



Developing Music Instructional Model to Enhance Children's Music Perceptions and Group Co-Ordination Ability for Kindergarten in Jiangxi Province, China

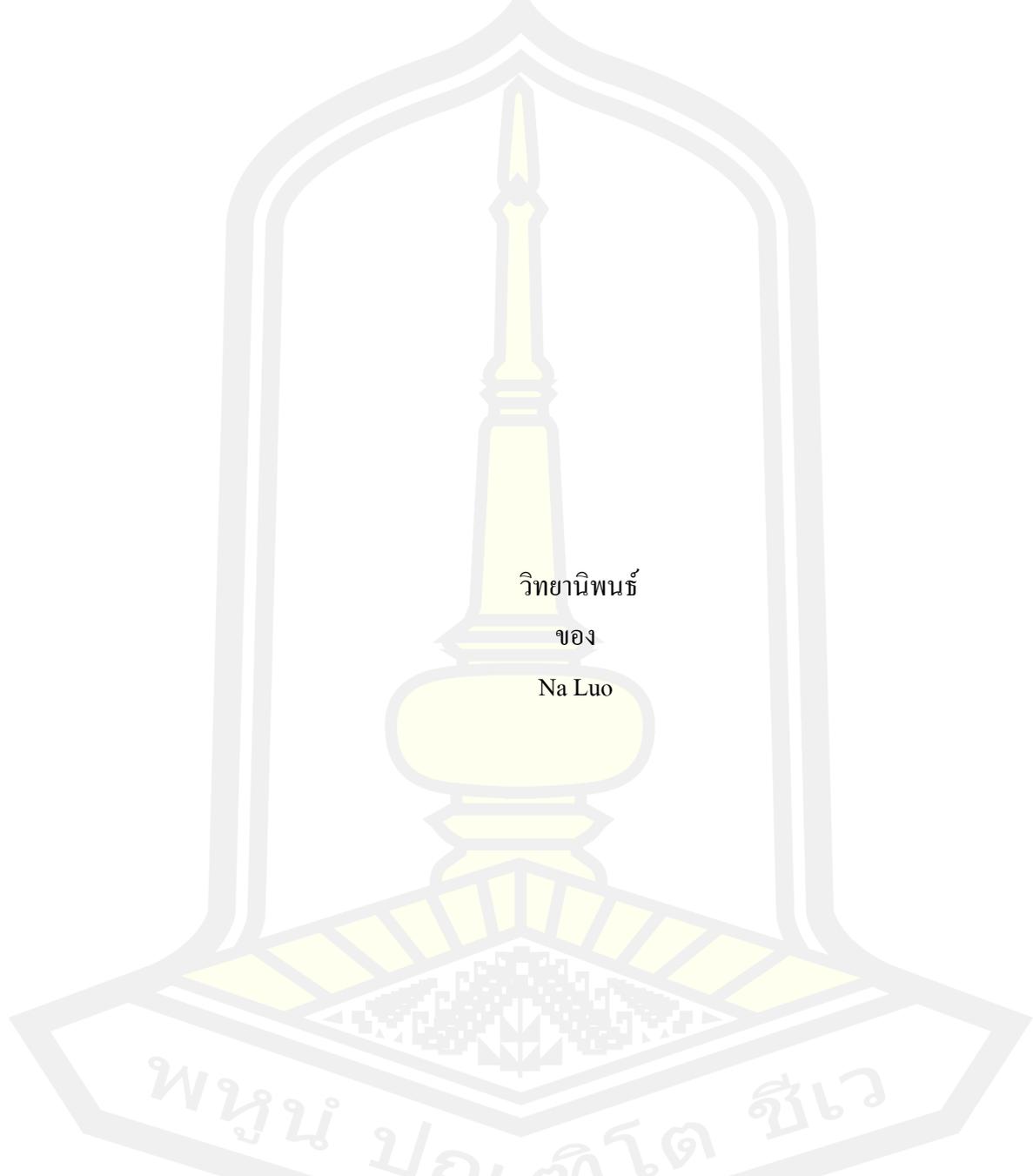
Na Luo

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Philosophy in Curriculum and Instruction

