



Comparative Study on Compulsory Education Music Textbooks in Chinese Mainland, Hong Kong, Macao and Taiwan (2000~2020)

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Abstract. As an important form of aesthetic education, music education is of great significance for cultivating students' aesthetic sentiment and emotional expression. As the heritage place of Chinese culture, mainland China and Hong Kong, Macao and Taiwan have attracted much attention in the differences and commonalities of their compulsory education music textbooks. Therefore, by comparing and analyzing the compulsory education music textbooks and music curriculum standards between Chinese mainland and Hong Kong, Macao and Taiwan, we discuss their difference of content settings, teaching forms and educational goals. In order to explore the teaching objectives of music education in Chinese mainland, Hong Kong, Macao and Taiwan, and the training methods of students from various places, this article will carry out comparative research on music theory, singing, instrumental music teaching, and non-skilled music culture teaching in different music textbooks.

Keywords: Music textbook, Music education, Compulsory education, Comparative study

1 Introduction

First of all, different versions of music textbooks are formulated by different music curriculum standards promulgated by each region. The music curriculum standards and music textbooks in each region are as follows:

The Compulsory Education Music Curriculum Standards in Chinese mainland propose that we should attach great importance to the education orientation of aesthetic education in schools, emphasize the cultivation and practice of socialist core values into the whole process of aesthetic education, lead students to establish correct aesthetic concepts, cultivate noble moral sentiments, cultivate profound national emotions, stimulate imagination and innovation consciousness, have a broad vision and broad mind, and improve students' aesthetic and humanistic literacy.[1]

Taiwan's "education authorities" officially announced the Nine-Year Curriculum Outline for National Primary and Secondary Schools in 2003. The Curriculum Outline emphasizes that the content of the textbook is the use of four aspects of art for

teaching, that is, the expression of temptation, basic concepts, art and history and culture, art and life. In the music discipline, the specific manifestations are: music performance, music materials and concepts, music and history and culture, music and life.[2]

Hong Kong's Music Curriculum Guidelines (first grade to third grade junior high school) have a similar description of the basic ideas of music courses: "Music is an important and basic way for human beings to communicate, express emotions and cultural characteristics, and it is also the key to children's intellectual and physical and mental development." And put forward: "Music education has made great contributions to the development of human aesthetics, intelligence and moral education, and can cultivate students' creative thinking, national consciousness, flexibility, openness and respect for others." It clarifies that music plays an important role in changing the morality of society.

Macao pointed out in the "Music Curriculum Guidelines" that schools can allow course directors and teachers to participate in school-based curriculum design. Teachers can not only better understand how to practice course content to match students' abilities, music experience and interests, but also increase teachers' satisfaction in designing courses independently and strengthen teaching motivation.

The music textbooks in mainland China are dominated by the People's Music Publishing House; Taiwan, China is dominated by Kangxuan Culture and Education Publishing House's Art and Humanities (from the third grade of primary school to the third grade of middle school); Hong Kong, China is mainly based on Middle School Music (three volumes) published by Hong Kong Music Publishing House; Macao, China Due to the existence of different types of schools, namely international schools, church schools and patriotic schools, the textbooks used by each school are not uniform. Among them, the Hong Kong version of the Longman version or Hong Kong phonetic version of the textbook is used in church schools, the people's education version of mainland China are used in patriotic schools, and other schools use their own schools. Self-written school-based textbooks, etc.

This article will take the Music of the People's Music Publishing House (hereinafter referred to as "Renyin Edition"), "Hong Kong Music Publishing House (hereinafter referred to as "Hong Kong Music Edition"), "Middle School Music" and Kangxuan Culture and Education Publishing House (hereinafter referred to as "Kangxuan Edition") as reference and *Art and Humanities*. Because the music textbooks in Macao are not unified, but the "Basic Academic Requirements for Art" released on the official website of the Education and Youth Development Bureau of the Macao Special Administrative Region mentions the knowledge of music disciplines that need to be mastered at each stage. Therefore, the analysis of the Music Curriculum Guidelines and Basic Academic Qualifications of Art are used in part of the analysis of Macao music textbooks. Requirements and literature for reference.

