

Research: Further Deepening the “Teaching” and “Learning” Approaches in Music Curriculum Units

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Abstract: *This study focuses on the further deepening “teaching” and “learning” approaches in music curriculum units. It explores four dimensions—emotion, structure, integration, and individuality—by implementing immersive empathy-integrated education grounded in emotion; constructing unit frameworks based on student profiles and curriculum standards; achieving vertical integration through secondary creation of musical works and horizontal integration via interdisciplinary collaboration; and fostering personalized growth by excavating cultural connotations of works and creating experiential scenarios for creative adaptations. The study provides strategic references for innovation in music education, aiming to enhance students’ musical literacy and comprehensive competencies.*

Keywords: Unit “Teaching” and “Learning”, Deep Learning.

1. Introduction

The Compulsory Education Arts Curriculum Standards (2022 Edition) explicitly state that core competencies are the kernel carriers of curriculum educational values, representing the values, character, and key abilities students develop through learning to adapt to lifelong development and societal needs. The new standards pivot on four competencies—aesthetic perception, artistic expression, creative practice, and cultural understanding—to drive a paradigm shift in teaching from “knowledge-based” to “competency-based” approaches. In music education, deep learning emerges as the core pathway for implementing these competencies, characterized by an advanced cycle of “immersive perception-logical deconstruction-migratory creation.” Specifically, teachers must move beyond the traditional isolated model of “musical theory and symbol indoctrination” and instead design composite learning experiences combining “cultural context + technological empowerment” to guide students in deeply deconstructing musical elements. This approach synergizes the four competencies: aesthetic perception evolves from “sensory experience” to “cultural reflection,” artistic expression shifts from “skill replication” to “personalized articulation,” creative practice advances from “formal imitation” to “engagement with social issues,” and cultural understanding transitions from “knowledge memorization” to “value identification.”

2. Current Analysis of “Teaching” and “Learning” Approaches in Music Curriculum Units

In recent years, with the deepening of core competency education concepts, primary school music education has gradually shifted from skill training to a competency-based educational model. Research indicates that deep learning is valuable in enhancing students’ artistic perception, cultural understanding, and innovative thinking. However, existing studies, while addressing the connotations of core competencies in music education, lack systematic exploration of the collaborative mechanisms between “deep learning” and “multidimensional empowerment.”

2.1 Perception Dimension: Superficial Content

Engagement and Fragmented Structure

According to China’s first Compulsory Education Quality Monitoring Report (2018), sampled fourth-grade students scored only 52.9% accuracy in identifying basic musical elements such as rhythm, meter, timbre, dynamics, and tempo. Their accuracy in analyzing emotions, genres, styles, and renowned musical works reached merely 66.1%. Many students remain limited to simple melodic imitation, lacking deep understanding and emotional engagement with musical works, resulting in weak aesthetic perception.

2.2 Expression Dimension: Monotonous Formats and Disjointed Skill Development

Artistic expression entails the practical ability to create artistic imagery, convey emotional depth, and manifest aesthetic value. Current music instruction tends to be superficial: teaching content stops at “singing proficiency” without delving into the intrinsic meaning of works; lessons focus on repetitive single-piece practice, neglecting the organic connection between aesthetic perception and creative application. Consequently, while students acquire basic performance skills, they exhibit significant gaps in core competencies such as independent musical expression, score-reading transfer, and artistic creativity, failing to transition from skill mastery to aesthetic creation.

2.3 Practice Dimension: Context-Disconnected Activities and Inadequate Resource Integration

Creative practice involves the ability to innovate and apply artistic knowledge. Despite theoretical clarity on core competencies, practical implementation remains deficient. Due to time constraints and student heterogeneity, teachers often struggle to facilitate autonomous student creation, with secondary creations in classrooms frequently dictated by teachers rather than generated by students.

2.4 Understanding Dimension: Cultural Disconnect and Insufficient Value Guidance

Cultural understanding entails the ability to interpret the humanistic essence of artworks within specific cultural contexts. In classrooms, students often display aversion or

mockery toward unfamiliar musical works, stemming partly from their limited cultural literacy and partly from teachers' insufficient focus on fostering historical, ethnic, and cultural perspectives aligned with the "cultivating virtue through education" mandate.

3. Strategies for Further Deepening "Teaching" and "Learning" Approaches in Music Curriculum Units

Music education should transcend melody memorization and serve as fertile ground for cultural understanding and individualized growth. By deepening unit-based "teaching" and "learning" approaches through immersive empathy, structured progression, and interdisciplinary integration, the educational potential of music classrooms can be fully realized.

3.1 Immersive Empathy-Integrated Education

Emotion is the cornerstone of aesthetic education. In music, emotion permeates every stage—perception, appreciation, expression, and creation. Melodies evoke emotional responses through rhythmic shifts, harmonic textures, and dynamic contrasts.

3.1.1 Perceiving Musical Vocabulary to Trigger Emotional Resonance

Music education aims to cultivate aesthetic capabilities and interests through emotional experiences that foster psychological fulfillment and empathy. Teachers can design comparative listening tasks using classical, ethnic, and popular music to guide students in articulating their interpretations. AI-powered immersive systems can simulate authentic musical contexts, enabling students to engage with emotional expressions across cultural boundaries deeply.

3.1.2 Deepening Musical Understanding to Achieve Aesthetic Harmony

After students achieve empathy through observation, experience, and reflection, teachers establish emotional connections through "dual-mirror" interactions. Role-swapping activities (e.g., student-as-teacher observations) and diversified musical extension activities (e.g., integrating multimedia resources) enhance emotional flow and mutual understanding between teachers and students.

3.2 Structured Hierarchical Progression

Recent reforms in primary and secondary music education emphasize "unit-based holistic teaching" to address fragmented instruction. This approach involves structuring units around core themes aligned with curriculum standards, student needs, and competency progression.

3.2.1 Constructing Unit Frameworks and Extracting Core Themes

Units should integrate ethnic music content to systematize knowledge and deepen cultural understanding. For example,

folk music units can help students grasp stylistic features and cultural contexts.

3.2.2 Designing Progressive Plans and Coordinating Goal Systems

Unit objectives should align with core competencies, address diverse student needs, and be measurable. Backward design principles ensure coherence across lessons, while collaborative lesson preparation mechanisms refine teaching plans through iterative feedback.

3.3 Vertical and Horizontal Integration

Deep learning-driven creative practice emphasizes knowledge internalization, critical thinking, and application. Vertical integration involves secondary creation (e.g., multi-voice arrangements, structural extensions), while horizontal integration fosters interdisciplinary connections (e.g., linking rhythm to mathematics, merging music with visual arts).

3.4 Immersive Individualized Growth

Cultural understanding enables students to perceive music as a cultural artifact. Teachers should analyze lyrical, historical, and regional contexts to uncover cultural significance. Experiential activities (e.g., role-playing, scenario simulations) and creative adaptations empower students to internalize cultural narratives and express individuality.

4. Conclusion

Deepening "teaching" and "learning" approaches in music units revitalizes classroom innovation. Immersive empathy bridges emotional connections structured progression systematizes knowledge, interdisciplinary integration broadens horizons, and cultural immersion nurtures individuality. As students decode the cultural DNA of music, they transform from passive listeners into active creators, embodying the goal of music education.

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