

Regional Practical Experience of the Music Discipline in the Art Course—Practical Foundation of "Spiritual Music Education" in Primary and Secondary Schools

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Abstract: In order to fit the spirit of "Core Literacy of Chinese Students" and implement the requirements of curriculum standards, Yantian District took the lead in conducting a seven-year practical research on integrating drama into music discipline between the field of music education and drama. Through the analysis of the current situation of the integration of drama and music, the team implemented from the following four dimensions: the dual-track course of teacher drama training, the program to promote the integration of disciplines, the development of multi-dimensional activities, and the establishment of the evaluation system. In this process, some results have been achieved. It is expected that during the implementation of the compulsory Education Art Curriculum Standard (2022 edition), other regions and schools will give the corresponding practical experience in the music integration of drama in primary and secondary schools.

1. Introduction

In order to fully implement the Party's educational policy and implement the fundamental task of cultivating people by virtue, the 2022 edition of the Art Curriculum Standards for Compulsory Education has optimized the curriculum setting, and added "new three subjects", namely dance, drama (including opera), film and television (including digital media art). How to carry out drama in the school curriculum and achieve the goal of national education has become a matter of concern. Shenzhen Yantian District in 2015 introduced drama into the music discipline practice, after seven years of exploration, the national Ministry of Education key, provinces and cities[1], repeatedly won the first prize for provincial aesthetic education innovation excellent case, city education achievement honors, published books into the education drama of primary and secondary school music teaching research—the practice of "spiritual music education", explore a practical path. In the new curriculum standard, the new teaching materials are fully rolled out, to some experience of other regions for reference.

2. The significance of integrating drama into the music discipline

With the development of The Times, the fundamental requirements of education have changed. Curriculum integration is the simplest and most of the implementation of aesthetic education curriculum system.

A convenient way. The educational concept and environment in today's world are changing. "High quality and high EQ quality education and integrated education of independent exploration learning in interest have become the new goals of the development of world education." The General Office of the State Council on the Work of Comprehensively Strengthening and Improving School Aesthetic Education Opinions ", Opinions on Deepening Education and Teaching Reform and Comprehensively Improving the Quality of Compulsory Education " and other relevant documents have all called on the current art education to further expand the aesthetic education curriculum, focusing on the comprehensive development of students to carry out teaching activities.

Teachers implement the curriculum standard requirements to improve students' interest. The curriculum standard is the programmatic standard of music subject in primary and secondary schools formulated by the Ministry of Education. In 2001, the Ministry of Education of China promulgated the National Art Curriculum Standard for Full-time Compulsory Education (Experimental Draft), which clearly included drama into the art education in primary and secondary schools, and put forward the concept of "comprehensive art curriculum" for the first time. By 2011, the Music Curriculum Standards for Primary and Secondary Schools and the 2022 edition Art Curriculum Standards for Compulsory Education had optimized the curriculum setting, and clearly put forward the concept of curriculum integration[2].

3. The relationship between the drama and the music discipline

Drama has a variety of artistic elements, such as poetry (literature), music, painting, sculpture, architecture and dance. Because it has a variety of artistic elements, it is a "comprehensive art" 2. Music is an art form that expresses people's thoughts and feelings and social real life with the auditory image composed of organizational sounds.

Music and drama are sister art, music is abstract, auditory art; drama is concrete, visual art. The combination of the two is the fusion of vision and hearing, and it is the concrete presentation of the comprehensive experience and aesthetic perception of artistic works.

Music and drama are both dynamic art forms. Music is non-semantic, and drama is literary. Drama plot is used to present the music image, and music is used to promote the development of drama plot. The two complement each other and improve students' aesthetic perception and cultural understanding ability.

Music is the art of time, and drama is the art of space. The combination of music and dramatic situation, emotional performance is far better than language dialogue, has a distinct stage performance. The integration of the two aims to stimulate students' interest in participating in performance and creative practice, enrich the practical ability to express the artistic beauty and emotional connotation of music, and make them get a sense of achievement.

4. The basic strategy of integrating drama into the music discipline

Since 2001, the National Art Curriculum Standards for Full-time Compulsory Education (Experimental Draft)[3] has proposed to incorporate drama into art education in primary and secondary schools, but over the years, the implementation process has rarely been implemented in the curriculum, mainly based on the following problems: lack of comprehensive ability of teachers. College graduates who undertake the basic direction of music teaching are limited by professional normal education, and teachers have outstanding individual skills, deep and narrow knowledge fields, and lack of comprehensive education ability. Not enough music lessons are provided.

According to the requirements of national documents, most of the music classes in primary and secondary schools are 1-2 / week, which are used to complete the content of music textbooks. How drama is effectively integrated into the music discipline has become a stumbling block in the

implementation process. The evaluation and location are unknown. Teaching goal is the expected result to be achieved by teaching activities and the basic basis of teaching design and evaluation. How to set the teaching goal of integrating drama into the music class has become a confused place for teaching teachers.

