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## The author's system of educational and methodological support for music lessons and extracurricula (cultural and leisure) activities based on updated music

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### Abstract

With the emphasis on quality education in China's basic education stage, art education and music disciplines have received more attention. As a concentrated expression of the educational value of the curriculum, the core accomplishment of the discipline will have a clearer goal for the development of music teaching. The core accomplishment of art includes aesthetic perception, artistic expression, creative practice, and cultural understanding. In the limited teaching time, the training objectives that can be achieved are relatively limited. Extracurricular activities have an important position, and teachers should attach great importance to them ideologically, give full play to their role, use extracurricular activities as an important supplement to music teaching, fully mobilize students' interest in learning, and enrich campus cultural life. Therefore, teachers need to expand music teaching to extracurricular activities and achieve goal reinforcement through music assignments. Based on this, this article explores the design of unit activity assignments and music extracurricular activities by combining updated music textbook knowledge with extracurricular activities under the discipline's core literacy.

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### Keywords

Music class, unit activity activities, core literacy, teaching, extracurricular activities, organic binding.

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## Introduction

The study of music has an important impact on the development of students' artistic quality, mental health, and emotional abilities. Combining the concept of core literacy, teachers can clarify the specific goals of music education and promote the improvement of teaching level. Reasonable music unit activity assignments can help deepen students' understanding, experience, and feeling of the unit learning content. The effective implementation of music teaching is influenced by various factors, and it is necessary to fully aggregate resources. Therefore, teachers not only need to attach importance to the design of homework, but also need to organically combine classroom teaching and extracurricular activities to promote the continuous improvement of students' musical literacy.

### Reasonable activity design based on uploaded textbooks

#### 1. Design unit activity assignments based on musical understanding

In junior high school, students have a certain level of literacy skills. When the song matches the lyrics, students can understand the specific emotions expressed in the music based on the content of the lyrics. However, many pieces of music only have musical parts, which express emotions directly through music, without lyrics. During the process of listening to and learning these music, students may have difficulties in understanding. Therefore, teachers can design unit activity assignments based on their ability to understand music. In the junior high school music textbook of the People's Education Edition, each unit has a clear theme, and the music works in the unit include songs and music. The teacher can guide students to transfer their understanding experience of singing and appreciating songs to the learning of music. For example, in the second unit of *Ode to the Motherland* in the first volume of seventh grade, *Singing for the Motherland* is a song for singing and learning, with lyrics that students can use to generate understanding. However, *The Voltawa River* is a piece of music that students have difficulty understanding. For this purpose, teachers can design interactive singing and appreciation assignments. After class, first perform singing exercises, singing *My Motherland* to express patriotic feelings and create an emotional atmosphere. After that, play *The Voltawa River* for appreciation, and bring the personal feelings of the previous stage into the appreciation of the music through the way of feeling transfer to achieve understanding.

#### 2. Design unit activity assignments based on music appreciation ability

The cultivation of music appreciation ability mainly lies in two aspects, including the understanding of emotions in music and the formation of emotional aesthetics. It also includes appreciation of elements such as the rhythm and melody of the music itself. First of all, in emotional appreciation, teachers can draw on the design of comprehension assignments to guide students through the appreciation of diverse musical works, experience the common emotions therein, and add their own experiential emotions to achieve the purpose of appreciation. For example, in Unit 5 in the first volume of seventh grade, *A Global Journey (I): The Voice of Asia*, students have difficulty experiencing the musical emotions and emotions contained in music from other countries. Therefore, teachers need to attach importance to the learning of the lyrics in their homework design. For example, students can be asked to individually recite the lyrics of the song and understand the emotions in the music through textual information. Secondly, in homework design, teachers need to guide students to appreciate the rhythm and melody in music. For example, it is possible to experience the beauty of melody and rhythm in music through a centralized appreciation of musical instrument performances. In the homework design, students need to be guided to complete the production of simple musical instruments, such as

making "water cup qin", "leather sinew qin", etc., and perform the wonderful parts of the music to be appreciated. If conditions permit, for example, when a teacher has conducted intensive musical instrument teaching, priority can be given to selecting instruments that have already been learned, experiencing the beauty of music through playing, and improving the ability to appreciate [Bin, 2022].

