Music", including the song "A Xi Jump to the Moon", which was listed in the national intangible cultural heritage in 2008. Students can feel it in the process of learning. [7]

Ethnic characteristics of the dance style, in-depth understanding of the expression of the Yi nationality dance. Through the teachers' teaching of intangible cultural heritage music, students can to some extent understand the national characteristics of Chinese music culture, feel the charm of the traditional culture of the Chinese nation, learn the excellent traditional culture of the Chinese nation, and enhance their cultural confidence.

4 Countermeasures of intangible cultural heritage music in primary school music education and teaching

4.1 Countermeasures based on teachers' teaching Angle

First of all, before imparting knowledge, teachers need to have a deep understanding of the intangible cultural heritage music culture, clearly grasp the development history of the intangible cultural heritage music culture, straighten out the logical relationship, and clearly define the key and difficult points of teaching, so as to lay a solid foundation for education and teaching. Secondly, teachers can prepare some teaching AIDS related to the teaching content and have national characteristics, so as to guide students to learn intangible cultural heritage music in an immersive way. Third, teachers can encourage students to participate in the creation of intangible cultural heritage music, draw lessons from traditional elements and add musical elements that students are interested in. [8] Finally, teachers can selectively assign some homework to help students have a deeper understanding of intangible cultural music culture.

In short, teachers need to constantly guide students in the teaching process, stimulate their interest in learning intangible cultural heritage music, and enhance their understanding and identification of the excellent traditional culture of the Chinese nation, so as to build students' strong cultural confidence. [9]

4.2 Countermeasures based on students' learning Angle

In class, the students will follow the teachers' teaching ideas to complete the study of the intangible cultural heritage music culture, so as to obtain a certain cognition and understanding, which will also trigger the students to think about the intangible cultural heritage music culture.

After class, students can have an in-depth understanding of the intangible cultural heritage music culture according to their own interests and hobbies, and learn some Musical Instruments related to the intangible cultural heritage music. In addition, they can organize question-and-answer activities on intangible cultural heritage music knowledge by themselves, so that they can not only learn relevant knowledge, but also experience the fun of learning intangible cultural heritage music culture.

4.3 Countermeasures based on the after-class evaluation perspective

In the evaluation of students after class, teachers should pay attention to students' mastery of intangible cultural heritage music knowledge and skills, and at the same time evaluate students' appreciation ability of intangible cultural heritage music, as well as the leadership ability, teamwork ability and music creation ability of students in the process of participating in the creation of intangible cultural heritage music. In addition to written and oral evaluations, teachers can also encourage students to evaluate each other and self-evaluation, and invite parents to evaluate various forms of interactive evaluations such as students. In addition, students can be organized to participate in

some after-school activities, such as intangible cultural heritage music knowledge competition, so that students can know about their academic performance. These measures can promote students to have a deeper understanding of their own and intangible cultural heritage music culture, and further enhance their cultural confidence.

5 Conclusion

5.1 Enhance the professional skills of the teachers

Compared with the traditional music teaching courses, the teaching courses with intangible cultural heritage music as the main content, which usually involve the knowledge related to the minority culture. Therefore, the teachers need to first lead the students to understand the ethnic minority culture related to the teaching content in the teaching. In addition, there may be a big gap between the era background of intangible cultural heritage music culture and the era of students. Therefore, teachers need to break the traditional teaching mode and create more vivid and interesting classes to improve students' concentration. Therefore, teachers need to constantly broaden their knowledge, improve the ability to enrich the classroom content, and enhance their professional quality when preparing the intangible cultural heritage music teaching courses.

5.2 Enhance students' experience of intangible cultural heritage music

Intangible cultural heritage music culture is usually relatively far away in students' daily life, and students lack of cognition and understanding of it. The teaching courses with the intangible cultural heritage music as the main content can increase the students' understanding of the intangible cultural heritage music culture, thus deepening the students' experience of the intangible cultural heritage music. Students can Enough to form a correct national, national and cultural views through learning, deepen the understanding of the excellent traditional culture of the Chinese nation, and establish a strong cultural confidence.

5.3 Enhance the living inheritance of intangible cultural heritage music

The intangible cultural heritage is a part of the fine traditional culture of the Chinese nation, an important source of national cohesion and cultural confidence, and the cultural foundation for realizing the Chinese dream of national rejuvenation. However, the intangible cultural heritage has been impacted by the development of The Times and the Internet, so it is particularly important to enhance the living inheritance of the intangible cultural heritage.

Through the teaching courses with intangible cultural heritage music as the main content, the audience scope of intangible cultural heritage music can be expanded, and contribute to the living inheritance and sustainable development of intangible cultural heritage music. This will also help to promote the intangible cultural heritage music

culture to more people in an easy-to-understand way, and further enhance the living inheritance of the intangible cultural heritage music.

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