

Preliminary Discussion on the Deep Learning of Primary School Music Classroom with the Goal of “Improving Core Literacy”

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Abstract

In the past five years, how to improve the core quality of students has been a hot topic in the field of basic education in China, and it has also become an important idea and key element of the curriculum reform of basic education. Teachers in all disciplines have been trying to understand and implement the concept of core literacy through deeper interpretation and practice. Understanding what core competencies are is more important than understanding why we need to improve them and how to deliver them. The realization of literacy is actually the achievement of goals reflected in the deep learning process of task-based and project-based. This paper takes primary school music as an example to discuss how to open the channel between deep learning and core literacy through some enlightening activities in music classroom teaching.

Keywords

Core literacy; Deep learning; The "Integrated Education"; Autonomous learning.

1. Introduction

Nowadays, more and more attention is paid to the all-round development of people. No matter the society, schools or parents, without exception, hope to cultivate talents with higher quality and stronger ability. Under this background, how teachers teach, how students learn, and how the knowledge to be truly transformed into literacy seem particularly important. Single and boring way, no doubt can not meet the needs of classroom teaching. based on the teaching of primary school music discipline, through the specific classroom content split and detailed, to find the way to let students become a small master of the classroom and study independently; Explore teachers' innovative teaching methods; Building students' deep learning ability can ultimately enable students to achieve the goal of improving their literacy through knowledge learning.

2. Organization of the Text

2.1. Core Literacy of Music Discipline and the Value of Deep Learning on Music Discipline

As a compulsory course in the stage of basic education, music subject has many characteristics different from other subjects. It is different from the subject “Chinese” which can get the inner feeling by looking at character, different from mathematics, which requires a lot of computation and logical reasoning to verify the results, and also different from foreign language subjects which are closely combined with memory and practice. music subject needs to improve the "recessive" artistic accomplishment and humanistic quality by learning the "explicit" music knowledge. In the past music teaching, we often reduce the requirements of music knowledge and excessive pursuit of students' music appreciation level, or just focus only on knowledge and skills, contrary to core literacy's aim of being a "well-rounded person". From this point of view, it is one-sided to simply emphasize the learning of "explicit" knowledge or the pursuit of "implicit" accomplishment in music classroom. In the new era, teachers need to design and

decompose classroom teaching contents into various task-based or project-based deep learning processes to realize the goal of "gradually forms literacy through learning knowledge", and finally realize literacy through these process objectives.

2.1.1. The Concept of Core Literacy

What is core literacy? The research team led by Beijing Normal University defines core literacy as the essential character and key ability that students gradually form to meet the needs of personal lifelong development and social development during the process of receiving the corresponding academic education. It is the combination of students' knowledge, skills, emotions, attitudes, values and other aspects of the requirements. It refers to the process, focusing on the students' understanding in the process of cultivation, rather than the result-oriented. At the same time, core literacy has the characteristics of stability, openness and development. Its generation and refinement are completed in the dynamic optimization process with the development of era. It is the basic guarantee for individuals to adapt to the future society, promote lifelong learning and all-round development [1].

This connotation shows that the core quality refers to the core quality of people in final; our education should not only focus on "teaching", but also be positioned at "educating people". To achieve in the teaching of literacy development and return back to education essence, the traditional fragmentation knowledge teaching, simple learning process, overmuch mechanical training and memory mode should all be broken down. Let the students pay more attention to build structured knowledge, find the value of knowledge and the cultural spirit behind it, expand their capability of interdisciplinary and across situations study. This is not only the realization of the core quality connotation, but also the goal of our education and the premise for students to grow and develop comprehensively with better adaptation to the future society. All these goals and premises must be realized through the process of deep learning.

2.1.2. The Connotation and Extension of Deep Learning

The so-called deep learning refers to a meaningful learning process in which students take an active part in, experience success and gain development around challenging learning topics under the guidance of teachers. In this process, the students master the core knowledge of discipline, understand the process of learning, and grasp the essence of subject and thought method, form positive internal learning motivation, senior social emotion, positive attitude, true value judgement. Then they will become excellent learners with independent, critical and creative and cooperation spirit, good solid the basis, which make them the master of the future social and historical practice [2].