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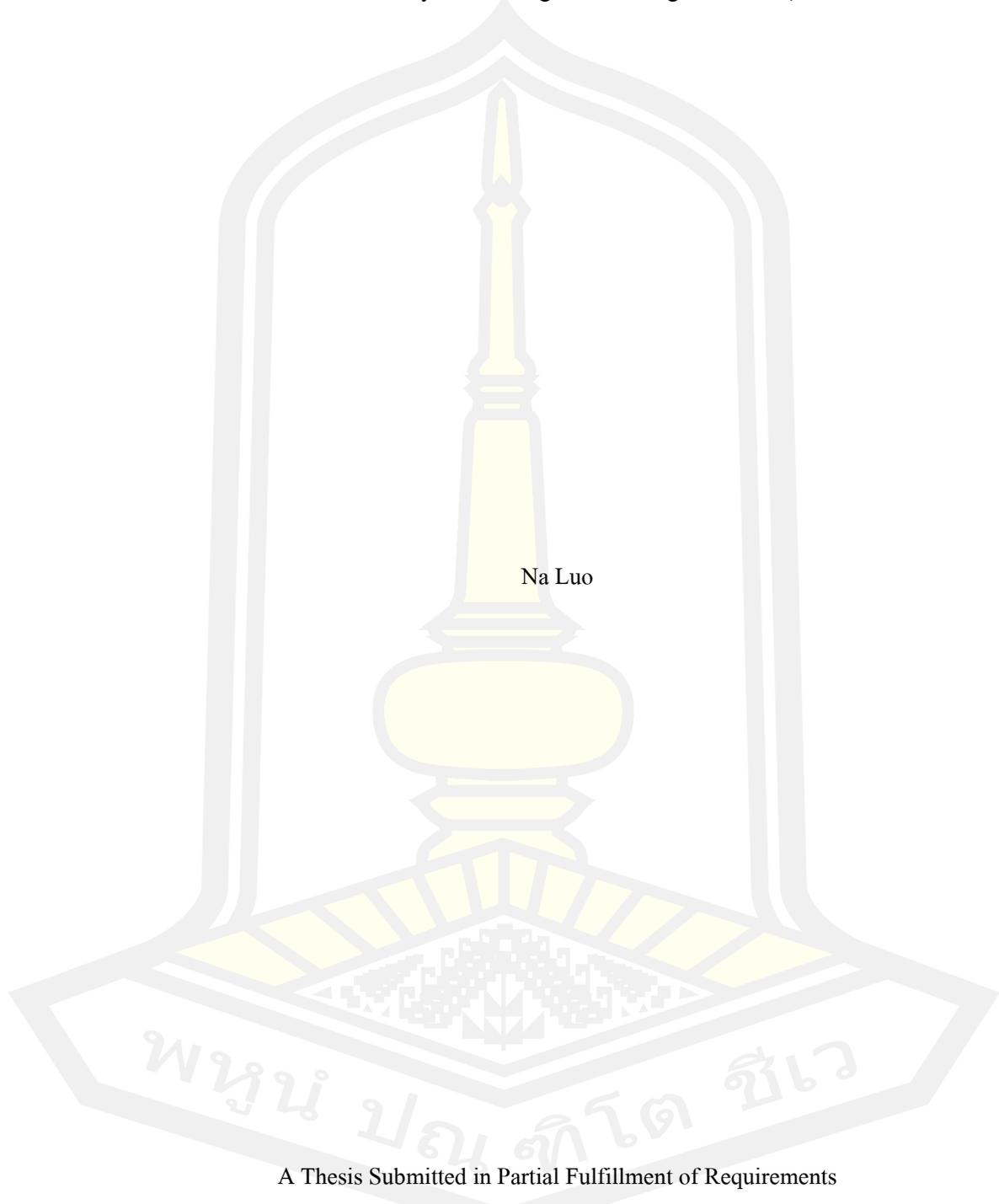
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Developing Music Instructional Model to Enhance Children's Music Perceptions and Group Co-
Ordination Ability for Kindergarten in Jiangxi Province, China



Na Luo

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ABSTRACT

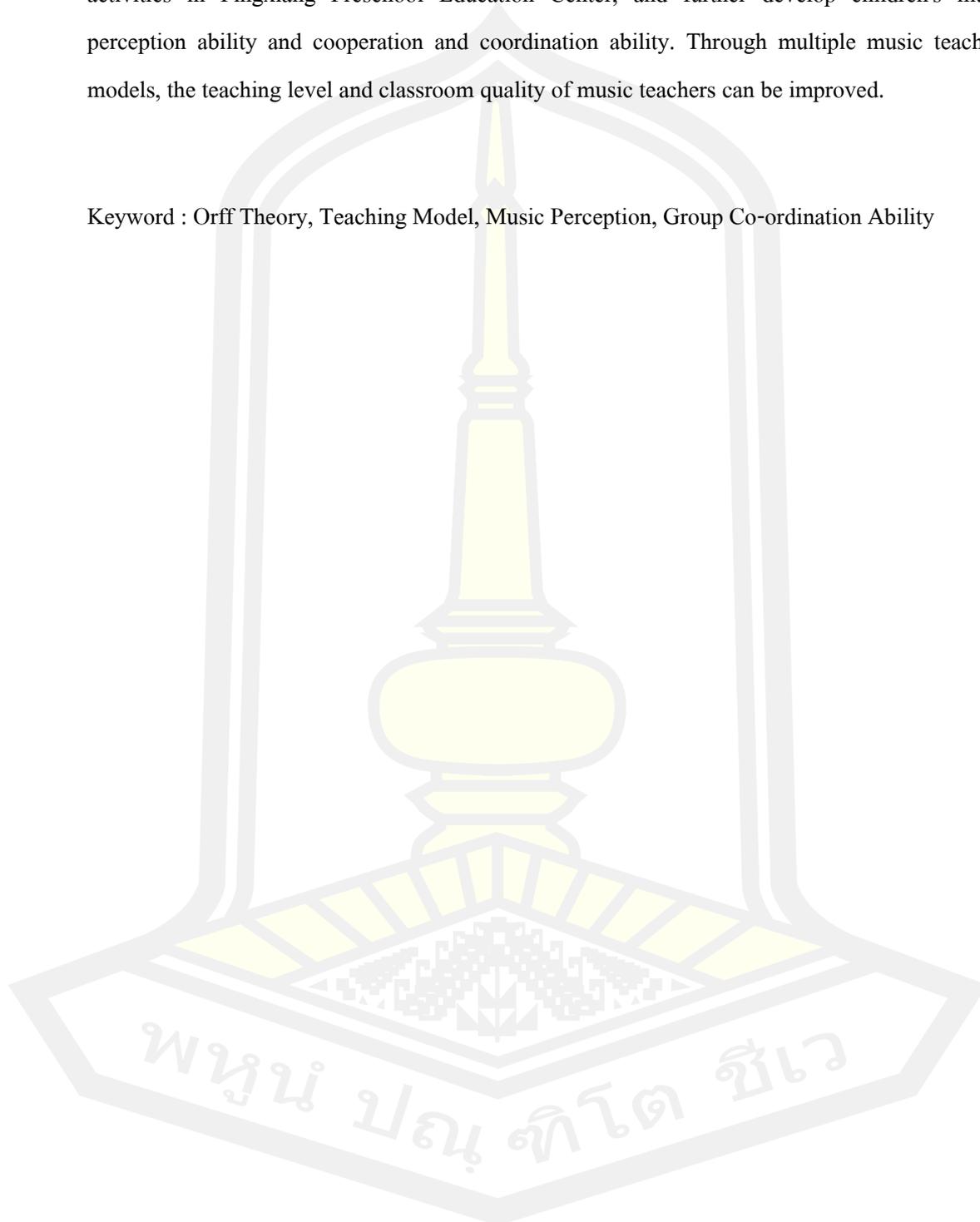
Four issues are discussed in this study: 1) What is the current situation of Music Curriculum for preschool education in Piangxiang. 2) What are Music Perceptions and Group Co-Ordination Abilities Kindergarten in Jiangxi Province, China. 3) How could we enhance Music Perception and Group Co-Ordination Abilities Kindergarten in Jiangxi Province, China. 4) What is the Music Instructional Model for Teaching Music Perceptions and Group Co-ordination Abilities Kindergarten in Jiangxi Province, China. This research combines Orff's music theory and research and development methods to develop a music teaching model in Pingxiang Preschool Education Center, Jiangxi Province, China. The main purpose of this research is to improve children's music perception ability and cooperation and coordination ability. The researchers have completed the development and implementation of the music teaching model from June 2020 to November 2021. The sample of this music teaching model test is 80 students in the middle class of Pingxiang No. 2 Nursing Home. The test data is the data statistics obtained before and after using the music teaching model.

