



Research and Development of School-Based Music Curriculum Management in Primary and Secondary Schools in China

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ABSTRACT

"School-based curriculum is a school-based curriculum determined by the school itself, which corresponds to the national curriculum and local curriculum." Now, in China's educational reform, we fully emphasize the cultivation of students' music literacy, which is mainly affected by China's social development on the one hand, and also by China's educational transformation on the other hand. However, the reality of music education in different regions is different, and the teaching resources are different. Therefore, it is difficult to make it more targeted and quickly improve the overall level of music teaching in China with a unified curriculum management model. Based on this core point of view, this paper is committed to exploring the management and development strategy of school-based music curriculum in primary and secondary schools in China.

Keywords: Primary and secondary schools; School based curriculum; Management and development; Strategy exploration

1. Introduction

The development of school-based curriculum mainly includes two modes. The first mode is that according to the unified music teaching materials issued by the national education department, each place can make appropriate adjustments and changes according to its own actual situation to make it more in line with the characteristics of local education; The second mode is that the school independently designs music teaching courses and teaching materials according to its own music teaching level and based on the characteristics of students' actual learning needs. These two models fully emphasize school-based and take the reality of local education as the fundamental basis. Therefore, in the process of school-based curriculum management and development, we should also abide by such a core concept. Next, based on this core concept, this paper will analyze the necessity of music school-based curriculum management and development in primary and secondary schools, sort out the practical problems existing in music teaching activities in primary and secondary schools, and finally explore how to develop music school-based curriculum in primary and secondary schools.

2. Analysis on the necessity of developing school-based music curriculum in primary and secondary schools in China

It is conducive to respecting the particularity of local education and improving the overall level of music teaching in China. In China's education work, there has been an unbalanced development of education for a long time, and education is more developed in some economically developed areas; In some economically backward areas, education will also lag behind. Therefore, the reality of music teaching in different regions is different. When carrying out the reform of music teaching, it is more necessary to cater to the local characteristics and carry out the development and construction of music courses according to the local resources. Therefore, under the background of China's education reform, the development of music school-based curriculum in primary and secondary schools is to make modern music teaching more flexible and diverse, meet the actual needs of local music teaching, and promote the improvement of the overall level of music education in China.

3. It is conducive to promote the cultivation of students' music core literacy and enhance students' music aesthetic ability

From the perspective of educational reform, the cultivation of students' music core literacy has also become an important topic of the times. Many music teachers have carried out a series of exploration and practice, and achieved some results in this process. The reason why there are countless

teachers to explore music teaching in primary and secondary schools is to make primary school students more in line with the conditions of the development of the times and promote the cultivation of primary school students' comprehensive ability. As we all know, with the gradual improvement of social living standards, people begin to have a higher level of spiritual pursuit, among which the pursuit of music and art is one of the remarkable manifestations. Therefore, in the process of future social development, the demand trend of the talent market for music professionals will be more obvious. Therefore, the construction of school-based curriculum in music teaching activities in primary and secondary schools is also to promote the cultivation of students' music core literacy, improve students' music life ability, and lay a solid foundation for students to adapt to the trend of social development in the future.

4. Analysis on the management and development strategy of school-based music curriculum in primary and secondary schools in China

Respect the particularity of local areas and implement different evaluation standards for places with different levels of education

For a long time, the development of education in China is not balanced, especially in some rural areas with relatively backward economic development. Schools in these areas have great difficulties in even the most basic culture and teaching, so schools will not waste time and resources to develop music courses. Therefore, for a long time, in some rural areas with relatively backward economic development, music teaching courses have been basically missing. In other areas, music teaching courses may not be missing, but in the specific teaching practice process, the professionalism is very poor. For example, some schools do not have the conditions to hire professional music teachers, so other culture teachers will also serve as music teachers to carry out music teaching activities for students. In the specific music teaching work, the school does not pay attention to the regular cultivation of teachers' music education ability, which eventually leads to the weak strength of music teachers and the music teaching that can bring students is not professional enough. Therefore, in the process of music school-based curriculum management in primary and secondary schools in China, if a unified standard is adopted, it is unrealistic for some schools that lack music teaching experience for a long time. Therefore, the implementation of different evaluation standards for different regions is also a good strategy to promote the rapid improvement of regional music teaching quality. For example, for some rural areas with relatively backward economic development, while issuing unified music teaching materials, the national education department can also allow these areas to appropriately delete the teaching materials, adjust some music tracks in the music teaching materials, and appropriately lower the standards for the assessment of music teaching level in these areas. In this way, local music teaching materials can better meet their actual educational needs for music teaching. Through long-term development, we can gradually improve the quality of music teaching in some places and indirectly promote the reform and transformation of China's overall music education.

Pay attention to the development of school-based curriculum of local characteristic music

The reality of music teaching activities in different regions is different, and the frugal teaching resources are also different. Therefore, when carrying out music education, local governments should also pay attention to the development of music school-based curriculum with local characteristics. For example, in some economically developed cities, regional schools have very perfect teaching resources. When they carry out teaching work, they have very rich music equipment and teaching resources to use. Then teachers can use music teaching equipment to guide students to create music independently, focusing on the cultivation of students' innovative ability. In addition, in some developed urban areas, some parents also attach great importance to music education, so they will send students to some extracurricular music interest classes. Therefore, students' music literacy in these areas is generally high, so teachers can appropriately improve the difficulty of music teaching when developing school-based curriculum, delete relatively simple contents in some music teaching materials, and integrate some contents related to music culture, music art schools and music appreciation; For some areas with relatively backward economic development, they lack the resources of music curriculum construction for a long time, so the overall music literacy of students is relatively low. Then these areas can appropriately reduce the difficulty when developing school-based curriculum. For example, the focus of teaching can be on students' understanding of music art. While cultivating students' music singing skills, they can instill some relatively simple music art and cultural knowledge into students. In addition, with the support of national education policies, many economically underdeveloped areas also have the conditions and facilities for multimedia teaching, so these areas should make full use of the conditions of multimedia teaching, guide primary and secondary school students in music education in more diversified forms, and build an online music teaching and research platform, Strengthen the communication between music teachers in underdeveloped areas and the outside world, so as to continuously improve the professional quality of local music teachers and strengthen the openness of local music education.

5. Conclusion

In a word, in the process of China's social development, people's pursuit of music art has a direct impact on China's educational reform and development. Therefore, in the music curriculum construction activities of primary and secondary schools in China, in order to promote the rapid improvement of the overall level of music teaching, it is necessary to base on the actual situation and appropriately relax the school's construction and educational forms of music curriculum according to various factors such as teaching resources, teachers' conditions and students' literacy in different regions, Make music teaching activities in different regions more in line with regional development characteristics. In addition, when carrying out school-based curriculum construction, local governments should also be good at using the resources they can make full use of, take the development of local resources as the main way to continuously improve the music core literacy of local primary and secondary school students and cultivate the teaching ability of music teachers. Only schools in different regions of the national education department can properly adjust the standards of curriculum education and appropriately optimize the content of curriculum education in the process of music curriculum construction with a realistic attitude, can we promote the rapid improvement of the overall level of music education in China?

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