

Research on the Content Reconstruction and Practice Path of Music Education Curriculum in Primary and Secondary Schools Under the Guidance of Core Literacy

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Abstract: Under the background of the continuous advancement of educational reform, core literacy has become an important orientation in primary and secondary school education. As an important component of quality-oriented education, the reconstruction of music education's curriculum content and the exploration of practical paths are of great significance. This article focuses on music education in primary and secondary schools under the guidance of core literacy. Firstly, it analyzes the requirements of core literacy for music education, and then discusses the problems existing in the current music education curriculum content in primary and secondary schools, such as outdated content and lack of systematicness. On this basis, strategies for reconstructing the course content were proposed, including integrating diverse music cultures and combining contemporary elements, etc. It expounds the practical paths, such as carrying out music club activities and making use of modern information technology. Through these studies, the aim is to provide useful references for improving the quality of music education in primary and secondary schools and cultivating students' core music literacy.

Keywords: Core literacy; Music education in primary and secondary schools; Reconstruction of course content; Practical path
Core musical literacy

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1. Introduction

Under the background of the in-depth promotion of the core literacy concept, music education in primary and secondary schools is presented with a transformation opportunity. This paper analyzes the problems such as the disconnection between the curriculum content and the quality goals in current music education, proposes reconstruction strategies such as integrating diverse music cultures and strengthening practical experiences, and explores implementation paths such as innovating teaching methods and building a diversified evaluation system, striving to improve the quality of music education, effectively cultivate students' core music literacy, and promote their all-round and individualized development.

2. Requirements of core literacy for music education in primary and secondary schools

2.1. Cultivate aesthetic perception ability

Core literacy requires that music education in primary and secondary schools focus on cultivating students' aesthetic perception ability. Music is an art form with a unique charm that conveys emotions and thoughts through elements such as melody, rhythm, and harmony. In music education, teachers should guide students to listen to musical works of different styles and feel the beauty of music. For instance, when enjoying classical music, let students experience the elegance of Mozart's music and the passion of Beethoven's music. When enjoying ethnic music, experience the characteristics of music from different regions. In this way, students' sensitivity and appreciation ability towards music can be enhanced, enabling them to gain aesthetic experiences from music.

2.2. Enhance cultural comprehension ability

Music is an important carrier of culture, and each form of music contains specific cultural connotations. Under the guidance of core literacy, music education in primary and secondary schools should enhance students' cultural understanding ability. Teachers can combine musical works to introduce the cultural background and historical stories behind them. For instance, when teaching folk songs, explain the regional environment and living customs where folk songs originated, so that students can understand the close connection between folk songs and local culture. Through the study of music from different cultural backgrounds, students can broaden their cultural horizons and enhance their understanding and respect for multiculturalism^[1].

2.3. Enhance artistic expression ability

Artistic expression is one of the important goals of music education. Core literacy requires that music education in primary and secondary schools enhance students' artistic expression abilities. This includes aspects such as singing and playing. Teachers should provide students with ample practical opportunities to showcase their musical talents in class. Emphasis should be placed on guiding students in their performance techniques, such as vocalization methods and playing postures. Through continuous practice and guidance, students can accurately express the emotions and artistic conception of musical works and enhance their artistic expressiveness.

3. Problems existing in the current music education curriculum content of primary and secondary schools

3.1. Outdated content

The current content of music education courses in primary and secondary schools is outdated. Some of the musical works in the textbooks are very old and out of touch with the interests and real life of modern students. For instance, some classic old songs, although they possess high artistic value, lack appeal to contemporary students. This outdated content fails to stimulate students' interest in learning and affects the effectiveness of music education.

3.2. Lack of systematicness

The lack of systematicness in the course content is also a prominent issue. In music textbooks, the connections among various knowledge points are not close enough, and a complete knowledge system has not been formed. For instance, in the teaching of music theory knowledge, there may be significant leaps, making it difficult for students to understand and master. The music course contents of different grades also lack an effective connection, resulting in a gap in students' music learning.

3.3. Ignoring multiculturalism

In the context of globalization, the integration of diverse cultures is a trend. However, the current music education curriculum content in primary and secondary schools neglects the integration of multiculturalism. The teaching materials

mainly focus on domestic music and Western classic music, with relatively little introduction to music from other countries and ethnic groups. This limits students' musical horizons and prevents them from fully understanding the charm of the world's diverse music cultures ^[2].