In view of the above problems, the implementation team around "play, to promote beauty, to aesthetic education" course objectives, design teachers drama training double-track course, construction to promote the integration of discipline, drama into the multidimensional activities of music, establish the drama into music evaluation system of four dimensions to carry out the implementation.

4.1 Design a dual-track course for teacher drama training

The district will invite experts in the field of drama to provide systematic training and professional guidance to local music teachers. The training aims to start from two core dimensions: one is to integrate drama as an innovative teaching method into music teaching; the other is to deeply explore the professional knowledge and practical skills of drama itself as an independent art discipline and stage art. Through this measure, we expect to comprehensively improve the professional quality and teaching ability of music teachers.

We are committed to closely integrating theoretical training and practice feedback, and building a set of systematic teacher training courses. This system follows the spiral cycle mode of "theoretical training-school practice-classroom feedback-group seminar-analysis and refining-theory promotion-regional seminar". This model aims to comprehensively improve teachers' comprehensive artistic literacy, classroom education ability and scientific research level, so as to ensure that teachers can achieve self-transcendence and professional growth in continuous learning and practice.

4.2 Construct the curriculum plan to promote the integration of disciplines

4.2.1 In-depth understanding of the integration of drama and music disciplines

Drama is a very important teaching method to cultivate students overall quality and comprehensive ability, it can

Let the students give full play to their imagination, creativity and express ideas in the interactive and cooperative relationship, and get aesthetic experience in learning.

(1) In terms of classroom activities, teachers can reproduce the background of their works by "story", bring students into specific situations by "role", improve the absorption of music knowledge and the practice effect of skills, and set up performance and evaluation feedback through collective creation, mutual observation and evaluation. For example, the music textbook (Huacheng edition) fourth grade "postman uncle is coming" as an example:

① Instructional objectives

A. Mobilize students' enthusiasm for performance and creation, and cultivate their sense of innovation and cooperation through the activities.

B. In the process of learning and activities, create and compile small scripts and perform them to inspire creativity.

C. Learn to sing "Here Comes the Postman Uncle," and create lyrics, movements, and expressions to convey various emotions.

② Teaching is important and difficult points

A. Teaching focus: Learn to sing "Here comes the postman uncle" and the song emotional expression.

B. Teaching difficulties: guide students to create and perform small scripts.

③ Analysis of integrating educational drama into the singing lessons in primary schools

A. Problems to be solved: creating rhythm accompaniment, short melody sentences expressing different emotions, and creating small scripts for small stories.

B. Way of integration: the background framework

Who is the postman, my uncle

When is a happy day

Admidia school

What is the postman uncle set up a mail fleet

Why there are too many letters in the post office

How to select the small postman assessment

C. Class evaluation after integration: Through the music creation of the postman uncle, whether the evaluation can complete the creation of their own rhythm accompaniment, lyrics and melody on the basis of singing in the textbook songs.

④ Teaching preparation

Multimedia, piano, steel chip piano, letters.

⑤ Teaching process

Contextual import (musical accuser)

Listening / singing / analyzing (the uncle of the postman is here)

Group discussion and creation (I play you guess)

Integrated performance (Postman of Little Theater)

(2) In order to solve the problem of insufficient teaching hours, the lessons of drama integrated into music subjects can be divided into two types: music lessons integrated into drama and drama teaching performance lessons. The former class type is to use educational drama method to serve music courses, and to make course plans for unit courses and game sections respectively, as shown in Table 1, the course teaching content is divided into unit courses.

The second class type should be applied to the second period of music class-drama teaching performance class. The teaching goal is to add the teaching goal of drama subject on the basis of the teaching goal of the first class, so as to improve students comprehensive quality and realize the whole-person education concept. In the fourth grade class example of "Big Windmill", we adopted the drama teaching mode to carry out teaching activities, closely around the established content theme and goal- " Happy Friends in the Big Windmill". The whole teaching process constructs situations, establishes roles, constructs stories / restores events through the three core plates-, and promotes students interactive developmental learning step by step.

① warm-up phase

Play the windmill accompaniment, liberate the students limbs: imitate the windmill rotation.

② introduction phase

The story takes place in the beautiful windmill kingdom, where there are all kinds of windmills.

③ Design the main story line

Beautiful Windmill Kingdom (joy), singing \ music \ performance "big windmill".

Plot change: the windmill kingdom (sad), the windmill kingdom (majestic), the windmill kingdom after the rain (cheerful), explore the reasons of the plot change and plot creation.

