

The Coupling of Primary School Music Education and Local Cultural Inheritance under the New Curriculum Standard Perspective in China

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Abstract: *To promote the well-rounded development of primary school students and further enhance their musical literacy, the Ministry of Education issued the Compulsory Education Arts Curriculum Standards (2022 Edition) (hereinafter referred to as the “New Curriculum Standards”). The overall objectives of the New Curriculum Standards introduce new requirements, including “enhancing aesthetic competence,” “improving artistic expression,” “boosting creative practical abilities,” “forging a strong sense of community for the Chinese nation,” and “understanding the historical and cultural traditions of different regions, ethnic groups, and countries.” The curriculum concepts and implementation suggestions of the New Curriculum Standards present new demands and pathways for music teaching. This research delves into the integrated development of primary school music education and local cultural inheritance in this area under the perspective of the New Curriculum Standards. Through analysis of relevant research, the study clarifies pertinent issues and proposes corresponding recommendations. The aim is to facilitate the inheritance and development of local culture and achieve the overall teaching objectives set forth by the New Curriculum Standards.*

Keywords: New Curriculum Standards, Primary School Music Education, Local Cultural Inheritance.

As an integral part of compulsory education, music education not only helps cultivate students’ aesthetic sensibilities and musical skills but also promotes the inheritance of local culture. With the implementation of the New Curriculum Standards, primary school music education has developed a close, integrated relationship with local cultural inheritance. This paper aims to review the current research status on the connection between primary school music education and local cultural inheritance, explore their interrelationship, and discuss implications for future research.

1. Introduction

So far, the research of foreign scholars has greatly influenced three major music education systems, which are Orff Music Education System, Kodaly Teaching Method and Dalcroze Music Education System. The concept of music education of German composer and music educator Karl Orff is closely related to the research of this paper, which is summarized by later generations as the original music education. It takes rhythm as the link, closely links movement, dance and language. It is a kind of music created by people themselves. Original music is close to nature, originated from life, and very suitable for children’s music education. It emphasizes the improvisation, comprehensiveness, participation, naturalness, nationality, and popularity of music, especially the inheritance and development of local culture. This is consistent with the primary school music education emphasized in the new curriculum standard in 2022, which allows students to arouse students’ feelings of patriotism, love for the party, and love for their hometown in music experience.

By searching “New Curriculum Standard Primary School Music Education” as the keyword, we found 83 relevant literatures and research results of domestic scholars. The author summarized and analyzed the information obtained into the following aspects:

1) Academic journals. At present, the overall research contents of academic journals can be summarized into the following two categories: First, the interpretation of the content of the new curriculum standard. Previous studies mainly interpreted the document of Music Curriculum Standards for Full-time Compulsory Education promulgated by the Ministry of Education in 2011, and put forward corresponding questions and suggestions (Hu Xiaole et al., 2018). There are only a handful of relevant studies published after the launch of the new curriculum standards in 2022. Mainly Zhang Yanli (2022) elaborated on the new changes and new features of the new curriculum standards through the analysis and exploration of the new curriculum standards, allowing readers to have a deeper understanding and interpretation of the new curriculum standards. Other studies are hardly involved. Second, the research on music education and aesthetic education in primary schools from the perspective of new curriculum standards. In 2011, the Ministry of Education promulgated the Music Curriculum Standards for Full-time Compulsory Education, which expounded the curriculum concept of “taking music aesthetics as the core and hobbies as the driving force”, emphasizing the unique role of aesthetic education in music education. Music teaching in primary schools is an important part of art education in compulsory teaching. According to the requirements of the new curriculum standards, in music teaching, teachers should establish new educational ideas, constantly optimize teaching methods, carry out extracurricular activities of music, and improve students’ music literacy. Many scholars have analyzed the current situation of aesthetic education penetration in music education, and then analyzed its existing problems and put forward corresponding suggestions (Liu Ting, Cao Rong, 2021); Yang, Jingjing, 2020). Regarding the 2022 version of the new curriculum standards, Gong Xia et al. (2023) proposed that as the new curriculum reform continues to advance in depth, strict requirements and standards are put forward for education and teaching. Among them, the new music teaching

method, which is strongly advocated, is that teachers take students' music aesthetics as the core and students' hobbies as the breakthrough point of teaching to carry out teaching activities. Through the analysis of the present situation of primary school music education, the author shows the importance of aesthetic education and the measures and influence of carrying out aesthetic education, which provides a good reference for teachers at this stage.

