

Research on the Creative Practice of High School Music Classroom Teaching from the Perspective of Core Literacy

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Abstract: With the deepening of education reform, the cultivation of core literacy has become an essential issue in education. As an important subject in the high school curriculum system, music is irreplaceable in cultivating students' core literacy. The purpose of this paper is to explore the practice of choreography in high school music classroom teaching in the field of core literacy by analyzing the current situation of high school music classroom teaching, combining with the cultivation requirements of the core literacy of the high school music discipline, and proposing practical strategies of choreography in high school music classroom teaching, this study not only helps to enrich the theory of high school music classroom teaching, but also provides practical guidance for high school music teachers, and promotes the all-round development of high school students. This study not only helps to enrich the theory of high school music classroom teaching but also provides practical guidance for high school music teachers and promotes the comprehensive development of high school students.

Keywords: Core Literacy; High School Music; Classroom Instruction; Creative Practice.

1. Introduction

With the rapid development of global digitization and the increasingly diversified and complex needs of society for talent, education at the high school level has been attracting much attention as an essential way to cultivate high-quality talent. In 2019, the General Office of the State Council on the Guiding Opinions on the Reform of Parenting Methods of Promoting General High Schools in the New Era also proposed to improve the comprehensive ability of students, promote the overall development of students as well as cultivate innovative talents who can adapt to the development of society. In this context, cultivating students' core literacy is critical, and music education at the high school level plays a vital role in the overall development of students as an essential way to cultivate students' aesthetic emotion, creativity and cultural literacy. In the 2017 version of the General High School Music Curriculum Standard[3], it is also pointed out that music creation activities are an essential classroom activity to cultivate core literacy, that is, to explore the creative potential of students and cultivate the team spirit of students to meet the needs of their personalized development.

2. The Importance of Arranging Activities in the High School Music Classroom

2.1. Enhancing Student Agency

The high school music classroom creative activities provide a stage for students to show themselves and give full play to their creativity. Students are no longer passive recipients of the teacher's knowledge. However, they can participate more actively in music learning, give full play to their creativity and imagination, and become the main learning body through classroom creation activities. At the same time, students use their musical knowledge and skills to

create according to their understanding and feelings, and this process can significantly stimulate students' learning initiative and enthusiasm. In the creation process, students need to think independently, inquiry independently, and cooperatively learn to solve all kinds of problems; this helps them form independent thinking and problem-solving abilities to cultivate their independent learning abilities and teamwork spirit.

2.2. Cultivating Students' Creative Abilities

Creative ability is an integral part of core literacy. In high school music classroom teaching, through arranging and creating activities, students can make adaptations and creations based on what they have learned, which helps to cultivate students' innovative thinking and creative ability. In creating and arranging, students must constantly try new musical elements and forms of expression and constantly challenge their musical skills and creative abilities. Such challenges and attempts can stimulate students' creativity and imagination and cultivate their sense of innovation and creative ability. Music arrangement and creation activities encourage students to break the routine and try new musical elements and expressions. This challenge can stimulate students' creative thinking and make them find new inspirations and possibilities in music creation. Music arranging not only applies theoretical knowledge but also requires students to translate theoretical knowledge into practice. Through continuous experimentation and practice, students can exercise their practical ability and improve their comprehensive quality in music creation.

2.3. Promoting the Holistic Development of Students

Through choreographic activities, students can gain a deeper understanding of the art of music and develop their aesthetic ability and appreciation. They can express their feelings and thoughts and shape healthy personalities and

values. Students can feel the cultivation of beauty and cultural heritage in music learning and promote improving their aesthetic ability and cultural literacy. At the same time, choreography activities often need to be integrated with other teaching subjects. Students can create musical works in a literary or historical sense by combining them with literature, history, and other disciplines. This interdisciplinary integration will help students develop interdisciplinary synthesis and enhance their general literacy. They will better understand the connections and interactions between disciplines and develop comprehensive and in-depth knowledge. Choreography activities can also help students understand the characteristics and differences of different musical styles and genres and broaden their musical and cultural horizons. This holistic development not only facilitates students' personal growth and development but also helps them to better adapt to the needs of the future society.

