

Research on the Core Accomplishment of Music Creative Practice Under the Background of the New Curriculum Standard—The Example of the Textbook of the RenYin Version of the Second Grade (Grades 3, 4 and 5)

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Abstract

With the birth of the art curriculum standard for compulsory education (2022 Edition), it can be found that the core quality of music discipline is more condensed into creative practice than before. This paper takes the second stage textbook of the human voice edition as an example to study the creative practice in the core literacy of music discipline, find out the problems existing in the core literacy of creative practice in primary school music textbooks, and put forward suggestions.

Keywords: core literacy, creative practice, 2022 edition of the Arts Curriculum Standards

1. Introduction

Core literacy refers to the correct values, essential character and key competencies that students gradually develop through curriculum learning to adapt to the needs of lifelong personal development and social development. The GCSE Music Curriculum Standard (2017 Edition) clearly states that the core literacy of music consists of three components: aesthetic perception, artistic expression and cultural understanding. In the new curriculum standards, the core literacies are condensed into four components: aesthetic perception, artistic expression, creative practice, and cultural understanding.

Creative practice is an ability to integrate multidisciplinary knowledge, closely related to real life, for artistic innovation and practical application. Creative practice involves creating an atmosphere, stimulating inspiration, exploring and experimenting with creative processes and methods, generating unique ideas and transforming them into artistic outcomes. The cultivation of creative practice helps students to develop a sense of innovation, improve their artistic practice and creativity, and enhance their team spirit. Creative practice aims to develop students' ability to create and express themselves using media, technology and a unique artistic language, as well as to be able to actively participate in a variety of artistic practice activities with a rich imagination and creativity.

2. Creative Practice Core Literacy in the Arrangement of Exercises in Primary School Music Materials

The primary school music textbooks studied in this paper are the Year 3, 4 and 5 textbooks in the RenYin version of the music textbook (2013 edition). This point analyses the current situation of the core elements of creative practice, based on the connotations of creative practice, and analyses the formation paths and realization mechanisms of the core literacy of creative practice from the linkage system, i.e. the "Creation and Activities" section, at the back of each lesson.

The exercises are one of the most important components of primary school music teaching materials, and they also guide the direction and content of teaching.

There are 384 exercises in Volume 1 of grade 3 to Volume 2 of grade 5. If an exercise reflects "creative practice" and n other qualities at the same time, then "creative practice" is counted as $1 / (1 + n)$. The statistical table of the actual situation of the core qualities of creative practice in the textbook practice system is as follows.

Table 1

	Third grade volume 1	Third grade volume II	Fourth grade volume 1	Fourth grade volume II	Fifth grade volume 1	Fifth grade volume II	Total
Number	7.5	5.5	9	9.5	10.5	8	50
Proportion	1.95%	1.43%	2.34%	2.47%	2.73%	2.08%	13.02%

After a textual analysis of the author's exercise system in the second level books of the textbook, we can see that the number of creative practices included in the exercise questions in the table in 2.1 is 50, which is a relatively small value of 13.02% of the total.

The two main types of tasks that reflect the core elements of creative practice in the materials are arranging and presenting, and exploring music in life.

2.1 Choreography and Presentation

It is an important way to enhance students' musical creativity and is important for the development of creative talents. Composition and presentation includes improvisation activities and simple music composition and performance. Taking the content requirements of Key Stage 2 as an example, the new standards require the creation of rhythmic or dance movements based on the mood and characteristics of the music. To create short rhythms and melodies with the teacher's guidance to express their own ideas and feelings. They are able to create and perform simple musical stories, games and short musicals, etc., taking into account life situations. In the third question of Lesson 6 "Hide and Seek" in the first book of Year 3, students create sounds using human voices, percussion instruments, various bottles and cans, waste paper, etc. to express the spring morning. In this topic, students were able to create sounds with the guidance of the teacher and the teaching materials to express the spring scene and express their own ideas. In the second topic of 'Early Morning' in the first lesson of Year 5, groups were asked to create music (sounds) using various means of expression. This kind of thematic and life-like exercise arouses the students' interest and stimulates their imagination and observation. Another example is the third question of the second lesson of Year 4, "The Shepherd Girl", which is based on the mood of the piece, filling in the words for the theme and singing it. This type of exercise allows students to better use their imagination and unleash their artistic potential.

