

A Study on the Music Teaching Materials of the Sixth Grade of Elementary School under the Threshold of Ideology and Politics Theories teaching

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Abstract: This paper takes the sixth grade elementary school music textbooks of the people's education edition as the research object, and explores the specific practices of using the textbooks scientifically for teaching music ideology and politics theories teaching from the perspective of ideology and politics theories teaching by analyzing the content of the textbooks in detail and digging deeply into the ideology and politics theories teaching materials in it.

1. Introduction

From the proposal of Shanghai Municipal Government and Municipal Committee in 2004 to the Guidance Outline of Curriculum Civics Construction in Higher Education issued by the Ministry of Education, the construction of ideology and politics theories teaching has been comprehensively promoted in colleges and universities and disciplines nationwide. With the success of relevant curriculum practice reform in colleges and universities, the requirement of implementing ideology and politics theories teaching in primary and secondary school education has become increasingly urgent. Through the search, it is found that the amount of research literature on ideology and politics theories teaching in primary and secondary schools is significantly less than that of ideology and politics theories teaching in colleges and universities, and the literature on ideology and politics theories teaching in elementary school music subjects is even more insufficient. In view of this, the author hopes to take the sixth grade elementary school music textbooks of the People's Education edition as the research object from his own professional perspective, analyze the textbook in detail from the perspective of ideology and politics theories teaching, dig deeply into the ideology and politics theories teaching materials in the textbooks. The author also hopes to explore the specific practices of using the textbooks scientifically for teaching music ideology and politics theories teaching.

2. Analysis of the Research Background

2.1. Social Background Analysis

Since the National Conference on Ideological and Political Work in Colleges and Universities in 2016, the state has attached increasing importance to ideological and political education courses, and emphasized "three comprehensive education" in the National Education Conference in 2018 and the Symposium for Teachers of Ideological and Political Theory Courses in Schools in 2019[1]. As an important part of quality education, it is necessary for elementary school music education to penetrate ideological and political education in its teaching practice. As a concrete embodiment of the curriculum standards of elementary school music, it is of profound significance to dig deeper into the ideological and political elements in music textbooks and study the specific usage in education and teaching.

2.2. Analysis of Students' Academic Situation

Issued in 2020, on the comprehensive strengthening and improvement of school aesthetic education in the new era, a higher standard of humanities knowledge and appreciation of works is proposed for students at the junior high school level, making the traditional way of teaching singing lessons no longer fit. This requires students to have already mastered a certain level of general music knowledge and the ability to read music at the graduation stage of elementary school, so as to lay a good foundation for the next stage of learning.

Students in upper elementary school are in a critical period of transition to adolescence, when they are not yet psychologically mature, but have a growing sense of autonomy and an inner desire for recognition. At this time, students' worldviews and values are initially formed, and their logical thinking and independent thinking skills are increasing. However, their psychological will is still not strong enough and they tend to deviate. In today's highly developed information network technology, students' exposure to music is not only limited to the music classroom, but also comes from the Internet and integrated media. In the process of exposure, students are faced with a variety of music of varying quality, and students often lack the ability to discriminate, and frequent exposure to music that is not appropriate for their age may distort their aesthetic direction and the formation of their values.

3. The Content Analysis of Teaching Materials

Since the founding of New China, there have been eight editions of elementary school music textbooks written and published by the People's Education Publishing House according to the syllabus issued at different times, and the current one is the 2013 edition, which is divided into two versions: pentatonic and simple. According to the survey, the 2013 edition of the music textbooks is the most adopted in all provinces of China, so the author takes the 2013 edition of the People's Education Publishing House's elementary music textbooks for grade 6 as the object of this paper.

3.1. Preparation of Ideas

The elementary school music textbooks in the People's Education Edition are written in line with the "Music Curriculum Standards for Full-Time Compulsory Education (2011 Edition)" in terms of concept. According to the longitudinal comparison, the content of the repertoire written in the sixth grade textbook is more diverse in terms of tonalities and singing styles, and the number of comprehensive music practice activities has increased, implementing the requirements of music

culture and music aesthetics through different music themes, while more distinctive than before is the enhancement of choreography, which greatly promotes students' practical and creative abilities[2].

3.2. Organizational Structure

The sixth grade textbooks is divided into two volumes, each with six units plus a supplement called "My Music Page" and "Learning Assessment". Each unit has a fixed section on singing and appreciation, with the flexibility to include arranging, singing, listening, and playing[3].

