Exploration on the Innovative Path of Primary School Music Teaching under the Background of New Media

Wang Wenyan

Yinchuan Xingqing District Experimental 3 Rd Primary School, Yinchuan, Ningxia, 750004, China
jincheng55555@163.com

Abstract: *With the development of new media technology, primary school music curriculum teaching is undergoing a profound transformation. This paper explores innovative strategies for music curriculum teaching in the context of new media empowerment, starting from the perspective of new media empowering primary school music curriculum teaching. By using new media tools to enhance students' music experience, enriching teaching content with new media resources, conducting personalized teaching with new media tools, and implementing diversified assessment using new media, this paper aims to provide a new, new media perspective for primary school music curriculum teaching to adapt to the needs and development of modern education.*

Keywords: *new media; elementary school music; pedagogical innovation; music experience; personalized teaching*

1. Introduction

Against the backdrop of the continuous development of new media, primary school music curriculum teaching is undergoing unprecedented transformation [1]. As an important component of quality education, music education holds significant relevance in cultivating students' aesthetic abilities, creativity, and emotional expression [2]. However, traditional teaching models for primary school music curriculum face several challenges, including vague teaching objectives, dull classroom atmosphere, and low level of music education curriculum development [3]. To address these issues, this study aims to explore the advantages and innovative approaches of new media empowerment in primary school music curriculum teaching. In the practical integration and development of innovative classrooms, it is crucial to prioritize quality education and emphasize the importance of comprehensive quality education for primary school students in the field of music education. This includes fostering students' interest in aesthetics, enhancing the effectiveness of music classroom teaching, and creating an innovative environment conducive to nurturing students' psychological well-being and interest in music. Further expansion of primary school music teachers' classroom teaching methods ensures the harmonious integration of teaching materials with students' life needs [4]. This paper will first analyze the empowering role of new media in primary school music curriculum teaching, and based on that, propose innovative approaches such as utilizing new media tools to enhance students' music experience, enriching teaching content with new media resources, implementing personalized teaching using new media tools, and employing diversified assessment through new media for primary school music curriculum teaching. These approaches will promote innovation in music classroom education and the application of intelligent teaching methods, ultimately leading to the establishment of efficient and effective music education classrooms.

2. New media empowers music teaching in primary schools

Under the backdrop of new media, primary school music curriculum teaching has witnessed unprecedented innovation. The introduction of new media tools, resources, and technologies has not only changed traditional teaching models but also significantly addressed issues such as vague teaching objectives, dull classroom atmosphere, and low level of music education curriculum development [5]. In the following sections, we will explore how new media empowers primary school music curriculum teaching.

Firstly, the proliferation of new media tools has brought new possibilities to the teaching of primary school music curriculum. For instance, electronic backpacks and online classrooms have expanded the

scope of music education beyond traditional classrooms. Electronic backpacks can store vast amounts of audio, video, and textual materials, facilitating students' independent learning anytime and anywhere [6]. Additionally, online classrooms enable real-time transmission of audio and video, making remote education and online learning possible, breaking through spatial and temporal constraints.

Secondly, the application of new media resources enriches the teaching content of primary school music curriculum. For example, teachers can utilize online music education platforms to guide students in understanding the latest music trends and music culture. They can also present music knowledge to students in a vivid and visual manner through self-made multimedia presentations. The application of these new media resources not only diversifies teaching content but also arouses students' interest and passion for music.

Furthermore, the skillful use of new media tools has brought breakthroughs to the teaching of primary school music curriculum. For instance, electronic whiteboards and projectors assist teachers in delivering better instruction [7]. Through electronic whiteboards, teachers can instantly display musical scores and lyrics for students to observe and learn. Projectors allow teachers to play music videos and live concert recordings, creating a relaxed and enjoyable atmosphere for students to study music.

Moreover, the application of new media tools promotes personalized teaching in primary school music curriculum. Teachers can provide customized guidance based on students' musical proficiency levels and interests, developing individualized learning plans to enhance the relevance and effectiveness of teaching. For example, teachers can utilize online assessment tools to understand each student's musical level and needs, and then develop personalized teaching strategies to help students learn and grow more effectively.

Lastly, the application of new media tools provides new means for diversified assessment in primary school music curriculum. Traditional methods of teaching evaluation often tend to be singular and one-sided, whereas new media tools enable diversified assessment. Teachers can utilize new media tools to conduct comprehensive assessments of students, gaining insights into their learning progress from multiple perspectives [8]. For example, online assessment tools can be used for exam grading and assignment feedback, while social media platforms can provide insights into students' extracurricular learning activities and general well-being. Such diverse assessment approaches provide a more comprehensive and in-depth understanding of students' situations and needs, thus guiding teaching more effectively.

