

The Construction of Children's Creative Learning Art Curriculum based on Musicals

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Abstract

Music needs sound sense and creative blessing to be expressed, But at this stage, There are still many problems in children's creative art courses, For example, poor sound sense, Poor perception of music, Collective singing can't make individuals stand out, This undoubtedly suppresses children's enthusiasm for learning music. In order to meet the needs of children, parents and society for high-end talents, in recent years, major music institutions and music teachers have begun to apply musicals as a fulcrum to incite children's music creativity. This paper mainly expounds the characteristics and settings of music courses for peer reference.

Keywords

Musical Drama; Children's Creativity; Art Course.

1. Introduction

The moving melody of music needs to use people's perceptual nerves, so that people can get inner satisfaction, to cultivate sentiment, the basic function of music lies in expressing and expressing people's emotions. If music is not enlightening and inspiring, it cannot broaden people's music aesthetics. Therefore, music curriculum needs to use emotion as a foreshadowing and aesthetics as a guide, so as to build and support children's music creation.

2. The Current Situation of Children Learning Music

Music is mainly subjective feeling, which emphasizes not only the beauty of music rhythm, but also the inner feeling and emotional experience communication, and finally the expression. In order to break the limitations of traditional teaching, our country has set a grand goal of music education-to make music belong to everyone. At the same time, it has changed the mode of music education for students and started to carry out music courses with creativity as the core. In the traditional music education environment, when students participate in singing activities, they often take the collective as the unit, which makes it difficult for individuals to express themselves. Students' sense of experience declines, resulting in their inability to judge music aesthetic standards independently, so their sense of music cannot be improved. For many years, children's art education in China usually focuses on song and dance dramas and interactive games. Song and dance dramas usually let the whole class sing and dance collectively, In the usual games, the old-fashioned children's games are constantly chosen for thousands of years. Let students perform mechanical role performances. Although these musical dramas have strong emotional colors, children's choice of scripts is very low. Teachers usually arrange scripts, personnel and expression techniques, and children can only let them go. This teaching mode undoubtedly kills their musical cells in the cradle. Based on this situation, the current educational environment urgently needs to take musical as the fulcrum to activate children's imagination of music. In early childhood, children's expression ability and learning ability are very strong, but in basic music courses, they usually only use words and games to carry out teaching simply, while ignoring children's desire for communication. In such a depressing

learning environment, they can't love music, let alone create music. Art courses with musicals as the fulcrum can help children improve their emotional experience, strengthen their communication and expression ability, and make them move towards the development of quality talents. Creative musicals can make children get satisfaction and sense of accomplishment in performances, turn them into motivation, and greatly improve their enthusiasm for music creativity.

3. The Basic Characteristics of Musical Courses

1. Aim at cultivating children's comprehensive music literacy

Music course is not only an art course, but also an educational course and a creative course. By stimulating students' musical creativity and adding the educational knowledge of "cultivating people and educating people", it is beneficial to cultivate compound and high-quality students with morality, intelligence, physique and beauty. The goal of traditional music education is limited to improving the basic music literacy of all students, Let it feel the beauty of music rhythm, And music courses supported by musicals, It can make students feel music and improve their emotional expression ability, Making music a new language of communication and expressing one's emotions can also improve one's musical practice ability, expand one's musical emotional feelings, and gain more musical knowledge while feeling music, such as music style, music form, Chinese and foreign music types, etc., so as to comprehensively improve children's comprehensive music literacy.

2. Taking mastering systematic music experience as the teaching content

The musical feeling acquired by children in music teaching activities is the basis of producing musical experience, which will directly affect their musical level by transforming experience into musical experience. The continuous accumulation of music experience can improve their music feeling ability, By constantly strengthening music experience and laying the basic aesthetic standard of music, when students have perceptual music experience, they can begin to express their inner feelings through singing, audio-visual, creation, performance and other forms, which not only improves their perceptual expression, but also enhances their rational expression. As we all know, when the accumulation of equivalent rises to a certain extent, it will form a qualitative leap. If more musicals can be carried out at ordinary times, children will not be unfamiliar with them, and at the same time, their creative ability will be stimulated, so that students can apply music knowledge and meet the requirements of contemporary teaching.