There are 64 pieces of music in the upper and lower books of the sixth grade, 36 pieces in the upper book and 28 pieces in the lower book. The music styles are rich and diverse, involving folk music, orchestral music, and foreign film and television music. Among them, 56% are foreign works and 44% are Chinese works, and the overall proportion is basically balanced. However, through refinement, as far as the fixed columns in the textbook are concerned, 64% of foreign works and 36% of Chinese works in the appreciation column, and 36% of foreign works and 64% of Chinese works in the singing column, the proportion of Chinese and foreign music works in the two columns and the distribution of chapters in the textbooks are not well balanced. The author believes that the balance of the number of Chinese and foreign works should be emphasized in the arrangement of each unit, and the number of Chinese works arranged in the elementary school level can be more. In the elementary music education stage, we should lay a firm foundation and learn more about China's excellent music culture in order to have a better discriminatory ability to learn and feel foreign works[4].

3.3. Teaching Point of Importance

An overall analysis of the materials reveals that singing and appreciation are a regular part of the materials, including the correct singing methods that students need to master at this stage and understanding the characteristics of different folk songs. In terms of appreciation, students are required to be exposed to different forms of music, such as choral, symphonic, and different instrumental works from China and abroad, and in particular, to be able to recognize common Chinese folk instruments and listen to their tones. Compared with other grades, the sixth grade textbooks includes more sections on arranging and creating, which is an innovative and difficult point in music teaching. This requires, firstly, that students have a certain basic knowledge of music, and secondly, that teachers establish a good awareness and take the initiative to develop students' creative abilities and guide them in the right way.

4. The Analysis of the Use of Teaching Materials in the Context of Ideology and Politics Theories Teaching

4.1. Course Civics Materials are Summarized

Through the analysis of the content of the textbooks, the author believes that the content of the existing textbooks has the possibility to carry out the teaching of ideology and politics theories teaching. By organizing them, they are grouped into five categories[5].

The first category is national unity. China is a multi-ethnic country, and the rich and diverse ethnic culture is an important source and basis of our excellent traditional culture. The textbooks contains a relatively large proportion of ethnic folk music, and most of the sixth grade textbooks contains Mongolian folk songs, such as "Golden Cup", "Pastoral Song", "On the Grassland" and "Grassland Pastoral". In addition to folk songs, instrumental music is also arranged in the textbooks

to let students experience different grassland styles. The Erhu solo piece "Horse Racing" shows the scene of ten thousand horses galloping on the grassland. The solo horse-head fiddle piece "Gada Merin" based on a folk song, and uses the most representative Mongolian instrument to portray the scene of Gada Merin, which is strong and mournful.

The second category is patriotic sentiment. Patriotism is the core of the national spirit, and it is very correct for young people to establish the concept of patriotism. "My Chinese Heart", "My Motherland and I" and "Love My China" are all highly sung works in the textbooks. "The Story of Spring" and "Pearl of the Orient" witness the historical process of China's reform and opening up. "A Mother's Daughter" expresses the Chinese and Tibetan families as well as strong patriotic sentiments. "The Tarim River", "Beautiful Summer Pastures", "Yangtze River My Home" and "Song of the Yangtze River" all praise the rivers and mountains of the motherland with their beautiful and gentle melodies.

The third category is harmony and friendliness. Nowadays, socialist core values are integrated into all aspects of social life, and different value requirements are put forward for the three levels of the state, society and people. There is no shortage of works in the teaching materials that reflect the values, such as "I and You", "Grateful Heart", "Love on Earth", "Love Star Full of Sky" and "Don't Worry Go Fly" all with their vivid lyrics and beautiful lyrical melodies, guiding students to be grateful, unite with their classmates and be kind to others in their lives.

The fourth category is the spirit of science. Recently, the successful return of Shenzhou XII is we see the great progress of China's manned space career, and this is the result of several generations of continuous struggle. The textbooks "I Love the Milky Way", "The Blue Sky Calls to Us", "The Flying Sky" and "Songs Between Heaven and Earth" take the universe and the stars and the mysteries of the world as their themes, showing the spirit of positive optimism and courageous exploration, which is conducive to guiding students to establish ambitious ambitions from childhood.

The fifth category is revolutionary history. Graduation Song", "My Motherland" and "Defend the Yellow River" are the only three revolutionary songs in the upper and lower textbooks. Although the background of each piece of music is not consistent, it also emphasizes the momentous years of the revolutionary war and reminds students that history cannot be forgotten. However, the number of such songs in the textbooks is relatively small and should be increased appropriately.

4.2. Specific Course Design

In the "Compulsory Education Curriculum Implementation Plan of Hubei Province (for trial implementation)", the sixth grade music class is one lesson a week, the whole semester with 16-17 lessons, the author found through research that the content of the textbook is rich, but due to the limitations of class time to make students fully accept is difficult, but can be arranged scientifically so that students can understand the various aspects of the work and content. In the following, I will analyze the sixth grade music textbooks (previous book) of the people's Education edition as an example, and make suggestions for the arrangement of each unit of the curriculum[6].

