

# *Research on the Reform of Comprehensive Music Literacy Assessment in Early Childhood Education Specialization in Higher Vocational Education under the Background of “Five Development Promotions”*

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**Abstract:** Education today is no longer limited to the simple transmission of knowledge but emphasizes the concept of "Five Development Promotions" and "Comprehensive Education," which are at the heart of modern education. The essence of "Five Development Promotions" and "Comprehensive Education" should encompass five aspects: subject competence, psychological qualities, physical fitness, moral cultivation, and aesthetic interests. Among these, the cultivation of comprehensive music literacy is a key factor in achieving comprehensive education. This paper discusses the reform of music literacy assessment in early childhood education specialization in higher vocational education by analyzing the aesthetic characteristics of music art, dissecting the content of music courses in early childhood education, expanding the assessment system, and exploring the essence of "Five Development Promotions" to achieve comprehensive education.

## **1. Leveraging the Inherent Aesthetic Characteristics of Music Art**

Aesthetic education employs various forms of art such as visual arts, music, dance, etc., as means to nurture sensory aesthetics, creativity, and the awakening of human emotions, thoughts, and spiritual life. Music, as an art form with a history spanning millennia, combines elements of education, culture, emotions, and contemporary characteristics, endowing it with unique aesthetic qualities. By capitalizing on the inherent aesthetic characteristics of music art, teaching can fully harness the aesthetic potential of the subject, fostering students' comprehensive literacy in areas such as aesthetic appreciation, emotional expression, and creativity. Therefore, within the framework of the "Five Developments" encompassing morality, intelligence, physique, aesthetics, and labor, music should play a leading role, leveraging the characteristics and advantages of music art in aesthetic education.[1]

Music employs elements such as rhythm, melody, harmony, timbre, and color to convey a diverse range of moods and emotions. These musical elements resonate with human emotions, eliciting feelings of beauty and experiences of the sublime. As a carrier of artistic expression and aesthetic consciousness, music, after acquiring basic knowledge and skills, further enhances aesthetic capabilities through performance, singing, composition, and other means. It aims to develop students' aesthetic abilities and artistic enthusiasm to achieve the goals of aesthetic education. The creation and adaptation of musical works are reflections of the outcomes of aesthetic education. Learning music

composition can cultivate individuals' capacity for emotional expression. Through music performance, individuals can articulate their emotions and thoughts. Furthermore, they can learn to listen to and understand the emotional expressions of others, nurturing empathy and the ability to communicate emotions.[2] Music art is also a significant avenue for cultivating students' creativity. During the process of composing and performing music, students need to employ creative thinking. They showcase their unique musical content through methods such as selecting materials, composing, and arranging music. Music composition not only encourages independent thinking and creative expression but also fosters problem-solving skills and the development of creative thinking.[3]

## **2. Analyzing Music Curriculum Content and Expanding Educational Assessment Methods**

Analyzing music curriculum content and expanding assessment methods are crucial for music teachers specializing in early childhood education in higher vocational institutions. It helps teachers clarify the knowledge framework, establish the goals and priorities of music education, and provides a scientific and systematic approach to nurturing students' comprehensive music literacy. Through the expansion of assessment methods, a multi-dimensional evaluation of students' music literacy can be conducted, promoting artistic education and cultivating aesthetic sensibilities. This, in turn, enhances students' musical talents, creative thinking, and their ability to understand and appreciate music.[4]

### **2.1. Defining the Teaching Goals of Music Curriculum in Early Childhood Education**

The early childhood education stage is a critical period in a child's life, significantly influencing their development and growth. Music curriculum emphasizes using comprehensive teaching methods to cultivate children's interests in music, expressive abilities, appreciation of the arts, and creativity. Additionally, it contributes to the overall development of children in various aspects, including physical, intellectual, emotional, and social domains. Therefore, when designing music lessons for children, a diverse range of music activities should be incorporated to create an enjoyable musical atmosphere. Emphasis should be placed on active participation, guiding children to discover, experience, and understand the essence of music. The aim is not solely to impart knowledge but to create a fun and inspiring music curriculum that encourages children to explore the world of music in a positive and enjoyable environment. This approach fosters a strong interest in music, nurtures children's artistic musical literacy, and establishes a solid foundation for their lifelong learning.