④ Complete the cooperative performance

⑤ Performance review and discussion

Table 1: Teaching content division into unit courses

Unit 2 Shepherdess	1. Feel-sensitive training	Feel the AB phrases in the music with the rhythm game, and feel the three beats of the rhythm with the dance steps (refer to the earth wind dance).
	2. Animal imitation and dramatic performance	Prepare the headdress, please experience the role, play Aries, Aries.
	3. Role creation	The teacher introduces the shepherd girl to herd the sheep in the form of stories, and sets the roles: shepherd, female, grass, sheep, imitation pitch, etc.
Unit 3 The Animal Carnival	1. Group games	(1) Drum feedback game warm up, let the students slowly open themselves in the simple interaction and game, into the performance. (2) Gradually increase the difficulty of the game, so that students attention has been focused. Increase the difficulty of infiltrating the teaching situation.
	2. Imitation animals and dramatic performance	Let the students imitate the animal image and dynamic imitation in the game, and then add the voice imitation to correct the students deficiencies and problems, so that the students can have a deeper understanding of the image, and pave the way for the later performance.
	3. Story theater	The teacher tells the story, and the students will react in the story situation, and then remember the content and plot of the story in the music, understand the music in the performance, and train the students speaking ability.
	4. Impromptu creation and cooperative performance	Let the students develop the plot of the story according to their own understanding and imagination, and then show it in the form of groups, on the basis of understanding the music, students have reference, can also open investment.

4.2.2 Dramatic strategies in music teaching

Drama strategy refers to the need to learn from drama (including stage drama and drama teaching)

Some of its own activities, through these methods and steps, to better implement the core literacy and comprehensive education. We mainly adopt two strategies of better acceptance and better effect: drama game and educational drama practice. Drama games are widely used in relaxation games, perception games, imitation games, imagination games, music games and so on. The educational drama practice is Jonas from the University of Warwick. Nylands and Tony. Good summarizes four types: situational activities, narrative activities, poetic activities and reflective activities.

4.3 Innovate the multi-dimensional activities of integrating drama into music

We have carried out multi-dimensional activities of integrating drama into music, trying to "internalize in the heart and externalize in the action", deeply integrating classroom, activities, teaching and research, so that teachers and students can make continuous progress and grow together in a series of happy participation experiences. For example, ① from course to activity drama festival: 2020 "blossom clever time, advance the strong country era" drama festival, 2021 "Please rest assured,

strong country has me" creative drama festival, which is a full integration of music, drama and English, Chinese subjects.② From the exploration of discipline integration to the practice of aesthetic education innovation series: editing, directing and performing the first original anti-epidemic theme musical "Confession", the first plot MV "Country" with national feelings, online shooting the "cloud chorus" and "knocking on the Spring breeze" expected to return from students, infiltrating the aesthetic education into the people.

4.4 Establish the evaluation system of integrating drama into the music discipline

Pursuant to the "curriculum" and the core competencies of Chinese students, the education drama has been transformed from a concrete form into an abstract musical experience, centering on the five targeted areas of aesthetic perception, artistic performance, cultural understanding, creative practice, and personal development. To achieve this, relevant questionnaires, gauges, and evaluation tools have been devised, thereby constructing an evaluation system aimed at nurturing individuals of substance and spirit in the contemporary era.

4.4.1 Evaluation of the whole-process record portfolio

Teachers should select an appropriate electronic file bag for music evaluation to document the students' clever practice process in audio and video format. They should focus on the student subject, implement process evaluation, and record the students' musical growth journey. The evaluation subject should be diverse, incorporating self-evaluation, peer evaluation, mutual evaluation, teacher evaluation, and parent evaluation. Emphasis should be placed on personal development by combining comprehensive and characteristic evaluations.

4.4.2 Performance evaluation of aesthetic orientation

The assessment of aesthetic orientation, conducted through the evaluation of students' performance in drama and the display of actions, encompasses an analysis of Music mastery, emotional resonance, cultural understanding, and other relevant factors. This evaluation process is inherently aesthetic-driven, deeply ingrained in the curriculum objective of "integrating drama within music, enhancing beauty through music, and fostering education through enlightenment."

4.4.3 Discussion and evaluation of the inspired and induced type

In the process of education implementation, heuristic induced discussion and evaluation is a teaching method, the core of which lies in teachers placing students in the center of teaching activities based on the problem guidance and feedback mechanism. This method focuses on the personalized development of each student, aiming to promote students to think independently through guidance, and gradually form personal opinions and opinions in this process.

5. Conclusion

In more than seven years of exploration, Yantian District of Shenzhen City has integrated itself into the music discipline through drama, improved the connotation of the subject knowledge, improved students interest in learning, and enhanced students core quality. In 2016 and in the "National Compulsory Education Quality Monitoring" in 2019, the regional performance was at the top of the whole city; meanwhile, the teaching ability, research and research, the national Ministry of Education, the first prize of provincial innovation cases, published works; has formed the regional art characteristics, and won the second prize of national art performance, and the experience has been

reported by Peoples Daily, Learning Power and other media.

However, in the process of practice, we also found areas to be improved, such as insufficient continuous tracking of research objects, long teacher drama training cycle, difficult classroom management and other problems. In view of the problem, the team has also improved and improved. In the future, I look forward to discussing with art education colleagues how to better implement the requirements of curriculum standards and improve and build the art curriculum system with Chinese characteristics.

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