Combined with the specific teaching process of the subject to interpret the connotation of deep learning, it requires teachers should not just satisfied with carrying knowledge into the brain of students and asking them to remember by rote, but should take the student as the main body, guide students to design a challenging and creative theme around teaching target, lead students to experience practice and eventually gain ability development in the learning process, let them Inheritance of human historical and cultural achievements through the exploration of subject knowledge, encourage them to relate new knowledge with old ones and integrate knowledge of each subject by rich teaching methods. The teaching content will have more depth and width through novel and interesting teaching design, connection between course content and real life, link between existing knowledge and previous experience. Therefore, since deep learning transforms the achievements of human history cognition (human experience) into students' active activities, spiritual strength and development energy, we can call it a real teaching [3].

2.1.3. The Value of Deep Learning on Improving the Core Quality of Music Discipline

Deep learning can only be formed in the specific learning activities of specific subjects. "New Curriculum Standard" has clearly expressed the connotation of music discipline quality, that is music curriculum should provide students with aesthetic experience, edify sentiment,

enlighten wisdom; Develop creative development potential, enhance creativity; Inheriting the excellent national culture and enhancing the knowledge and understanding of the richness and diversity of world music culture; Promote interpersonal communication, emotional communication and the construction of a harmonious society [4]. The unique perceptual ability, emotional experience, innovation ability and performance ability of music discipline all open the channel for students to acquire the core quality of music discipline. Deep learning in music discipline should be based on the nature and function of music, based on the inheritance of music knowledge, centered on artistic aesthetics, and motivated by students' interest, to encourage music creation and practice. We should make use of the connection between music and nature and emotion, the connection between music and literature, history and other interdisciplinary knowledge, and a series of deep learning processes that are embodied in various specific integrity, interaction, practicality and effectiveness, to guide students to explore, experience and feel, so that music literacy can be truly realized and educational value of music discipline can be realized.

2.2. The Embodiment and Application of Deep Learning in Primary School Music Class

Students in primary school still have some psychological development characteristics of early childhood. They are fond of games, full of imagination, trusting teachers and willing to cooperate with peers. In the primary school music class, teachers should start from the characteristics of students in this age group, enrich the teaching links, through listening, appreciation and music activities, enhance students' emotional resonance of music, cultivate interest, improve quality, and help students form a healthy aesthetic.

Through the study of different versions of music textbooks, the author selected some songs in the primary school music textbooks issued by Jiangsu Phoenix children's Publishing House, hereinafter referred to as "Su Shao ban". By selecting the lyrics and scores of the sample songs, the author analyzes and designs operational teaching contents, thus concretizing the elements of deep learning and reflecting the significance and necessity of deep learning in primary school music classes.

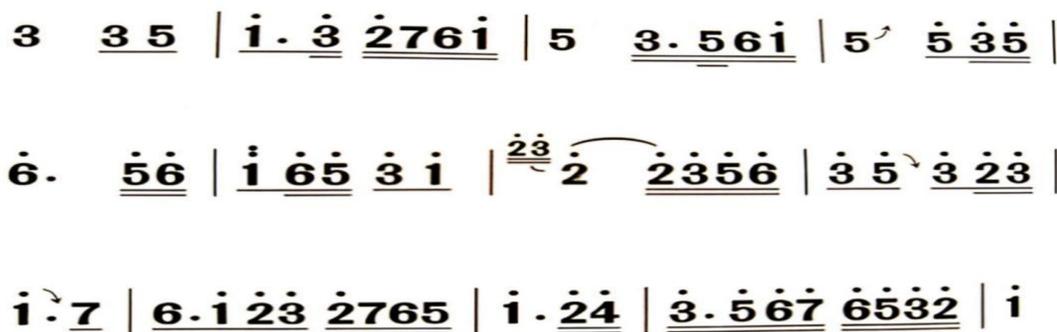
2.2.1. Integrate the Parts And Systematize the Knowledge Learning

Deep learning advocates unit learning. The transmission of knowledge should not be scattered and disorderly, but should have a clear logical system, which requires teachers to help students establish the connection between knowledge and create a unitized and structured learning. Under this goal, in addition to the study of knowledge, the design of music subject units should pay more attention to the cultivation of thinking ability. Teachers should establish a good relationship between the core accomplishment of music discipline and the core content of music, systematically formulate unit objectives according to the curriculum standards and books, and pay attention to the relevance and migration of knowledge [5]. The teaching songs of each grade are divided into different units in the "Su Shao ban" and appropriate and meaningful themes are set for each unit. In these theme units, there are not only music knowledge, but also the requirements of appreciation and creation. These creates a teaching clue and structure for teachers to design teaching activities, and sets up a frame for students to associate, extend and even create.