Hence, the music curriculum in early childhood education specialization should primarily focus on developing students' comprehensive abilities in designing music activities. This includes fostering children's music interests and expressive skills through designing engaging music activities and games. Such activities may include singing, dancing, rhythm, and percussion exercises, allowing children to experience the joy of music in interactive and playful settings. Another crucial aspect is nurturing students' ability to analyze music. Music appreciation is a vital component of the music curriculum, where students analyze different types of musical compositions, gaining insights into the style, emotions, and artistic techniques employed in music. This helps develop students' artistic appreciation of music. Music skill training is also essential, helping students acquire fundamental music skills, thereby enhancing their teaching abilities in various classroom activities for children.

### **2.2. Expanding Assessment Methods for Music Curriculum in Early Childhood Education**

The use of diversified and multi-dimensional educational assessment methods is essential to cultivate comprehensive music literacy. To cater to the different abilities and performances of students in music, teachers need to expand their assessment methods, gaining deeper insights into students'

learning progress. This enables teachers to provide targeted learning support and improve students' learning outcomes. Expanding assessment methods involves defining the competency requirements for students in the field of music, focusing on five dimensions: music creativity, music communication skills, music basic knowledge, music appreciation skills, and music skills. For assessing students' music knowledge and skills, they can be tasked with music composition, arrangement, and songwriting projects, evaluating their creativity, technical skills, and expressive abilities in the process. Observing students' participation, completion, and cooperative learning in music class activities can assess their proficiency and control in practical music activities. Assessing students' ability to practice independently through homework assignments lays the foundation for self-directed learning. In written music theory exams, questions based on typical music appreciation and analysis of musical compositions can evaluate students' mastery of music elements, music history, and music styles, enhancing their appreciation of music works. Through students' vocal singing, instrumental performance, and other forms of music presentation, their performance skills, artistic expression, and stage presence can be evaluated. These aspects are integral components of students' comprehensive music literacy. Timely, multi-dimensional assessment feedback further enhances students' interest in learning, increases their participation and enthusiasm in music classes, and ultimately raises their comprehensive music literacy.

### **3. Reconstructing the Music Teaching Framework and Strengthening Comprehensive Music Literacy**

Music is the art of auditory perception and a universal language transcending culture and history. With a wide variety of music genres and styles, the methods and approaches to music education have become more diverse. As education reforms continue to deepen, with the goal of comprehensive education, it has become a consensus in the education field to reintegrate music teaching resources and frameworks to meet the current societal needs.

#### **3.1. Reconstructing the Music Teaching Framework to Adapt to Diverse Learning Needs**

##### **3.1.1. Transitioning from Skill-Centric to Diversified Music Teaching**

Traditionally, music education in vocational early childhood education programs has primarily focused on teaching music skills. This emphasis on developing students' musical skills, especially in performance, was driven by the job requirements that prioritized musical proficiency in singing and playing instruments. Consequently, the teaching of music knowledge and cultural content may have been reduced. In reality, music art encompasses a broad spectrum of content, including music skills, music appreciation, music culture, and music history, among others. Introducing music culture and history is essential in nurturing students' comprehensive music literacy. For instance, graduates specializing in early childhood education should not only know how to perform music but also understand the cultural background and motivation behind the music. Without this cultural context, they may struggle to fully express the essence of music when faced with unfamiliar musical works.

##### **3.1.2. Transitioning from Knowledge Transmission to Practical Inquiry**

Traditional music education has often prioritized the transmission of music knowledge, with teachers imparting musical facts and concepts directly to students. This approach may neglect students' deeper thinking and exploration of music. In reality, music education should aim to foster students' comprehensive music literacy and creativity. By encouraging students to explore music compositions and expressions, music education can ignite students' passion and interest in music, cultivating their abilities for independent thinking and innovation. For early childhood education

students, this skill of independent inquiry is crucial due to the nature of their future work environment. Therefore, teaching should not only involve teaching songs and instrument playing but also ensure that students understand the methods, motivations, and interpretative approaches behind musical compositions. This holistic understanding enables students to analyze music comprehensively and stimulates their investigative thinking about the art of music.

