

Research on Teaching Strategy of "Primary School Music+Educational Drama" with Interdisciplinary Integration

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Abstract: With the continuous development of education concept and teaching environment, teachers have gradually changed from the dominant player to the leader in the teaching process, and students' initiative to explore the answer has become a new direction of teaching. However, problem solving cannot rely on a single knowledge or discipline, the key lies in the comprehensive application of knowledge. How to break the knowledge barrier between disciplines and improve students' comprehensive problem-solving ability has become the key to music teaching. In recent years, the education policies and art curriculum standards issued by the Ministry of Education have begun to mention strengthening discipline coordination and encouraging interdisciplinary integration. The author will first analyze the current situation of interdisciplinary integration of primary school music, analyze the national education policy and the teaching dilemma of first-line music teachers. Secondly, it attempts to construct the teaching principal of "primary school music+educational drama" under the concept of interdisciplinary integration, and clarify the relevant concept definition and teaching concept. Subsequently, the author will analyze the teaching process of "primary school music + educational drama" under the concept of interdisciplinary integration, analyze the feasibility of the implementation of front-line teaching and explore the implementation effect.

1. Introduction

With the continuous development of educational concepts and teaching environment, teachers have gradually changed from leaders to guides in the teaching process, and students' active exploration of answers has become a new direction of teaching [1]. However, problem solving cannot rely on a single knowledge or discipline. How to break the knowledge barriers between disciplines and improve students' comprehensive problem-solving ability has become the key to music teaching [2].

2. Review the current situation of interdisciplinary teaching of music+educational drama in primary schools

2.1. The interdisciplinary concept of national policy guidance has taken root

With the continuous development of educational concepts and teaching environment, teachers have gradually changed from the leader to the leader, and students are encouraged to take the initiative to explore solutions from the perspective of students. However, problem solving can not rely on the knowledge of a single subject, the key lies in the accumulation of knowledge and the ability of comprehensive application [3]. Therefore, breaking the knowledge barriers between disciplines and improving students' comprehensive problem-solving ability have become the focus of education in recent years.

In recent years, education policies issued by the state have begun to mention strengthening the overall planning of disciplines and encouraging the further deepening of interdisciplinary integration. In 2014, the Ministry of Education issued the "Recommendations on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Lide Education", which requires all disciplines to be guided by Lide education and implement Lide education into moral education and art disciplines. At the same time, the article mentioned strengthening the cooperation between disciplines, giving full play to the function of comprehensive education, and constantly improving students' ability to comprehensively use knowledge to solve practical problems [4].

On this basis, the school aesthetic education began to integrate into the interdisciplinary concept, and put forward clear requirements for the construction of art curriculum. In 2015, the Opinions of The General Office of the State Council on Comprehensively Strengthening and Improving School aesthetic Education mentioned that "the construction of school aesthetic education curriculum should take art curriculum as the main body, various disciplines should integrate with each other, pay attention to the learning of basic knowledge of aesthetic education, enhance the comprehensiveness of curriculum, and strengthen practical activities."

The new curriculum standards of basic education focus on the feasibility of integrated education of disciplines and further focus on the interdisciplinary concept of art curriculum. In 2022, the "Compulsory Education Art Curriculum Standards (2022 edition)" classifies music and fine arts as the main art disciplines in the compulsory education stage, and adds dance, drama (including traditional Chinese opera), film and television (including digital media art) and other branches [5]. This "total-division-total" curriculum structure not only shows the high correlation and comprehensiveness of various disciplines of art, but also defines the interdisciplinary music in the field of basic education, which refers to the music discipline as the main body and actively transcends the knowledge of other disciplines.

2.2. Teaching situation: The classroom revolution of primary school music+educational drama

As early as 2001, there was already evidence of integrating educational drama into primary school music teaching. The National Ministry of Education formulated the "Art Curriculum Standards (Experimental Draft)" and included drama in the teaching of music in primary schools. Subsequently, the teaching concept of music+educational drama in primary schools began to enter regional teaching and research. In 2019, Chengdu Chenghua District Education Science Research Institute began to integrate educational drama games into music teaching, innovatively using the "action fax machine" to check children's mastery of skills such as playing, acting and so on, and tried to make students focus on music class through paradigms such as still pictures, constructed Spaces, and narrating pantomime. After three years of practice, Chengdu Chenghua District Education Science Research Institute found that educational drama can effectively promote students to learn to get along, imagine and express; At the same time, the integration of educational drama

into primary school music class can help teachers reshape their educational ideas, enhance curriculum leadership and enhance their self-confidence in education.