2) Master's and doctoral papers. There are 21 articles about primary school music education in the new curriculum standard, all of which are about the exploration of primary school music education in the new curriculum standard in 2011, and there is almost no exploration of primary school music education in the new curriculum standard in 2022. It can be seen that the new curriculum standard in 2022 is the guiding program document for primary school English education at this stage. At present, domestic scholars rarely involve the research on primary school music education from the perspective of the new curriculum standard, and the coupling between primary school music education and local cultural heritage is rare. Therefore, the research of this paper has certain practical significance.

2. The Evolution of Primary School Music Education

Music education in primary schools has gone through a long process of evolution, from traditional teaching methods to diversified, innovative and comprehensive education methods. Here are some of the key stages in the evolution of music education in primary schools:

2.1 Traditional Education

In the past, elementary music education focused primarily on the basic knowledge and skills of music, such as scales, notes, rhythms, and musical history. This stage of education is mainly imparting, and students are required to recite and imitate musical works.

2.2 Innovation and Experimentation

With the evolution of educational ideas, music education in primary schools began to try new methods, emphasizing students' creativity and expressiveness. Educators began to encourage students to engage in music composition, chorus singing, and music performance to develop their musical aesthetic and creative thinking.

2.3 Comprehensive Education

This stage emphasizes the integration of music and other disciplines, such as interdisciplinary education of music and literature, history, science, etc. Music is seen as an interdisciplinary expression that can help students understand the world more fully.

2.4 Technology and Digital Age

In the 21st century, the development of technology and digital media has had a profound impact on music education. Students can create and perform music through electronic

keyboards, music production software and Internet resources, which provides new possibilities for primary music education.

2.5 Holistic Education

The recent stage of evolution emphasizes that the goal of music education in primary schools is not only to develop musical skills, but also to focus on the whole person development of students. Music education is seen as a means to foster creativity, expression, cooperative spirit, and cultural sensitivity, helping students become more well-rounded individuals.

Generally speaking, the evolution of music education in primary schools reflects the change of educational concepts and the development of society. Music education in primary schools has experienced a transformation from traditional teaching methods to diversified and comprehensive education. Traditional education focuses on the imparting of musical knowledge and skills, while the new educational concept emphasizes students' creativity, expressive ability and aesthetic experience. The new curriculum standard emphasizes that the goal of music education is to cultivate students' comprehensive literacy, which provides an opportunity to combine with local cultural heritage.

3. The Connection Between Primary School Music Education and Local Cultural Heritage

There is a close relationship between primary school music education and local cultural inheritance, which has far-reaching educational and cultural significance for primary school students. The following are some important aspects about the relationship between primary music education and local cultural inheritance:

3.1 Cultural Inheritance and Identity

Elementary music education can help students better understand and identify with their local culture. By learning local traditional music, songs, and dances, students can develop a sense of identity with their own culture and deepen emotional connection to their hometown and community.

3.2 Communication of Cultural Values

Local cultural heritage usually contains specific values, traditions and histories that can be conveyed to the next generation through music education. Music as a means of expression is able to transmit these values to students, helping them to better understand and respect cultural traditions.

3.3 Cultivation of Aesthetic Experience

The study of local music and cultural elements can broaden students' aesthetic horizons and make them more open and inclusive. By appreciating and participating in regional music, students can develop an appreciation and understanding of different cultures, which helps to promote cross-cultural exchange.

3.4 Cultural Protection and Inheritance

Music education in primary schools provides an important platform for inheriting and protecting local music traditions. Schools can play a role in protecting and inheriting local music, bringing traditional music into classrooms, and encouraging students to inherit and tradition these precious cultural wealth.

