

Curriculum design and evaluation system construction of integrating Chinese excellent traditional music culture into basic music education

Zhai Jiasen

Guangxi Normal University, Guilin, China

Abstract: *With the continuous advancement of cultural confidence construction in our country, the integration of excellent traditional Chinese music culture into basic music education has become increasingly important. This research focuses on the curriculum design and evaluation system construction of integrating excellent traditional Chinese music culture into basic music education. Through the analysis of the current situation of basic music education, the problem of the absence of traditional music culture in the curriculum is discovered. In terms of course design, a multi-dimensional design plan covering goal setting, content selection, and the application of teaching methods has been proposed to ensure that traditional music culture can be systematically integrated into the classroom. An evaluation system covering aspects such as students' learning outcomes, teachers' teaching performance, and the implementation effects of courses has been established. The aim is to enhance the quality of basic music education through a scientific and reasonable curriculum design and evaluation system, inherit and promote the excellent traditional Chinese music culture, and cultivate students' musical literacy and cultural identity.*

Keywords: *Excellent traditional Chinese music culture, Basic music education, Course design, Evaluation system, Cultural inheritance*

1. Introduction

The excellent traditional Chinese music culture has a long history and is profound and extensive. It is a treasure of the Chinese nation's culture. It carries the spiritual connotation, emotional expression and aesthetic concept of the Chinese nation, and has extremely high artistic and cultural value. However, in the current basic music education, the integration of China's fine traditional music culture is not optimistic.

In some schools, music courses still mainly focus on Western music, with insufficient attention paid to local traditional music culture, resulting in students' very limited cognition and understanding of traditional Chinese music. The lack of systematic curriculum design and scientific evaluation system has led to poor implementation effects of traditional music culture in teaching.

Integrating the excellent traditional Chinese music culture into basic music education can not only enrich the content of music education and enhance students' musical literacy, but also strengthen their sense of national pride and cultural identity. Therefore, establishing a scientific and reasonable curriculum design and evaluation system is of great practical significance for promoting the effective integration of China's fine traditional music culture into basic music education.

2. The Significance of Integrating China's Fine Traditional Music Culture into Basic Music Education

2.1 Inherit national culture

The outstanding traditional Chinese music culture is the crystallization of the civilization of the Chinese nation over several thousand years. It records the lives, emotions and thoughts of people in different historical periods. By integrating it into basic music education, the younger generation can understand and pass on these precious cultural heritages. Every traditional folk song and every piece of classical music contains a specific cultural background and historical story. During the learning process,

students can gain a deeper understanding of the traditional culture of the Chinese nation and feel the connotation of the national spirit.

For instance, the folk song "Xintianyou" from northern Shaanxi reflects the local people's lifestyle and emotional expression. By learning "Xintianyou", students can not only master its unique musical style but also understand the local customs and historical changes of the northern Shaanxi region. This kind of inheritance is a safeguard of the roots of national culture and helps maintain the uniqueness and continuity of national culture.

Moreover, in the context of globalization, cultural exchanges are becoming increasingly frequent, making the inheritance of national culture particularly important. As an important part of the national culture, the excellent traditional Chinese music culture, through the inheritance of basic music education, can plant the seeds of culture in the hearts of the younger generation, enabling them to better display and spread the cultural charm of the Chinese nation in future cultural exchanges.

2.2 Cultivate aesthetic ability

The outstanding traditional Chinese music culture possesses unique aesthetic value, and its elements such as melody, rhythm and harmony all reflect the distinctive aesthetic concepts of the Chinese nation. Integrating traditional music culture into basic music education can provide students with rich aesthetic experiences and cultivate their aesthetic abilities.

The pentatonic scale system in traditional music is characterized by simplicity, harmony and beauty, which is different from the heptatonic scale system in Western music. When students study musical works on the pentatonic scale, they can feel their unique charm and beauty, thereby broadening their aesthetic horizons. For instance, the guzheng piece "Evening Song of Fishing Boats" creates a serene and beautiful picture of fishing boats returning home at dusk with its melodious tune and lively rhythm. During the process of appreciating and learning this piece, students can cultivate their perception and appreciation of music and improve their aesthetic level.

The performance forms in traditional music culture, such as opera and storytelling, also possess unique artistic charm. By learning and appreciating these performance forms, students can understand the aesthetic characteristics of different art forms, further enrich their aesthetic experiences, and cultivate diversified aesthetic abilities.

