

Original Research Article

Open Access



Research on Primary School Folk Music Art Education Based on School-based Curriculum

Wei Xu*

Binhai Foreign Language School Affiliated to Tianjin Foreign Studies University, Binhai New Area, Tianjin, 300467, China

*Correspondence to: Wei Xu, Binhai Foreign Language School Affiliated to Tianjin Foreign Studies University, Binhai New Area, Tianjin, 300467, China, E-mail: weixu_1112@126.com

Abstract: With the diversified development of education, school-based curriculum has been increasingly emphasized as an important way to show the characteristics of school education. As an important carrier for the inheritance and promotion of Chinese traditional culture, the introduction of folk music education in primary school-based curriculum has a profound impact on students' artistic literacy and cultural identity. Based on the background of the current education reform, this paper discusses the importance of folk music art education in primary school-based curriculum and its educational strategies, aiming to provide theoretical and practical support for the in-depth development of folk music art education in school education.

Keywords: School-based curriculum; Primary school folk music art; Education

Introduction

Under the background of globalization, how to effectively protect, inherit and develop this valuable cultural heritage has become a major challenge in the field of education at present. As the key period of children's mental and emotional development, the elementary school stage is the best time to cultivate their interest and cognition in folk music art. However, due to the lack of systematic theoretical guidance and practice models, folk music art education in elementary school often fails to be fully emphasized and applied. Based on this, it is of great practical significance to conduct in-depth research on elementary school folk music art education in school-based curriculum.

1. The Importance of Primary School Folk Music Art Education

In today's society, with the continuous updating and deepening of educational concepts, the importance of elementary school folk music and art education is becoming more and more prominent. Firstly, elementary school is the key period of students' learning and cognition, as well as the important stage of cultural inheritance. As an important carrier of traditional Chinese culture, through learning and playing folk music, students can gain a deeper understanding of the essence of traditional Chinese culture and feel its unique charm and value^[1]. This not only helps to cultivate students' cultural self-confidence and national pride, but also promotes the inheritance



© The Author(s) 2024. **Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, sharing, adaptation, distribution and reproduction in any medium or format, for any purpose, even commercially, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made.

and promotion of traditional culture. Secondly, the art of folk music has a unique musical style and expression, and through learning folk music, students can develop good musical literacy and aesthetic ability. In the process of playing, students need to master the basic elements of music such as rhythm, melody and harmony, and these skills play an important role in improving music appreciation and creativity. At the same time, the rich connotation and unique flavor of folk music can also stimulate students' aesthetic interest and cultivate their aesthetic interest and aesthetic concept. Thirdly, music is a unique art form that can touch people's hearts and produce strong emotional resonance. Through learning folk music art, students can feel the pleasure and relaxation brought by music and relieve the pressure in study and life. Fourthly, the study of folk music not only involves the cultivation of musical knowledge and skills, but also requires students to have creative thinking and problem-solving ability. In the process of playing, students need to make second creations according to the characteristics and styles of the music, which helps to cultivate their creative ability and imagination. At the same time, the study of folk music art also requires students to have good teamwork spirit and communication ability, which helps to improve their comprehensive quality and teamwork ability. Fifthly, with the continuous development of globalization, cultural exchanges are becoming more and more frequent. As an important representative of Chinese traditional culture, folk music art has an important position and role in international cultural exchange. By learning folk music art, students can learn about the music cultures of different countries and regions, and broaden their international horizons and cultural exchange abilities. At the same time, showing their talents and skills in international competitions also helps to enhance the international influence and competitiveness of Chinese culture.

2. Measures of Folk Music Art Education in Primary Schools Based on School-based Curriculum

2.1 Formulate Teaching Program

In order to achieve our goals, we need to make a detailed and well-thought-out teaching plan, which is a guiding blueprint for teaching activities and determines how we can effectively realize our educational goals.

