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A Comparative Study of Music Curriculum Standard of Chinese Compulsory Education Art Curriculum

---Take 2022 Edition and 2011 Edition as Examples

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Abstract: The quality of art curriculum standards determines the quality of national music education in a country. Therefore, the study of art curriculum standards has attracted more and more attention from all over the world. This paper takes the 2022 and 2011 versions of the art curriculum standards in mainland China as the research object, and uses the comparative research method to deepen the cognition of the 2022 version of the art curriculum standards and predict the problems that may be encountered in practice through the comparison of the curriculum core, curriculum content and evaluation standards, so as to optimize the teaching process.

Keywords: music education, art curriculum standards, core literacy, curriculum core

1. Introduction

In April 2022, the Art Curriculum Standards for Compulsory Education (2022 Edition) (hereinafter referred to as the 2022 edition) was officially promulgated. This edition of curriculum standards is an innovation based on the 2011 edition after ten years of practice and summary. This innovation has triggered a new round of discussion in the field of music education. Ten years ago, "Art Curriculum Standards for Compulsory Education (2011 Edition)" (hereinafter referred to as "2011 edition") came into being on the basis of the experimental manuscript of the previous curriculum standard. It continues the education concept with aesthetics as the core, promotes the study of music ontology and the cultivation of music quality, and explains the relationship between music and culture, music education, and people in the context of music function and curriculum value. With the development of the world and the progress of Chinese society, art curriculum standards have met new challenges. Under the influence of a global multicultural vision, single music literacy education cannot adapt to the development concept of the global community. The development of Oriental music also makes people realize the diversity of culture and the richness of music. Therefore, the 2022 version of curriculum standards integrates the concept of core literacy into each teaching section, which not only increases the understanding of the diversity of world music from the cultural perspective but also sets the learning of traditional Chinese music culture at different ages. Around such changes, some scholars put forward that the biggest highlight of the new edition is that it condensed the cultivation goal of "core literacy" and improved students' aesthetic and

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humanistic literacy [1]. Some scholars also believe that the 2011 edition emphasizes more on the study of music ontology, which is a reform of the excessive connection between music and related disciplines such as politics, history, and culture, and returns to the teaching of music literacy [2]. The art curriculum standard of compulsory education determines the artistic concept of a country's next generation. Therefore, the integration of core accomplishments into compulsory education can help us improve the existing cognition of music, promote our understanding of world culture, and promote the dissemination and development of Chinese traditional culture. This paper adopts the comparative research method to study the music curriculum content of different versions of the art curriculum standards in 2022 and 2011. As the relevant textbooks for the 2022 edition have not been published, the comparison of specific content between the two editions of curriculum standards is not involved at the moment.

2. The Revision Background

2.1. Art Curriculum Standards for Compulsory Education (2011 Edition)

In July 2001, with the pace of the new century, the Ministry of Education issued the "Compulsory Education Art Curriculum Standards (Experimental version)". After ten years of exploration and experiments, the Ministry of Education promulgated the Art Curriculum Standards for Compulsory Education in 2011 in order to implement the Outline of the National Medium - and Long-term Plan for Educational Reform and Development, meet the requirements of comprehensively implementing quality-oriented education in the new era, deepen the achievements of basic education curriculum reform and improve the quality of teaching. This edition of the standards puts "humanity" in the first place of the nature of the curriculum, and fully affirms the relationship between music and culture. The music itself is culture. The characteristics of music culture, such as nationality, custom, religion, and ethics, which are expressed by music art itself, are engraved with the brand of humanities.

2.2. Art Curriculum Standards for Compulsory Education (2022 Edition)

In January 2019, the Ministry of Education officially launched the third revision of curriculum standards since the beginning of the 21st century. The revision was carried out under the guidance of the document "Opinions on Comprehensively Strengthening and Vigorously Improving Aesthetic Education in Schools in the New Era". The outstanding feature of this revision is to find its own independent value for art education, which can be summed up in the proposal of the core quality embodied by aesthetic perception, artistic expression, creative practice, and cultural understanding. On the basis of adhering to the heritage of mother tongue culture, this course standard keeps integrity and innovation, accepts the excellent music culture of the world, and understands and learns the diversity of the world music culture from the aspects of appreciation, performance, creation, and connection.