2.3 Enhance national identity

Music is an expression of emotions and a carrier of culture. The excellent traditional Chinese music culture can evoke the deep-seated national feelings in people's hearts and enhance their sense of national identity. When students come into contact with and learn traditional music in basic music education, they will gradually become familiar with and love these musical works with national characteristics, thereby developing a sense of identity and belonging to their own national culture.

For instance, the national anthem, "The March of the Volunteers", with its inspiring melody and uplifting lyrics, has kindled people's patriotic enthusiasm and national pride. In school music education, when students learn and sing the national anthem, they can deeply understand the national spirit and historical significance contained in the national anthem, and enhance their sense of identity with the country and the nation.

The traditional music cultures of different regions also have distinct regional characteristics. When students learn the traditional music of their hometowns, they will develop a deeper affection for their hometowns and thereby enhance their sense of identity with the entire nation. This enhancement of national identity helps promote ethnic unity and social harmony, and provides spiritual impetus for the great rejuvenation of the Chinese nation^[1].

3. Curriculum Design Integrating China's fine traditional Music Culture into basic music Education

3.1 Course objective setting

Course objectives are at the core of course design, clarifying the direction of teaching and the expected effects to be achieved. When integrating the excellent traditional Chinese music culture into

basic music education, the curriculum objectives should reflect the inheritance of traditional music culture and the cultivation of students' musical literacy.

In terms of knowledge and skills objectives, students should be enabled to understand the basic concepts, types, characteristics and other knowledge of China's excellent traditional music culture, and master the singing and playing techniques of traditional music. For instance, students should understand different types of traditional music such as folk songs, operas and instrumental music, learn to sing some classic folk songs and master simple playing methods of ethnic Musical Instruments.

The process and method objective emphasizes the cultivation of students' learning processes and methods. By participating in activities such as music appreciation, singing, playing and creation, students' musical perception ability, analytical ability, innovative ability and teamwork ability can be cultivated. For instance, when guiding students to appreciate traditional music works, teachers should help them analyze elements such as melody, rhythm and harmony of the works, and cultivate their ability to analyze music. Additionally, teachers should organize students to perform group choral or ensemble performances, so as to cultivate their teamwork skills. The emotional attitude and values objective focuses on cultivating students' love for China's fine traditional music culture and their sense of national pride. By learning traditional music, students can experience the cultural charm of the Chinese nation, enhance their sense of identity and belonging to the national culture, and establish cultural confidence.

3.2 Course content selection

The selection of course content should be representative, diverse and systematic. In terms of representativeness, it is necessary to select outstanding traditional Chinese musical works with typical significance, such as "High Mountains and Flowing Water" in classical music, "Jasmine Flower" in folk songs, and "Peony Pavilion" in opera. These works can reflect the unique style and artistic value of traditional Chinese music.

Diversity requires that the course content cover traditional music from different regions, ethnic groups and types. China has a vast territory and a large number of ethnic groups. Each region and ethnic group has its own unique music culture. In the course content, traditional music of the Han ethnic group, such as Jiangnan Sizhu and Guangdong music, should be included, as well as music of ethnic minorities, such as Mongolian long songs and Uyghur muqam. This enables students to have a comprehensive understanding of the rich connotations of traditional Chinese music.

Systematicness emphasizes that the organization of course content should conform to students' cognitive laws and the laws of music learning. It can be arranged according to the historical development of music, music types, etc., from simple to complex, gradually guiding students to deeply study the excellent traditional Chinese music culture. For instance, first let students understand the general development of ancient music, and then study the classic musical works of different dynasties. First, learn simple folk song singing, and then learn complex opera performance.

3.3 Application of teaching methods

The choice of teaching methods directly affects the teaching effect. In the process of integrating China's fine traditional music culture into basic music education, a combination of multiple teaching methods should be adopted^[2].

The lecture method is a commonly used teaching approach. Teachers can help students gain a deeper understanding of traditional music by explaining its knowledge, historical background, cultural connotations, etc. For instance, when teaching Peking Opera, teachers can introduce its origin, development, roles, singing styles and other knowledge, enabling students to have a comprehensive understanding of Peking Opera.

The appreciation method is also one of the important teaching methods. By playing excellent traditional music works, students can appreciate and feel the beauty of their music. During the appreciation process, teachers can guide students to listen to elements such as the melody, rhythm and harmony of the music, and cultivate students' musical perception ability. For instance, when enjoying the erhu piece "Moon Reflected on Second Spring", teachers can guide students to feel the sad and desolate emotions expressed in the music and experience the life experiences of the author, Abing.

