

Analysis on the Design and Teaching Practice of College Students' Music Literacy Curriculum

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Abstract: The music literacy course for college students is a discipline that integrates the knowledge and practice of basic music theory and plays a very important role in music teaching. Based on this, this paper expounds the design principles of college students' music literacy curriculum, and carries out spiral grading design for college students' music literacy curriculum. Finally, this paper investigates the teaching practice of college students' music literacy curriculum. Students' feedback after class and spiral grading teaching mode can stimulate students' interest in learning and improve students' active learning enthusiasm.

1. Research Background

1.1 Literature review

Through research, Yu Jingjing studied the improvement of the music education professional quality of college music teachers, and found an effective solution to the problem. Finally, in the research, it is proposed that through continuous practice and continuous reflection, the overall teaching level of music teachers and their own musical literacy can be effectively improved (Yu, 2013). Huang Jing believes that music art is a humanities subject and needs to be based on teaching practice. Moreover, scholars have discussed music practice and music teaching, and studied the music literacy teaching mode of college students. They tried to cultivate students' basic skills and music theory from the hobbies and interests of students (Huang, 2014). Through research, Wang Yaohua and Guo Xiaoli proposed that in the whole activities of music and art, practice runs through. For example, performances, singing, etc. are all music practice activities (Wang and Guo, 2015). Bao Jiayu introduced the research results of local music in the teaching of public music courses in colleges and universities. Finally, it is proposed that such an approach can effectively promote the improvement of college students' music literacy. At the same time, this can also guide college students to actively inherited and learn from the national music culture (Bao, 2015). Xu Chen proposed that the improvement of art culture and cultivation can enhance the leadership of college students to a certain extent. Moreover, from the perspective of college students' leadership education, the analysis of music and art curriculum design provides a powerful basis for college students' leadership education (Xu, 2015). Lin and other scholars studied the immersive music environment design, and began to reshape the music teaching environment from three aspects: cooperative curriculum development, dynamic activity design and static environment design (Lin et al, 2017). Jiang Rongrong studied the reform of college music curriculum in the new era, and proposed that music teaching in colleges can spread music knowledge and improve the music quality of college students. At the same time, the teaching of music courses can also greatly promote the improvement of college students' music appreciation ability (Jiang, 2018).

1.2 Research purposes

The university stage is an important period for one's self-development and a key period for students to receive systematic and comprehensive education. This includes the music literacy education of college students. Therefore, at the university level, receiving comprehensive music literacy education is very important for students. Moreover, college music literacy education has gradually received widespread attention in the education sector in recent years. How to improve

college students' music literacy and cultivate comprehensive development of comprehensive talents has become a key research topic. Based on this, this paper expounds the principles of college music literacy curriculum design and innovative design of college students' music literacy curriculum. Finally, a feedback survey on the teaching practice of college students' music literacy courses is carried out, in order to provide a useful reference for college students' music literacy education.

2. College Music Literacy Curriculum Design

2.1 General principles of curriculum design

In order to achieve the desired teaching objectives and achieve better teaching results, the students-oriented, consolidating, accepting, systematic and scientific principles must be followed in the design of college students' music literacy curriculum. At the same time, it is necessary to refer to some feasible pedagogical principles proposed by contemporary educators. In addition, according to the unique characteristics of college students, the design of college students' music literacy curriculum also needs to follow the following principles.

The first is the principle of diversity. The principle of diversity refers to the diversity of teaching content in music literacy courses, and the integration of various disciplines should also be emphasized. At the same time, the diversity principle of music literacy courses also covers the diversity of teaching forms. The diversity of teaching forms means that teaching methods should also be carried out in a variety of ways when teaching the same course content. Moreover, for the consolidation of the content of the course, it is also necessary to adopt a variety of forms to achieve the expected effect of the course.

The second is the inspirational principle. The purpose of teaching music literacy courses for college students is to focus on experience and feelings. In actual teaching, teachers should fully mobilize the enthusiasm and consciousness of college students. In the classroom, teachers should design attractive curriculum themes for students based on actual teaching content. This will encourage students to actively participate in the music curriculum. Allowing students to get a better understanding of the course content, but also get a better music experience and feelings.

The third is the principle of intuitiveness. At the university level, most students are still in the original specific image thinking, and students' memory, vision and hearing are in the development stage. Therefore, teachers should make the Abstract.content as specific as possible according to the teaching content of the music literacy course. This allows students to more directly understand and feel the concepts and theories in the course content through specific images, sounds, pictures and other teaching aids.

2.2 Course design principles

The college music literacy course is a comprehensive basic music practice and theory teaching course. In the course design, in addition to the above general principles, we should also take into account the following principles.

The first is the exploration-creative principle. In the process of teaching college students' music literacy courses, students' personality should be fully respected, and students' imagination and curiosity should be stimulated and protected. In classroom teaching, teachers should guide and inspire students to explore music from the dimensions of emotion, time, sound, space, etc., so that students can gradually guide students to imitate, experience, and finally create from the beginning of observation. This will stimulate students' interest in music creation and cultivate students' all-round creative thinking.

