

Research Status and Future Prospect of Music Large Unit Teaching

Mi Zhang^{1*}

¹ Zhejiang Normal University, Jinhua, China

Email Address

1664934992@qq.com (Mi Zhang)

*Correspondence: 1664934992@qq.com

Received: 6 January 2023; Accepted: 31 January 2023; Published: 26 June 2023

Abstract:

With the “compulsory education Curriculum Plan (2022 edition)” in the curriculum implementation clearly put forward the large unit teaching requirements, emphasis on the theme, project learning and other comprehensive teaching activities, in order to promote the all-round development of students' music quality. Large unit teaching of music has become one of the core focuses of music education. Large unit teaching is a practical measure to deepen the reform of education and teaching, and also a practical pursuit of music course in compulsory education. Paying attention to the current research status and conducting detailed reading and in-depth analysis of it is of self-evident importance to the practice of music teaching in large units. In view of this, this paper collates the relevant research data in the past three years and makes a review for reference.

Keywords:

Music Large Unit Teaching, Teaching Strategy, Subject Core Literacy

1. Introduction

Big unit teaching of music is different from the traditional single lesson teaching mode. Big unit teaching integrates scattered content and knowledge points effectively with high vision and high Angle, which is a learning process with both review and exploration. It emphasizes that teachers should take effective teaching activities to stimulate students' driving force to drive music learning, give full play to students' dominant position and creativity, and implement the cultivation goal of music discipline core accomplishment.

2. Literature Sources and Research Perspectives

Using China Journal Full-text Database, Wanfang Database, China Excellent Master's Thesis Full-text Database and China Excellent Doctoral thesis Full-text Database as search platforms, the literatures from 2020 to November 2022 were searched with the qualifiers “music unit” and “teaching unit”. 375 effective literatures were obtained. Based on the visualized analysis data of CNKI, before 2020, although a small number of scholars published studies on relevant topics, they did not attract enough attention. It was not until 2021 that Chen Minghao published “Large unit

Teaching Design” under the “Big Concept” of “Primary School Music”, which discussed the design strategy of large units in music courses and focused on the large unit teaching of music, which attracted the attention of many educational researchers. The document was downloaded 2,132 times. More and more studies will be published from 2020 to 2022. More and more educators have recognized and realized the development trend of large unit teaching, and explored the design path of large unit teaching of music deeply in their educational practices, thus setting off a boom in music large unit teaching.

From the perspective of music teaching research in large units, this paper obtains relevant research information through literature retrieval, and makes a statement on the basis of reading. Starting from different types and problems of literature, this paper uses literature analysis, historical research and other methods to grasp the theory and practice of macro organic dynamic collation, in order to promote the deepening of this research.

3. The Theoretical Construction of Music Large Unit Teaching

The theoretical study of music unit mainly focuses on three aspects: concept definition, connotation exploration and significance value. Zhao Xiaotong proposed that the “big unit” under the educational background of the new era should be the big unit teaching oriented by literacy. From the macro top-level design and micro details control, detailed and structured planning should be carried out for the unit's theme content, teaching materials teaching methods, teaching focus, teaching objectives, activity design, teaching evaluation and resource integration. Han Ruochen believes that “big unit instructional design” is like taking “big unit” as a big lesson, and taking every lesson in “big unit” as the main teaching link in the big lesson, so that students can complete the understanding, mastery and even application of a certain idea in the process of learning a “big unit”. Chen Minghao proposed that unit teaching refers to a teaching pattern that takes big concepts as “integrators” and integrates learning objectives, learning content, learning process and learning results into an organic whole to carry out consistent and long program teaching, so as to promote students' overall cognition, comprehensive understanding and integration. Gu Ping proposed that the teaching content of large unit in junior middle school covers more, the learning process is longer, and the education value is higher. Zheng Qiang believes that it stands at a higher point, taking a certain learning period as a whole, forming the effective transfer and divergence of cross-grade or even cross-disciplinary knowledge, which multiplies the classroom content. Song Xinyi proposed that large unit teaching has the following three characteristics: First, it takes the big situation as the external connection of knowledge, highlighting the teaching authenticity; Second, take the big concept as the internal logical anchor of learning to form a systematic teaching; Thirdly, taking large tasks as the driving force of learning process and evaluation reflects the generative nature of teaching.