2 Literature Review

The research objects involved in this article are limited to 2000-2020. After the research, it has been found that there are certain differences in the content of music textbooks in different regions, especially in the content presentation and teaching models of music textbooks in Chinese mainland and Hong Kong, Macao and Taiwan. Therefore, many scholars have also compared music textbooks in the compulsory education stage of the four regions.

2.1 Comparison of Textbooks in Chinese Mainland and Hong Kong

Hong Kong's earliest music education was relatively autonomous in the selection of textbooks until 2003, when the Art Education Learning Field: Music Curriculum Guidelines (from the first grade of primary school to the third grade of junior high school) were released. Compared with the "Full-time Compulsory Education Music Curriculum Standard (Experimental Draft) released earlier in the mainland, the common point is that both places believe that music is an important and basic way for human beings to communicate, create development values, and inherit cultural characteristics. At the same time, music education can promote the all-round development of students. To enhance the value of aesthetic experience, the music textbooks of primary and secondary schools in the two places are complementary in terms of teaching content and teaching methods, and also support each other theoretically.

The difference is that there are many versions of music textbooks in Hong Kong, such as Hong Kong Music Publishing House, Zhuosi Publishing House, etc. The textbook emphasizes a more systematic discipline system and uses two ways to focus on basic knowledge in the arrangement of textbooks, one is to strengthen the music knowledge system, and the other is to enrich themed activities. Guide students to actively participate in classroom teaching; while mainland music textbooks implement the system of "one platform and multiple books" due to different teaching environments in various places, mainly national demonstration textbooks, supplemented by local characteristic textbooks are more suitable for the actual situation in the mainland.[3] In terms of song selection, Hong Kong's music textbooks have selected more European and American songs. Mainland music textbooks are mainly Chinese traditional music, but with the increasing exchanges between the two places, Hong Kong's music textbooks have gradually introduced music materials such as school music songs and folk songs and operas to promote the common development of music education in the two places.

2.2 Comparison of Textbooks Between Chinese Mainland and Taiwan

After comparing Music published by the Mainland People's Education Publishing House and *Art and Humanities* (third grade of primary school to third grade of middle school) published by Taiwan Kangxuan Culture and Education Co., Ltd.

First of all, there are big differences between the cross-strait regions in the selection of repertoire. Secondly, in terms of the number of songs in the appreciation class, the appreciation repertoire of the human voice version is three times that of the Kangxuan version, and the proportion of Chinese and foreign songs in the human voice version accounts for 50%, while the proportion of foreign songs in the Kangxuan version is about two-thirds; the appreciation repertoire of the human voice version is relatively evenly distributed in each grade.

The similarity between the two places is that the basic knowledge of music, including notes, beats, scales, musical terms, etc., is written in the textbook, and the appreciation class will also involve the expanded knowledge of Chinese and foreign instruments. At the same time, the cross-strait areas have not officially started music learning in the lower grades (first and second grades of primary school), mainly to cultivate students' interest in music, and officially enter professional music learning from the third grade.[4]

2.3 Comparison of Teaching Materials Between Macao and Taiwan

In terms of content selection, the content of the music textbooks currently used in Macao is more focused on the international folk songs, but also contains the traditional folk songs from the mainland. However, since most of Macao's music textbooks are borrowed from neighboring ports, there is basically no mention of the local music culture content. However, every set of textbooks released in Taiwan contains songs from the local Taiwanese dialect as well as songs from home and abroad, and students can learn more about the local music culture and the world music culture.

In terms of structure and arrangement, the textbooks used in Macao lack knowledge of music theory, and certain systematic arrangement. For example, the content used for the first grade music class is to strengthen students' interest and motivation in music learning, rather than directly start to learn complex music knowledge. Moreover, the textbooks in Macao will repeat the same music concepts and music theories in each stage of the music class, which may cause the students' confusion of music knowledge and the burden of music learning. In this regard, Taiwan's music textbooks are better arranged, not only to gradually introduce music theory, but also in all stage textbooks do not repeat and cumbersome content, students can systematically learn different music concepts in each grade.[5]

3 The Teaching of Music Theory

In the lower grades of primary school, it mainly focuses on cultivating musical interests, and the knowledge of music theory involves relatively little; in the upper grades, it begins to initially understand some simple musical marks; in junior high schools, it begins to learn more professional music theory knowledge.