In primary school music classroom teaching, "singing a song" is often taken as the teaching focus, and more emphasis is placed on timbre, intonation and rhythm in the teaching process, while the artistic conception and educational significance of songs are ignored. After the new class is marked out, the teaching of music class emphasizes the design and teaching of large units. In the course of teaching, front-line teachers are faced with the demand for diversified teaching methods. Educational drama has become a new means of presenting integrity, relevance and comprehensiveness in music teaching, which helps teachers to design and integrate large units of teaching materials and integrate them into lively practical activities.

3. Mode: The strategy of "interest, exploration and extension" of primary school music+educational drama

In his book *About Drama Education*, Li Yingning defines educational drama as "teaching activities that introduce drama concepts, elements, methods and means into educational activities to improve education and teaching effects and promote the full development of students' knowledge, ability and character." The integration of educational drama in primary school music should take music as the main line and educational drama as the starting point to promote the improvement of classroom education and teaching quality.

The teaching process of music+educational drama in primary school is a dynamic combination of the two, cultivating students' comprehensive understanding, perception and performance ability of the two subjects. The "Compulsory Education Art Curriculum Standards (2022 edition)" requires grades 1 to 2 to show situational performances, and grades 3 to 6 to integrate small song and dance performances, fully demonstrating the importance of primary school music + educational drama. Integrating educational drama into primary school music teaching should follow the following principles.

3.1. Learning by play

First of all, respect the nature of children, strengthen the teaching concept of "play to learn", and permeate in the activity, weaken the boring knowledge explanation. For example, a lesson in "There is a Doll" requires students to learn the strength and weakness of the four-two beat. In the classroom, teachers can guide students to experience the music with multiple senses through the freeze motion of the rebeat and the rhythm of the strong and weak beats, and avoid directly explaining the knowledge points of the four two beats. Teachers should guide students to actively carry out music and drama activities through three-dimensional teaching scenes to accelerate students' understanding of knowledge.

Secondly, respect the principal position of students. From the traditional teacher-oriented to student-oriented, teachers should actively design interactive teaching, stimulate students' drive, and learn music in the way of educational drama.

3.2. Living education

In teaching, teachers should make good use of group learning to exercise students' group learning ability. Chen Heqin pointed out that the general school is mostly the use of class system, class system when teachers and students in the attention of communication, only suitable for injection learning. Group learning is a two-track communication between children and their teachers, which is suitable for discussion, research and work. Group cooperative learning, field learning, scene learning and live education are conjunctive, identical and live. Starting from a scene, students can use a variety of ways to learn, such as setting up the creation of drama, interdisciplinary integration

of language (narration), information technology (multimedia playback sound), art (production manual) and so on.

3.3. Living

Music as a highly comprehensive subject, in order to achieve living education, the first thing is to connect with daily life or students' life experience in the teaching to dig materials, design in line with students' age and psychological characteristics of the theme. The teaching scene can start from the perspective of life, excavating various themes such as natural phenomena, life scenes, film and television stories. Familiar scenes can help students better enter the teaching. Students can start with imitation or change through image. We gradually transit to independent creation and performance, and fully respect students' independent creativity and personalized performance.

4. Practice: Teaching practice of "primary school music+educational drama" under the concept of interdisciplinary integration

4.1. Teaching process

The integration of the creation and composition of the primary school music classroom into the educational drama effect can effectively mobilize students' learning enthusiasm and comprehensively develop students' musical ability. The teaching process of "Primary School music +Educational Drama" can be designed from five aspects by combining the concept of interdisciplinary integration.

4.1.1. Stage art

As a crucial artistic element in drama, stage art primarily encompasses the backdrop of the sky and the soft scenery on the stage utilized during performances. In music classes, teachers are primarily responsible for integrating various art disciplines, guiding students to pay attention to the visual aspects of music, and creating musical scenes through blackboard illustrations and set designs. Prior to commencing class, teachers can assign tasks that require signature completion; for instance, in our music class we need to learn the song "Painting" – how would you choose to design the set? Why was this particular design chosen? By familiarizing themselves with the assigned task list beforehand, students can contemplate imagery within the music. During formal instruction time, teachers can sketch mountains and water on the blackboard as a means of shaping a simplistic yet aesthetically pleasing musical scene while preparing for scene-based teaching.

4.1.2. Lines

In the classroom of "Primary school music + educational drama", teachers should integrate music and Chinese subjects Features to help students learn role play and practice line performance skills. In the lesson "Good Friends are Coming" in the first volume of the third grade edition of the Flower City Edition, students can play the role of Meike and the master. First of all, the students learn to sing songs in different roles in the class, and then they set the scene according to the "guest" to add lines for the two roles and enrich the content of the song performance. In addition, it is possible to perform creative tasks by changing the lyrics, such as dividing students into groups and singing according to the tasks and plots in the song.