Example 1.

Fourth Grade (II)	Sweet Jiangnan			
Unit songs	Fabulous Jiangnan	Yi Jiangnan	Alley charm	Yang Liu Qing
Music knowledge	Song structure	Rhythm of singing	Decorative figure	padding syllable

The theme of this unit is "Sweet Jiangnan", which selects four Jiangsu folk songs full of local characteristics. In addition to the song structure, singing rhythm, folk song mode, Boeing tone, serif and other music knowledge, but also set up the folk music appreciation part. In the actual teaching process, the students are inspired to discover the characteristics of Jiangnan folk songs by appreciating the folk music ensemble " Fabulous Jiangnan". The song has a melodious melody, the rhythm is dense. We can see the beautiful scenery of the south of the Yangtze River perfect integration. Both the pavilions and terrains of Jiangnan gardens and the sweet and glutinous sweetness of Jiangnan dialects have a tacit implication similar to that of this folk song. Example 2. The score of the folk music ensemble "Fabulous Jiangnan"[6]



With such experience and feeling, students will have a more intuitive and appropriate understanding and imagination of the description of the lyrics and the multi-tone singing mode when they learn to sing "Yi Jiangnan", a song changed by a famous poem. With these basic understandings, when students are learning the song "The Alley Charm", which has higher singing skills, teachers can improve students' singing ability by combining the teaching of grace notes. To guide the students more vivid, in-depth experience the unique flavor of music in the south of the Yangtze river. The song "Yang Liu Qing" in the unit is one of the most representative folk songs in Yangzhou. More "padding syllable" are added into the lyrics to describe a vivid and lively folk labor scene, which fully shows the vitality and warmth of folk culture.

By combining the related songs into one theme unit, the class length and the difficulty of selecting songs meet the curriculum standards and teaching content of this grade. In the terms of teaching progress, it helps students to understand the unique musical knowledge and singing skills of such folk songs step by step, which is in line with the advanced development goal of core literacy. By learning and singing this type of song, students can be taught the correct rhythm and vocalization method. To guide the primary school students in this age group to better understand the rich regional cultural background, feel the unique folk customs, appreciate the characteristics and charm of local music. Stimulate the students to love their hometown, love the strong feelings of life.

2.2.2. Expansion of Knowledge Learning Through the "Integrated Education"

Professor Li Zhengtao, an expert in the research of new basic education, put forward the concept of the "Integrated Education", which is a system of education thinking. It presupposes human growth and development, not only all-round development, but also integrated development. It is difficult to separate the effect of all educational activities for moral education, intellectual education, physical education, aesthetic education, or labor education [7]. Our primary school music classroom should also combine the concept of the Education in 5 Aspects, such as the integration of music and moral education; Integration of music discipline and intellectual education; The integration of music, physical education and body coordination; Integration of music and labor education. Every kind of education and teaching behavior runs

through the music class, and it will have an integrated influence on the growth and development of children.

Here we take the integration of music and labor education as an example to illustrate the significance of the "Integrated Education". Today's children's concept of labor may be limited to the collective cleaning at school or simple housework at home, and they rarely have the opportunity to experience the joy of working in the fields. However, the premise of "educating people" is the insight and understanding of "human nature", and "various educations" including "labor education" hides a certain "view of human nature". Under the background of the new era, the connotation of "labor education" can be "re-interpreted" as "hard work", "education", "existence", "liberation" and other rich human nature significance [8]. In recent years, more and more schools attach importance to the curriculum of labor education, but in fact, adding too many new courses will undoubtedly increase the burden of schools and students. In order to give full play to the role of labor education in improving the quality of education, a more appropriate method is to integrate it into the process of education of other subjects.