3.1 Music Theory Teaching of Regional Compulsory Education Music Textbooks in Chinese Mainland

The lower grade stage of primary school involves relatively little knowledge of music theory, which mainly includes the understanding of simple rhythm and musical notation. In the lower grade, the combination of pictures and text can not only arouse students' interest in music, but also better understand the knowledge of music theory. In the upper grade years, students begin to learn sound name, title, and pitch. In terms of music notation, the more basic symbols such as extension notation, connection, clap notation, lift and fall notation are added according to each grade.

The difference between the knowledge of music theory in junior high school and that in primary school is that the textbook of junior high school adds more professional term explanations for students to learn. Among them, the study of strength marking has compiled a table on the basis of primary school, so that students have a more systematic understanding of strength marking. And added the study of different musical structures, including concerto, rondo, sonata and so on.

3.2 Music Theory Teaching of Regional Compulsory Education Music Textbooks in Taiwan

The music class in Taiwan starts from the third grade, and the music subjects and the American labour subjects (visual, performance, etc.) are merged into a textbook for *Art and Humanities*.

First of all, the teaching of quarter notes, eighth notes and beats in the first volume of the third grade; second is to recognize the five-line score, singing names and phonetic names; then to learn full notes, semitones and large and small scales (and lifting marks). At this stage, simple creative learning is added to the textbook. First, learn the relationship between sound and sound, then learn the imitation and model between melody, and finally let students imitate and create.

3.3 Music Theory Teaching of Regional Compulsory Education Music Textbooks in Hong Kong

Music theory teaching in Hong Kong is taught in units. Determine the music theory knowledge that each unit wants to know, and then choose songs according to the music theory knowledge of the unit.

For example, in the teaching of pentatonic scale, the teacher will first let the students listen to the whole melody, and then ask the students to tick the name that appears in the melody they listen to in the exercise and circle the ending sound. Students will find that only five different names will appear in the melody, so they will accurately learn the concept of pentatonic scale.

3.4 Music Theory Teaching of Regional Compulsory Education Music Textbooks in Macao

In the Basic Academic Requirements for Art in Primary Education, it is proposed that in primary school, students should understand basic music elements, including melody, rhythm, harmony, interval, scale, etc. At the same time, they should combine systematic learning forms, such as feeling the speed, length, strength, etc. related to music through body rhythm, from shallow to deep. Step-by-step approach to achieve teaching objectives. Secondly, I can understand the music of different tones on this basis, including large and small tones and five tones, and at the same time understand the structural characteristics of two-stage, three-stage and ripples.

The Basic Academic Requirements for Art in Junior High Education shows that the basic concepts and common knowledge of music that need to be mastered in junior high school are as follows: first, students are required to master different notation methods such as five-line scores, simple scores or name marking methods; second, they are able to distinguish and apply common music technology concepts and common sounds. Music terminology; third, it is necessary to basically master the method of visual singing and ear training, and be able to record part of the five tones and majors as visual singing and listening.

After learning the basic music theory knowledge in each class, the teacher will distribute soundtrack evaluation paper to the students to exercise their comprehensive music theory ability.

4 Singing Teaching and Instrumental Music Teaching

4.1 "Singing Teaching" and "Instrumental Music Teaching" in the Compulsory Education Music Teaching Materials in Chinese Mainland

The singing teaching of the human voice version is mostly in the form of simple spectrum, and the singing language is mainly Mandarin.