The first unit, "My Motherland", can be divided into three lessons. Singing "My Chinese Heart" and appreciating "My Country and I" can first become one lesson, in which students learn to sing the former, the teacher guides them to feel the inner patriotic feelings, and then the latter is further consolidated through appreciation. The second movement of the foreign orchestral piece "Since the New World" and the arrangement of "Nostalgia" can be one lesson. The purpose of this lesson is to understand the background of the writer of the work and his thoughts and feelings, to be familiar with the melody of the theme, and to compose the piece with one's own understanding. The songs "My Motherland" and "The Story of Spring" are for one lesson. The time span of these two songs

also witnessed the rapid development of our country, leading students to have a deep love for the country.

The second unit "Beautiful Grassland" can be divided into two lessons. In this lesson, the main focus is on "Beautiful Summer Pastures", so that students can have an understanding of Kazakh music and culture, and learn to sing the song in the process of understanding the musical basics of the backbone of the score. Before the end of the lesson, students will enjoy the popular song "Heaven" sung by Geer Teng to prepare for the next lesson on Mongolian folk songs. The songs "Golden Cup" and "Pastoral Song" and the arrangement "On the Grassland" are in one lesson. Both songs are Mongolian folk songs, and in terms of genre they belong to the long and short tunes unique to Mongolia. The focus of this lesson is to master the knowledge of long and short tunes in the comparison and appreciation. This lesson will focus on comparing and appreciating the long and short tunes, and further consolidating the understanding of the musical characteristics of Mongolian folk songs through the creation of fill-in tones.

The third unit, "Starry Night", can be divided into two lessons. Singing "I love the Milky Way" and enjoying the foreign orchestral piece "Jupiter - the Messenger of Joy" are divided into one lesson. In this lesson, students should learn the melodic changes of the song and understand the musical knowledge of progression and skipping, and sing the song skillfully. In the appreciation session, students will be introduced to the background of Jupiter, the fourth movement of the orchestral work "Planetary Suite", and a brief introduction to the planets in the Milky Way, and they will listen to the different instrumental timbres and understand the musical images they create. Singing "The Blue Sky Calls to Us" and appreciating "The Flying Sky" are one lesson. Both songs are related to China's manned spaceflight, from Shenzhou 1 to Shenzhou 12 nowadays, which is the result of countless scientists' hard exploration behind. In this lesson, teachers should intentionally guide students to establish the spirit of scientific inquiry and the ideal of fighting for the national space industry.

The fourth unit "Foreign Film and Television Music" can be divided into two lessons. Singing "Little Boy", enjoying "Two Little Stars" and singing "Ah, Friend" are one lesson. The first two songs are both interludes of the movie "Handsome Boy", which tells the story of a kind and upright boy who keeps trying to reunite his family, while "Ah, Friend" shows the optimistic spirit of a partisan who defends his hometown and is ready to die. Teachers should deepen the theme through layers and guide students to the concept of love for family and collective love for country. Enjoy the "Dishonored title song" and "Light Your Way" for a lesson, the melody as well as the atmosphere of these two movie interludes are very different, as an example to teach students the important role of music in film and television to render the atmosphere.

The fifth unit "Octavo" can be divided into three lessons. The former expresses love for the motherland, while the latter implies the meaning of unity and cooperation and cherishing friendship. Teachers should consciously guide students to analyze the lyrics, combine the connotation of the two songs, and cultivate their collectivism spirit. Appreciate the foreign solo piece "Humorous Song" and "Musical Moment" for one lesson. In this lesson students should understand the subject matter of the work and master the main melody of the song, and feel its different charms in the solo pieces for two instruments: violin and piano. Students should be able to understand the background and author of the work, and be able to listen to and identify the strolling theme throughout each section, and be able to distinguish the musical images depicted in each section.

The sixth unit "Olympic Wind" can be divided into two lessons. Singing "Me and You", enjoying "Hand in Hand" and "Barcelona" is one lesson. All three songs are Olympic theme songs, especially the singing "I and You" is the theme song of the 2008 Beijing Olympic Games, teachers should also play the connotation of the song in the process of teaching and singing, and should guide the establishment of students' enthusiasm and friendly, unity and love concept. Appreciate the

Olympic theme songs of other countries to feel different musical cultures and reflect the concept of openness and tolerance. Appreciate "Olympic Horn" as a separate lesson. This orchestral ensemble is typical of the rhythm of sports music in its rhythm, and when appreciating three different themes, feel the unity and love conveyed to the whole world in the music, and inspire the sportsmen and women in their struggle.

5. Conclusion

From the perspective of ideology and politics theories teaching, this paper analyzes in detail the sixth grade music textbooks of the people's education edition Primary School, sorting out and classifying the ideology and politics theories teaching materials contained in it, and proposing a targeted curriculum design plan. From the perspective of ideology and politics theories teaching, there is no lack of available materials and resources in the existing content, but the overall lack of systematic arrangement, if used scientifically can play a good role in supporting the teaching of music ideology and politics theories teaching.

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