3. The Problems High School Music Classroom Creative Activities

3.1. Weak Musical Foundation of Students

Before entering high school, many students do not have a solid foundation in music learning and have not received systematic music training, which leads to the fact that when they participate in music classroom creation activities, they often feel overwhelmed by the lack of basic music knowledge and skills, and are unable to participate and create effectively. These students are prone to encounter obstacles in the creation process, such as an inability to grasp the rhythm and improper use of harmony, which directly affect their enthusiasm for creation and the quality of their results. Other students may need more confidence in their musical ability and creativity and are afraid to experiment with new musical elements and forms of expression. This may also lead to their resistance and unwillingness to participate actively in creative activities.

3.2. Teachers' Limited Ability to Choreograph

Teachers must have specific arranging abilities and experience to arrange activities in high school music classrooms. Although some teachers have specific music teaching abilities, they need more experience and skills in music composition. This leads to their inability to guide students in composing activities and provide them with practical guidance and support so that students feel more confident in composing. Teachers' limited ability to create may also lead to single and repetitive classroom activities that fail to meet the diversified needs of students, thus affecting students' interest and participation in learning. Some teachers may focus too much on technical instruction and must focus more on developing students' creativity and imagination.

3.3. Outdated Teaching Content and Methods

The music-arranging classroom in the current high school is still a teacher-led classroom model; students passively accept knowledge and lack interaction and innovation. Teachers must fully use modern teaching techniques and means to enrich the teaching content, innovate teaching methods and stimulate students' learning interest and creativity. Some teachers may rely too much on teaching materials when organizing choreography activities, resulting in a single teaching content and a lack of novelty. There may be more to stimulate students' creative inspiration and

imagination, making choreography activities dull. In music classroom choreography activities, some teachers may only use one or a few traditional teaching methods, such as lectures and demonstrations. This single teaching method quickly makes students feel bored, and it takes work to stimulate their interest in and enthusiasm for learning. It cannot adapt to the needs of choreography activities. It leads to a lack of interaction and cooperation opportunities for students in learning and fails to cultivate their team spirit and collaboration ability.

3.4. Inadequate Evaluation Mechanism

The lack of an effective evaluation mechanism for the results of creative activities may result in students' efforts not being duly recognized and encouraged. This may demotivate students and make them lose interest in creative activities. Students need to receive timely feedback and guidance during the creative process. However, in some schools, the feedback mechanism may need improvement, resulting in students being unable to understand their shortcomings and make improvements promptly.

The imperfection of the evaluation mechanism is a common problem in music classroom composing activities. Some teachers may focus only on the results of students' work and neglect students' performance and progress in the creative process. An imperfect evaluation mechanism may also lead to ambiguous and unfair evaluation criteria, making it impossible for students to receive due recognition and encouragement for their efforts, thus affecting their learning motivation and self-confidence.

4. The Effective Way of Compilation and Creation Activities in High School Music Classroom

4.1. Digital Resources to Empower Personalized Teaching

Personalized teaching plans and tutoring programs are developed for different students' music foundations and characteristics. Through AI technology, questionnaires are uploaded to the cloud before the lesson to test the students' music foundation and analyze the data to provide personalized learning advice and adaptive teaching to help students learn more efficiently. For students with a weak foundation, basic training should be strengthened. Students with a sure foundation should be guided to explore and innovate in depth. Add pre-course pre-study content, which students of different levels can choose according to their needs. Teachers comb, integrate and edit various text and video resources needed for course-related knowledge through online course platforms, major educational video websites and mobile application music teaching programs, and upload the corresponding teaching resources to the cloud for students' use.

For example, the Shenzhen Education Cloud Resource Platform has video resources for the Humanistic Version of High School Music Microcourse of the Shenzhen Primary and Secondary School Teachers' Microcourse Competition in the Activity Resources section, the Microcourse Video Resources for High School Music Knowledge Points in the Microcourse Works section of the China Microcourse Network, and the Video Resources for High School Music Microcourses in the Microcourse Showcase section of the Basic Education

Excellence Classes, which are expanding the micro course library based on the results of the competitions every year. The National Intelligent Education Platform for Primary and Secondary Schools also has micro-lesson resource packages of different versions of high school music textbooks for students' independent learning in the Student Independent Learning section of the Curriculum and Teaching section. The Bilibili video portal also has a wealth of teaching resources, which are more targeted and exciting than the professional education websites. Searching for relevant keywords will match many video content from music education creators. Mobile apps for music teaching programs that supplement the fundamentals of music include Music Theory Handbook, Music Academy, Music Dictionary, and MusicTutor, which provide students with a convenient way to acquire the knowledge they need quickly.