4. Strategies for reconstructing the curriculum content of music education in primary and secondary schools

4.1. Integrate diverse music cultures

To make the course content richer and diverse, it is necessary to actively integrate into the world's diverse music cultures. In the process of textbook compilation and teaching implementation, representative musical works from different countries and ethnic groups should be systematically added, such as the rhythmic drum music of Africa, the delicate and complex Raga classical music of India, the micro-tone melodies of the Arab region, and the passionate and unrestrained folk dance music of Latin America etc. Through listening, playing, and cultural background explanations, students can not only master diverse musical forms and techniques but also deeply understand the social customs, religious beliefs, and aesthetic concepts behind the music. This cross-cultural music experience helps broaden students' artistic horizons, enhance their respect and understanding of different cultures, cultivate an open and inclusive mindset and global cultural awareness, and promote the deep integration of aesthetic education and humanistic education ^[3].

4.2. Integrate elements of the era

Integrating elements of the era is an important strategy for reconstructing course content. Teachers can select some musical works with the characteristics of the era, such as outstanding pieces in popular music, film and television music, and original online songs. These works are close to students' real lives, express emotions sincerely, and are likely to evoke resonance. For instance, in teaching, popular songs with beautiful melodies and positive lyrics can be selected to guide students to experience the value pursuit and humanistic care of contemporary society through appreciation and singing, and to feel the pulse of the times. At the same time, students are encouraged to integrate modern music elements such as electronic sound effects and rap rhythms with traditional ethnic Musical Instruments and opera singing styles, and carry out cross-style music creation practices. This not only enhances cultural identity but also stimulates artistic imagination and innovation, making music education more dynamic and contemporary.

4.3. Build a systematic knowledge system

Constructing a systematic knowledge system is the key to the reconstruction of course content. It is necessary to systematically sort out and deeply integrate music knowledge and strengthen the logical connections and internal structure among knowledge points. In music theory teaching, the principle of progressing from simple to complex and step by step should be followed. Starting from basic elements such as pitch and rhythm, it should gradually extend to complex contents such as mode and harmony, helping students build a complete theoretical framework. At the same time, it is important to pay attention to the vertical connection of courses in primary school, junior high school and senior high school, avoid content repetition or discontinuity, ensure the continuity and progression of music learning, and promote the continuous deepening and development of students' music literacy ^[4].

5. Practical paths for the reconstruction of music education curriculum content in primary and secondary schools

5.1. Organize music club activities

Carrying out music club activities is an effective way to reconstruct the content of practical courses. Schools can organize various music clubs, such as choirs, bands, folk music societies, a cappella groups, etc., to meet students' diverse artistic

needs. In club activities, students can choose to participate independently based on their interests and strengths, which can stimulate their initiative and creativity in learning. Club activities offer students abundant practical opportunities, allowing them to enhance their musical skills, aesthetic abilities, and artistic expression through real performances and daily rehearsals. For instance, the training of a choir not only cultivates students' pitch accuracy, rhythm and part coordination ability, but also enhances their sense of collective honor and teamwork spirit. The rehearsal of the band helps students master the playing skills of various instruments and understand the musical logic of interweaving parts and overall coordination. In addition, the club often broadens students' artistic horizons, enhances their self-confidence and stage presence through performances, competitions, and exchange activities both on and off campus. As an extension of classroom teaching, the music club has achieved a deep integration of knowledge, learning and practical application, effectively promoting the realization of aesthetic education goals ^[5].

5.2. Utilize modern information technology

Modern information technology provides abundant resources and convenient means for music education. Teachers can make use of the Internet platform to access high-quality teaching resources from around the world, such as classic concert videos, audio demonstrations by renowned teachers, and multilingual music theory courses, to broaden students' artistic horizons. With the help of music teaching software, interactive teaching can be achieved, improving classroom efficiency. For instance, through music creation software, students can independently arrange and orchestrate music, stimulating their creativity. By using virtual instrument software, even in the absence of physical instruments, the playing effects of pianos, violins, etc. can be simulated, enhancing the practical experience. In addition, the intelligent scoring system can provide immediate feedback on pitch and rhythm issues, helping students practice precisely. The online collaboration platform also supports remote ensemble performances and work sharing between teachers and students, promoting communication and cooperation. By leveraging modern information technology, music teaching can become more vivid and visual, break through the limitations of time and space, enhance students' interest in learning and learning outcomes, and promote the development of music education towards personalization and intelligence.

5.3. Strengthen inter-school exchanges and cooperation

Strengthening inter-school exchanges and cooperation is also an important practical path. Music exchange activities can be carried out among schools, such as holding inter-school concerts, music competitions, joint rehearsals, and art performances etc. Through these activities, students can not only showcase their own talents but also learn from each other, complement each other's strengths and weaknesses in the interaction with students from other schools, enhance their aesthetic ability and teamwork awareness, and effectively broaden their musical horizons. Meanwhile, teachers can make use of forms such as teaching and research alliances, teaching observations, and special topic seminars to deeply exchange teaching concepts, course designs, and teaching methods, share high-quality resources, and promote professional growth. In addition, establishing a regular inter-school cooperation mechanism and promoting the joint construction of music courses and mutual dispatch of teachers can help narrow the educational gap between urban and rural areas and regions, and achieve resource sharing and complementary advantages. This model of coordinated development can not only stimulate students' lasting interest in music but also enhance the overall balance and high-quality development level of regional music education.

