

Research on the Enhancement of Preschool Children's Basic Musical Knowledge Reserve through Music Picture Books

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Abstract: The preschool stage is not only an important period for children to receive enlightenment education, but also a golden period for them to learn and accumulate basic musical knowledge. As an educational carrier conforming to children's cognitive rules and growth characteristics, music picture books feature intuitive and interesting presentation forms and possess strong advantages in content bearing. Their application in preschool music education can provide a new direction and path to get rid of the predicament of traditional preschool music enlightenment education. This paper conducts an in-depth analysis of the effect of music picture books on improving preschool children's basic musical knowledge reserve, aiming to provide a reference for improving the effect of preschool music teaching and promoting the reform of preschool education.

Keywords: Music picture books; Preschool children; Basic musical knowledge; Reserve improvement

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1. Introduction

With the deepening of educational reform, music enlightenment education has gradually become an important part of children's all-round development. The systematic accumulation of basic knowledge, such as solfeggio, ear training, basic music learning, and music theory cognition, serves as an important foundation for children's future music learning and aesthetic ability improvement. However, there are some problems in traditional preschool music teaching, which make it difficult to meet the dual requirements of stimulating interest and consolidating knowledge reserve.

Music picture books mainly take picture narration as the carrier, transforming abstract and obscure musical knowledge into interesting and intuitive story scenes, which are highly consistent with children's growth rules and cognitive level ^[1,2]. In recent years, with their outstanding advantages, music picture books have entered preschool education classrooms and gradually become the mainstream choice for music enlightenment education in most kindergartens. From the three dimensions of significance, practical

dilemmas and practical paths, this paper explores effective strategies for music picture books to enhance preschool children's basic musical knowledge reserve, so as to boost the innovative development of preschool music enlightenment education ^[3].

2. Significance of music picture books in improving preschool children's basic musical knowledge reserve

Music picture books play an important role in improving preschool children's basic musical knowledge reserve. The analysis is carried out from the following aspects.

First, consolidate the core foundation of children's lifelong music development. The preschool stage is a critical period for children's growth and development, as well as an important stage for the development of their music cognitive ability and rhythm perception ability. The basic musical knowledge accumulated in this stage has a direct impact on children's future music learning and development. By integrating music theory, rhythm, melody and other basic musical knowledge into vivid stories and pictures, music picture books subtly help children accumulate abundant basic musical knowledge, break the limitations of traditional music enlightenment teaching, lay a solid music foundation for children in interesting experience, and provide strong support for their subsequent music learning and development ^[4].

Second, get rid of the predicament of preschool enlightenment teaching. In traditional preschool music enlightenment teaching, some teachers hold outdated teaching concepts, overemphasize the stimulation of children's interest while weakening the infiltration of basic musical knowledge, resulting in formalized music enlightenment education and unsatisfactory teaching effect. The application of music picture books in preschool music enlightenment teaching can create interesting teaching situations through stories and pictures to stimulate children's learning interest, and embed basic musical knowledge at the same time to help children accumulate musical knowledge, which achieves multiple effects with one measure.

Third, improve the home-kindergarten collaborative music enlightenment education system. Music picture books are intuitive, specific, and interesting ^[5,6]. They are not only suitable for collective teaching in kindergartens, but also applicable to family music enlightenment education. Compared with professional music textbooks, music picture books lower the threshold for parents to participate in music enlightenment education ^[7]. Even parents with weak music literacy can help children lay a solid foundation of musical knowledge by using music picture books, connect kindergarten collective teaching with family music enlightenment education, build a sound home-kindergarten collaborative music enlightenment education system, and provide strong support for children's all-round development in the future.

3. Practical dilemmas of music picture books in improving preschool children's basic musical knowledge reserve

Although music picture books are of great significance to the accumulation of preschool children's musical knowledge, their application in preschool enlightenment education currently faces many problems, which seriously affect the accumulation of children's musical knowledge and the cultivation of their music literacy ^[8-10].

First, a lack of targeted design. The current music picture book market presents an unbalanced state of valuing interest over knowledge. Most music picture books aim to stimulate children's interest and cultivate aesthetic perception, focusing on picture fun and story coherence, while few permeate basic musical

knowledge. Meanwhile, most music picture books are designed for all age groups without considering the growth rules and cognitive characteristics of preschool children, and lack innovative design. Some picture books are too difficult with complex music theory beyond children's cognitive ability, while others are too simple, only matching simple children's songs without embedding basic musical knowledge, failing to meet children's actual needs for knowledge accumulation and cognitive improvement.

Second, vague teaching objectives and a lack of systematic planning. In the application of music picture books in teaching, some teachers have cognitive deviations. They only regard music picture books as a tool to enliven boring music classrooms, without setting the core goal of helping children accumulate musical knowledge in the long run. This leads to unsystematic and fragmented music picture book teaching, poor connection between different class hours, failure to form a complete knowledge system, and difficulty in helping children accumulate sufficient basic musical knowledge.

Third, single teaching methods and a lack of effect evaluation. Some teachers only stay at the stage of displaying and explaining picture book content, failing to design interactive and experiential teaching activities combined with picture books. There is no corresponding evaluation link for the knowledge teaching effect. As a result, teachers cannot accurately grasp children's mastery and accumulation of musical knowledge, nor optimize teaching modes and contents according to learning feedback, restricting the improvement of teaching effect.

Fourth, insufficient teachers' professional literacy restricts teaching quality. Some preschool teachers have not received systematic professional training, fail to accurately grasp the key points of basic musical knowledge teaching, and cannot master effective methods of embedding and interpreting musical knowledge in picture books. They are unable to guide children to perceive and learn musical knowledge from picture books, which directly affects the accumulation of preschool children's basic musical knowledge. Therefore, it is necessary to carry out special training for preschool teachers in music picture book teaching and improve their professional literacy.