In primary school, in terms of singing teaching, from the first grade, there will be a section on singing posture, singing methods and vocal exercises in each course of the textbook; in the senior stage, some command diagrams are also appropriately added to help students better find the rhythm of the song in the process of singing, and at the same time, Entering simple chorus teaching allows students to understand the connection between chorus and conductor, and can also make all students feel more involved in music class. In terms of song selection, the lower grades use relatively simple melodies, rhythms and lyrics, which are more guided by imitating the sounds of nature, such as the sound of wind and rain and the calls of small animals. In the upper grades, some well-known songs are added, such as Grandma's Penghu Bay and Jasmine, also added some theme songs in classic film and television works, such as Riverstones and How I Grow Up, gradually began to understand the relationship between music and film and television, and learn how to use good music materials as background and connection between various fragments in film and television works. In terms of instrumental teaching, students first began to come into contact with

simple percussion instruments, such as wooden fish, bells, etc., which are mainly used to accompany the songs they have learned. In the senior year, the teaching of clarinet playing was added.

At the junior high school stage, the singing course and the instrumental music course have reduced the number of tracks by nearly 50% compared with the primary school, and more traditional Chinese music, Chinese and foreign art songs have been added to the selection as singing materials. In terms of Chinese songs, they include learning to sing ethnic minority folk songs, labour songs, mountain songs, minor tunes, etc. In terms of foreign songs, most of them also choose classic selections of traditional folk songs or operas and musicals from European and American countries.

4.2 "Singing Teaching" and "Instrumental Music Teaching" in the Compulsory Education Music Teaching Materials in Taiwan

The spectrum used in singing teaching in Taiwan is all five-line spectrum. The singing language is mostly Mandarin, and a few of them appear in Taiwanese dialects, and phonetic transcription will be marked next to the lyrics.

At the beginning of learning music, singing songs are relatively simple nursery rhymes, mostly with the theme of the sound of nature. The main purpose is to cultivate students' interest in music and the rhythm of singing.

At the senior level, he began to sing Chinese and foreign classic music works, such as Schubert's art songs *Wild Rose* and *trout*; Anhui folk song *Fengyang Flower Drum* in traditional Chinese music. At the same time, Taiwan's local ballad *tiu tiu tang a*, which is sung by Minnan dialect, so the pronunciation of Minnan is marked at the bottom of the lyrics of Chinese characters.

The main instrument used in instrumental teaching is the straight flute. In the process of learning, the textbook will first present the historical development and basic structure of the straight flute, then teach how to install it, then interpret the mouth shape, fingering, cover hole position, etc. of the straight flute with pictures, and finally start the practice of playing.

4.3 "Singing Teaching" and "Instrumental Music Teaching" in the Compulsory Education Music Teaching Materials in Hong Kong

The selection of Hong Kong audio version is mostly music created in Hong Kong, mainly in Cantonese. However, if the songs in the textbook are sung in Mandarin, such as *My Motherland*, the lyrics will present text and Chinese pinyin auxiliary pronunciation; if the songs are sung in English, such as *Moon River*, the original English and translated Chinese versions will appear in the lyrics.

In addition to Hong Kong's local music, the textbook also contains traditional music from mainland China, foreign classic works and pop music.

Traditional music in mainland China includes opera, folk songs, etc. Among them, the first volume of *Middle School Music* mainly tells the development of Cantonese opera and the singing forms included, and requires learning to sing the fragments of *The Purple Hairpin*. What is more special when learning to sing Cantonese opera

fragments is that because the five-line spectrum cannot present the rhyme to be shown in traditional opera, the melody is based on Chinese tradition. A traditional Chinese musical notation showed the students a comparison table of simple spectrum and work scale spectrum.

Foreign songs include the well-known European and American work *You Raise Me Up* and the Japanese folk song *Sakura*, as well as some classic film and television drama episodes, such as *Edelweiss* in the movie *Sound of Music*; *A Whole New World* in *Aladdin*; *Memories* in the musical *Cat*, etc. As a result, students can be exposed to more different music genres and theme types.

Pop music includes Cantonese pop *Really Love You*; Chinese pop song *You and Me*; European and American pop song *Yesterday Once More*, etc. These songs can let students understand that the scope of knowledge learned in music classes is not only in classical music and art songs.

