

# Exploration of the Design Strategy of Music Homework in the Lower Years of Primary School Based on Discipline Accomplishment

Yun Hu\*

Xinxing Erlu Primary School, Wuzhou 543002, China

\*Corresponding author: Yun Hu, 15231107657@163.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** With the continuous advancement of education reform, quality education has gradually become an important teaching innovation trend. In this context, the traditional teaching model that tends to grasp knowledge is no longer applicable, it is difficult to achieve the new teaching goals under the new era background, and cannot meet the learning needs of students. Music teaching reform is imperative, and discipline literacy points out a new direction. This paper focuses on the homework design of music teaching in the junior years of primary school, briefly expounds on the significance of integrating discipline literacy into it, and explores relevant teaching strategies. The aim is to provide students with novel learning experiences by optimizing homework design, enhance students' interest and enthusiasm in music learning, and further promote the cultivation of students' music discipline literacy, and comprehensively develop their comprehensive literacy. Thus, it lays a good foundation for future life and study.

**Keywords:** Discipline literacy; Lower years of primary school; Homework design; Music teaching

**Online publication:** November 27, 2024

## 1. Introduction

Music discipline accomplishment in primary school has the characteristics of comprehensiveness, practicality, and development, which is an important ability of students' music learning and the key to students' learning and training. Specifically, the core accomplishment of primary school music discipline includes three aspects<sup>[1]</sup>: aesthetic perception accomplishment, artistic expression accomplishment and cultural understanding accomplishment. To cultivate the ability of aesthetic perception, students are required to have a certain understanding of the hearing characteristics and expression forms of music art, and then have the ability to feel beauty, experience beauty and create beauty. The ability of artistic expression refers to the ability of students to show their emotions to music in practice through singing, playing, and other activities. Cultural understanding means that students are an important part of the core quality of music, which requires learners to have a certain understanding of the external and internal aspects of music, such as the art form and cultural characteristics of

music, the relationship between music and other arts, the connection between music and society, and so on<sup>[2]</sup>.

## **2. The significance of subject literacy in music homework design in the lower years of primary school**

### **2.1. Improving students' aesthetic perception of music**

Aesthetic perception ability is one of the core qualities of the three disciplines of primary school music. In the reform of primary school music design under the guidance of disciplinary literacy, it is also a key link in music teaching to improve students' aesthetic perception ability. For students in the lower years of primary school, music teaching mainly focuses on singing and swimming. Students sing in an interesting environment created by teachers, which can effectively cultivate students' sense of rhythm<sup>[3]</sup>. In class, teachers choose songs that meet students' interests and hobbies according to their age characteristics, so that students can feel the charm of music in its clear rules and touching emotions, and extend it to music homework design, to comprehensively improve students' aesthetic perception of music<sup>[4]</sup>. In the two aspects of students' learning through the cultivation of their core qualities, not only let students passively develop a correct aesthetic, but also urge students to actively improve their aesthetic ability, stimulate students' interest in music learning, enhance students' enthusiasm for learning, and promote the healthy development of student's physical and mental.

### **2.2. Improve students' ability of artistic expression of music**

Music teaching in primary school pays more attention to students' practical ability than theoretical teaching. Therefore, teachers should continue to implement this feature in homework design, strengthen the cultivation of students' practical ability in homework design, and improve their artistic performance. In the process of classroom teaching, teachers can help students understand the connotation and significance expressed by songs in the form of situational performance. In the teaching environment created by teachers, students can dare and be willing to express themselves in the process of understanding music art through role-playing, image building, scene recreation, etc., to enhance students' subjective initiative in music practice activities, laying the groundwork for adding music practice activities in homework design<sup>[5]</sup>. This can enhance students' ability of artistic expression in music homework design, let students fully show their creativity and imagination in simple music performance, show their understanding and sentiment of music, and accurately convey it, improve students' quality in music performance, and enhance the depth and breadth of music teaching.

### **2.3. Improve students' cultural understanding of music**

The ability to text understanding is an important part of the core quality of music and an important part that cannot be ignored in the process of improving students' comprehensive quality. In music teaching and music homework design in the lower years of primary school, teachers should pay attention to students' ability to understand music, and based on respecting students' cognitive rules, help students to understand the connotation of music from multiple dimensions and deep levels, and improve their cultural literacy and cross-cultural understanding ability<sup>[6]</sup>. In classroom teaching, teachers can connect music with painting, literature, dance, etc., so that students can understand the charm of music in other art forms, stimulate students' diversified understanding of music, feel the rich connotation of music in other fields, deepen students' comprehensive understanding of music composition, and improve their aesthetic ability and expression ability

of music from a cultural perspective. Then, in homework design, teachers can encourage students to associate music with other forms innovatively. For example, they can draw the characters and scenery in the music works through painting, feel the emotion and connotation expressed by the music in the painting, and promote the comprehensive development of students' comprehensive quality <sup>[7]</sup>.