4. Practical strategies for improving preschool children's basic musical knowledge reserve through music picture books

4.1. Precisely matching cognitive characteristics and developing targeted music picture book resources

In view of the mismatch between existing music picture books and preschool children's actual level, kindergartens should cooperate in depth with publishing houses, set up a picture book resource development team composed of preschool education experts and outstanding teachers, and develop adaptive music picture books according to the cognitive level and growth rules of children at different ages ^[11]. For junior kindergarten children focusing on rhythm and pitch perception, simple, intuitive, and repetitive music picture books can be developed to facilitate imitation and initial music cognition construction. For middle and senior kindergarten children with a certain music foundation, picture books can properly integrate meter, mode, and other basic musical knowledge, enabling them to accumulate musical knowledge imperceptibly in reading and lay a foundation for all-round development.

4.2. Constructing a systematic teaching system and strengthening progressive infiltration of musical knowledge

To avoid fragmented teaching, kindergartens and teachers should formulate scientific and progressive teaching plans according to preschool children's cognitive level and growth rules, ensure the continuity and progression of teaching content, and build a complete knowledge system for children ^[12].

In the junior class, music picture books such as *The Travel of Sound*, *The Very Hungry Caterpillar*, and *Little Rabbit Good Boy* can be used to guide children to perceive and distinguish sound pitch and loudness, and consolidate music cognition.

In the middle class, picture books including *Rhythm Train*, *Mr. Broccoli's Barbershop*, and *Crocodile Fears Dentist* are adopted to strengthen children's perception of music beat and rhythm through imitation teaching.

In the senior class, picture books such as *Everyone Come to the Concert*, *Nutcracker*, and *Peter and the Wolf* are used to infiltrate music theory knowledge and improve children's appreciation ability in a pleasant and interesting teaching atmosphere.

In short, it is necessary to build a systematic teaching system and gradually infiltrate musical knowledge to give full play to the value of music picture books ^[13].

4.3. Innovating interactive teaching modes and deepening experiential learning of musical knowledge

Traditional teaching modes have obvious defects. Teachers should break the limitations of traditional picture book teaching, design multi-sensory interactive links, and guide children to accumulate musical knowledge and improve aesthetic literacy through practice ^[14].

For example, with the music picture book *Singing Rainbow Bridge*, teachers can design a "high and low pitch ladder" game, allowing children to intuitively perceive pitch changes by jumping ladders of different heights. With *Forest Concert*, role-playing activities can be organized for children to play musical instruments such as violin and big drum, imitate their unique timbres, and master timbre characteristics and playing methods.

Teachers can integrate Orff teaching philosophy into teaching, transform rhythm elements in picture books into physical rhythm through stomping, clapping, and other movements, turning abstract rhythm concepts into intuitive experiences. In addition, simple percussion instruments such as sand hammers and triangle bells can be introduced into the classroom to encourage children to perform impromptu creation according to picture book contents, realizing the teaching goal of learning through playing.

4.4. Improving the diversified evaluation system and realizing precise optimization of teaching

In view of the lack of tracking and evaluation of teaching effect, it is necessary to build a diversified evaluation system combining process evaluation and periodic evaluation to realize traceable and quantifiable teaching effect.

In process evaluation, teachers can grasp children's mastery of musical knowledge in real time through classroom observation, one-on-one communication, and group achievement display, and provide targeted tutoring for children with weak knowledge reserve, forming a closed-loop optimization mechanism of teaching-feedback-adjustment.

In periodic evaluation, a fixed teaching cycle can be set, and interesting assessment activities can be designed from the three dimensions of music general knowledge, music theory cognition, and solfeggio to quantitatively evaluate the improvement of children's musical knowledge reserve. Meanwhile, evaluation methods and contents can be optimized through parent interviews, peer exchanges, and expert lectures to improve the accuracy and comprehensiveness of the evaluation, so as to enhance the teaching effect of music picture books.

4.5. Strengthening teachers' training and home-kindergarten collaboration to build all-round guarantee for music enlightenment

Teachers' professional ability is the premise of the implementation of music picture book teaching, and home-kindergarten collaboration is the key to improving children's musical knowledge reserve.

On the one hand, build a hierarchical teacher training system. Carry out special basic music training for non-major preschool teachers; organize training on children's growth characteristics and picture book teaching design for music major teachers. Set up teaching research groups, organize collective lesson preparation and expert lectures to build a regular communication platform, and comprehensively improve teachers' professional literacy.

On the other hand, strengthen home-kindergarten collaboration. Popularize the value of music picture books and music enlightenment to parents through parent meetings, parent-child activities, and class groups, share effective parent-child reading methods, and design simple family education tasks. It connects kindergarten teaching with family music enlightenment, forms a joint educational force, and provides all-round support for the improvement of children's basic musical knowledge reserve ^[15].

5. Conclusion

Under the background of deepening preschool education reform, quality education has attracted increasing attention. As an important part of aesthetic education, music education plays an irreplaceable role. With the unique advantages of integration of pictures, texts, and melodies, music picture books are of great practical significance for enriching preschool children's music cognition and consolidating their basic musical knowledge reserve. Kindergartens and front-line teachers should actively change educational concepts, fully recognize the application value of music picture books, innovate teaching forms according to children's age characteristics, cognitive level, and growth rules, integrate music picture books into preschool teaching flexibly, help children accumulate abundant basic musical knowledge, strengthen their aesthetic ability, and lay a solid foundation for their all-round development in the future.

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