In instrumental music teaching, the main instrument used in Hong Kong is the shepherd's flute. Take the descendant of the dragon in Unit 1 of the first volume of *Middle School Music* as an example. The course not only presents the melody sung by human voices and the accompaniment of the piano in the textbook, but also clearly marks the melody that the shepherd's flute needs to play, and uses the blue five lines. The score is presented on the textbook, so that the students who play can show a more accurate harmony. In addition to the teaching of the shepherd's flute in the main part of the textbook, the appendix also introduces the fingering, playing methods and exercises of the shepherd's flute.

4.4 "Singing Teaching" And "instrumental Music Teaching" in the Compulsory Education Music Teaching Materials in Macao

Singing teaching in primary school is mainly based on correct singing skills and good singing posture. Students are required to sing songs of local and different countries and ethnic groups as much as possible in the original text and enjoy the fun of different music cultures. At the same time, simple expression terms are added to the singing process to sing emotionally. Instrument teaching mainly uses percussion instruments and instruments with fixed pitches to ensemble music for singing lessons or appreciation classes.

In junior high school, because different schools have different school-based courses, each teacher can choose suitable range and music with certain difficulties, so that students can overcome difficulties and gain a sense of success in the learning process, thus promoting the motivation of learning. At the same time, the appropriate combination of listening and singing can stimulate students' musical creativity.

After each class of singing teaching, the teacher will score each student's performance by spitting words, rhythm, pitch, volume and singing posture.

5 Non-Skilled Music Culture Teaching

5.1 "Music Culture Teaching" in The Compulsory Education Music Teaching Materials in Chinese Mainland

5.1.1 Music Appreciation

Most of the music appreciation courses in the Renyin Edition of the textbook adopt the process of listening first and then thinking. At the end of each unit, there are corresponding exercises, and certain melody creation exercises will be added at the junior high school stage.

The lower grades of primary school are mainly to cultivate students' sense of music. Generally, relatively simple melodies are used, mostly marches, dance music and other genres with distinct musical images such as children's songs and nursery rhymes, such as Toy Soldier March. More genres of music have been added to the appreciation works of senior primary school, such as traditional music, Chinese and foreign art songs, small instrumental music and other songs from home and abroad, mainly to broaden students' understanding of musical genres. Chinese works include traditional folk songs such as Liuyang River and Little Running River; Western songs include Vivaldi's Spring and Haydn's Serenade. Overall, Chinese works at this stage still account for the majority.

The increase in the proportion of appreciation repertoire in junior high school is also based on the genre style of songs. Among them, Chinese works include Mongolian folk songs in the third unit of the first volume of the seventh grade "Grasland Pastoral"; foreign works include the traditional European and American folk songs of the fourth unit of the first volume of the seventh grade "European Style".

At the end of each unit in the textbook, there will be a section of "Practice and Creation", which will involve some exercises for appreciating tracks, mainly to help students practice listening to the emotions expressed through different styles of music, and analyse the works, and also achieve melody, style, Comparison of instrumental harmony.

5.1.2 Knowledge of Music Culture

In the lower grades of primary school, there is not too much professional knowledge in the textbook. Only some simple musical instruments are introduced, such as wooden fish, bells, tambourines, etc. The main purpose is to feel the timbre and rhythm of musical instruments.

In the upper grades of primary school, I began to gradually understand some musical instruments and singing forms, and these knowledge points are presented in the form of text and pictures. In the introduction of composers and musical genres, it is also explained through a picture and a noun, without presenting more expanded content. At the same time, when I began to come into contact with orchestral works, I systematically learned the classification of Western orchestral instruments, which are also presented in a simple graphic way.

The knowledge of music culture in junior high school adds more professional conceptual theory than in primary school. First of all, the representative works of songwriters have been introduced. Secondly, different music genres and folk-style explanations are added to each unit. For example, in the appreciation course of Pastoral Song in the third unit of the first volume of the seventh grade, after listening to the work, a textual, long-toned and short-toned explanation was added.

In the classroom teaching in mainland China, not only the music knowledge mentioned in the textbook, but also certain local music will be added according to local characteristics.

5.2 "Music Culture Teaching" in The Compulsory Education Music Teaching Materials in Taiwan

5.2.1 Music Appreciation

Most of the choices for appreciating works are Western instrumental works and art works, and a few are Chinese works.