### **3.1.3. Transitioning from Skill Practice to Practical Teaching**

Traditional music education often emphasizes the mastery of music skills through extensive practice. Students spend significant time honing their skills for each musical piece. However, this emphasis on skill proficiency may overshadow students' performance and creative abilities. Music art is not created in isolation but through continuous practical interaction, communication, and performance with others. Graduates specializing in early childhood education will likely become performers for young audiences in their future work environments. Therefore, music education should guide students toward practical experiences. Through music performance, composition, and practical application, students can gain a deeper understanding and mastery of music skills. In practical contexts, students refine and enhance their comprehensive music literacy.

## **3.2. Strengthening Comprehensive Music Literacy to Enhance Musical Competence**

### **3.2.1. Emphasizing Comprehensive Teaching of Music Listening, Sight-Singing, Analysis, and Composition**

Music listening, sight-singing, analysis, and composition are fundamental components of students' music learning. Teaching students to listen and sight-sing helps them improve their music skills and literacy. Listening training aims to enhance students' abilities to discern pitch, rhythm, and harmony through auditory perception, facilitating more accurate performance or singing of musical pieces. Sight-singing training aims to help students accurately perform or sing musical works by reading musical notation, enhancing their understanding and mastery of the musical language. Sight-singing also allows students to gain a deeper understanding of musical structures and harmonic rules. The study of music composition helps students better comprehend musical works and derive more profound musical experiences from them. Through the analysis of musical notes, students can grasp the intentions and techniques employed by composers, enhancing their appreciation and understanding of music.

### **3.2.2. Igniting Students' Interest in Music**

Interest serves as the driving force for learning. Students' interest in music learning can spark their desire to explore music. They proactively seek various musical experiences and are willing to invest time and effort in understanding different types and styles of musical works. Through exploration, students broaden their horizons, cultivate their music appreciation skills, and gradually develop their unique perspectives on music. Interest motivates students to participate actively and engage in the learning process. When they are passionate about music, they become more proactive in their participation in music learning, investing more time and effort. They actively participate in various music activities, which, in turn, helps them enhance their music skills, boosting their love for music and their confidence in self-development.

### **3.2.3. Integrating Music Education with Cultural Education**

Integrating music education with cultural education offers students richer music experiences and

a broader cultural perspective. This approach not only enhances students' music appreciation and cultural literacy but also cultivates their creativity, public performance skills, and cross-cultural communication abilities, laying a solid foundation for their future development. Educators should focus on raising students' awareness and understanding of cultural diversity. By emphasizing music culture education and promotion, educators can develop students' multicultural literacy and creative abilities within the context of music education.

#### **4. Exploring the Essence of Holistic Education and Achieving Comprehensive Student Development**

The concept of holistic education aims to nurture individuals with well-rounded qualities and competencies. When considering the connection between music and holistic education, music represents one of the facets within the framework of comprehensive development. Moreover, it serves as an integral and mutually reinforcing approach to education. Music has the potential to enhance students' abilities in various aspects, including detailed observation, perception, judgment, and hand-eye coordination. It also functions as an emotional enhancer, providing children with enriching emotional experiences while strengthening their emotional intelligence. Additionally, music has the capacity to cultivate students' aesthetic interests, sensory sensitivity, and creativity, ultimately elevating their humanistic qualities and innovative capabilities. In the field of early childhood education, specialized music teachers need to seamlessly integrate the principles of holistic education and music throughout their teaching, thus facilitating the comprehensive cultivation and development of musical literacy. Music education inherently encompasses nearly all aspects of holistic education. Consequently, the implementation of music courses in early childhood education should aim to help students understand the essence of musical art. Through the study of music, students can systematically unlock the educational functions of music art in a scientific manner and apply them effectively in early childhood education.