Table1: Comparison of music course content between two editions of curriculum standards.

Editions	Curriculum Cores	Curriculum Characteristics	Curriculum Contents	Learning Period Settings	Learning Period Objectives

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Table 1: (continued).

		Humanity	Feeling and appreciation	Grades 1-2	The ability to feel and appreciate music
2011 edition	Aesthetics	Aesthetics	Performance	Grades 3-6	To take part in musical activities
		Practicality	Creation	Grades 7-9	To cultivate artistic imagination
			The culture of music		
		Humanity	Aesthetic perception	Grades 1-2	To understand music thoughts and emotions and to improve the ability to appreciate and comment on the music
2022 edition	Core literacy	Aesthetics	Artistic expression	Grades 3-5	To participate in artistic expression activities
		Practicality	Creative Practice	Grades 6-7	To create and present simple music works
		Creativity			

Through the comparison of the music course content between the two versions of curriculum standards in the above table, the differences between the two versions are as follows:

The transformation of the curriculum core. The 2011 version of the course takes aesthetics as the core and interests as the motivation. The 2022 edition sets the curriculum standards of five major disciplines, including music, art and film, and television, and comprehensively cultivates students with core literacy as guidance.

Differences in the nature of courses. The 2011 edition is based on humanism, aesthetics, and practicality, highlighting the aesthetic education function of the curriculum. On the basis of the 2011 edition, the 2022 edition adds emotion and creativity, which correspond to the cultivation of students' creative practice and cultural understanding ability in core literacy. In the curriculum content of Grade 6 and Grade 7 of the 2011 edition of the curriculum standard music, the

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cultivation of music aesthetic ability is emphasized many times. For example: "feeling and appreciation is an effective way to music aesthetic ability", "performance is an important way to cultivate students' aesthetic ability" and so on. In 2022, the content has been changed. For example: "Listening, appreciating and commenting are effective ways to cultivate students' aesthetic perception and cultural understanding", and "solo singing and chorus play an important role in developing students' core literacy." Therefore, there are obvious differences in the nature of the curriculum between the two versions of curriculum standards with the curriculum core as the head.

Changes in course content. The course content of 2011 edition cultivates students' aesthetic ability from four fields and sets the course content from a macro perspective. On the basis of the original four fields, the course content of the 2022 edition is refined and classified. The aesthetic perception, artistic expression, creative practice, and cultural understanding proposed by core literacy can cultivate students' musical literacy in a gradual way. Music is an emotional art. The learning of music must begin with perception. In the process of perception, the teaching of basic music knowledge and basic skills is gradually integrated to improve students' musical performance ability. After having certain performance skills, students are encouraged to draw inspiration from life by giving full play to their creativity. They are encouraged to integrate various music skills into creative practice to consolidate their music skills and make music into life. In the end, the students' tolerance and understanding of music culture should be improved in the total amount of diversified music reserve, so as to understand the rationality of the existence of different music types in different cultural contexts from the cultural level. This is the inevitable trend of globalization and also the development direction of contemporary multicultural music education.

Differences in learning period setting. The 2011 edition divided the 9-year compulsory education into grades 1-2, 3-6, and 7-9. The 2022 edition is divided into grades 1-2, 3-5, 6-7 (set separately for 6 and 7), and 8-9. In the 2022 version, in order to reflect the characteristics of the "6-3" school system (i.e., six years of primary school plus three years of middle school) in China's nine-year compulsory education, the curriculum content of grade 6 and grade 7 will be set separately. This setting conforms to the law of Chinese students' entrance and also solves the problem of course content connection.

Changes in goals of each learning period. The most obvious change is the increased understanding of music from a cultural level in the 2022 edition. This is because, under the background of multicultural music education driven by the trend of globalization, the cultivation of students' musical ability is no longer limited to music aesthetic ability. This edition of curriculum standards sets cultural understanding as one of the core literacy contents, which is a qualitative change compared with the 2011 edition, which only elaborates on the relationship between music and culture in the section on music and related culture.