The practical method enables students to enhance their musical skills and literacy through actual

operations. Organize students to carry out practical activities such as singing, playing and creating, allowing them to experience the charm of traditional music firsthand. For instance, students can be divided into groups to participate in folk song singing competitions, or they can be asked to create music based on the traditional music elements they have learned, thereby cultivating their practical and innovative abilities.

4. Development of Teaching Resources integrating China's fine traditional music culture into basic music Education

4.1 Textbook compilation

Textbooks are an important basis for teaching. It is of vital importance to compile textbooks that are suitable for integrating the excellent traditional Chinese music culture into basic music education. The content of the teaching materials should closely revolve around the course objectives and content, highlighting the characteristics of traditional music culture.

In the teaching materials, the knowledge of excellent traditional Chinese music should be introduced in detail, including the history, cultural background and artistic features of the music. A large number of classic traditional music works should be selected as teaching examples, accompanied by detailed sheet music, lyrics and appreciation tips. For instance, the textbook can set up a dedicated chapter to introduce the history of ancient Chinese music, and select classic works such as "Guangling SAN" and "Three Variations on Plum Blossoms" for analysis and appreciation. For the folk song section, folk songs from different regions and styles can be included, and their singing characteristics and cultural connotations can be introduced^[3].

The form of textbook compilation should be diversified, adopting a combination of text and images as well as audio-visual elements to enhance the interest and readability of the textbooks. It can be accompanied by relevant pictures, videos, audio and other materials, allowing students to experience the charm of traditional music more intuitively. For instance, when introducing traditional Chinese opera, one can attach the wonderful photos and performance videos of the opera actors, allowing students to have a clearer understanding of the performance forms and artistic features of traditional Chinese opera.

4.2 Utilization of network resources

With the development of information technology, online resources have provided rich materials for the teaching of excellent traditional Chinese music culture. Teachers can make use of online platforms to collect and organize various audio, video, picture, text and other materials of traditional music to serve teaching.

There are a large number of traditional music resources on many music websites and video platforms, such as the China Music Digital Library and Bilibili. Teachers can select suitable resources for teaching from them and play and explain them in class. For instance, when explaining traditional Chinese Musical Instruments, online videos can be used to allow students to watch the performance processes and techniques of various traditional Chinese Musical Instruments, enhancing their intuitive perception.

Online teaching and communication activities can also be carried out through network platforms. Teachers can create class wechat groups or QQ groups to share learning materials and experiences of traditional music and interact with students. Students can also independently study and explore traditional music culture through online platforms, broadening their learning channels.

4.3 Field investigation and participation in cultural activities

Field trips and participation in cultural activities can enable students to personally experience the charm of China's fine traditional music culture. Schools can organize students to visit and investigate local music and cultural venues, such as concert halls, museums, theaters, etc.

Visiting the concert hall enables students to enjoy high-level traditional music performances and experience the on-site musical atmosphere. Visiting museums enables students to learn about the history and development of traditional music and view precious musical relics. Watching the opera performances in the theatre enables students to experience the artistic charm of opera up close. For

instance, schools can organize students to watch Peking Opera performances at local Peking Opera theaters, allowing them to experience the singing, acting and stage art of Peking Opera firsthand.

Schools can also encourage students to participate in various traditional music and cultural activities, such as folk music competitions and cultural festivals. During the process of participating in activities, students can improve their musical skills and performance abilities, and enhance their love and recognition of traditional music culture.

5. Teacher Training for integrating excellent traditional Chinese music culture into basic music Education

5.1 Training content design

Teachers are the key to the implementation of the curriculum. Systematic training for teachers is an important link to ensure that the excellent traditional Chinese music culture is integrated into basic music education. The training content should cover aspects such as traditional music knowledge, teaching skills and cultural literacy.

The training of traditional music knowledge should enable teachers to have a comprehensive understanding of the history, culture, artistic features, etc. of excellent traditional Chinese music. For instance, teachers should master the development trajectory of ancient Chinese music history and modern and contemporary music history, and understand the styles and characteristics of different types of traditional music, such as the regional styles of folk songs and the singing schools of operas.

Teaching skills training focuses on enhancing teachers' teaching abilities and methods. Teachers should learn to incorporate traditional music culture into the classroom by applying various teaching methods, such as how to guide students to appreciate traditional music and how to organize students to carry out practical activities. It is necessary to cultivate teachers' abilities in course design and evaluation, enabling them to design reasonable teaching plans based on teaching objectives and the actual situation of students, and to conduct scientific evaluations of teaching effectiveness.