The research results are as follows: 1) What is the current situation of Music Curriculum for preschool education in Piangxiang. The music teaching activities of Pingxiang Preschool Education Center are currently in the traditional mode of teaching. The survey results of parents' demand and necessity for the development of teaching models show that Pingxiang Preschool Education Center has the same view that it is necessary to develop music teaching models in music activities in preschool teaching activities, and the overall demand is at a high

level ($\bar{X} = 4.34$). 2) What are Music Perceptions and Group Co-Ordination Abilities Kindergarten in Jiangxi Province, China. According to the Learning and Development Guide for Children Aged 3-6 (2012), music perception refers to the individual's perception and perception of specific music phenomena in music activities, as well as the perception of the personal and overall nature of music content. The content of music perception ability includes music hearing and emotional feeling. Team coordination ability refers to the ability of 3-6 people to work together to achieve team goals, focusing on the relationship and interaction between learners. 3) How could we enhance Music Perception and Group Co-ordination Abilities Kindergarten in Jiangxi Province, China. The researchers developed a music teaching model to improve children's music perception and teamwork, which is divided into five steps: Prepare teaching aids, create music scenes, and introduce new lessons. Practice and discover new knowledge. Interactive teaching of games. Editing and creation of music activities. Home collaboration activities are extended. 4) What is the Music Instructional Model for Teaching Music Perceptions and Group Co-Ordination Abilities Kindergarten in Jiangxi Province, China. According to the test requirements of music audition in PMMA (1979), it mainly includes: tone and music perception. Rhythm, children's cooperation (instrumental ensemble, dance performance, etc.). Based on this, the music teaching model developed by the researchers in Pingxiang Preschool Education Center conforms to the Chinese Guidelines for Learning and Development of Children Aged 3-6 (2012); In line with the development of children's physical and mental health; Comply with the relevant regulations of the Guidelines for Kindergarten Education (for Trial Implementation) (2001); It conforms to the characteristics of Jiangxi Provincial People's Social Security Department on the physical and mental health development and potential of children. The evaluation result of the music teaching model outline is the most appropriate level ($\bar{X} = 4.51$). In the evaluation of the curriculum and teaching experts, each step of the music teaching model outline has clear objectives and flexible contents, and the consistency value meeting the needs of Pingxiang Preschool Education Center is 0.71-1.00. In children's music teaching activities, the scores (E_1/E_2) of children's music perception ability and collaboration ability were 91.5/91.34, higher than the established value of 80/80, higher than the music scores before using the music teaching model. The children's music perception ability and collaboration ability increased by 66.00%.

This research can continuously improve the teaching methods of music teaching activities in Pingxiang Preschool Education Center, and further develop children's music perception ability and cooperation and coordination ability. Through multiple music teaching models, the teaching level and classroom quality of music teachers can be improved.

Keyword : Orff Theory, Teaching Model, Music Perception, Group Co-ordination Ability