(1) In the teaching plan, the teaching content is the core, we should closely integrate the characteristics of folk music art, choose representative folk music works and genres, so that students can deeply understand the historical origin, development and stylistic characteristics of folk music in the process of learning. At the same time, the teaching content should also cover the playing skills of folk music, so that through systematic training, students can master the basic playing methods and skills and improve their performance level. (2) Teaching method is another important part of the teaching program, and the choice of teaching method directly affects the learning effect of students. In folk music art education, we should pay attention to the application of heuristic teaching and interactive teaching. Heuristic teaching can stimulate students' learning interest and initiative, so that they can find problems and solve problems in thinking; interactive teaching can create a positive classroom atmosphere, so that students can learn and make progress together in communication and cooperation with others ^[2]. In addition, we can also use modern teaching methods such as multimedia technology to make teaching more vivid, intuitive and interesting. (3) Teaching evaluation is the last step of the teaching program and the key link to ensure the quality of teaching. In folk music art education, teaching evaluation should be comprehensive and objective, focusing on students' performance skills as well as their innovative ability and teamwork spirit. We can test students' performance skills through regular concerts and competitions; at the same time, we can also set up some innovative projects or tasks to assess students' innovation ability and teamwork spirit. In the evaluation process, we should pay attention to the combination of process evaluation and result evaluation, focusing on both students' learning outcomes and their performance and development in the learning process.

2.2 Optimize the Curriculum and Enrich the Teaching Content

In the field of education, the optimization of curriculum and enrichment of teaching content are important means to improve the quality of teaching and meet the individual needs of students, which is especially important in the school-based folk music art curriculum. First, the age characteristics and interests

of students should be fully considered in the folk music art curriculum, and different difficulty folk music courses should be set for students of different grades^[3]. For students in lower grades, the teaching of basic music theory knowledge can be set up, so that they can understand the basic concepts and principles of music initially; with the improvement of grades, the teaching of instrumental skills can be gradually introduced, so that the students can experience the charm of folk music; for students in higher grades, the cultivation of music appreciation can be strengthened, so that they can appreciate and analyze the folk music works of different styles and genres. Such a curriculum not only conforms to the law of students' cognitive development, but also meets their growing interest in and demand for the art of folk music. Secondly, the teaching content should be enriched and diversified teaching resources should be introduced. By collecting and organizing the classical repertoire of folk music, students can enjoy the representative works of different genres and different historical periods, and feel the profoundness of the art of folk music; they can invite famous folk musicians to perform live or record video tutorials, so as to let students feel the master's elegance and skills in close proximity; and they can also tell the music stories, allusions and legends related to folk music, so as to enhance the interest and attraction of the teaching. Thirdly, the teaching process should also focus on cultivating students' innovative spirit and practical ability. Students can be encouraged to try to create simple folk music works to cultivate their creativity and imagination; students can be organized to participate in activities such as folk music ensemble and repertoire, so that they can improve their collaborative ability and artistic expression in practice; and activities such as folk music art competitions and exhibitions can be carried out to provide a stage for students to show their talents. These initiatives not only help to stimulate students' enthusiasm and interest in the art of folk music, but also promote their comprehensive and in-depth mastery of the skills and knowledge of the art of folk music.

2.3 Strengthening the Teachers' Team and Improving Teaching Standards

In the field of education, the promotion and development of folk music art education can not be separated from a high-quality teaching team. Teachers,

as the key force for the implementation of folk music art education, have a direct impact on the quality and effect of teaching in terms of their professionalism and teaching ability. (1) We should strengthen the construction of the teaching team and select teachers with folk music playing and teaching experience to be the teachers of folk music art courses. These teachers usually have solid music foundation, exquisite playing skills and rich teaching experience, which can provide a strong guarantee for the teaching of folk music art. In the selection process, the professional background, teaching ability and artistic cultivation of teachers should be emphasized to ensure that the selected teachers have high comprehensive quality. At the same time, it is also necessary to pay attention to the teachers' innovative spirit and enthusiasm for teaching, and encourage them to actively explore new methods and means in teaching, so as to stimulate students' learning interest and creativity. (2) We should strengthen the construction of the teaching team and organize regular teacher training and learning and exchange activities. Through training and exchange, teachers can constantly update their knowledge and skills, master the latest teaching methods and concepts, and improve their teaching level and professionalism. The training may include the development history of the art of folk music, the style characteristics of different genres, performance skills and methods, etc. (3) Strengthening the construction of the faculty, famous folk music artists and performers can be invited to come to the school for guidance and performances. These artists usually have rich stage experience and unique artistic styles, and their live guidance and performances can bring students a more intuitive and vivid musical experience. Through the interaction and observation with the famous artists, students can deeply understand the connotation and charm of folk music art, and inspire their love and pursuit of folk music art. Moreover, the arrival of famous artists can also enhance the artistic atmosphere and cultural taste of the school and add new highlights to the cultural construction of the school.