Cultural literacy training aims to enhance teachers' cultural connotations and aesthetic standards. Teachers should understand the traditional culture, philosophical thoughts, aesthetic concepts and other aspects of the Chinese nation in order to better understand and impart traditional music culture. For instance, teachers should understand the influence of Confucianism, Taoism, Buddhism and other thoughts on traditional music, so as to guide students to appreciate and understand traditional music from a cultural perspective in teaching^[4].

5.2 Selection of training methods

The training methods should be diversified to meet the needs of different teachers. A combination of various methods such as centralized training, online training and school-based training can be adopted.

Centralized training refers to organizing teachers to study at specialized training institutions or universities in a concentrated manner. This training method enables teachers to systematically learn traditional music knowledge and teaching skills, and communicate and interact with experts and peers. For instance, the education department can organize basic music teachers to undergo a one-week centralized training at music colleges, inviting renowned music experts to give lectures and provide guidance.

Online training is characterized by flexibility and convenience. Teachers can study training courses anytime and anywhere through online platforms. Online training can take various forms such as video courses, online lectures, and online discussions. For instance, teachers can watch video courses on traditional music teaching through online learning platforms and have online exchanges and discussions with other teachers.

School-based training refers to training activities carried out within the school. Schools can invite external experts to give lectures and offer guidance on campus, or organize teachers within the school to share their experiences and engage in exchanges. For instance, schools can regularly hold traditional music teaching seminars, allowing teachers to share their teaching experiences and insights and jointly enhance their teaching standards.

5.3 Evaluation of training effectiveness

To ensure the effectiveness of the training, it is necessary to evaluate the training. The assessment content can include aspects such as teachers' learning outcomes, teaching application situations, and student feedback.

Learning outcome assessment can be conducted through forms such as examinations, assignments, and papers. Understand the extent to which teachers master traditional music knowledge and teaching skills. For instance, after the training, organize teachers to take a traditional music knowledge test to check their learning of the training content.

The assessment of teaching application mainly observes whether teachers can apply the traditional music knowledge and teaching methods they have learned to the classroom in actual teaching. Understand the teaching effectiveness of teachers through methods such as attending classes and evaluating them. For instance, schools can organize listening activities to observe how teachers integrate traditional music culture into their music classes and evaluate their teaching methods and effectiveness.

Student feedback assessment can be conducted through forms such as questionnaires and interviews to understand students' satisfaction with teachers' teaching and their learning gains. Students are the direct beneficiaries of teaching, and their feedback can reflect the actual impact of training on teaching. For instance, through conducting questionnaire surveys among students, we can understand their interest and learning outcomes in traditional music culture, as well as their evaluations and suggestions regarding teachers' teaching.

6.Construction of an Evaluation System for Integrating Excellent traditional Chinese Music Culture into Basic Music Education

6.1 Student learning evaluation

Student learning evaluation is an important component of the evaluation system and should comprehensively and objectively assess students' learning outcomes. The evaluation content can include aspects such as knowledge mastery, skill level, and emotional attitude.

The assessment of knowledge mastery mainly examines students' understanding of the knowledge of excellent traditional Chinese music culture. It can be conducted through written tests, oral examinations and other methods. For instance, students can be asked to answer questions about the history, cultural background and artistic features of traditional music to check their memory and understanding of the knowledge.

Skill level assessment focuses on students' singing, playing, composition and other skills. Evaluations can be made through actual performances, exhibitions of works, and other means. For instance, have students perform folk songs or play traditional Chinese Musical Instruments, and evaluate their singing and playing skills as well as their expressiveness. Let students create music and evaluate their creative ability and innovative thinking.

The evaluation of emotional attitude focuses on examining students' interest in, love for and cultural identity with traditional music culture. Students' learning feelings and attitudes can be understood through methods such as questionnaires and interviews. For instance, teachers can design relevant questionnaires to understand students' fondness for traditional music and whether they are willing to take the initiative to learn traditional music, etc.

6.2 Teacher teaching evaluation

Teacher teaching evaluation can promote the improvement of teachers' teaching proficiency. The evaluation content includes aspects such as the achievement of teaching objectives, the application of teaching methods, and the development of teaching resources.

The evaluation of teaching objective achievement mainly examines whether teachers have achieved the course objectives. Teaching managers can observe whether teachers can guide students to master traditional music knowledge and skills during the teaching process, and whether they can cultivate students' emotional attitudes and values. For instance, by evaluating students' learning outcomes, one can indirectly understand the achievement of teachers' teaching goals.