In the first volume of the third grade of the Huacheng version, the teacher can set up a narration to retell the content of the song in the form of storytelling, guide the students to play the role of ' little turtle dove ', and sing three key words to ' I '. Through role-playing, students will be guided to express their feelings freely, and will be added to the narrative of the story to enrich the connotation of the role.

4.1.3. Audio effect

In the classroom of "primary school music + educational drama," sound effect is an important part of enriching teaching methods. One is to create a more vivid scene, such as Huacheng version of the third grade book 10 lesson ' colorful local accent ', mainly to guide students to feel the characteristics of folk songs in different regions. The Taiwanese mountain folk song ' Fishing Song ' can be integrated into the sound effects of waves, drums and fishermen 's crying for labor slogans, making the song show a stronger folk style. The second is to remind students of the process of drama. For example, in the lesson "The Song of the Shepherd Boy," teachers can remind students of the next plot through background sound effects and horseshoes to prepare students for music singing.

4.1.4. Prop

Due to students being unfamiliar with the introduction of knowledge items, teachers can select physical objects as props in the classroom to help students better perceive music. In the lesson "Homeland of Seabirds" in the Flower City version, teachers can flexibly use wave drums to create the sound of waves. In addition, teachers can integrate art and labor disciplines to guide students in making music props. In the lesson "The Song of the Shepherd Boy", the teacher can create a scene of the wind blowing green grass by using hand cranked bells made from tree branches and grass handles.

4.1.5. Rhythm

Dance and music, as sister disciplines, often play an important role in the primary school music + education drama teaching. First, rhythm can be used to lead students to perceive the beat of music, such as in the lesson "Clapping Ballads" in the second volume of the first grade of Huacheng Edition, students learn to be stable and sing while beating along with the rhythm of music. After singing the songs, students can create songs according to the lyrics of the nursery rhyme and match the rhythm. Second, rhythm can be used to carry out games such as "modeling freeze" and "fun rhythm creation" in primary school music + educational drama classes to enrich teaching methods and methods.

4.2. Teaching effectiveness

4.2.1. Transforming teachers' teaching concepts and updating teaching models

In order to build a high-quality team of art teachers, the school actively encourages teachers to participate in interdisciplinary integration training, and fully utilizes resources such as school-based teaching and research, curriculum reform process, and classroom teaching, adhering to the combination of teacher training with curriculum reform, school-based teaching and research, and classroom teaching. In order to adapt to the needs of basic education reform and development in the field of art, the school will enable teachers to continuously improve their abilities in teaching and research, scientific research, curriculum reform, teaching practice, and self-reflection throughout the entire process.

Music teachers transform their teaching concepts by learning the concept of interdisciplinary integration, and pay more attention to the feedback and emotional experience of student music learning. In addition to learning singing in the classroom, the situational atmosphere created by educational drama allows students to immerse themselves in learning, which is conducive to cultivating their imagination, creativity, and aesthetic ability. For the key and difficult points in the classroom, teachers can also use educational drama to lead students to experience, appreciate, and create beauty.

Teachers realize that music teaching is not only about reciting textbooks, but also about updating teaching models through educational drama. In traditional teaching, teachers as the main body dominate the classroom, and students often follow instructions to learn to sing, making teaching more dull. The classroom of "primary school music+educational drama" abandons the traditional "frontline system" and "large class style" teaching. Teachers can use the teaching practice of "primary school music+educational drama" to make students become more active in the classroom and actively participate in various expansion and creation activities.

4.2.2. Awakening students' musical potential and enhancing their musical abilities

The classroom is an important carrier of aesthetic education. Creating a distinctive teaching atmosphere in the music classroom can allow students to experience beauty in learning, improve their appreciation ability and aesthetic taste, and achieve the effect of teaching and appreciation in aesthetic education. Students can immerse themselves in the teaching mode of "elementary school music+educational drama" by arranging stage art, practicing voiceover lines, creating props and sound effects, performing rhythm and singing in various forms.

In addition, the interdisciplinary integration of "primary school music+educational drama" advocates division of labor and cooperation, with everyone participating. This teaching model makes each student a part of the teaching, rather than a single elite display. When everyone has the opportunity and platform to showcase in class, naturally they will fall in love with the classroom and enjoy it.

5. Conclusions

Art education is a project to cultivate people, music teaching should not stay in the indoctrination of knowledge, but in the interdisciplinary application of music knowledge. Under the background of the new curriculum reform, the interdisciplinary integration of music teaching has become an inevitable way. In the process of educational drama and music education, it is actually the practice of music and educational drama. Through the teaching practice of music + educational drama in primary school, teachers improve students' understanding and love of music, and enable students to create their own classroom in the process of drama education. Through characteristic education, students can be effectively guided to feel, perceive and comprehend the charm of music and educational drama.

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