In addition, the 2022 version of the curriculum standard adds a new music academic quality evaluation section, which clarifies the standards for evaluating students' academic quality. Before this edition of curriculum standards was announced, there was no clear standard for music curriculum evaluation in the stage of compulsory education in China. For a long time, the assessment of teachers' teaching and scientific research ability has been taken as the evaluation standard of music courses, such as teachers' basic skills competition, lecture competition, teachers' paper evaluation, and the award grade of students. The 2022 version of curriculum standards focuses on the assessment objects of students themselves and sets clear assessment standards. Based on the four modules proposed by core literacy and the curriculum content as a reference, teachers can clearly identify the core literacy of students specifically cultivated by the curriculum content in the teaching process. In the assessment of academic level, setting up examination content and evaluation criteria based on this can effectively focus on students' learning objectives and help teachers clarify the teaching content. At the same time, the 2022 curriculum standard has also

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solved the phenomenon that the previous two curriculum standards ignored the music ontology and paid too much attention to the interdisciplinary connection of music. In the past decades of music curriculum practice, due to the lack of clear music curriculum assessment standards, a large number of music teaching focuses on the integration with other disciplines. For example, when listening to music, there is no emphasis on the analysis of music techniques and modes, and over-emphasis on the artistic conception, feeling, and connotation of music. This is inconsistent with the "double basic teaching", namely the basic knowledge, and basic skills of teaching ideas. The 2022 curriculum standard has clarified the evaluation criteria of academic quality and strengthened the basic literacy training of students. Under the provisions of systematic learning tasks, students have clear learning content.

3. Conclusion

The 2022 version of the curriculum standards was officially implemented in September 2022. Although "teaching hints", "teaching suggestions", "evaluation suggestions" and "textbook compilation suggestions" have been added to the curriculum standards, the corresponding supporting music textbooks have not been published yet, and the specific implementation effect of the new curriculum standards in the classroom is still unknown. From the 2001 "experiment" course standard to the 2022 new version of the curriculum standard, the compulsory education music curriculum standard in China has experienced 20 years of development. In the meantime, a "revised draft" of curriculum standards was released in 2011, summarizing the issues reflected in the designation of curriculum standards during the ten years from 2001 to 2011. In their article "A New Milestone in Music Curriculum Reform -- In-depth Interpretation of Music Curriculum Standards for Compulsory Education (2011 Edition)", Bin Wu and Yawen Jin mentioned: 1. We do not pay enough attention to the music ontology and emphasize too much the integration of music and other disciplines. 2. Our misunderstanding of the relationship between music teaching and learning. 3. Some teachers only attach importance to emotion or knowledge skills, but ignore the connection between them. Our blind abuse of multimedia. 4. Our application of teaching evaluation principles is unbalanced [3]. From 2011 to 2022, there has been a significant change in the new curriculum standards for the above problems in the decade. However, there are still a series of problems, such as the lack of students' musical literacy, the lack of score reading ability, sight-singing ability, and creative ability, the marginalization of music courses, and the imbalance of students' assessment standards. It is unclear whether these problems can be solved after the implementation of the new curriculum standard, but from the content setting, we can see that the 2022 edition has increased the training of basic music skills. The curriculum content has repeatedly been proposed to cultivate students' ability to read music and sight-singing ability. The 2022 edition integrates music with five major disciplines such as fine arts and photography, elevating the status of the art curriculum and adding teaching tips and suggestions. This kind of detailed assessment standard puts forward many aspects of the assessment content, which is conducive to the concrete implementation of teachers. However, there are still some problems with the new curriculum standard. For example: 1. Teacher training. To understand and master the core literacy, this puts forward higher requirements for music teachers; 2. Textbook compilation. How to embody core literacy through textbooks and help teachers to implement it while being suitable for students to understand; 3. Assessment system. Nowadays, with so much emphasis on diversified development, the assessment of how to improve basic musical literacy is nothing but empty talk without the support of basic musical ability, such as aesthetic perception and artistic performance. Such problems will have to wait for the implementation of the new version to be further resolved.

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