The evaluation of teaching method application focuses on whether teachers can reasonably apply various teaching methods to improve teaching effectiveness. Teaching supervisors can observe whether teachers can choose appropriate teaching methods in the classroom based on the teaching content and students' actual situation, such as whether they properly apply the lecture method, appreciation method, practical method, etc. is proper. For instance, by attending classes to evaluate whether teachers can flexibly apply teaching methods in the teaching process and stimulate students' interest in learning.

The evaluation of teaching resource development examines whether teachers can actively develop and utilize teaching resources. Teaching research evaluators can find out whether teachers can compile appropriate teaching materials, make use of online resources, and conduct field trips, etc. For instance, they can evaluate whether teachers can integrate local traditional music cultural resources to develop distinctive teaching content.[5].

6.3 Evaluation of course implementation

The evaluation of course implementation mainly assesses the overall implementation effect of the course. The evaluation content includes aspects such as the rationality of the course objectives, the adaptability of the course content, and the effectiveness of the teaching process.

The evaluation of the rationality of course objectives examines whether the course objectives are in line with the actual situation of students and the requirements of education and teaching. Curriculum design auditors can analyze whether the course objectives are clear, specific and operational, and whether these objectives can reflect the requirements of integrating excellent traditional Chinese music culture into basic music education. For instance, the rationality of the course objectives can be evaluated through methods such as expert argumentation and teacher discussion.

The adaptability evaluation of course content focuses on whether the course content is suitable for students' age characteristics and learning abilities. Course content auditors can check whether the difficulty and depth of the course content are moderate, and whether the content is interesting and attractive. For instance, they can use student feedback, teaching practice and other means to understand the adaptability of the course content.

The evaluation of the effectiveness of the teaching process mainly observes whether the teaching process goes smoothly and whether the expected teaching effect has been achieved. Teaching process evaluators can evaluate whether the interaction between teachers and students, the organization of teaching activities, and the arrangement of teaching time during the teaching process are reasonable. For instance, the effectiveness of the teaching process can be evaluated through methods such as classroom observation and teaching records.

7. Conclusion

Integrating China's fine traditional music culture into basic music education is a task of profound significance. By establishing a scientific and reasonable curriculum design and evaluation system, traditional music culture can be effectively integrated into basic music education, enhancing students' musical literacy and cultural identity.

In terms of course design, clear course objectives, rich and diverse course content, and flexible and effective teaching methods provide a solid foundation for the teaching of traditional music culture. The development of teaching resources, including textbook compilation, utilization of online resources and field investigations, provides rich materials and practical opportunities for teaching. Teacher training enhances teachers' professional qualities and teaching abilities, ensuring the quality of teaching.

The construction of an evaluation system, which conducts a comprehensive assessment from three aspects: students' learning, teachers' teaching and curriculum implementation, can promptly identify problems existing in teaching and provide a basis for teaching improvement. However, in the actual implementation process, there are still some challenges, such as some teachers' insufficient understanding of traditional music culture and the difficulty in integrating teaching resources.

In the future, it is necessary to further strengthen the research and promotion of China's fine traditional music culture, constantly improve the curriculum design and evaluation system, and enhance the professional level of teachers, so as to create better conditions for the in-depth integration of China's fine traditional music culture in basic music education. Through the joint efforts of the whole society, the fine traditional Chinese music culture should be passed down and promoted among the new

generation of teenagers, making contributions to the cultural prosperity and development of the Chinese nation.

References

- [1] Tian Ke. *Research on the Improvement of Short Play Arrangement Ability of Music Education Students in Normal Universities* [J]. *Chinese Drama*, 2024, (09): 83-84.
- [2] Tian Huisheng, Zhang Guangbin, Jiang Yaling. *The Theoretical Map and Practical Path of Integrating Excellent Traditional Chinese Culture into the Curriculum and Textbook System* [J]. *Educational Research*, 2022, 43(04): 52-60.
- [3] Li Junnan, Yang Huan. *Integrating Chinese Excellent Traditional Culture into Primary School Music Curriculum: Theoretical Logic, Basic Principles and Implementation Strategies* [J]. *Teaching of Primary and Secondary School Textbooks*, 2025, (08): 31-36.
- [4] Ji Xiaoping, Su Jindi. *Exploration of the Practical Path of Integrating Excellent Traditional Chinese Culture into the High School Teaching System: Taking the Jiangsu Province Basic Education Forward-looking Teaching Reform Experimental Project as an Example* [J]. *Research on Classroom Teaching in Primary and Secondary Schools*, 2025, (06): 82-86.
- [5] Liu Yuyan. *Analysis of the Path of Integrating Excellent Traditional Chinese Culture into Junior High School Music Teaching* [J]. *Teaching Management and Educational Research*, 24, 9(18): 65-67.