Western instrumental works include Haydn's Symphony of Astonishment and children's music works Peter and the Wolf; Chinese works include not only traditional instrumental works of the mainland, such as Pipa's Ambush from All Sides and Guzheng's Fight the Typhoon; there are also local music in Taiwan, High Mountain Green in the movie Clouds in Alishan.

Before the appreciation of the works, there will be an introduction to the creative background of the work in the textbook, and the language of the introduction is expressed in a tone similar to that in fairy tales, which is reflected in the Symphony of Astonishment in the textbook Art on Book one, Grade Three. In the process of appreciating music, students also have to follow the requirements of the score to hum the melody of the record.

5.2.2 Knowledge of Music Culture

Since the third grade, the introduction of the composer has been added. For example, the introduction of the composer Haydn in the Symphony of Confusion in the textbook 3, and the life and writing style are mentioned in the introduction. The teaching of instrumental music and musical genres is mainly based on the genre of appreciating works.

5.3 "Music Culture Teaching" in The Compulsory Education Music Teaching Materials in Hong Kong

In the Hong Kong audio version of the textbook, the appreciation of selected songs is mainly classic foreign songs, mainly including song and dance drama selections, such as Drinking Song in the opera The Lady of the Camellia. The proportion of Chinese works is relatively small, but they are all very classic traditional music works in the selection, such as Yao Dance. It is worth mentioning that in Unit 6 Cantonese Pop Songs of the third volume of the Hong Kong sound version of Middle School Music,

the music appreciation part covers Cantonese pop songs from the 1950s to the present.

In the typesetting of the textbook, some appreciative songs will be added to the background of the song and the picture depicted by the song, while others will be explained in combination with music theory knowledge.

The main knowledge of music culture includes composers, belch timbre, instrument teaching and music genre.

5.4 "Music Culture Teaching" in The Compulsory Education Music Teaching Materials in Macao

In the appreciation class, the main purpose is to require students to express their feelings of music and the atmosphere of music by listening to words, paintings, images or actions. At the same time, students are also required to be able to understand local and other cultural music by participating in activities, and to learn to participate in performances with appropriate attitude and etiquette. Move to show respect. In the process of listening to music, students need to analyse their works in combination with the music theory knowledge they have learned, and teachers also need to guide students to analyse musical elements and composition techniques to cultivate students' analysis and listening ability.

In the selection of appreciative tracks, music that is simple in structure and can arouse students' interest in learning is usually selected. In addition, when setting up different topics, you should indicate a certain music genre or corresponding style of music, which can not only enable students to clearly define the characteristics of music, but also show cultural diversity through different types of music and guide students to understand the historical and cultural background behind the creation.

6 Chinese Mainland With the Current Hong Kong, Macao And Taiwan Compulsory Education Music Textbooks "Knowledge Points" Presentation Way

From the overall point of view of music textbooks in different regions, there are certain differences in the typesetting of textbooks under some historical background reasons. Due to the different curriculum standards and curriculum guidelines in each region, the content and knowledge points presented in the textbook are also different. The content is mainly divided into the following three parts:

6.1 Comparison of Presentation of "Knowledge Point" in Music Theory Teaching

In the lower grades of primary school, music textbooks contain less knowledge of music theory, mainly to master notes and rhythm. In terms of presentation, mainland regions use relatively abstract pictures and describe knowledge points through teachers' narration, while Hong Kong, Macao and Taiwan regions use the most direct

graphic form to teach, using a text overview to correspond to the corresponding symbols. Among them, the textbooks in Taiwan are different from other three places for the annotation of sung names. Chinese characters or character annotations are used in mainland China and Hong Kong and Macao, while Taiwan also uses annotations in the study of phonetic transcription in Mandarin courses.

In the upper grades of primary school, some relatively professional music theory is involved, including strength marks, repeated marks, lifting marks, etc. However, Hong Kong, Macao and Taiwan have added knowledge such as large and small tuning scales and styles to the textbooks in order to lay the foundation for music creation courses in junior high school.