6. The significance of reconstructing the curriculum content of music education in primary and secondary schools under the guidance of core literacy

6.1. Promote the all-round development of students

The reconstruction of music education curriculum content in primary and secondary schools under the guidance of core literacy is conducive to promoting the all-around development of students. Music education not only cultivates

students' musical skills and artistic literacy, but also has a positive impact on their emotions, intelligence, creativity, and other aspects. By appreciating and creating music, students can express their emotions, relieve stress, and enhance their aesthetic perception and empathy. By learning music knowledge and understanding rhythm, melody, and structure, one can enhance logical thinking ability and memory, and promote interdisciplinary cognitive development. By participating in music practice activities such as choral and ensemble performances, students learn to listen and cooperate in collaborative playing, effectively cultivating teamwork spirit and a sense of responsibility. At the same time, they stimulate their imagination and innovation ability in improvisation and music composition. The restructured curriculum should integrate multicultural music materials, emphasize experiential, inquiry-based, and expressive learning, guide students to achieve the coordinated development of knowledge, ability, and values in real music scenarios, and truly implement the educational goal of taking aesthetics as the core and quality as the orientation.

6.2. Promote reform in music education

The reconstruction of course content is an important part of the reform of music education. Under the guidance of core literacy, the content of music education courses is restructured, not only focusing on students' mastery of music knowledge and skills, but also emphasizing the cultivation of comprehensive abilities such as aesthetic perception, artistic expression, cultural understanding, and creative practice. By integrating diverse cultures, such as introducing world ethnic music, traditional operas, and folk music, students' musical horizons can be broadened, and their cultural identity and cross-cultural understanding can be enhanced. Integrating contemporary elements, organically incorporate popular music, digital music creation, film and television soundtracks and other content into the classroom to stimulate students' interest in learning and creativity. At the same time, the reconstruction emphasizes a student-centered approach, advocates experiential and inquiry-based learning methods, encourages cooperation and expression, and makes music education more closely aligned with students' life experiences and emotional needs. The optimization of course content also focuses on the connection with social development, responding to the new requirements of aesthetic education in the context of informatization and globalization, promoting the transformation of music education from single skill training to all-round education, truly achieving the goal of cultivating people through beauty and beautifying people through beauty, and promoting the all-round development of students' core literacy.

6.3. Inherit and promote music culture

Music culture is an important component of human civilization, carrying the historical memory and emotional expression of a nation. The reconstruction of the content of music education courses in primary and secondary schools not only helps to inherit and promote excellent music culture, but also cultivates students' aesthetic literacy and humanistic sentiments. By systematically integrating diverse musical cultural elements such as African drum music, Indian raga, and European classical music into the curriculum, students can understand the artistic wisdom of different countries and ethnic groups through experience, broaden their international horizons, and promote cross-cultural communication and respect. At the same time, efforts should be made to deepen the study of traditional music culture in the country, such as folk songs, operas, and ethnic Musical Instruments, guiding students to appreciate the unique charm of Chinese music and enhancing their sense of national identity and cultural confidence. Course reconstruction should focus on practicality and interest, integrating various forms such as singing, playing and composition to stimulate students' enthusiasm for participation. Only in this way can music education truly exert its cultural educational function and sow the seeds of cultural inheritance and innovation in the hearts of teenagers.

7. Conclusion

Under the guidance of core literacy, the reconstruction of music education curriculum content in primary and secondary schools and the exploration of practical paths have significant practical significance. At present, the content of music

education courses in primary and secondary schools has problems such as outdated content, lack of systematicness and neglect of multiculturalism. We need to adopt effective strategies to reconstruct it. By integrating diverse music cultures, combining contemporary elements, and constructing a systematic knowledge system and other strategies, the course content becomes richer and more scientific. Through practical approaches such as organizing music club activities, leveraging modern information technology, and enhancing inter-school exchanges and cooperation, the restructured curriculum content will be effectively implemented. This not only promotes the all-round development of students and the reform of music education, but also helps to inherit and carry forward music culture. In future music education, we should constantly explore and innovate, guided by core literacy, further improve the content and practical paths of music education courses, and lay a solid foundation for cultivating high-quality music talents. We believe that under the guidance of core literacy, music education in primary and secondary schools will surely embrace an even brighter future.

Disclosure statement

The author declares no conflict of interest.

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