### **3. The exploration of music homework design strategies in the lower years of primary school based on discipline accomplishment**

#### **3.1. Strengthen communication and cooperation to improve the life-oriented characteristics of music homework design**

Traditional music teaching takes the form of teachers teaching singing and students learning singing. The main classroom task is to master the ability to sing songs, and it is impossible to truly understand the role and significance of music homework design and bring into play its maximum value in cultivating students' core qualities. At present, the new teaching form puts forward more requirements for music teachers and students. Music teaching is not only limited to the classroom, but also extends to the homework before, during and after class, and extends to the life scene. The development of independent learning ability of students in the lower years of primary school is in a very immature stage, and the completion of each homework cannot be separated from the guidance of parents. Therefore, when designing and completing music homework, teachers can also combine this feature, strengthen cooperation and communication with parents, and adopt the form of home-school cooperation to help students better complete music homework <sup>[8]</sup>. Take "Bright Fire Worm," the first volume of music in Grade One of the primary school of Hunan Education Version as an example. The teaching goal of this lesson is to sing songs correctly and hit instruments according to the rhythm of the song, to express the feelings of music naturally and emotionally. In classroom teaching, teachers can teach students how to sing the music correctly, and with the help of existing Musical Instruments in the school, show the rhythm and rules for students, and let students express it through simple body movements such as clapping and stomping to achieve the teaching goal. In homework design, teachers can strengthen communication and cooperation with parents, and invite parents and students to make simple musical instruments by using common objects in daily life, such as triangle iron and sand hammers. Then, the teacher will send the audio recording of the musical rhythm of the song "Bright Fire Worm" to the parents, and guide the parents to help the students perform the percussion performance with their musical instruments according to the rhythm and rules in the audio. Finally, in the next music class teaching, the teacher asked the students to bring their homemade instruments to the school and let the students perform innovative "big ensemble" by tapping the homemade instruments to complete the music homework <sup>[9]</sup>. In this way, music homework is closely linked with life practice, so that students can observe the musical elements in daily life from the perspective of life, understand the application and significance of music in life, and music performance in class also conforms to the requirements of core literacy of the subject and improves students' musical performance ability <sup>[10]</sup>.

#### **3.2. Relying on group cooperation, improve the practical characteristics of music homework design**

Students in the lower years of primary school are more dependent on their peers and exert great importance on the development of classmates' getting along and friendships <sup>[11]</sup>. Teachers can make use of this characteristic of students, integrate music homework design into the teaching form of group cooperation, and enhance the

practical characteristics of music design with the help of new teaching models. The form of group cooperation means that students are divided into several groups according to certain requirements so that students can complete the learning tasks assigned by teachers in cooperative learning. For students in the lower age group, the teaching form of group cooperation can satisfy their dependence on peers, stimulate their enthusiasm, give play to the advantages of group wisdom, expand their thinking and enhance creative thinking<sup>[12]</sup>. In addition, combining the form of group cooperation with practical homework can also help students establish the confidence of daring to perform music, so that they dare to perform, are willing to perform and enjoy performance in the process of urging and encouraging each other, improving the quality and efficiency of music homework, and better play the role of music homework in the cultivation of students' core literacy. In the specific homework design, teachers can make corresponding practical homework designs according to the teaching content, so that homework can become an extension of classroom teaching, consolidate classroom knowledge, exercise musical ability and cultivate musical thinking<sup>[13]</sup>.

Taking the New Year Party of Music of Grade One of the Primary School of Hunan Education Version as an example, the teachers assigned music homework with the theme of "expressing the New Year atmosphere songs" and encouraged the students to cooperate in the form of a group to complete the homework. The teacher can introduce several easy-to-learn songs to the students, such as "Little New Year," "Happy New Year", etc., or let the students choose their favorite performance forms according to their strengths and hobbies, such as musical instrument performance, dance performance, etc., to show their musical accomplishment. At the same time, it can also fit the theme of the New Year party, and let the students perform in turns. A teaching environment can be created similar to the New Year party so that students can feel the musical elements contained in important traditional Chinese festivals in a lively and pleasant atmosphere, and bring novel learning experiences to students. After students perform, teachers can evaluate in the form of scoring, select the groups with high scores and superior performance, and set certain material rewards for them to enhance students' enthusiasm for doing music homework. Teachers and other groups can participate in the scoring, and score according to whether their performance is innovative, whether the singing is in line with the theme, whether the students' performance is smooth, etc., and put forward relevant suggestions and guidance, to consolidate the classroom knowledge and improve the efficiency of music learning in a pleasant atmosphere.

### **3.3. Improve the evaluation system and optimize the effect of music homework design**

Teaching evaluation is an important part of music teaching, which can not only test students' learning effect but also urge students to pay more attention to music learning. In music homework design, teachers can also improve the evaluation system to optimize the effect of music homework design. With exam-oriented education influence, traditional music education in primary schools often takes teacher outlines and exam results as the only criteria for evaluating students' achievements, just like other disciplines, which seriously affects the cultivation and improvement of students' core quality of subjects. Meanwhile, the single evaluation angle makes the evaluation results lack scientific and comprehensive, and can't play the best role of homework design. It deviates from the real purpose of students' music learning.