3. Taking perceptual music activities as the teaching process

Music activities are constructed by perceptual and rational activities, it is the main teaching process of musical to let children get perceptual experience directly, Children's perceptual thinking is guided by a series of perceptual activities, such as the strength of melody and the inner feelings of characters. This is a kind of thinking activity from outside to inside, which can only be obtained through children's own experience, and their musical creativity is stimulated by hearing, vision and emotional resonance. Only by helping them express themselves with high quality, only in this way can children master music knowledge systematically, which requires teachers not to use didactic methods to guide students to think rationally when carrying out musical-based teaching courses, but to let students carry out their own perceptual thinking activities before starting to guide, so as to prevent their imagination and creativity from being stifled prematurely [1].

4. Taking the realization of independent emotional experience as the teaching requirement

The goal of implementing musicals is to make students awaken themselves and express their emotions, Feel the charm of music, this requires teachers to carry out musical courses, actively bring the thoughts in the works to students, stimulate students to have strong resonance, and let them get rich emotional experience. Students can fully absorb the music curriculum content

through the four learning processes of listening, singing, acting and creating, and gain basic music creation ability while mastering the music experience taught by teachers. The most important thing to learn music creation is to obtain music synaesthesia, which can be cultivated by teaching means, so as to lay the foundation for children to enjoy music for life, and even after being separated from teachers' teaching, they can still think and create the music they listen to.

5. Take music practice as a teaching approach

Let children get emotional experience is the teaching basis of learning musical course. Children get self-emotional experience through a variety of musical styles, ideological contents and expression forms, and get a strong sense of spiritual pleasure by contacting music content, so as to achieve the purpose of relaxing. Thinking about the charm of music in peace is bound to apply music knowledge more rationally. In musical activities, children can get positive emotions, cultivate their sentiments, broaden their horizons and stimulate their musical hobbies; Through continuous musical activities, we can correct the acquired musical experience with updated musical knowledge, and then obtain higher-level musical experience.

4. Play with the Setting of Musical Courses

1. Cartoon musicals can be performed at a younger age

Cartoon dramas in European and American countries can be used for reference. Their exaggerated expressions and body movements can enlarge the emotions of characters and make people feel a variety of emotional experiences more intuitively. For example, children can learn the shape of white clouds in the sky, imitate a certain animal, and emit various tones to stimulate their interest in music; Or let them learn the sounds of various animals, rain, cars, etc., encourage children to transform the surrounding sounds and create a series of cartoon musicals to guide them how to create music.

2. Picture book musicals can be performed in the middle age

Middle-aged people can expand music content to the world's excellent picture book stories, it can teach rap, folk customs, bel canto and other singing methods. Putting it into teaching and enriching children's music world can encourage them to put their favorite music into performances and impart "sampling" knowledge to students. At the same time, they can also be encouraged to read more picture books and accumulate music materials. Only through continuous input can quality output be formed, thus enhancing students' expression ability [2]. By expanding the plot and bringing their own props, students can immerse themselves in the process of music creation, thus stimulating their interest in creating music, exercising their communication and expression ability in collaboration, and making musical courses more positive educational significance.

3. Tone sandhi musicals can be performed in the middle age

Tone sandhi musical is a new art form, Reverse plots can be added to the plot, and design the corresponding music ups and downs, this can stimulate students to associate, make students feel challenging, and thus love to create music more. In this process, students can use singing, body movements, musical instruments, obedience, lighting and other elements to express plot reversal, which is a secondary expression based on the accumulation of music knowledge in low and Middle Ages.

5. Concluding Remarks

The content of musicals is rich and varied, which can encourage children to modify them, enrich their music practice activities and accumulate music experience. The difficulty of teaching music knowledge should increase step by step. Only when accumulated to a certain level can children show their own aesthetics and express their emotional resonance. When carrying out

children's creative courses with the support of musicals, we should also pay attention to encouraging students to use the resources around them to enrich the content of musicals, and strive to make music practice consistent with teaching content, which is in line with the requirements of life-oriented music education. In a word, Quality-oriented music education should let students participate in music courses, enrich their emotional experience, strengthen students' music linkage through various teaching modes, and finally let students get the ability to use music to express themselves. This is the purpose of music teaching activities with musicals-let students get to use music and enjoy music all their lives.

References

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