Scholars have defined the concept of large units from different dimensions. It can be summarized as follows: Large unit teaching is based on the unit as a whole, emphasizing the internal connection of various tasks, themes and links. Systematic; Adhere to the teaching activities in the real teaching situation to complete, with authenticity; Pay attention to students' participation, focus on students' learning, carry out project-based learning, avoid cramming teaching, and have subjectivity; The teaching of a large unit is carried out as a large lesson, and the lesson of each unit becomes the main teaching link, connecting the knowledge points of each unit with

consistency. With the deepening of research, more and more scholars advocate that large units should promote the cultivation of core qualities, which is the requirement of The Times of unit teaching in musicology, and also a response to the people-oriented teaching concept.

4. The Practical Level of Music Teaching in Large Units

From theory to practice, large unit instructional design strategy has attracted much attention. Large unit music teaching design breaks the single teaching mode and uses a certain theme throughout the whole unit teaching. Scholars design teaching links with the help of relevant concepts to promote the achievement of classroom teaching objectives. Zhang Yin proposed that the setting of teaching objectives should abide by the principles of ideological, scientific, systematic and applicable. The setting of unit teaching objectives should take a certain theme as the main line, take the acquisition of students' ability as the starting point, list all the objectives that need to be mastered within the theme and allocate them to each class hour. Gu Ping proposed that the core of large-unit teaching lies in the overall planning of curriculum implementation through "big concept". In the teaching, knowledge and skills that students need to master should be structured around the "big concept" actively, and transformed into a learning unit with complete structure and rich connotation, which includes three aspects: clear concept, determine expectation and set activities. Ensure the effectiveness of curriculum implementation. Han Ruochen proposed that the process of "large unit" teaching design can be roughly divided into four steps: first, study curriculum standards and textbooks. Second, according to the core literacy of the subject, the content of the textbook should be "archived". Third, establish the teaching sequence and organize students' learning experience. Fourth, set evaluation standards and determine evaluation methods. Ma Chaolun believes that teaching in large units should coordinate teaching materials within units, which are complex in content and numerous in knowledge points. Studying teaching materials is the primary task of music teachers. Only when they are well aware of the distribution of works and knowledge composition in the textbooks, can they clearly construct teaching objectives and plan teaching tasks, so as to make reasonable and logical teaching arrangements for learning materials in the textbooks.

The practice of music teaching in large units mainly covers practice, design, integration and so on. It is explained from the teaching situation, teaching activities and teaching tasks, mostly based on the analysis and research of specific lessons, and lacks systematic design strategies and requirements. However, the design goals all point to the cultivation of students' core literacy, and it has become the consensus of the design of music teaching units to improve students' core literacy.

5. Future Outlook

Through the research status and trend of music teaching in large units, we can clearly recognize that there are still many obvious problems in music teaching in primary and secondary schools: for example, most practice cases only point out the creation of large unit context and integration of large unit concepts, and lack clear norms on how to develop teaching activities and how to design teaching plans; The design of teaching evaluation has not focused on the cultivation goal, which makes the large unit teaching formalized. Only focus on teaching design strategy and practice, lack of reflection and summary of practice process. This is also an urgent problem for future music educators to solve. In order to continuously optimize the

teaching of large unit music and complete the new requirements of educational reform in the new era, the future research of large unit music teaching can be improved from the following points.

5.1. Carry out teaching and research activities to broaden teaching ideas

At present, most of the researches on large unit teaching are based on relevant teaching experience and theories, which is highly subjective. Teaching and research activities can well make up for the deficiency of research. Therefore, combining subjective teaching research with objective teaching discussion is a trend of exploring large unit teaching in the future. Teaching and research are closely linked, teaching and research activities are the premise and basis of classroom teaching, and the key problems found in teaching and research activities are often the source of inspiration for research topics. Teaching is the best platform to combine theory with practice. The experience and teaching feedback obtained in teaching can in turn provide valuable reference for teaching and research. This process requires not only the theoretical guidance of experts and scholars, but also the down-to-earth practice of front-line teachers. The two can cooperate to explore the problems encountered in practice, improve the quality of music teaching and open the teaching ideas.