First of all, teachers can take music homework design as an important criterion for teaching evaluation. While improving the quality of music homework, teachers can also strengthen the procedural characteristics of the evaluation mechanism and improve the scientific nature of teaching evaluation. In the teaching evaluation, teachers can take students' completion degree, enthusiasm and achievement display as a reference, and at the

same time incorporate the requirements of new teaching policies to focus on the core music quality presented by students in the music homework.

Secondly, teaching evaluation can not only examine students' learning and mastering but also provide references for teachers to improve the design of music homework. According to the actual learning situation of middle school students, music homework can be designed more in line with their learning conditions, so that each student can give full play to their strengths, practice the teaching principle of individualized teaching, and improve students' music literacy<sup>[14]</sup>.

Finally, teachers also make innovations in the main body of teaching evaluation. In addition to teacher evaluation, students can also become the main body of evaluation and evaluate their work, the works of other students, and other groups. In self-evaluation and other evaluations, they can find the advantages of others and their shortcomings, and form a certain cognition of their music literacy to provide a steady source of endogenous driving force for subsequent music learning.

## 4. Conclusion

It is an important goal of music-quality education in primary school to improve students' subject core accomplishment<sup>[15]</sup>. When carrying out the teaching reform of music homework design, primary school music teachers should realize the important role of discipline literacy in homework design, accurately grasp the age characteristics, interests, and cognitive laws of students in the lower years, and explore effective homework design strategies. By strengthening communication with parents, teachers can innovate the life-oriented characteristics of homework design in the home-based co-education mode. Through new teaching concepts such as group cooperation, students can feel the charm of music in practical music homework. Teachers can optimize the teaching evaluation mode, provide students with reasonable and effective homework guidance, improve the quality of homework completion, and train the core literacy of the subject in a targeted way to achieve the goal of improving the discipline literacy of students in the process of homework design, improve the ability and level of students' music learning, and promote the healthy growth of students.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Wang Y, 2021, Homework Design and Case Analysis of Middle School Music Unit Based on Subject Core Literacy. *Fujian Teaching Research*, 2021(2): 24–26.
- [2] Dai T, 2023, Primary School Music Homework Design Under the Background of “Double Reduction”. *Anhui Education Research*, 2023(19): 76–77.
- [3] Cai L, 2023, Exploration of Performance Evaluation of Primary School Music Teaching Pointing to Core Literacy. *Music Education in Primary and Secondary Schools*, 2023(1): 3–6.
- [4] Zhang T, 2022, Exploration on the Design of Primary School Music Unit Activity Homework Based on Core Literacy—Taking the Teaching of “Music in Childhood” as an Example. *Basic Education Forum*, 2022(5): 2.
- [5] Xu J, 2019, On the Design of Mathematics Homework for Lower Grades in Primary Schools Based on Core

- Literacy. *Shenzhou*, 2019(34): 1.
- [6] Liu Q, 2020, Exploration of Music Teaching in Primary Schools Based on Core Literacy. *Scientific Consulting (Technology Management)*, 2020(1): 241.
- [7] Zhang D, 2021, Research on Music Teaching in Primary Schools Based on the Cultivation of Subject Core Literacy. *New Composition: Teaching and Research*, 2021(12): 0241–0241.
- [8] Zhuang L, 2021, Primary School Music Teaching Design Based on Core Literacy Background. *Avant-garde*, 2021(34): 0079–0081.
- [9] Huang H, 2022, Thinking and Practice on Optimizing the Design of Music Homework in Primary Schools. *Teaching and Educating People*, 2022(10): 47–49.
- [10] Yu P, 2021, Teaching Design of Primary School Music Units from the Perspective of Subject Literacy. *Music Education in Primary and Secondary Schools*, 2021(2): 5.
- [11] Guo L, 2021, Music Teaching Design in Primary and Secondary Schools Based on Core Literacy of Disciplines. *Music Education in Primary and Secondary Schools*, 9(12): 9–13.
- [12] Cai M, 2023, The Practice of Project-Based Learning in Music Characteristic Homework in Early Primary School Under the Background of New Curriculum Standards—Taking “Little ‘Saint Sans’, Big Sound Discovery” as an Example. *New Curriculum Teaching (Electronic Version)*, 2023(16): 53–54.
- [13] Hong Z, 2023, Research on Primary School Music Homework Design Based on Literacy Cultivation. *Liberal Arts Lovers*, 2023(1): 174–176.
- [14] Lin J, 2023, Integrating Three Elements to Optimize the Design of Music Unit Homework in Primary Schools—Taking the “Magic Impression” Unit Homework Activity in the Second Volume of Music Grade 6 as an Example. *Sichuan Education*, 2023(20): 65–66.
- [15] Huang L, 2022, Research on Teaching Strategies for Music Appreciation in Primary Schools Based on Core Literacy of Subjects. *Teacher*, 2022(32): 57–59.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.