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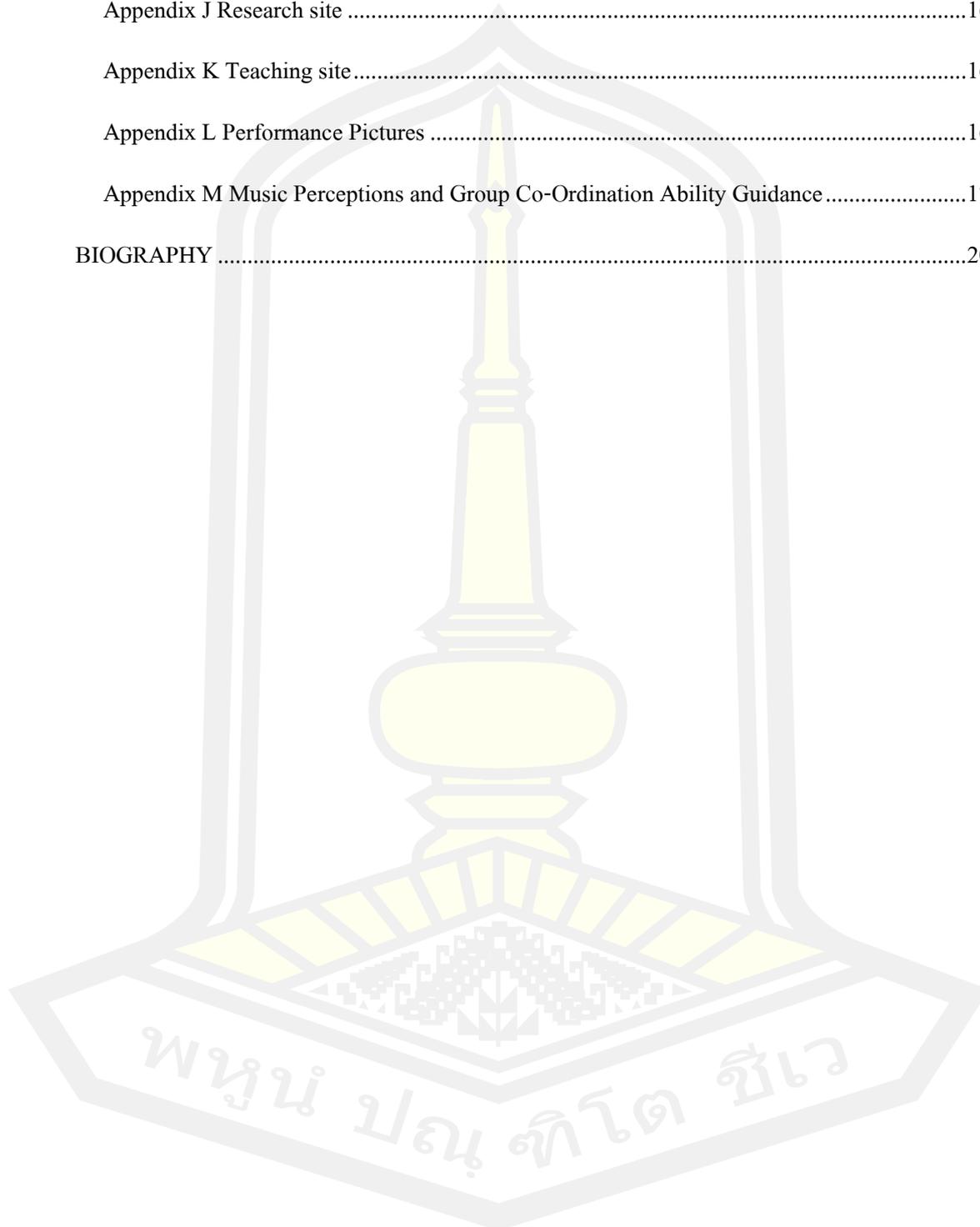


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CHAPTER I

INTRODUCTION

"Music" occupies an important position in the teaching activities of the preschool education center. Children can develop healthy qualities and characters through the nurturing experience of music. There is a close relationship between life and music. Adopting a life-oriented teaching method in children's music education can help children shorten the distance of music learning and stimulate children's interest in music. According to the "Work Regulations for Kindergartens" (2016, State Education Commission), it is emphasized that: "Kindergarten should take play as the basic activity, and play is an important form of comprehensive education for young children." "Guidelines for Learning and Development of Children aged 3-6" (2012, The Ministry of Education of China) guides kindergartens and families to implement scientific care and education. The guide describes the learning and development of young children from five fields, including health, language, society, science, and art, and promotes the overall and harmonious development of children's body and mind. "Several Opinions on Deepening the Reform and Standardizing Development of Preschool Education" (2018, Ministry of Education of China) pointed out: "It is necessary to strengthen the construction of kindergarten teachers, including the establishment of a professional growth mechanism for kindergarten teachers, and to improve their comprehensive quality and comprehensive ability to protect and teach."

At present, the teachers of the Jiangxi Preschool Education Center cannot meet the development needs of preschool education, and there is no high-quality teacher resources in the music courses of the Preschool Education Center. Therefore, the Jiangxi Preschool Education Center lacks music activities that meet the characteristics of children, such as activity equipment, instrumental music, etc. The level of music teachers in Pingxiang Preschool Education Center is in the basic level of teaching singing, traditional games, etc, which hinders the development of children's music education to a certain extent.

In the "Guidelines for the Learning and Development of Children Aged 3-6" (2012, Preschool Education in China), it is clearly pointed out that in the field of "art", young children are required to cultivate their perception ability and cooperation and coordination ability. After

China's reform and opening up, Orff's ideas of music education have entered the field of music education in China. Orff believes: "Music education is first of all human education, which is not only the starting point of all his efforts, but also his ultimate destination." There are four major characteristics of the concept of golf music education: appeal to perceptual, comprehensive, improvisational and creative, and it is an open, flexible, free and easy-to-operate learning process in teaching, and its concept is suitable for preschool education centers. The specific teaching of the Orff teaching system is divided into: 1) Vocal music teaching content. Orff believes that the human vocal cord is a natural instrument, singing is the natural instinct of human beings, and the human voice is the most beautiful. Instrumental music can also be as beautiful as the human voice. 2) Auditory practice. From noise to music tones, relative pitch, absolute pitch, and collective activity games to train students' sensitivity to timbre. 3) Acoustic imitation. All kinds of sounds in natural social life can be compiled into games and transformed into "musical scores". 4) The use and key points of human percussion instruments. A variety of very delicate sounds are made with various parts of the human body, and then combined. 5) Instrumental music. On the basis of extensive research on Western, African and Asian percussion instruments, Orff creatively improved and configured it to form a complete set of "Orff Instruments", plus "Human Percussion Instruments" and melody instruments. Orff Band". 6) Teaching of spectrum recognition. Orff's teaching system starts without musical scores, but at a certain stage, it is still necessary to teach notation. This is the only rational part of Orff's teaching system. It is based on rhythm, starts with recitation, emphasizes body sense, and improvises music, play fantasy.

Orff's Music Education Thought and Practice (2001) written by Xiu Hailin, Li Dana and Yin Aiqing, occupies an important position in China's "Eighth Five-Year Plan" and is one of the important series of educational science. The book highlights students' musical emotions and students' subjectivity, initiative, and improvisation. The principle of improvisation is to appeal to sensibility and return to humanism. This idea is very different from the essence and purpose of current music education in my country. This method creates opportunities for students to personally participate in music learning, changing from passive learning to active learning, thereby effectively improving students' music perception and cooperation ability. This book also accurately discusses Orff's music education thought, expounds his music education thought system in detail, and by citing a large number of classroom examples, it shows that Orff's music

education system is very possible applicable to localization in China. Although Orff's music education ideology is very popular in China, the teachers in the underdeveloped areas of China are weak and cannot apply his ideology and teaching methods to music activities.