In conclusion, the empowerment of new media has played a positive role in promoting primary school music curriculum teaching. From changes in teaching methods to enriching teaching content, and to diversifying assessment, the application of new media has made music education more dynamic and effective. Of course, with the continuous development of technology, there is still much room for exploration and innovation in music education under the backdrop of new media. As educators, we should actively grasp and utilize new media tools, constantly optimize teaching approaches and methods, foster students' interest and enthusiasm for music, and enhance their artistic and cultural literacy further.

3. Innovative Strategies for the Teaching Model of Music Curriculum

3.1 Enhancing students' music experience using new media tools

With the rapid development of technology, new media has deeply penetrated into our daily lives. Especially in the field of music, new media has not only changed the way music is disseminated but also provided abundant musical resources, even redefining the approach to music education [9].

Teachers can impart fundamental theoretical knowledge of music courses to students, such as music theory, composition, and arrangement, and enhance students' music experience using new media tools. This transforms mundane theoretical knowledge into interesting and novel practical experiences, enabling students to better comprehend the foundational theoretical knowledge of music courses [10]. For example, introducing music production software like Audacity or GarageBand and guiding students to explore and use them allows students to record their own voices, add sound effects and synthesizers, and create their first musical composition.

Virtual reality (VR) technology can help students gain a deeper understanding of the creative and performance processes in music. In music curriculum teaching, students can put on VR headsets to observe a live music concert performance, experiencing a sense of "being there" and observing the

performers' playing process and the collaboration among musicians from different perspectives. This immersive learning approach greatly enhances students' understanding and experience of music [11]. VR technology can also be applied in introducing students to different instruments by helping them observe the diverse shapes and characteristics of various instruments, effectively addressing the challenge of limited instruments available in school music classrooms that hinder students from gaining a comprehensive understanding of instruments.

Additionally, fully leveraging music interactive platforms, games, and more can be beneficial. Many new media platforms provide music interactive functions, such as social media, music applications, and online games. By engaging in music challenges, competitions, and interactive music games, students can have deep interactions with music. Participating in these activities not only enhances students' appreciation and perception of music but also fosters their teamwork and collaboration skills during music gaming experiences.

3.2 Enriching teaching content through the utilization of new media resources

New media provides abundant teaching resources for primary school music curriculum, allowing students and teachers to access a wider range of music genres and cultures.

There are numerous music education websites and digital music libraries online that offer a wealth of music resources, such as sheet music, audio, video, and text materials. Teachers can select and integrate these resources into their classrooms, exposing students to more music works and genres [12]. Additionally, students can also utilize online resources for self-directed learning to enhance their musical literacy and learning capabilities.

The utilization of new media music software can greatly enrich teaching content. There are many music software options available specifically designed for children, often encompassing features for teaching, learning, practice, and assessment, making them suitable for primary school students. Examples include "Music Bus" and "Doraemon Music Park," which combine computer games with music instruction, enabling students to learn music knowledge while engaging in entertaining gameplay.

In addition to the aforementioned methods, teachers can integrate music with other subjects using new media in teaching. For instance, teachers can guide students to search for historical, cultural, and social background information related to music on the internet, or incorporate knowledge from literature, mathematics, science, and other fields into music instruction, nurturing students' overall qualities and abilities.

The application of new media mentioned above not only enhances teaching quality and efficiency but also stimulates students' interest in learning and creativity. However, integrating new media resources requires careful selection, integration, and instructional design by teachers based on students' specific needs, contributing to the development of primary school music education [13].

3.3 Implementing personalized teaching using new media tools

Personalized teaching has always been one of the goals pursued in music education, and the popularity of new media tools has facilitated its implementation.

In the context of new media, teachers can utilize various online education platforms and software to conduct personalized analysis of students, understanding their learning situations, interests, hobbies, and strengths. By collecting and analyzing students' learning data, teachers can grasp their characteristics and issues in music learning, thus developing personalized teaching plans and strategies for them. Using new media tools, teachers can provide individualized guidance based on the different needs of students [14]. For example, for students with special musical talents or those interested in specific music fields, teachers can offer specialized guidance and support to help them unleash their full potential. Additionally, teachers can communicate and interact with students through online education platforms and extracurricular activities, promptly understanding their needs and addressing their challenges with targeted guidance. New media tools facilitate personalized learning for students. They can choose appropriate learning resources and methods based on their own interests, levels, and needs. For instance, students can engage in self-directed learning through online music courses, music apps, and digital music libraries, as well as enjoy interesting learning experiences through music interactive games and music production software.

Through personalized analysis, guidance, and learning, students' individual needs can be better met, promoting the exertion of their strengths and comprehensive development in music learning. It should be noted that personalized teaching requires teachers to possess high digital literacy and data analysis abilities. Therefore, music teachers need to continuously learn and enhance their professional skills in order to better utilize new media tools for educational innovation.

3.4 Employing diversified assessment through the application of new media

Evaluation is an essential aspect of music curriculum teaching as it can effectively help students understand their learning progress, stimulate their motivation, and assist teachers in assessing teaching effectiveness and improving instructional methods [15]. In the context of new media, utilizing new media tools for diversified assessment has become an important pathway for innovating music education.