##### **4.1. Analysis of Teaching Strategies under the Holistic Education Concept**

In the realm of music education, specialized music teachers in early childhood education should dedicate themselves to realizing the goal of comprehensive student development. When considering holistic education, music instruction can be categorized into five dimensions: morality, intelligence, physical fitness, aesthetics, and labor. In terms of character development, teachers should promote the importance of maintaining the right life attitude among students, encouraging values such as being exemplary role models, self-discipline, and active participation in cultural, artistic, technological, sports, and other activities within the school community.

Regarding subject competence, teachers should systematically organize the content of music curriculum, enhance their own knowledge of music, and improve their teaching capabilities. This should include an emphasis on the technical, expressive, and communicative aspects of music, thus fostering students' music training and critical thinking abilities. In terms of emotional experiences, teachers should prioritize the emotional connection to musical works in their classroom teaching. They should infuse humanistic care, nurture students' humanistic qualities and moral character, and pay full attention to students' emotional experiences and cultural identity. In cultivating aesthetic interests, teachers should focus on developing students' ability to appreciate music. They can enhance students' musical taste through various forms of music education, thus nurturing their hobbies and interests. In the context of comprehensive literacy, teachers should also place importance on integrated education in cultural anthropology and the history of civilization. They should enhance interdisciplinary integration by incorporating elements of music, thereby strengthening students' ability to think across disciplines.

## 4.2. Constructing a Comprehensive Student Development Assessment System for Music Courses

Based on the concept of holistic education, the assessment strategy for evaluating the comprehensive musical literacy of students majoring in early childhood education should emphasize several key aspects, including students' fundamental music skills, cultural music literacy, independent learning abilities, and collaboration and communication skills. It is essential to establish an appropriate assessment system for these competencies. Regarding music skills, assessment should not solely rely on grades but should also consider students' comprehension and application of music. Teachers can assess students' performance skills, expressive abilities, as well as their understanding and ability to express musical works by documenting and evaluating the process of their performances. Methods such as student participation in music concerts, presentations, and group discussions can be employed to evaluate their grasp of artistic literacy, thus providing vital information for comprehensive quality assessment. Establishing assessment methods that encourage independent thinking and problem-solving skills is crucial. Assessment in this regard involves evaluating students' thinking, judgment, and analytical abilities. By allowing students to independently complete the learning of new musical compositions or cultivate their ability to experience and interpret music, teachers can assess students' independent thinking and problem-solving skills. Constructing assessment methods that promote collaboration and communication among students is also essential. Collaboration and communication are fundamental skills in modern society and are equally crucial in music education. Fostering students' ability to collaborate effectively in musical activities and enhancing their communication skills among peers are key factors in assessing their competency in this aspect. Assessment can be conducted through students' collaborative completion of musical compositions or musical performances.

Holistic education represents an effective approach to achieving comprehensive student development goals. The assessment of comprehensive musical literacy within the discipline of music in vocational early childhood education should closely align with individual student needs and the principles of holistic education. This approach guides students toward all-encompassing improvement within the field of music. Teachers specializing in early childhood education need to conduct in-depth research on the essence of holistic education, define the teaching objectives for the discipline, and establish reasonable teaching and assessment strategies for music education. They should place a particular focus on music skills, artistic literacy, independent thinking skills, problem-solving skills, collaboration, and communication skills, among others, thereby promoting students' comprehensive development.

## 5. Conclusion

Music education is a multidimensional discipline that encompasses all aspects of comprehensive education. In comparison to other subjects, music art possesses unique advantages in fostering aesthetic education. To develop students' comprehensive musical literacy, it is crucial to prioritize aesthetic education and leverage the distinctive characteristics of music art as the primary driver. Collaborating with other disciplines, music education should shift from a one-dimensional approach of knowledge transmission to practical exploration. Every step in this process should aim to enhance students' comprehensive musical literacy, thereby requiring corresponding assessment methods. In response to the demands of the evolving societal landscape, teachers must continually explore the essence of holistic education. They should clearly define the teaching objectives of early childhood education programs and establish appropriate teaching and assessment strategies for the music discipline. Emphasizing music skills, artistic literacy, independent thinking skills, problem-solving skills, collaboration, and communication skills is essential for fostering comprehensive student

development.

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