In junior high school, textbooks in mainland China have also added scale and music-style explanations on the basis of consolidating the music theory knowledge in the senior grade of primary school. However, because most mainland textbooks use simple musical notation, they do not introduce the interval relationship between scales too much, and rarely involve the learning of chords. Hong Kong, Macao and Taiwan have added more professional music theory learning at this stage, from interval, chord, tonic to music analysis, harmony writing, melody creation, etc., forming a complete music theory system.

6.2 Comparison of Presentation of "Knowledge Point" in Singing Teaching And Instrumental Music Teaching

The difference is that there are certain differences in the selection of songs in music textbooks. Most of them choose their own local music. For the European and American classic songs included in the textbook, mainland and Taiwan will translate the lyrics into Chinese for teaching, and Hong Kong and Macao will directly use the original text to sing. For the singing of traditional music, the mainland and Taiwan are more inclined to directly learn folk songs from various regions. In the Western District, some regions will also formulate the singing of local traditional music according to their different local culture. In addition to learning the existing traditional music, including Peking Opera, Cantonese opera, Playing lyrics, folk songs, minor tunes, etc. At the same time, songs will be created and arranged according to different traditional festivals and solar terms for students to sing. For the singing of pop music, it is basically not involved until junior high school, but there are not many music textbooks for pop music singing in mainland China, mainly appearing in appreciation courses; while other regions will introduce and select different forms of pop music in detail through one or two units for students to learn and sing.

6.3 Comparison of Presentation of "Knowledge Point" in Non-Skill Music Culture Teaching

6.3.1 Music Appreciation

Appreciation courses are different in the presentation of textbooks. Textbooks in mainland China and Taiwan will give a small example, and give one or two small

questions about the emotions of the works to let students think in the process of listening to music, mainly to cultivate students' judgement on the melody lines and emotions of music. Hong Kong and Macao will have work paper in the appreciation courses, requiring students to analyse a work from the aspects of speed, strength, atmosphere, instrument combination and other aspects of appreciation, and compare the musical atmosphere of different segments in the music.

6.3.2 Knowledge of Music Culture

In the study of composers, the first difference is that each region translates differently for some composers. The second difference is in the presentation of textbooks. The textbooks in Taiwan and Hong Kong also present the creative background of each composer's work in relatively detailed words, combining the work with the historical and cultural background; while the mainland textbooks only present the composer's name, avatar and some representative works, and do not directly related The historical background knowledge is presented in students' textbooks, so these aspects can only be understood through the supplement of teachers' books and classrooms.

The learning of musical instruments is also relatively similar in four regions. In order to let students have the concept of this knowledge point in primary school, only nouns and corresponding pictures are presented in the textbook; in junior high school, the structure, classification and main uses of musical instruments in instrumental works will be learned in more detail. Especially when introducing each instrument in Taiwan's textbook, the use scene and playing method of the instrument will also be added, which is more detailed than the teaching of musical instruments in other regions.

7 Conclusion

From the analysis and comparison of the textbooks on both sides and three places, there are some differences in the presentation mode of each knowledge point. The main differences in the teaching of Music Theory are reflected in the same knowledge points being presented in the teaching materials of different grades. In the senior stage of compulsory education, Hong Kong, Macao and Taiwan have added the teaching of harmony writing based on the basic music theory. The main differences in the selection of music and singing techniques in the teaching of singing and instrumental music in different regions.

Politics, economy, science and technology, education have all developed greatly compared with the 20th century, which not only affects the change of teaching content, but also needs to form a new teaching relationship. However, in the preparation of textbooks, the three places on both sides of the Taiwan Strait have followed the following seven principles: the principle of aesthetics as the core; the principle of cultivating interest; and the original principle of cultivating ability The principle of practice; the principle of combining tradition with modernity, the nation and the world; the principle of feasibility; the principle of openness, the purpose is to cultivate and establish students' basic artistic and musical literacy. The teaching and

content of music courses need to develop the mutual relationship and significance between the curriculum and culture through different thinking, development of different thinking modes and ethnic and cultural experiences of various countries. This is not only the educational goal of the three places on both sides of the Taiwan Strait, but also the concept of advanced international education.

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