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# Diversified Teaching Practice of High School Music Appreciation Course under the Background of Core Literacy

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**Abstract:** In order to deeply implement the requirements of the new curriculum standards and cultivate the core competencies of high school students in music, this article is based on the background of core competencies and explores the practical path of diversified teaching in high school music appreciation classes. The application of diversified teaching methods is conducive to improving the effectiveness of cultivating students' core competencies in high school music appreciation courses. By adopting different teaching strategies, the teaching content of music appreciation courses can be further enriched, which is conducive to meeting the learning needs of different students.

**Keywords:** Core competencies; High school music; Appreciation class; Diversified teaching

## 1. The value of adopting diversified teaching methods in high school music appreciation classes

### 1.1 Cultivate students' aesthetic ability

One of the core objectives of music appreciation classes is to cultivate students' aesthetic perception ability. As an art discipline, music itself carries enormous aesthetic value. Whether it is classical music or modern music, there are certain differences in their development origins, each containing different aesthetic connotations, but also having certain commonalities<sup>[1]</sup>. Through music appreciation classes, students can fully appreciate the unique charm and aesthetic value contained in music, and gradually develop strong aesthetic abilities in the process of appreciating and understanding music.

### 1.2 Promote comprehensive development of students

In high school music appreciation classes, appreciation is the foundation for students to participate in a series of music learning activities. Through appreciation, students can not only develop a strong aesthetic perception of music, but also absorb various knowledge during the appreciation process. While continuously enhancing their understanding of music, they can achieve personalized and comprehensive development through situational presentation, singing, knowledge learning, skill training, and other methods. On the basis of appreciation, students will gradually develop the ability of artistic innovation and creation, and have the ability to apply the knowledge they have learned to solve practical problems. These abilities have a positive promoting effect on students' comprehensive development.

### 1.3 Guide students to learn happily

In traditional music teaching, teachers generally attach great importance to imparting basic music knowledge to students and focus more on cultivating their basic music literacy. Ignoring the role of music in cultivating students' comprehensive literacy may lead to students gradually losing interest in music learning. Under the background of core literacy, teachers adopt diversified teaching methods in music appreciation classes, which can immerse students in their own music world while listening, give them enough time for thinking and exploration space, and enable them to fully experience the unique charm of music and the joy of music learning on the basis of immersive experience.

## 2. The diversified teaching path of high school music appreciation course under the background of core literacy

### 2.1 Based on the textbook content, integrate local music elements

In the music appreciation module of the high school music textbook, the focus is mainly on traditional Chinese music, gradually extending to world ethnic music and Western classical music, demonstrating the importance of traditional cultural elements in high school music appreciation classes. In addition, the new curriculum standards also emphasize understanding the humanistic connotations of music and art in different cultural contexts through music perception and artistic expression, and cultivating students' core literacy in cultural understanding. To achieve the goal of cultivating students' core competencies, teachers adopt diversified teaching methods in music textbooks, paying atten-

tion to the infiltration of local music elements in music appreciation classes. Through music appreciation classes, students are led to appreciate traditional music, promote traditional culture, and create a strong music culture atmosphere. This allows students to gradually understand and master the important knowledge contained in music appreciation classes while gaining a good music experience. Taking the "Han ethnic folk songs" in "Rhythm and Charm - Colorful Folk Songs" as an example, teachers can create suitable problem scenarios based on the music works and actual situations. Starting from the classroom introduction stage, the problems can be integrated throughout the entire music appreciation class, timely creating questions that are relevant to real life, stimulating students' curiosity, helping them deeply understand folk song culture, and improving their cultural understanding literacy.

For example, during the introduction stage of "Han Chinese Folk Songs", teachers can use instrumental music adapted from gypsy folk songs from the previous class to guide students into the appreciation and learning stage of Han Chinese folk songs: "Do you still remember the content of the previous class?" After receiving a positive answer from students, teachers can assign a task to students: "In this class, we want to show Carmen the traditional folk songs of the Han people. What do we need to do?" Then, teachers and students need to select a music piece that best represents Han Chinese folk songs for appreciation. When selecting music works, teachers can not only guide students to choose Han folk songs from textbooks, but also based on local characteristics, select well-known local music, and introduce local music elements through problem scenarios. While achieving the goal of learning Han folk songs, teachers can also meet the needs of students for music appreciation and learning, and enhance students' understanding of the cultural connotations of local music while appreciating local music.