Teachers can make use of new media platforms such as class WeChat groups, public accounts, or music apps for online evaluation. After completing their music works, students can submit them on these platforms, allowing teachers and other students to watch, evaluate, and discuss them online. Teachers can also utilize new media resources such as music videos and music apps for interactive evaluation. For instance, teachers can ask students to watch music videos and evaluate or emulate the musical elements within, afterwards sharing their own compositions on the new media platform to receive evaluations from peers and teachers. By employing new media tools, teachers can collect students' performance data and utilize data analysis to understand their learning situations and needs. For example, through data analysis, teachers can identify areas where students perform well and areas that require improvement, adjusting their teaching strategies accordingly.

By implementing the strategies mentioned above and utilizing new media tools for diversified assessment, the effectiveness and quality of music education can be significantly enhanced, while also promoting students' comprehensive development.

4. Conclusion

In the context of new media, primary school music curriculum teaching faces new opportunities and challenges. Through the introduction of new media tools, music curriculum teaching can achieve goals such as enhancing students' music experience, enriching teaching content, implementing personalized teaching, and conducting diversified assessment. In this context, this study conducts innovative research on primary school music curriculum teaching and proposes pathways to enhance students' music experience using new media tools, enrich teaching content using new media resources, implement personalized teaching using new media tools, and conduct diversified assessment using new media. Innovations in music curriculum teaching can effectively improve teaching effectiveness and quality while promoting students' comprehensive development.

References

[1] Yu X Y. Exploration of Music Theory Course Education Path in Colleges and Universities under the New Media Era [J]. China Science and technology periodical database research, 2022(9):0047-0049.
[2] Gibson S J .Shifting from offline to online collaborative music-making, teaching and learning: perceptions of Ethno artistic mentors[J].Music Education Research, 2021, 23(2):1-16.
[3] Wang S .Classroom Reflection on Music Teaching - Take Robin Hood Primary School in the UK as an Example [J]. Journal of Higher Education Research, 2022, 3(2):137-140.
[4] Cagirgan G .The opinions of the preservice music teachers regarding the teaching of orchestra and chamber music courses during distance education process[J].Cypriot Journal of Educational Sciences, 2021, 16(3):1088-1096.
[5] Zhao L .Research on the reform of civic science teaching in music course under the concept of OBE talent cultivation[J].Region - Educational Research and Reviews, 2023, 5(1):31-35.
[6] Blanco-Novoa S ,Sara Domínguez-Lloria, Pino-Juste M .Impact of the Social and Family Environment on the Motivation of Students in Professional Music Teaching[J].The International Journal of Pedagogy and Curriculum, 2021, 28(1):131-147.
[7] Cho E J , Cho H S .The Development and Effects of the PBL-Based Early Childhood Music Education Program for Enhancing the Music Teaching Competency of Early Childhood Pre-Service Teachers[J].Early Childhood Education Research & Review, 2021, 25(1):87-110.

[8] Ying L, Jiaxuan L .Study on the application and teaching strategy of multimedia technology in music teaching in colleges and universities[J]. Journal of Intelligent and Fuzzy Systems, 2021(1):1-8.

[9] Ma J .Russian Music Education Concept and Its Enlightenment to Chinese Music Teaching [J].Arts Studies and Criticism, 2022, 3(1):102-105.

[10] Tukimin R , Mohd N , Yusoff R N ,et al. Source of Ideas of Teacher-Generated Innovation in Teaching Arabic Language in Primary Schools[J]. International Journal of Academic Research in Progressive Education and Development, 2021, 9(2):2226-6348.

[11] Nguyen Van Hiep, Pham Ngoc Tram, Ngo Minh Sang.The Innovation Process of Teaching Methods Specialized in Universities of Social Studies in Vietnam. - Current Situation and Solution[J].Psychology (Savannah, Ga.), 2021, 58(2):868-875.

[12] Pan X , Huo H , Jiang Y ,et al.Combining Virtual and On-site Teaching for Innovation Training in Robot Engineering[J].U Porto Journal of Engineering, 2021, 7(1):16-23.

[13] Gao H .IMPROVING THE PHYSICAL QUALITY OF STUDENTS BY PRESCRIPTION TEACHING MODE [J].Revista Brasileira de Medicina do Esporte, 2021, 27(3): 331- 334.

[14] Márcia Boell, Arruda A A D , Oliveira L G D ,et al. ECOLOGIZING KNOWLEDGE, REVERBERING FOR TEACHING BEING-DOING IN (POST)PANDEMIC TIMES[J]. International Journal for Innovation Education and Research, 2021, 9(2):315-328.

[15] Yan X , An X , Dai W , el al. Image Segmentation Teaching System Based on Virtual Scene Fusion[J]. Computer Simulation, 2021(7)331-337.