4.2. Information Technology Resources to Enhance Teachers' Creative Writing Skills

Teachers can utilize online learning platforms such as NetEase Cloud Classroom, Tencent Classroom, and China University Mucous Class to take courses related to music arranging. These platforms provide a wealth of learning resources, such as video tutorials, online lectures, and expert guidance, which help teachers systematically improve their music arranging skills. Digital music software, such as Logic Pro X (Table 1) and Ableton Live (Table 2), can also be utilized so teachers can practice music composition and arranging.

Table 1. Logic Pro X



Table 2. Ableton Live



This software offers a rich library of sound effects, samplers, and synthesizers that can help teachers quickly realize their musical ideas. Teachers can join social media groups or forums for music creation to exchange experiences and skills with other music creators. By sharing their works, critiquing, and discussing with each other, teachers can

continuously improve their music arrangement and creation skills.

Some colleges and universities or research institutes provide virtual laboratories where teachers can conduct simulation experiments on music composition. By adjusting parameters and testing effects, teachers can gain a deeper understanding of the principles and techniques of music composition.

Utilizing online collaboration platforms such as JamKazam and Soundtrap, teachers can collaborate remotely with other music teachers or students to create music. This type of collaboration across geographical boundaries can spark more creativity and inspiration. Attend regular music composition trainings and workshops to learn about the latest techniques and trends. Often organized by music colleges, music associations, or music technology companies, these events provide teachers with valuable learning and networking opportunities.

4.3. Mobile Apps Enrich the Way Content is Taught.

In high school music classrooms, we are exposed to different regions and styles of music. We need to recognize and understand a variety of musical instruments in the learning process. Still, it is not easy to equip the school with all the necessary instruments and make them available to every student in creating music, which can be achieved through the instrument simulation mobile application.

For example, when making African music arranging activities in the Music Appreciation module, we can use mobile apps such as Conga Drums, Djembe!, Bongos!, Cajon!, Conga Drum Percussion Pads, Darabuka Drum Percussion Pads, African Drum Percussion Pads, Bongo Drum Percussion Pads, to allow students to work in small groups to make polyphonic music arrangements and make internal recording to save the choreography. In the chapter on Ancient Chinese Music in the module "Music Appreciation", students can simulate the performance of ancient Chinese music by using Qimo and Pipa. Qimo is an app that simulates the performance of the guqin, and the simulated repertoire includes Yangguan Sanjie and Plum Blossom Sanlang, which are recommended by the textbook. The Pipa APP also includes the Ten Ambushes in the textbook. In the European music chapter in the Music Appreciation module, students can use Tulum3 (bagpipe form) and Bagpipe-Christmas to create activities with these two instrument simulation apps. These instrument simulation APPs can not only help students better understand and master music knowledge and improve their skills and level of music arranging, but also its accurate picture, realistic touch, and restored sound effects can make students more immersed in different styles of music from different regions and put their imagination into practice.

In choreography activities that require richer harmonies, we can also apply APPs such as Library Band, Chord Pie, Tone Control, Pocket Music, and Singing Duck to carry out the activities. Among them, the library band (Table 3 and Table 4) has a substantial sound resource library in addition to rich virtual instruments, supports up to 32 tracks of performance recording, and also supports the transfer and modification of the source files of the compositions, which provides technical support for students' group cooperative learning and teachers' online guidance and plays a decisive role in the teaching of the module of "music compositions" in particular. The four APPs, Chord Pie, Tone Control, Pocket

Music and Singing Duck, are AI-based tools for generating auxiliary compositions. These tools can better combine contemporary music culture and popular music elements and provide students with musical works and creative materials that match their interests. These apps attract students' attention and stimulate their interest and motivation to learn music with their new entertainment methods of fun, virtualization, digitalization and mobility.