## **2.2 Highlighting emotional experiences and cultivating students' aesthetic abilities**

In the context of core competencies, teachers should actively abandon the previous teaching mode of knowledge imparting when organizing music appreciation classes. On the basis of adhering to student subjectivity, they should adjust the original teaching methods of music appreciation classes appropriately. While reducing students' dependence on teachers, they should encourage students to actively participate in music appreciation activities, experience the joy of music learning through appreciation, gradually become the leaders of music appreciation classes, and cultivate students' appreciation and learning abilities. Taking "Symphony of Music and Painting - Film and Television Music" as an example, before the teaching activity begins, teachers need to analyze the teaching content, textbook content, and students' learning situation, and set scientific teaching goals. The teaching objective of this unit is not only to guide students to understand the common genres of film and television music, but also to express the functional roles of interludes, theme songs, and music in film and television works. In addition, it is necessary to experience the historical connotations and national styles of different music works through music listening, melody learning, beat modeling, and the linkage between visual and musical elements. Therefore, in music appreciation classes, teachers should appropriately display film and television scenes around music works to students. At the same time, to enhance students' emotional experience, teachers should also assign teaching tasks to students in advance. For example, in the 1963 movie "Visitor on the Iceberg", teachers can assign students the task of exploring the Xinjiang melody contained in the movie insert "Remembering Comrades". In music appreciation classes, teachers can use character structure diagrams to simply introduce movies to students, helping them understand the theme and main plot of the movie<sup>[2]</sup>. Then, through multimedia, they can show students the original soundtrack of the movie "Remembering Comrades" and ask appropriate questions: "What role does music play in movies?" After asking questions, teachers can let students appreciate music and judge movies with questions. Based on the combination of music and visuals, students can improve their emotional experience and cultivate their music aesthetic ability unconsciously.

## **2.3 Showcasing learning outcomes, guiding students in artistic practice and exhibition**

To cultivate students' core competencies and enable them to effectively exercise in the process of music appreciation. In the process of guiding students to appreciate music, teachers should actively provide practical opportunities and exhibition platforms for students, allowing them to gain thinking inspiration and a deep understanding of music works in the teaching context of music appreciation classes. Through practice and exhibition in music appreciation classes, as well as self belief expression of music, students' humanistic cultivation and artistic expression can be improved. Taking the lesson "Drum is sonorous" in "Drum Strings Move - Rich Folk Instrumental Music" as an example, teachers can lead students to collect information about the origin and development of Chinese traditional drum music through Internet channels, create a good music appreciation environment in the classroom, and then lead students to enjoy two traditional drum music, "Rolling Walnuts" and "Golden Rooster Coming out of the Mountain", to feel the artistic characteristics and manifestations of traditional drum music. After students have a preliminary understanding of the style and artistic characteristics behind traditional drum music, teachers can lead students to perform traditional drum music in practice, and then lead students to show their practical achievements. If students can collaborate and create around traditional Chinese drum music in groups, they can carry out small-scale performance activities in the classroom based on the division of labor and cooperation among each group<sup>[3]</sup>. Teachers and classmates will evaluate the performance activities, understand and

analyze the shortcomings of students in music appreciation classes through artistic practice and achievement display, discover their strengths, and further enhance the role of music appreciation teaching in cultivating students' core literacy.

### 3. Conclusion

In summary, high school music appreciation classes are the main way to cultivate students' core competencies in music subjects, and teachers need to actively improve the effectiveness of core competency cultivation through innovative appreciation classes. This article believes that the combination of diversified teaching methods and high school music appreciation courses can better help students form and develop core competencies, and is conducive to achieving the goals and requirements set forth in the new curriculum standards.

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