Example 3. Music score of "Pulling a Root of reed"[9]

中速 优美地 江苏民歌

$\dot{1}$ $\overset{\star}{\dot{3}}$ $\dot{2}$ $\dot{1}$ $\dot{6}$ | $\dot{1}$ $\overset{\star}{\dot{3}}$ $\dot{2}$ $\dot{1}$ $\dot{6}$ | 5 $\overset{\sim}{535}$ 5 6 | $\dot{1}$ $\overset{\star}{\dot{2}}$ $\dot{2}$ $\dot{1}$ $\dot{6}$ 5 |

1.叫(呀)我(这么) 里(呀)来, 我(哇)就(的个) 来 (嗷).
 2.白米 饭(这么) 好(呀)吃, 要把秧来 栽 (嗷).
 3.鲜鱼 汤(这么) 好(呀)吃, 要把网来 抬 (嗷).

$\dot{1}$ $\dot{1}$ $\dot{2}$ $\dot{1}$ $\dot{6}$ 5 | $\overset{5}{3}$ 2 1 | 5 $\overset{\sim}{53}$ 5 $\overset{\sim}{56}$ | $\dot{1}$ $\overset{\star}{\dot{3}}$ $\dot{2}$ $\dot{1}$ $\dot{6}$ |

拔根(么)芦 柴 花 花, 清 香 (里 格) 玫 瑰、

$\dot{1}$ $\overset{3}{5}$ $\overset{\sim}{656}$ $\dot{1}$ | 5 - | $\overset{3}{\dot{3}}$ $\overset{3}{\dot{2}}$ $\dot{1}$ $\dot{2}$ $\overset{3}{\dot{3}}$ | $\overset{3}{\dot{2}}$ $\dot{1}$ $\dot{6}$ |

玉 兰 花 儿 开, 小 小 的 郎 儿 来,

$\dot{1}$ $\dot{1}$ $\dot{6}$ $\overset{\sim}{56}$ $\dot{1}$ | $\overset{1}{6}$ $\overset{1}{6}$ $\overset{5}{\dot{1}}$ $\overset{3}{2}$ $\overset{3}{3}$ | 5 $\dot{1}$ $\overset{\sim}{6532}$ | 1 - ||

月 下 芙 蓉、 牡 丹 花 儿 开 (嗷)。

The work song in the music books vividly depicts the scene of local people working. It is improvised and sung by people when they work in the paddy fields. Through the analysis of the structure of the song and the contents of the lyrics, it can be seen that the opening sentence begins with a bright major third, the rhythm is cheerful, the melody is both melodious and peaceful, and the singing melody is catchy. Such tunes and moods reflect the energetic and expectant mood of the laboring people on their way to work in the morning.

In this music class, the teacher can use music knowledge to guide the students to associate the emotions when working. Help children at this age to understand the relationship between works and hope -- people who really work for a living expect to reap the rewards of their work. The fields the farmers plow are the source of the New Year's harvest, and all the results obtained through efforts are worth looking forward to, but also worth rejoicing.

In addition to learning music knowledge, we can also lead students to experience the power and enthusiasm of labor by designing body movements to follow music, guide students to set up correct labor concepts, and encourage students to love labor and working people. We can design the practice of small plants planting in groups, so that students can participate in the

work and experience the feeling brought by persistence and harvest. Guide students to realize that the learning process itself is also a hard work, and only continuous efforts can be achieved. Deep learning is teaching that touches students' hearts and minds. Under the guidance of this kind of integrated education ideas, other "various education" will be combined into the teaching of music discipline, through the emotional teaching design, to move students' hearts, and then stimulate students' positive understanding and imagination about life.

2.2.3. The Learning of Knowledge Should Be Combined with Real Life

An important symbol of deep learning is the ability to transform the external teaching content into the inner spiritual power of students. But teaching content cannot be directly transformed into students' spiritual power, it must first be transformed into teaching materials that students can think and process, and become the object of students' learning [10]. Through the study of music class, we hope that students can gain the quality not only in the aesthetic aspect, but also in the cultural foundation, independent development, social participation and other aspects. This requires teachers to prepare teaching materials that not only contain the knowledge of music score and musical instrument, but also include the contextual emotion, birth process and value meaning behind this knowledge. Through the deep understanding and mastery of these teaching materials, students explore the music material in daily life, discover the beauty of music in life, and realize the beautification of life with music.

In the actual music class, in addition to teaching singing melody, we can also use the way of reciting lyrics with feelings to deepen students' understanding of the emotional situation of the song, and help students better combine the spiritual significance expressed by the song with the real life.