The second stage in Piaget's cognitive development theory is the pre-operational stage (3-7years old). With the development of language and thinking and the formation of related concepts, children at this stage also have the ability to perceive music. With further development, they can distinguish the strength of the music, the speed of the speed, the length and the height of the sound. In music teaching, the characteristics of music such as melody, pitch, and rhythm are relatively abstract existences for children. In order to make children better perceive these musical characteristics, stimulate children's emotional performance, and let children cooperate in group music creation In this activity, we apply Piaget's theory of cognitive development and Orff's music education ideas to children's music teaching activities, so as to improve children's ability to perceive music and team cooperation.

To improve the music education in the preschool education center, we must first update the concept of music education for young children. The new curriculum reform advocates quality education, and music education is an indispensable branch of quality education. As a basic education, early childhood education should pay more attention to music education, ensure the time of music teaching, provide more music teaching platforms, and improve the teaching level of music teachers. Teachers stimulate children's creativity through diverse teaching methods. Make children willing to actively participate in music activities, let them realize the joy of learning music, and actively and independently participate in music activities, so as to promote the development of children's perception ability and cooperation ability of music.

1. Research question

1) What is the current situation of Music Curriculum for preschool education in Piangxiang?

2) What are Music Perceptions and Group Co-Ordination Abilities Kindergarten in Jiangxi Province, China?

3) How could we enhance Music Perception and Group Co-Ordination Abilities Kindergarten in Jiangxi Province, China?

4) What is the Music Instructional Model for Teaching Music Perceptions and Group Coordination Abilities Kindergarten in Jiangxi Province, China?

2. Research objectives

1) To study the music teaching activities of Pingxiang Preschool Education Center, and find the components of preschool education music teaching activities.

2) To developing music instructional model.

3) To acquire children's music perception ability and group cooperation ability in music teaching activities.

4) To verify the effectiveness of the music teaching model for improving children's music perception ability and cooperation and coordination ability in kindergarten school in Pingxiang City, Jiangxi Provincse.

3. Importance of research

Through the development of a music teaching model in the Pingxiang Preschool Education Center, the teaching methods of music teaching activities are continuously improved and improved, and the children's music perception ability and cooperation and coordination ability are further developed. Improve the teaching level of music teachers through a variety of music teaching models.

4. Scope of the study

This research belongs to the research category of preschool education, and its purpose is to develop a music teaching model for children in Pingxiang City Preschool Education Center, Jiangxi Province, and to improve children's music perception and cooperation and coordination ability. This study adopts the research and development method and Orff's music theory for the research design. The procedures for the development of the music teaching model are as follows:

1) Investigate and research relevant information

2) Instructional steps to create instructional models

3) Implement instructional models

4) Evaluate and track instructional models

1. Methods of research and development

The first is to define the research question and the problem that needs to be solved in the research process, the second is the context that needs to be solved in the research question, and the last is to use the research and development method to solve and answer the research question.

It is divided into four steps:

1.1) Investigate and research basic information. The main methods are study documents, interviews with parents of students, interviews with experts, etc. The purpose is to understand the needs of young children in musical activities and the basic skills they need to master.

1.2) The main method of developing an instructional model is to use the basic information to define the structure of the course. The purpose of expert evaluation of the instructional model syllabus is to determine a complete and implementable instructional model syllabus.

1.3) Implement the teaching model. Apply the syllabus of the pedagogical model to the content of the musical activities to be studied to obtain information about the school's use of the curriculum in actual teaching. By testing the children's music perception ability, cooperation and coordination ability, we can understand the expected effect of the teaching model, and further improve the teaching model.

1.4) Evaluate and follow up instructional models. Evaluate and follow up the teaching records used by the teaching model, the results of teaching and music activities, and continuously improve the music teaching model with music teachers, students' parents, etc.

2. Mixed Method Research

This research will use quantitative and qualitative methods to collect data, use descriptive and inductive analytical methods, and jointly interpret the results of the course experiments in order to better understand the perceptions, opinions, attitudes, feelings, experiences of course experiment participants, prior knowledge (McMillan & Schumacher, 2010:403). At the same time, questionnaires were distributed to music teachers and students' parents, focus group interviews were conducted to music teachers, administrators, curriculum and teaching experts, and semi-structured group interviews were conducted to selected music teachers and students' parents.

2.1) Quantitative approach

The study will distribute questionnaires to school music teachers and students' parents to investigate the need for instructional model development and curriculum needs, and to investigate the results of instructional model use.

2.2) Qualitative approach

2.2.1) Ask music teachers, school administrators, Pingxiang Preschool Education Center, curriculum and teaching experts, and academic committee members for suggestions on the development of teaching models.

2.2.2) Conduct semi-structured group interviews with curriculum and instructional experts to determine assessment tools for the instructional model syllabus and instructional model implementation plan.

2.2.3) Conduct separate interviews with music teachers involved in the teaching of music activities to ask about the implementation of the teaching model. Semi-structured group interviews with curriculum and instructional experts to evaluate and follow up on the developed instructional model.

2.3) Case study

The "Guidelines for Learning and Development of Children Aged 3-6" (2012, Preschool Education in China) proposes that conditions and opportunities must be fully created in early childhood education, to stimulate children's feelings and experiences of beauty in nature and social and cultural life, and to enrich their imaginations and creativity, guide children to learn to feel and discover beauty with their hearts, and express and create beauty in their own way. Music education can stimulate the potential of young children and cultivate their positive emotions, attitudes and excellent qualities subtly. The goal of the case study is to find the learning motivations and human responses that improve young children's musical perception and cooperative coordination.