5.2. Pay attention to the integration of disciplines and carry out project-based teaching

Big unit teaching promotes big concepts. What is big? All rivers run into the sea, and there is tolerance. Large unit teaching redefines discipline teaching mode and advocates discipline integration. Music is the art of time and a non-descriptive art. However, there are many ways to cultivate students' ability to perceive music. It integrates with art, promotes melody perception, integrates with history, feels cultural heritage, integrates with literature, feels hazy artistic conception, integrates with politics, feels patriotic feelings, integrates with Internet technology, and cultivates innovation ability. An important idea in the new curriculum standard is to "advocate subject synthesis": the synthesis of music teaching includes the synthesis between different fields of music teaching; The integration of music and dance, drama, film and television, art and other sister arts; A combination of disciplines other than music and art. Under the large unit teaching of mutual learning and mutual integration, students consciously transfer the knowledge they have learned to achieve a deeper understanding of music. In short, in the practice of music teaching, teachers should combine students' actual situation and teaching content, carry out effective integration, flexibly carry out integrated unit teaching after optimized teaching, help students build a complete music knowledge system, and improve the core quality of music discipline.

5.3. Carry out music interaction based on the whole unit

In the teaching of music lessons, most of the content of compulsory education is related to singing teaching, and the teaching theme of each unit is different. If teachers only promote teaching with a single lesson, the knowledge they teach and the emotional experience they give students will be very shallow. Carrying out music teaching in large units can enrich students' learning. For example, the unit of "Melodious Folk songs" in the sixth grade of primary school runs through the theme of folk songs, and the whole unit includes different folk songs of different ethnic groups, such as "Mother Gesangla", "Drippin 'River", "Returning from the trip to Ali

Li". Based on the unit as a whole, teachers can guide students to listen and perceive music from different music styles, music content and music characteristics, explore different folk language and culture, and feel different national culture and singing style. Through the comparison of different songs in the unit, students can not only grasp the connection between melody and sound, but also feel the changes of various musical elements in the teaching process. In addition, teachers build an overall knowledge framework with units. After the study of the whole unit, they take the unit theme as the cultural theme and guide students to participate in music learning independently in the form of musical activities such as music creation and compilation. Strengthen the penetration of music culture.

5.4. Open evaluation tools and standardize evaluation indicators

If teaching objectives are the key to the design of large unit teaching, then evaluation is an important tool to test whether students are applying what they have learned in class. Therefore, teachers need to clarify the detailed rules of large unit evaluation. First, the subject of evaluation can be either the teacher or the student. Teachers take the final acquisition of students as the evaluation basis to test their teaching results. Both teachers and students can be the subject of evaluation, which can be a variety of evaluation methods such as teacher-student evaluation, student-student evaluation and so on. The teaching results are tested by various evaluations, and teachers further adjust and optimize their teaching according to these feedbacks. Secondly, the evaluation of large units is based on the principle of "teaching, learning and evaluation" put forward by the new curriculum standards. The evaluation activities run through the whole teaching process to timely check and fill in the gaps of students' knowledge and improve the effectiveness of large unit teaching. Finally, the evaluation setting of the large unit teaching should show the characteristics of the music discipline, such as the listening and recording of rhythm and melody, singing performance, cooperative creation and composition. Let students perceive and understand music in music practice activities.