2.2 Exploring Music in Life

Exploring Music in Life aims to guide students to observe music-related imagery and activities in their lives, to explore and understand the relationship between music and social life, to create music in life, and to develop the habit of living with music in their lives. Take the content requirements of Key Stage 2 as an example and explore the various sounds in nature and everyday life and their characteristics in terms of pitch, timbre and pitch range. Choose materials from around them, make their own instruments and try to play them. Pay attention to musical phenomena in their lives, use information technology or other means to collect, enjoy or perform music, and participate in family or social music activities. In the second question of Lesson 3 of Year 4, "The Waves of Hong Hu", students are asked to collaborate in the performance of "The Voyage" using percussion instruments, home-made instruments or vocals. By making simple musical instruments from everyday objects, students are guided to observe music-related phenomena and activities in their lives and explore music in life, which is conducive to the development of creative practice. Another example is in the first question of Lesson 6, 'The Song of Flowers', in the second book of Year 5, where groups of three are formed according to three musical themes, using movement to express each of the different themes. This exercise allows students to express the musical themes through movement by means of three melodies with their own characteristics. This activity can effectively express music through movement, develop students' imagination and reflect the core literacy of creative practice.

3. Problems With Creative Practice Core Literacy in Primary Music Teaching Materials

3.1 The Core Literacy of Creative Practice Is Not Sufficiently Reflected in the Teaching Materials

Some studies have shown that students are at their most imaginative in primary school and that teaching music creation in primary school has the value of developing students' creative imagination. Creation is a field of musical learning where students develop their imagination and thinking potential. It is a process and a means for students to engage in the practice of musical composition and explore their creative thinking skills. Through 'creativity', students explore music and other sounds, use their knowledge, skills and creative thinking to

improvise and create music, express their ideas and creativity, and enhance their creative practice literacy. However, after analysis, the core literacy of creative practice in music is not sufficiently reflected in the teaching materials, with only 13.02% of the four core elements accounting for the creative practice core elements, which does not adequately develop students' imagination and creativity.

3.2 Inadequate Pathways for Developing Core Literacy in Creative Practice

The new curriculum divides the content of music into four categories of artistic practice: 'Appreciation', 'Expression', 'Creativity' and 'Connection', and sets different learning tasks in different sections of the curriculum. The content and core skills are embedded in the learning tasks. The creative practices core literacy is reflected in the tasks of Making and Presenting and Exploring Music in Life. In the Exploring Music in Life tasks, the content requirements for each strand reflect the use of information technology and various other technological searches to collect, listen to or perform music and share it with others. However, an analysis of the materials in Key Stage 2 shows that the current materials do not yet reflect this content. Primary and secondary school students are now in an information technology era where the Internet is pervasive and they have a strong desire to explore and learn about information, and they are now able to try to use Internet tools and some information materials to collect information and solve problems. Therefore, in order to better implement the core elements of creative practice, we need to make full use of information technology and use it to stimulate students' desire to learn and explore and think creatively.

4. Suggestions for Better Implementation of Creative Practice Core Literacy in Primary School Music Materials

4.1 Add a Creative Practice Section to the Back of Each Lesson in the Textbook

The addition of a composition practice section is not just a superficial exercise in making up some music, but could also add more specialised knowledge and exercises, such as the basic forms and techniques of arranging and composing. If this new section is added, it will better develop students' creative thinking and enhance their core literacy in creative practice.

4.2 Teachers Can Use More Creative Hands-on Activities such as Assistive Technology in Their Teaching

Modern educational technology is becoming more and more sophisticated, and we teachers can use software such as Library Band and GarageBand to assist in teaching and learning, from which we can condense the rules of creativity based on these aids and apply them in the classroom. Students are thus exposed to a rich variety of musical compositions, sound effects and musical expressions that are conducive to the development of innovative thinking and reflect the core literacy of creative practice.

5. Summary

In summary, creative practice, as a new core literacy condensed in the new curriculum, has an important influence on the direction and content of music education in primary and secondary schools in the future. Through the reflection of creative practice core literacy in the arrangement of exercises in primary school music textbooks, we can find that the content of creative practice categories in the Renyin version of textbooks today is still relatively small, and there are problems such as insufficient reflection of creative practice core literacy in the textbooks and inadequate pathways for cultivating creative practice core literacy. As teachers, we should be aware of the importance of creative practice core literacy to students' development, actively cultivate students' creative musical skills and enhance creative practice literacy.

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