3.5 Community Connections

Primary music education can promote student-community connection through cooperative activities with local communities. Students' music performances and participation in community music activities can strengthen the cohesion of the community and promote the inheritance of local culture.

To sum up, the connection between primary school music education and local cultural inheritance helps to cultivate students' cultural cognition, identity and aesthetic experience, and at the same time provides strong support for the protection and inheritance of cultural traditions. This coupling relationship is not only beneficial to students' educational growth, but also helps to maintain and inherit precious local cultural heritage.

4. Enlightenment of Future Research

Although there have been some researches on primary school music education and local cultural inheritance, there are still many aspects worthy of further discussion: the coupling research of primary school music education and local cultural inheritance from the perspective of new curriculum standards has brought important enlightenment to music education, and has a far-reaching impact on future teaching and research directions:

4.1 Interdisciplinary Integration

Studies have shown that integrating local cultural elements into music education not only contributes to cultural inheritance, but also promotes the integration between disciplines. This provides an opportunity for interdisciplinary teaching, which can further expand students' knowledge and strengthen their comprehensive literacy.

4.2 Professional Development of Teachers

The implementation of the new curriculum standard requires educators to constantly improve their educational level, especially music educators. Music education teachers need to have a deep understanding of local culture to better integrate cultural elements into teaching. This suggests the necessity of teachers' professional development.

4.3 Cultural Sensitivity

Educators should encourage students to develop cultural sensitivity and understand and respect diverse cultural backgrounds. Through music education, students can develop a respect for local culture, which helps to build a more inclusive society.

4.4 Cultivation of Students' Creativity

Music education combined with local cultural heritage helps to stimulate students' creativity. Students can express their understanding of culture through music composition, performance, and performance, promoting their creative thinking and expressive abilities.

4.5 Community Participation

Music education can be a bridge for students to engage in the community and foster connections between the community and the school. This kind of cooperation helps to preserve and inherit local culture, and at the same time enriches students' learning experience.

4.6 International Exchanges and Cooperation

Music education in primary schools can promote international cultural exchanges and cooperation by imparting local cultural elements. Students can learn about the cultures of other countries and regions through music, promoting understanding and respect for global cultural diversity.

To sum up, the coupling study of music education in primary schools and local cultural inheritance provides important enlightenment for educational circles and society, which emphasizes the importance of key factors such as cultural heritage, disciplinary integration, professional development, cultural sensitivity, creativity cultivation, community engagement and international exchange. These enlightenments can help educators to better meet the requirements of the new curriculum standards and promote students' comprehensive literacy and cultural inheritance. In the future, we can expect to see more developments in best practices on how best to integrate music education and local cultural heritage.

5. Summary

The coupling study of primary school music education and local cultural inheritance has important theoretical and practical significance. By integrating local cultural elements into music education, students' cultural cognition can be improved, creativity can be cultivated, and the inheritance and development of local culture can be promoted. At present, there are still few research results on music education in primary schools under the perspective of the new curriculum standard in 2022. With the release of my country's "Compulsory Education Art Curriculum Standards (2022 Edition)". Based on the perspective of the new curriculum standards, it conducts in-depth research through practical investigations, combined with typical cases of corresponding schools, analyzes the coupling development of primary school music education and local cultural inheritance, clarifies related issues, and puts forward corresponding suggestions to arouse students' patriotism and love for their hometown, so as to realize the local cultural inheritance and development.

Future research should further explore educational methods, teacher training, cross-cultural comparison and policy support, so as to promote a better combination of primary school music education and local cultural heritage.

6. Declarations

1) Author Contributions:

Yixuan Lu: Wrote the paper; materials, analysis tools or data.

Liwei Lu: Analyzed and interpreted the data.

2) Funding

This research was funded by Zhejiang Soft Science Research Project (2018C25013) and Zhejiang Province Association for Higher Education Research Project (KT2024105).

3) Conflicts of Interest

The authors declare no conflict of interest.

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