2.4 Innovative Teaching Methods to Stimulate Learning Interests

Traditional teaching methods are often teacher-centered, and students are in a passive state of acceptance, making it difficult to fully mobilize their

learning enthusiasm. Therefore, innovative teaching methods have become an important direction of the current reform of folk music art education. First, the use of group cooperation. In the teaching of folk music, teachers can divide students into different groups according to their learning levels and interests, and each group chooses a folk music instrument to learn and play. Each group can choose one instrument to learn and play. The group members can exchange playing skills and share learning experiences with each other, and work together to complete the rehearsal and performance of a piece of music. This kind of group cooperation teaching method can not only improve students' enthusiasm and initiative in learning, but also cultivate their sense of cooperation and team spirit. Second, adopt the way of gamification teaching. Gamification teaching is a kind of teaching method that integrates game elements into teaching, and stimulates students' learning interest and participation by designing interesting game tasks and challenges. In the teaching of folk music art, teachers can design some interesting music games and activities, such as music solitaire, guessing the name of the song and so on, according to the age characteristics and interests of students. These gamified teaching methods not only allow students to learn the art of folk music in a relaxed and pleasant atmosphere, but also cultivate their musical literacy and aesthetic ability^[4]. Thirdly, multimedia technology and digital teaching resources are introduced. Multimedia technology is rich in expressiveness and intuition, which can present abstract music knowledge to students in the form of images and sounds, so that students can understand and feel music more intuitively. In the teaching of folk music, teachers can use multimedia technology to show the structure and playing skills of musical instruments, and play video clips of famous musicians for students to observe and learn. Fourth, organize music competitions and performances. Music competitions and performances are important platforms to show students' talents and achievements, as well as effective means to stimulate students' enthusiasm and self-confidence in learning. In the teaching of folk music, teachers can regularly organize music competitions and performances within or between schools to encourage students to actively participate and show their performance level and creative talents. Through participating in competitions

and performances, students can not only practice their playing skills and stage performance, but also communicate and interact with other students to improve the level of folk music art.

2.5 Strengthen the Cooperation between Home and School to Form Educational Synergy

Parents, as the first educators of students, have a non-negligible influence on the growth and development of students. Therefore, it is of great significance to strengthen communication and contact with parents, and to strive for their support and cooperation in order to promote the development of folk music art education. (1) We should strengthen communication and contact with parents to let them understand the significance and purpose of folk music and art education, and introduce the importance of folk music and art education and the school's teaching plan to parents by holding parent-teacher conferences and distributing publicity materials. At the same time, it is important to listen patiently to parents' opinions and suggestions, answer their questions and confusions, and eliminate their concerns and worries. Only when parents fully realize the value and significance of folk music and art education will they actively support the school's educational work. (2) Parents can be organized to observe teaching activities and participate in teaching assessment, so that they can have a more in-depth understanding of students' learning and growth changes. Through observing teaching activities, parents can see with their own eyes the performance and progress of students in the classroom and feel the charm and achievements of folk music art education. (3) Guiding students' parents to actively participate in students' music learning and activities is also an important way to strengthen home-school cooperation. Parents can provide students with a good learning environment and conditions at home, and encourage them to practice and create music. Moreover, parents can actively participate in various kinds of concerts and competitions organized by the school, so as to cheer for the students and stimulate their enthusiasm and self-confidence in learning. In addition, parents can also maintain close contact and communication with teachers, pay attention to students' learning and growth changes, and adjust education methods and strategies in time.

Conclusion

In conclusion, through in-depth discussion on the importance and implementation of school-based curriculum-based elementary folk music art education, we have provided useful theoretical support and practical guidance for the development of elementary folk music art education. In the future educational practice, we should further bring into play the advantages and values of school-based curriculum, focusing on the comprehensive development and personalized needs of students, and constantly improve and optimize the teaching content and teaching methods. At the same time, we should also strengthen teacher training and disciplinary research, improve teachers' professionalism and teaching ability, and provide a strong guarantee for the sustainable development of folk music art education in elementary

school.

References

- [1] Yu Jin. Folk Music Setting the Stage for Art Singing--Practical Exploration of Promoting Music and Art Education with School-based Folk Music Curriculum[J]. Elementary School Times (Omo),2019,000(004):70-71
- [2] Yang Xi. Research on School-Based Curriculum of Primary School Music Based on Ethnic Music Inheritance[J]. North Music,2019,039(013):222,224.
- [3] Shen Rong. After-school service: an effective path to practicing the “double-decrease” policy[J]. Jiangsu Education,2022(02):15-17.
- [4] Dong Xiu. To “double plus” to promote “double minus”, highlighting the value of music education[J]. China Music Education,2022(05):67-71.