6. Conclusions

Large unit teaching is a new teaching mode, which is explored from the limitation of the old single lesson teaching. Although it is still in the development stage, it is already the teaching trend in the future. Large unit teaching is designed with macro rational thinking, which is a systematic study of the same content in junior middle school music textbooks and a teaching idea and teaching method of "large unit" design of theme modules in the whole textbook. It stands at a higher point, takes a certain learning period as a whole, forms the effective transfer and divergence of cross-grade or even cross-disciplinary knowledge, and multiplies the classroom content. However, there is still a lot of research space for large unit teaching. There is no final conclusion on the standard model of large unit teaching, and more experts, scholars and front-line teachers are needed to explore the theory and practice.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Gu, P. Research on Large Unit Teaching of Junior High School Music under Subject Core Accomplishment. Proceedings of the Second “Education, Teaching and Innovation Research” Forum for Middle and Primary School Teachers in the New Era (II), 202, 90-93.
- [2] Song, X.Y. Aesthetic Enhancement: Practice of Educational Drama in Large Unit Teaching of Primary School Music. *Music Education in China*, 2022, 07, 19-23.
- [3] Zhang, Y. Research on High School Music Curriculum Design Based on the Concept of Large Units. *China Music Education*, 2022, 04, 10-17.
- [4] Zhao, X.T. A Probe into the Connotation of Large unit Music Teaching Oriented by Literacy. *China Music Education*, 2022, 05, 30-36.
- [5] Chen, M.M. Teaching Design of Large Units under “Big Concept” of Primary School Music. *Education Science Forum*, 2021, 17, 33-36.
- [6] Zheng, Q. Research on the Strategy of Constructing the Whole Teaching Mode of Junior Middle School Music Unit. *China Music Education*, 2021, 10, 17-22.
- [7] Han, R.C. “Large Unit Teaching Design” of Primary and Middle School Music Lessons under the Background of Core Literacy. *Music Education in China*, 2021, 08, 36-40.
- [8] Ma, C.L. Exploration of “Large Unit Teaching” of Music Subject under Core Accomplishment. *Art Review*, 2022, 22, 105-108.
- [9] Lin, P.R. Construction of large unit Structured Teaching Thinking Music Classroom Based on Deep Learning. *Music Education in China*, 2022, 06, 22-27.
- [10] Liu, W. Analysis on the Characteristics and Teaching Strategies of Deep Learning in Music Subject. *China Music Education*, 2022, 06, 52-58.
- [11] Wu, L. Research on the Design of the Large Unit of Primary School Music Pointing to the Core Accomplishment -- A Case study of the unit teaching of “Youth's Song”. *Music Education in China*, 2022, 04, 18-23.
- [12] Fu, X.Y. Big Unit Teaching Strategy of Junior high school Music under Core Accomplishment. *Tianjin Education*, 2022, 18, 128-130.
- [13] Wang, S.X. Research on Teaching design of large unit of primary school music. *New Wisdom*, 2022, 20, 71-73.
- [14] Wu, S.Y. Overall design of music unit from the perspective of Big concept. *Music Education in Primary and secondary schools*, 2022, 08, 3-6.
- [15] Chen, K.H.; Chu, Q. Research on the evaluation method of primary school art Quality under the integration of large Units. *China Music Education*, 2022, 03, 26
- [16] Wang, W.J. The Practice Strategy of “Large Unit Teaching” in high School Music Appreciation from the perspective of Core Accomplishment -- Taking

- “Chinese Folk Song” large unit teaching as an example. *New Curriculum Review*, 2022, 03, 93-101.
- [17] Sheng, H. Teaching Design Strategy of “Large Unit” of Junior High School Music Based on “Consistency of Teaching Evaluation” -- A Case Study of Colorful Han Folk Songs. *New Curriculum Review*, 2022, 01, 103-111.
- [18] Zhu, Q. History review and practical Prospect of “Big concept” teaching in China: Based on the research of 61 core papers from 2000 to 2020. *Shanghai education scientific research*, 2021, 6, 18-23. DOI: 10.16194 / j.carol carroll nki/g4.2021.06.004 31-1059.
- [19] Zhao, X.F. The Teaching strategies of large units of Mathematics under Core Literacy. *Teacher Education Forum*, 2020, 33(04), 60-61.
- [20] Li, H.M.; Cao, M. Unit teaching design based on Big Concept. *Ideological and Political Course Teaching*, 2021, 05, 37-41.
- [21] Zhang, Y.X. *Teaching and Management*, 2019, 26, 31-33. (in Chinese)
- [22] Choi, Y.R. The logic of deep Teaching: Beyond the dualistic debate, towards integrated path Selection. *Primary and Secondary School Management*, 2021, 05, 22-26.
- [23] Yang, W.Y. Research on Middle School Music Teaching Based on Multidisciplinary Integration. Hainan Normal University, 2021.
- [24] Sun, F.F. Deep Appreciation of Multiple Integration -- A Brief discussion on the practical research of Multi-disciplinary Integration in Primary School music Appreciation Teaching. *Proceedings of the 2019 Annual Conference of Jiangsu Education Society*, 2019, 251-255.
- [25] Xie, J. Discussion on the Fusion Mode of Information Technology and Junior High School Music Subject. *Music Education in Primary and Secondary Schools*, 2018, 05, 13-15.
- [26] Cao, Z.N.; Wang, Q. Research on the Development of school-based Music Curriculum in Junior Grades Based on Multidisciplinary integration: A case study of a village primary school in Zhangjiakou, Hebei Province. *Art Review*, 2021, 04, 94-96.



© 2023 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)