The second is the participation-gaming principle. Interest is the best teacher. In one's learning process, strong interest is the most active factor. This factor is formed through the cultivation of the day after tomorrow, and has nothing to do with talent. Therefore, in the teaching of music literacy courses for college students, add some game links with a sense of participation, and then design some small games and classroom activities related to the teaching content. This will fully exploit the fun of music literacy courses and increase the appeal of the course to college students. In such

classroom teaching, students can fully utilize the subjectivity of the students and master the music knowledge in a more relaxed and pleasant teaching environment. This will help to stimulate the initiative and enthusiasm of college students to learn music literacy courses. And in the gradual accumulation of music appreciation ability and music theory knowledge, develop good study habits.

The third is the experience-aesthetic principle. College students' music literacy courses should be based on aesthetics. In art value, aesthetic value is the most fundamental value. Therefore, the college students' music literacy curriculum should focus on cultivating students' appreciation, pursuit, understanding and creation of beauty. And in the process, let students continue to enrich their emotional experience. Through the experience of beautiful music, we gradually build up the pursuit and yearning for the beautiful things in life, nature and society.

3. Graded Instructional Design of College Students' Music Literacy Curriculum

3.1 Hierarchical teaching design principle

This paper adopts the spiral hierarchical teaching mode to design the college students' music literacy curriculum. Specifically, the music literacy curriculum structure is the center of curriculum design in the same way as college students' thinking. With the process of becoming a senior in the general education, the basic structure of the music literacy curriculum has been continuously expanded, and a spiral-up course structure has been designed. Therefore, for the comprehensive improvement of college students' music literacy, the spiral grading teaching mode is a more effective way.

At present, the Chinese music literacy teaching courses and exams are also graded, and the music literacy teaching content is divided into different levels according to the traditional way. The spiral grading course design breaks the traditional grading method and provides a new concept for college students' music literacy curriculum design. The college students' music literacy course is a practical and basic theory course to improve the comprehensive music quality of college students. In the design of college students' music literacy curriculum, this paper mainly focuses on skills and knowledge as the center of the design curriculum. Moreover, combined with the current level of college students' music development and the level of cognition of music, the college students' music literacy curriculum is designed in a spiral grading, which realizes the basic function of music literacy curriculum teaching. In order to reflect the difference between the traditional grading method and the spiral grading method, this paper compares the music skills and knowledge of the advanced, intermediate and junior levels into two grading methods. For example, in intermediate music literacy teaching, the spiral grading method is mainly based on the tone, tone, term, chord, interval, rhythm, length, pitch and clef of the music. The traditional intermediate grading method is based only on terms, chords and intervals.

3.2 Basis of spiral classification

The overall basis of the spiral grading design of college students' music literacy curriculum mainly includes three aspects. The first is the stage of college students' music development and the ability to accept and understand music. This is mainly based on the different stages of knowledge in the spiral classification, which is the feeling, accumulation, understanding, application and creation. The second is the frequency of music phenomena and musical elements appearing in college students' lives. For example, the pitches, strengths and weaknesses, musicians and related musical works that students will encounter in their daily lives will be included in the teaching plan of the college students' music literacy curriculum. The third is the difficulty level of music theory. For example, in-situ triads, natural intervals, no-lift and no-drop adjustments, etc.

4. College Students' Music Literacy Course Teaching Practice Feedback

In the teaching practice, this paper applies the concept of curriculum design to the classroom of college students' music literacy teaching, which has been widely praised by students and the teaching effect is very good.

First, it has stimulated students' interest in learning music literacy courses. Interesting classroom teaching enables most students to actively participate in learning, and can actively absorb the teaching content of teachers in the classroom during the learning process. After class, students generally reflect that they like this teaching mode. During the after-school communication with students, many students think that such a classroom is full of entertainment and very interesting. Some students also think that such teaching methods make them feel that time passes too fast every time they go to class. Some students also reported that this way of class is very interesting, and next time you must participate in small games in the classroom. The feedback from these students fully demonstrates that the spiral grading of college students' music literacy curriculum design has a good teaching effect.

Second, the combination of music theory knowledge and music practice. Through multi-module music literacy teaching, students can make a deeper expression and understanding of classroom teaching content. In the classroom teaching, the author surveyed the processing ability of college students' musical performances. Most of the students indicated that their music processing ability needs to be improved, and they cannot fully express and process the musical works independently. In the actual teaching practice, the content of "force change" has been added. In the after-school exchanges, most of the students expressed their deep memories of the small games in the music literacy course. In the follow-up music study, the students' own ability to deal with strength has been greatly improved. In essence, the purpose of theoretical teaching is to enable students to accurately represent the musical symbols in the music scores in music learning. This has been well verified in the design of this course.

Third, through guidance and heuristic teaching, students can be motivated to actively learn. During the teaching process, students gradually began to actively think and discover problems, and their abilities were improved in the process of thinking. Various assessment activities in classroom teaching can promote students to have a more comprehensive self-understanding and receive extensive attention from teachers. The teaching design and practice of this course not only is recognized by the teachers and students, but also enhances the self-confidence and courage of students in participating in activities and answering questions.

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