### 3. Design unit activity assignments based on learning attitudes

Due to the influence of exam oriented education and other social factors, many students do not hold a correct learning attitude in the study of music courses. This will affect students' music learning status and learning level. Therefore, teachers must correct students' attitudes towards music learning through the design of unit assignments. Firstly, teachers need to attach importance to stimulating students' interest in music learning. Primary school students have a strong interest in pop culture, and there are significant differences between the styles of various songs and music in music textbooks and pop music. In order to guide students to understand the similarities among them, preview assignments can be designed to display videos of various popular and folk music fusion performances to students, changing their inherent impression of folk music. For example, in the first volume of seventh grade, unit 4, *Shenzhou Phonics (I)*, folk music from various regions in China is included. Teachers can demonstrate popular performances of these folk music to stimulate students' interest. Secondly, teachers need to guide students to recognize the importance of music in shaping their personal spiritual world. For example, it is possible to design homework after class based on the objectives of moral education teaching, requiring students to recall the process of participating in music classes and explain the changes in their psychological feelings before and after class. Most students say that they can gain a relaxed and pleasant feeling in music classes, which has a positive significance for maintaining mental health [Zihan, 2021].

### 4. Design unit activity assignments based on aesthetic cognition and cultural experience

Music culture affects students' understanding and mastery of the content contained in music songs. Cultivating students' understanding of music culture can enable them to perceive the deeper cultural atmosphere in music songs and truly grasp the connotation that music wants to convey. In order to achieve this educational goal, teachers can take the form of extracurricular exploration for teaching and homework design. First of all, teachers can choose the topic of inquiry based on students' cultural understanding difficulties. For example, in the unit *Global Journey (I) - The Voice of Asia*, students have difficulties understanding the cultures of other countries. For this purpose, you can choose themes such as Korean music, Japanese music, and Indonesian music to provide students with classical folk music works from relevant countries, and learn about music styles through centralized appreciation. At the same time, students are also required to have an exploratory understanding of the history of music and cultural development in these countries and regions. Secondly, teachers can set open music culture research topics based on students' interests. For example, many students have a strong interest in animation songs and can conduct exploration and research on animation music topics [Bingxu, 2021].

## **The analysis of the status and value of music extracurricular activities**

From the perspective of teaching scope, music teaching activities cover a wide range, including classroom teaching and extracurricular teaching. However, the classroom is an important platform for music teaching, and many teaching objectives need to be completed and achieved in the classroom. However, because classroom teaching time is limited, space will also be restricted by the classroom, which will affect students' further exploration of music. Therefore, teachers must increase music development learning activities to make students learn music more widely and flexibly, so as to better

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meet their needs for music learning [Chen, 2020].

1) Music extracurricular activities expand the content of classroom teaching

As a comprehensive art, the content of music learning is very rich. Using classroom teaching, teachers can only guide and inspire students to master basic music skills. However, in order to enable students to further understand music and master more music skills, it is necessary to expand the teaching space and content, and organically combine some music extracurricular activities with classroom teaching. Only in this way can music teaching inside and outside class form a beneficial complement and effectively improve the effectiveness of music teaching.

2) Music extracurricular activities can effectively stimulate students' interest in music

As the saying goes, interest is the best mentor. In primary school music education, to fully enhance students' interest in music learning, teachers need to innovate in teaching content and form to seek greater breakthroughs. Teachers should carry out various music extracurricular activities with rich content and diverse forms based on students' learning situation, so as to make music teaching full of novelty and interest, thereby attracting students to actively participate in music learning. Teaching practice has proven that if primary school music teachers often carry out extracurricular activities, students can learn music with higher interest, which is extremely beneficial for primary school music education and teaching.

3) Music extracurricular activities enrich campus cultural life

Although the amount of extracurricular time available to primary school students is limited, teachers and parents should also strive to create conditions for music extracurricular activities. Teachers should organize various music extracurricular activities in a targeted manner based on music teaching goals and students' physical and mental interests, which can enrich campus culture and make students' extracurricular life more lively. At the same time, music extracurricular activities are also a useful supplement to classroom teaching, which can make the classroom teaching content more colorful, and also enable students to consolidate and internalize their knowledge learned in the classroom. The main content of extracurricular activities is to train and internalize the knowledge learned. During this process, teachers can also identify problems in classroom teaching and promptly correct them, such as adding or reducing teaching content, optimizing teaching methods, etc., which can promote the improvement of classroom teaching quality. The improvement of classroom teaching quality will further promote the optimization of music extracurricular activities, and gradually cultivate students' core music literacy.

### **Approaches and countermeasures for the organic combination of music classroom and extracurricular activities**

In order to better carry out music teaching work, music teachers should organically combine extracurricular activities and music classes to better play their role in promoting music teaching.