3. Data gathering tools

3.1) Questionnaires

In this research, the method of questionnaire survey is used to issue questionnaires, investigate the needs of music teaching model development, and then investigate the implementation status of the teaching model.

3.2) Focus group interviews

Interviews were conducted with 30 parents of young children and 3 music teachers in 3 kindergarten schools in Pingxiang City, and the needs of parents of young children for children's musical skills and musical perception and cooperation ability were collected. In addition, focus group interviews were conducted with members of the preschool education center committee and the dissertation academic committee to discuss how to improve children's music perception ability and cooperation and coordination ability. The transcripts of this focus group interview will be analyzed in Microsoft word documents.

3.3) Semi-structured interviews

In this study, researchers will conduct semi-structured interviews with young children's parents to understand the performance of young children before and after the use of the music teaching model. These interviews will be conducted in small groups. Researchers conduct one-on-one semi-structured interviews with music teachers to learn about the usage and effectiveness of the music teaching model, and all interviews will be recorded and transcribed into Microsoft documents for analysis.

4. Population and Sampling

4.1) Population

4.1.1) 4 management personnel of the Education Bureau of Pingxiang City, Jiangxi Province

4.1.2) 6 music teachers in kindergarten school in Pingxiang City, Jiangxi Province

4.1.3) 120 parents of young children

4.1.4) 4 members of Jiangxi Provincial Preschool Education Committee

4.1.5) 5 curriculum and teaching experts

4.2) Sample

4.2.1) 2 managers from the Education Bureau of Pingxiang City, Jiangxi Province

4.2.2) 3 music teachers in Pingxiang Kindergarten School of Jiangxi Province

4.2.3) 80 parents of young children

4.2.4) 2 members of Jiangxi Provincial Preschool Education Committee

4.2.5) 5 curriculum and teaching experts

5. Statistical analysis

5.1) Qualitative methods

5.1.1) Investigate the need and necessity of developing a music teaching model in the Pingxiang City Preschool Education Center.

5.1.2) Evaluate the suitability of the steps of the music teaching activities and the implementation process of the teaching implementation plan (informal interview form) to obtain the effect of the implementation of the music teaching activities for young children.

5.1.3) Improve the level of music perception and cooperation and coordination
There is a 5-point scale for 10 items to develop an evaluation form, which is filled out by parents and teachers.

5.1.4) Evaluate and further follow up the curriculum and make revisions by asking curriculum and instructional experts.

5.1.5) Enrich the content and form of the teaching model through case studies.

5.1.6) Goal achievement assessment, including informal interviews and semi-structured group interview forms, music perception tests, and tests of cooperation and coordination.

5.2) Quantitative methods

5.2.1) Questionnaire to investigate the demand and necessity of developing a music teaching model in Pingxiang Preschool Education Center.

5.2.2) Curriculum and teaching experts evaluate the teaching steps and implementation plan.

5.2.3) Efficiency of teaching model outline and implementation plan.

5.2.4) Evaluation form for improving the level of music perception and cooperation and coordination. (Parents and Teachers)

5. Expected Outcomes

This research is expected to make the following contributions in the field of preschool education in Pingxiang City, Jiangxi Province.

1) Improve, strengthen and develop the importance of music teachers to the music education of children in Pingxiang City.

2) In the children's music classroom, develop a music teaching model, expand the field of preschool education knowledge, and improve children's music perception ability and teamwork coordination ability.

6. Definition

1) Group co-ordination ability: Teamwork is about 3-6 people working together to achieve team goals, focusing on the relationship and interaction between learners.

1.1) Teamwork can cultivate children's awareness and ability of group coordination in sports games.

1.2) Cultivate children's awareness and ability of group coordination in role games.

1.3) Cultivate children's group coordination awareness and ability in music and game activities; cultivate middle school students' group coordination awareness and ability in dance activities.

1.4) Cultivate children's awareness and ability of group collaboration in structured game activities. In general teaching, children's feelings about themselves, the school, teachers and classmates have a great influence on learning.

The ability of cooperation and coordination will be measured using the cooperation ability of Orff's music theory, including: Vocal music teaching content. Auditory practice. Voice imitation. The use and key points of human percussion instruments. Instrumental music. Teaching of reading music.

In music activities, construct the initial perception and effective exploration of the audio world around us, construct a preliminary understanding of the relationship between audio elements, and encourage individuals to participate in the world of audio and sports to enhance children's expression and communication Perception and sense of cooperation. For example, following the team leader in activities (a group or group follows a certain person as they move),

imitating echoes, language imitation, body movements, "sounds" (human percussion instruments), singing, playing musical instruments, etc. In order to develop children's musical performance elements Perception and cooperation awareness of their interrelationships.

2) Music perception ability: Refers to the individual's perception and perception of specific musical phenomena during musical activities, and is the perception of individual attributes and overall nature of music content. The content of music perception ability includes music hearing and emotional feelings. One of the children's music activities is to let children listen to the sounds of nature and cultivate children's interest in music learning. The second is that teachers should create teaching situations to cultivate children's musical perception. The third is to pay attention to the process of cultivating children's sense of music. The music perception ability will be tested using Gordon's developmental musical orientation. The test content mainly includes: Tone, music perception. Rhythm, children's collaboration. Comprehensive, children's collaboration. (Primary Measures of Music Audiation, 1979, referred to as PMMA)

The distribution and development of musical ability tendencies are a certain degree or level of musical ability inherent in each person. Mr. Gordon's musical ability tendency measurement shows that the level of musical ability tendency is not fixed, but can be developed and changed. Through teaching experiments, children can listen to melody and perceive music as early as possible, which can form a fixed ear mode. Children can continuously tap their music potential through music learning, so as to obtain the effect of music learning. The lower grades are a period of rapid growth in the sense of rhythm, the rhythm and melody of music, and the ability to respond through body movements. Middle grades are the best period for children to develop their ability to perceive music. Due to the rapid development of children's mind and body, their sense of movement and hearing are significantly enhanced, and their rhythm performance and melody performance are more abundant: their good mechanical memory is helpful for mastering a certain number of songs; Their coordination is improved, which can effectively promote the development of choral ensemble activities; their understanding is enhanced, which is helpful for learning music theory. They begin to show the same likes and dislikes for harmonies as adults. Senior students continue to grow physically and mentally, and this period is a period in which musical emotions are further cultivated and developed.