Example 4. The score of Firefly [11]

3	3	2	3	3	2	3	6	7	-	1̇	7	6	5	6	5	3	1	2	-	-	0	1	
Children afraid of the dark sleep at ease,										let the firefly give you a little light.													
The lights of the city are shining bright and										we will not forget you													
<hr/>																							
1̇.	1̇	7	6	5	4	5.	2̇	1.	1	6.	6	5	4	3	2	3.	4	5.	1				
Burning small figure in the night, for the night road traveler to illuminate the direction, short																							
<hr/>																							
1̇.	1̇	2̇	1̇	7	6	5.	2̇	1̇.	6	7	1̇.	6	7	1̇.	1̇	7	1̇	2̇	-				
The temporary lives strive to shine,										to fill our world with hope.													

The song has such a paragraph of lyrics "burning small figure in the night, for the night road traveler to illuminate the direction, the light of short life efforts, so that the dark world is full of hope. Combining with the "fight against COVID-19", which is closely related to everyone's life, guide the students to learn the quality of fireflies that sacrifice themselves and light up others. Think of the heroes on the front line of fighting against COVID-19, they try their best to send light to those patients who are isolated and treated due to infection in pain and fear. To send hope to all the people who cannot return to work or production or even return to their hometown because of the requirements of epidemic prevention. Let the students understand, even if there will be more confusion in life, but also will see the warm light.

Lead the students to deeply study the lyrics of a musical work, combined with the understanding of real life to gain a deeper understanding. To guide students to realize that when they encounter difficulties and hardships in their future study and life, they can sing the inspiring melody, bring positive power to their life with great love in their heart and bring positive influence to their friends and relatives. In this way, you can discover music in your life and beautify your life with music.

2.2.4. Music Interaction, Let Knowledge Learning Independent

Among the abilities contained in many core literacy systems, autonomous learning ability is regarded as the essence and core of core literacy [12]. The primary task of music education should also be to cultivate students' independent learning ability and creative consciousness, stimulate students' creative potential, and make it develop continuously.

From the perspective of deep learning, we can regard the teaching activities of music discipline as a kind of conversational practice. Teachers need to help students construct the concept of music knowledge and the meaning behind it in the continuous dialogue and discussion and interactive practice with students. Music is not a simple auditory object, the teaching of each part of the music course, all through listening, singing, playing, editing and other practical activities to be reflected.

Example 5. Music Story Club [13]



This unit of music has their own story content, the theme is very consistent with the interest of the first grade students. As a story, there are characters, plot and dialogue. Before listening to the orchestral music "race between the tortoise and the hare", teachers can arrange students to watch the silent cartoon first, and ask students to act as rabbits and tortoises in groups, create a light, clever, slow and clumsy sound and rhythm to dub the silent cartoon. After students give full play to their imagination and try bravely, teachers add rhythm knowledge to the teaching. Different rhythms bring different moods to the music. Finally, through the music appreciation of the orchestral version, the students are led to know the instruments (clarinet) and (bassoon) that can play different acoustics.

Through the interaction process carefully prepared by the teacher, not only passed on the music knowledge, expanded the students' scope of knowledge, but also stimulated the students' active imagination and the ability to express bravely. In their daily life, when they see cartoons, they can take the initiative to pay attention to the music; or when listening to the story, the mind can

emerge with the plot related to the melody fragments; or when playing with your friends, you can happily join in humming or writing. All these imaginations and behaviors, in a sense, are the starting point and results of independent learning in music literacy.

3. Literature References

Please see the list of references at the end of the article for details.

4. Conclusion

The correlation between core literacy and deep learning is a very important issue for the education and teaching reform at this stage and for a long time to come. Teachers should regard "an all-round person" as the ultimate pursuit of the core quality of music discipline, and try to find and fully explore the content and knowledge points in the books that can lead students to in-depth learning. Through processing and transformation, the knowledge learned will be related to real life, life experience or scientific and technological development, and the spiritual meaning in the teaching content is refined into an operable teaching program. Through a seemingly simple music class, students can not only master music knowledge and skills, but also actively, fully and flexibly use these knowledges to understand the world, solve problems and apply what they have learned to practical use. Let the students get a sound personality and spiritual growth, become the new era of socialist builders and successors.

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