1) Carry out music extracurricular activities according to the key and difficult points of music class

Compared with classroom teaching, extracurricular activities are an extension and supplement. Teachers should purposefully supplement and solve the key and difficult issues in music classroom teaching through extracurricular activities. Consolidate and improve classroom teaching effectiveness through extracurricular activities. For example, students find it difficult to accurately grasp rhythm and intonation, and many students are unable to achieve the desired results, even though they are also very serious about learning and training in class. In the face of this situation, music teachers can use extracurricular activities to deal with it, such as organizing special training activities to consolidate and

strengthen the content and skills that students are difficult to master, so that students can truly master the key points and skills during repeated training [Chen, 2020].

2) Organize music extracurricular activities based on students' interests

In music learning, there are differences in students' learning abilities, as well as their own interests and hobbies. In conducting classroom teaching and extracurricular activities, teachers should have a full, comprehensive, and in-depth understanding of students' learning situation, and comprehensively use various forms to stimulate students' interest in music. Teachers can organize students to establish interest groups to motivate students to maintain interest in music learning in the form of grouping, which can also improve the effectiveness of music learning. For example, form a group of students with a strong interest in vocal music, where students can learn skills from each other, and teachers can also focus on vocal music skills guidance. With the support of extracurricular activities, the knowledge and skills learned in the classroom will be greatly consolidated and improved, and students' interest in music will also be further stimulated [Xiaoyan, 2014].

3) Organize music extracurricular activities in combination with campus cultural construction

Music classroom teaching and extracurricular activities are both important elements in the construction of campus culture. In music teaching practice, teachers should attach importance to the role of extracurricular activities and form a three-dimensional teaching model with classroom teaching to further enrich the construction of campus culture. When organizing music extracurricular activities, teachers should closely integrate them with the construction of campus culture, making them an auxiliary force of campus culture. For example, in terms of club activities, the school has established student associations such as instrumental music and vocal music. Teachers can organically combine student club activities with music teaching work, making extracurricular activities more colorful and more supportive of music teaching. Music teachers can also integrate music teaching content into extracurricular activities in conjunction with the annual campus cultural construction of the school, so that music teaching in and out of class and campus cultural construction complement each other [Ji, 2018].

4) Organize music extracurricular activities based on cultivation of students with special skills

Some students have high musical talents, and for these students, music teachers should focus on cultivating them. In daily teaching, careful observation and analysis should be conducted, combining with students' specialties, to deeply explore their musical talents, and through extracurricular activities to provide them with broader opportunities for improvement, creating favorable conditions for their growth, in order to promote students' more personalized development in music.

## Conclusion

In summary, music education is divided into classroom teaching and extracurricular activities. Under the core literacy requirements of the music discipline, teachers need to choose reasonable classroom teaching strategies. Firstly, it is necessary to design unit activity assignments based on musical understanding. Teachers can enhance students' musical understanding through teaching aids and comparative teaching. Secondly, based on the ability to appreciate music, design unit activity assignments. Multiple aesthetics and different styles of music works are conducive to shaping students' aesthetic cognition. In addition, based on learning attitude guidance, correct students' learning attitude. Finally, teachers need to design unit activity assignments based on aesthetic cognition and cultural experience. Although classroom teaching is the main position, extracurricular activities are also beneficial complements. In specific practice, it is necessary to organically combine the two to achieve

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integrated extracurricular teaching, so as to truly improve the comprehensive quality of students.

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### **Авторская система учебно-методического обеспечения занятий музыкой и внеурочной (культурно-досуговой) деятельности на основе обновленной музыки**

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### **Аннотация**

С упором на качественное образование на этапе базового образования в Китае художественному образованию и музыкальным дисциплинам уделяется все больше внимания. Как концентрированное выражение образовательной ценности учебной программы, содержание будет иметь более четкую цель для развития преподавания музыки. Основное содержание искусства включают эстетическое восприятие, художественное выражение, творческую практику и культурное понимание. В условиях ограниченного времени обучения цели обучения, которые могут быть достигнуты, относительно ограничены. Внеклассные мероприятия занимают важное место, и преподаватели должны

придавать им большое идеологическое значение, полностью раскрывать их роль, использовать внеклассные мероприятия в качестве важного дополнения к обучению музыке, полностью мобилизовать интерес учащихся к обучению и обогащать культурную жизнь кампуса. Поэтому учителям необходимо расширить преподавание музыки посредством внеклассных мероприятий и добиться закрепления цели с помощью музыкальных заданий. Основываясь на этом, в данной статье исследуется разработка заданий для отдельных занятий и музыкальных внеклассных занятий путем объединения обновленных знаний из учебника по музыке с внеклассными занятиями в рамках базовой грамотности по дисциплине.

#### **Для цитирования в научных исследованиях**

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#### **Ключевые слова**

Музыкальный класс, деятельность подразделения, базовая грамотность, преподавание, внеклассные занятия, органическое связующее.

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