3) Orff teaching system: It is a comprehensive teaching that integrates performance, creation, and appreciation, and dance, song, and music. The main steps of the Orff music teaching system are divided into the following 6 items:

4) 3.1) Vocal music teaching content. Singing is human's natural instinct, and the human voice is the most beautiful. The performance of instrumental music can also be as beautiful as the human voice. The game-style vocal training includes solo and lead vocals, with heavy singing and chorus as the main part. At the same time, the "canon"-style chorus is also emphasized.

3.2) Auditory practice. It starts with noise and turns into music, starts with relative pitch, turns into absolute pitch, and trains students to have a keen sense of timbre through a game of collective activity.

3.3) Voice imitation. After the students experience it in life, they write down the scores and use various methods to produce four parts of wind, rain, thunder and lightning for performances, and they are very particular about the timbre.

3.4) The use and key points of human percussion instruments. Use the various parts of the human body to create a variety of different and very delicate audio, and then combine them.

3.5) Instrumental music. Widely use Western, African, and Asian percussion instruments, and combine them with "human percussion instruments" and melody instruments to form a band to complete musical works.

3.6) Teaching of reading music. Rhythm-based, starting from recitation, emphasizing somatosensory system, improvising music, playing fantasy, and performing through music scores.

4) "Guide to Learning and Development for Children aged 3-6" (Chinese Preschool Education, 2012): The nature of preschool education is the foundation stage of school education and lifelong education. The principles of the "3-6 Years Old Children's Learning and Development Guide": 1) Pay attention to the integrity of children's learning and development. 2) Respect the individual differences in the development of children. 3) Understand children's learning styles and characteristics. 4) Pay attention to children's learning quality.

In the "National Medium and Long-term Educational Reform and Development Plan (2010-2020)" promulgated in 2010, it is clearly stated: "Preschool education is of great significance to children's habit formation, intellectual development and physical and mental health. Follow the law of children's physical and mental development, adhere to scientific methods of care and education to ensure the healthy and happy growth of children." Early training is crucial to the development of musical ability and level. Infancy is a critical period for children's psychological development and personality formation, also known as the optimal period. During this period, the cerebral cortex and nerve cells developed rapidly, laying the foundation for the individual's future development. Therefore, early education has a particularly important meaning, especially music education. Auditory awareness and the ability to feel music are necessary tools for children to further develop their musical abilities. In preschool music education, it is undoubtedly crucial to strengthen auditory awareness, sensory music and the ability of cooperation and coordination in feasible and effective ways and means.

5) Music teaching model

The key to children's art learning is to fully create conditions and opportunities, germinate children's feelings and experiences of beauty in nature and social and cultural life, enrich their imagination and creativity, and guide children to learn to feel and discover beauty with their hearts, and express and create beauty in their own ways. Let children listen to and distinguish various sounds, and guide them to express their feelings about timbre, strength, speed in their own way.

According to the content of music teaching activities, the music teaching model is divided into five steps:

5.1) Prepare teaching aids, create music scenes, and introduce new lessons. Teachers use teaching aids and combine relevant knowledge of other disciplines to play the role of this teaching content, arouse children's attention and recall their previous knowledge.

5.2) Practice and discover new knowledge. The exercises mentioned in this section are performed by students with prior knowledge and experience. The students' practice is repetitive training, with the "rhythm" in the results as the form of control training

5.3) Interactive teaching of games. Teachers define the purpose of the game in terms of knowledge and skills, interpretation and evaluation of students' expected task results, team cooperation practice process and practice success criteria.

5.4) Editing and creation of music activities. Let children create their own instrument accompaniment according to music melody and scene pictures, and use percussion instruments to express according to the distribution of strong and weak music.

5.5) Home collaboration activities are extended. The teacher sends the video of teaching content to parents and shares it with parents at home.



CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This research belongs to the category of preschool education, and its purpose is to develop a music teaching model for children in Pingxiang City Preschool Education Center, Jiangxi Province, so as to improve children's music perception ability and children's cooperation and coordination ability. This study adopts the research and development method and Orff's music theory for the research design. The literature analysis will be carried out from 7 aspects as follows:

1. The status situation of preschool education in China
2. "Guide to the Study and Development of 3-6 Years Old Children" (Chinese Preschool Education, 2012)
3. Orff's music theory
4. Music perception
5. Cooperation and coordination ability
6. Related theories
7. Related research
 - Domestic research
 - Foreign research

1. The status situation of preschool education in China

1.1) Definition of preschool education

Preschool education is divided into broad and narrow senses. Preschool education in a broad sense refers to the care and education of children from birth to the age of 6 or 7. Preschool education in a narrow sense refers to the care and education of children aged 3-6 or 7 years old. Preschool education is one of the important contents of preschool education, and it is a part of the preschool education subject system. Children are the basic stage of intellectual development in life, and they are also the fastest growing period for children. Proper and correct preschool

education for children has a positive role in promoting the development of children's intellectual development.