Table 3. Coop Band student work

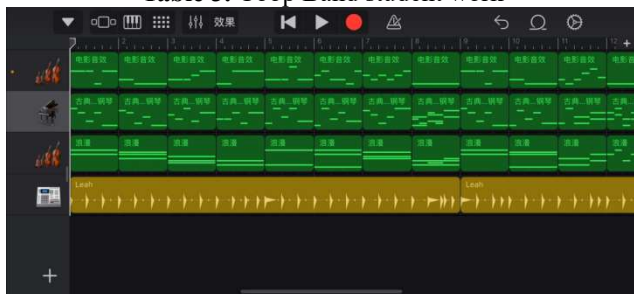


Table 4. Coop Band student work



At the same time, these Apps can also provide a variety of interactive methods, such as online discussion, real-time feedback, work sharing, etc., enabling students to interact and collaborate with other students and teachers in real-time. Students can share their music compositions through the app and receive comments and suggestions from others to improve and perfect their works continuously. Teachers can also understand students' learning progress and confusion in real time through the app and provide timely guidance and assistance.

Students can also participate in music competitions, exhibitions, or social media accounts through the app to show their music arrangement results and enhance their self-confidence and sense of achievement. Mobile apps can break the limitations of geography and time, enabling quality music education resources to be widely disseminated and shared. At the same time, they allow students to showcase their talent and creativity.

Through these apps, teachers can be assisted in using diversified teaching modes and teaching methods, which can stimulate students' learning interest and creativity through project-based teaching of large units and themes. Students can learn music knowledge and skills through inquiry and practice. It also helps to cultivate students' creative thinking and imagination, as well as their teamwork and communication skills. Interdisciplinary integration of music with other subjects, such as music with literature, history and art. This can provide students with richer creative materials and sources of inspiration and promote the integration and development between disciplines.

4.4. Artificial Intelligence Software to Improve the Evaluation Mechanism

In personalized learning platforms, audio analytics through artificial intelligence technology collects data on students' singing or playing in real time and performs in-depth music skills analysis. They can assess students' pitch, rhythm, timbre and other musical elements and give objective and accurate evaluation reports. For example, the Music Aesthetics Teaching Platform has a built-in function with digitized dynamic scores that enable visual AI scoring and error correction. Personalized learning paths and evaluation criteria are provided based on students' learning data and behavioural habits. They can analyze students' learning progress and ability level, recommend suitable learning resources and practice tasks for students, and provide targeted evaluation feedback. During compilation, teachers can give students timely feedback and guidance to help them understand their deficiencies and improve.

To establish a diversified evaluation system, some educational software supports integrating multiple evaluation models, such as self-evaluation, peer evaluation, and teacher evaluation. They can construct diversified evaluation models to comprehensively and objectively assess students' musical literacy and comprehensive abilities. At the same time, these systems can also integrate and analyze the results of different evaluation models, which helps to give students a more comprehensive understanding of their strengths and weaknesses. They can also provide teachers with more comprehensive and in-depth assessment information. For example, the Smart Campus Student Evaluation System, Honghe Classroom Evaluation, and Super Star Learning Pass have such evaluation functions.

Intelligent rubric generators can automatically generate diverse assessment rubrics based on student performance and learning data. They can reduce teachers' workloads in writing rubrics, improve evaluation efficiency, and make evaluation more objective and accurate. For example, some educational software or plug-ins provide such intelligent rubric generation functions.

Intelligent supplementary assessment tools can also assist teachers in completing some assessment tasks, such as data collection and preliminary analysis. They can automate some tedious work so that teachers can focus more on in-depth analysis and student guidance. For example, Ban Xiao Er, OneAI, and Have Me AI provide intelligent assisted evaluation functions.

5. Conclusions and Outlook

High school music classroom teaching has a unique and irreplaceable role in cultivating students' core literacy. This study analyzes the problems existing in high school music classroom creative activities and effectively improves the quality and effect of high school music classroom teaching to promote the overall development of students and the cultivation of core literacy through digital resources to empower personalized teaching, information technology resources to enhance teachers' choreography ability, mobile applications to enrich the way of teaching content, and artificial intelligence software to improve the evaluation mechanism. In the future, with the deepening of education reform and the increasing requirements for the cultivation of core literacy, the research on arranging and creating in high school music classroom teaching will also face new

opportunities and challenges. In conclusion, studying choreography practice in high school music classroom teaching under the perspective of core literacy is a long-term and complex process. We must keep exploring and practising to improve students' core literacy and promote their overall development.

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