1.2) Contents of preschool music education

According to the current situation of preschool education, the characteristics of children's physical and mental development and the basic laws of early childhood education should be planned and purposefully used to cultivate children's artistic aesthetic ability and artistic creativity through means of music creation activities, music appreciation, and music performance. Early childhood music education is an important part of preschool education, an important way to achieve educational goals, an important stage for the realization of the overall sustainable development of people, and a critical period for children's emotional and personality development. For the education of preschool children carried out by preschool education institutions, they use games, entertainment activities and children's daily life to carry out music, art, drama, literature, etc. for children in a purposeful, planned and organized manner. The nurturing of artistic activities helps children to establish a knowledge structure centered on artistic creativity and aesthetic ability in activities, improve their aesthetic psychological quality, and promote children's complete personality development. (Cai Jieqing, 2019)

1.3) The status situation of preschool education

With the continuous progress of society, preschool education is an important part of my country's education and teaching system. Doing a good job in the management of preschool education can not only lay a solid foundation for children's learning, but also help children develop good behavior habits from an early age. Help children establish a correct outlook on life, world outlook and values. In the management of preschool education, teachers should change the traditional education and teaching model, and constantly look for new education and teaching models to ensure that children can better receive knowledge in various fields of preschool education. At present, there are also some problems in preschool education in my country. The level of preschool education teachers in underdeveloped areas in our country is not balanced, and there are fewer subject teachers, who are not fully satisfied with the teaching of the curriculum, especially music subjects, and there are few full-time music teachers. The unbalanced development of preschool education and the lack of school funds are all urgently needed to be solved by relevant departments as soon as possible. (Liu Yu, 2019)

1.4) Evaluation of preschool education

With the promulgation of my country's "Guidelines for Kindergarten Education (Trial, 2001) and "Guiding Opinions on the Reform and Development of Kindergarten Education" (2003), many researchers and front-line practitioners in our country are also paying more and more attention to the development of young children. Theoretical and practical research on evaluation. The evaluation of early childhood development in my country provides a strong guarantee for the improvement of the teaching level and quality of kindergartens. In recent years, the state has encouraged social forces to implement preschool education for preschool children, and implemented a unified policy for social forces to run kindergartens and private kindergartens. Whether it is an enterprise, a public institution, a social group, or an individual citizen, registration, classification and grading, teacher training, professional title evaluation In other aspects, it can enjoy the same treatment as the government-run kindergarten. Starting from the "Regulations on Preschool Education" passed by the Beijing Municipal People's Congress, from the "Private Education Promotion Law" to the "Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020)", and then to the "Several Opinions on the Development of Preschool Education" by the State Council , to further clarify that private education is an important growth point for the development of education and an important force for promoting education reform. Under the combined effect of market demand and policy orientation, local government administrative departments have successively adopted legislation and other measures to vigorously promote preschool education concepts and policies, more and more private institutions across the country are shifting from basic education to preschool education for young children. It can be seen that the development prospects of preschool education are very optimistic. (Chen Baojiu, 2011)

2. "Guide to the Study and Development of 3-6 Years Old Children" (Chinese Preschool Education, 2012)

2.1) Definition of preschool education

The nature of kindergarten education is the starting stage of school education and lifelong education. Kindergarten education should respect the personality and rights of children, respect the laws and personality characteristics of children's physical and mental development, usually

take games as the basic activity, pay equal attention to the protection and education, and pay attention to the basic, enlightening, comprehensive, life, activity and directness of individual differences. Experience, potential, to promote the development of children's personality.

2.2) Educational content of preschool

The educational content of kindergarten is divided into the following five parts:

Health subjects. It can enhance children's physique, cultivate children's attitudes and behavioral habits, the goal is to adapt to kindergarten life, emotional stability, so that children develop good habits of life and hygiene. The growth and development of young children are very rapid and vigorous, and they have obvious individual differences. Therefore, teachers should educate and manage children's physiology. Children in middle classes are also more responsive to self-protection. When children encounter dangers in life, such as earthquakes, fires, lightning, etc, children know what to do, but when they skip rope in outdoor activities, some children Rope skipping skills are a little weak, so we should focus on practicing this activity in outdoor activities, and we need to pay more attention to children's creative ability in music education. (Sun Ying, 2019)

Science subjects. It can stimulate children's curiosity and desire to explore, and develop cognitive ability. The purpose is to stimulate children's curiosity, so that children can discover interesting things in the surrounding environment, like to observe, be willing to use their brains, discover and solve problems, and understand life. Simple mathematical relationships, able to explore things with simple classification, comparison, reasoning, etc, willing to cooperate with peers to explore, can express their findings in an adaptive way, and communicate with each other, love animals and plants, get close to nature, and care about the life around them Environment, for young children to gradually instill knowledge in science, so that they can discover all the interesting things around them and be interested in nature. (Wang Tingting, 2019)

Social subjects. It can enhance children's self-esteem and self-confidence, cultivate children's caring and friendly attitudes and behaviors, and promote the healthy development of children's personality. Polite, generous, friendly to people, know the right and wrong of things, can act according to basic social behavior rules, be willing to accept tasks, and strive to do what is within their power. (Chen Xiaohua, 2021)

Language subjects. It can improve the enthusiasm of children's language communication, develop language ability, make children like to talk and communicate with others, listen carefully and understand each other's words, and can clearly express their thoughts and wishes. At the request of the teacher, children can recite a poem they have learned at will. They are very proficient in reciting, and sing familiar songs to enhance children's desire to express. (Wang Xiaoping, 2017)

Art (music) subjects. It can enrich children's emotions, cultivate children's initial ability to feel beauty and express beauty, and can initially feel the beauty in the environment, life and art, like artistic activities, and boldly express their feelings and experiences in their favorite ways. Entertain, perform, and create with your peers. In music activities, children's divergent thinking, self-imagination and creativity can be improved. (Chen Yaping, 2020)

2.3) Principles of "Guide to Learning and Development for Children aged 3-6" (Chinese Preschool Education, 2012)

The principles of the Guide to Learning and Development for Children Aged 3-6 (2012, Preschool Education in China) are divided into four parts:

Focus on the integrity of children's learning and development. Children's development is a whole, we should pay attention to the mutual penetration and integration between fields and goals, and promote the comprehensive and coordinated development of children's body and mind, rather than one-sided pursuit of one or several aspects of development. (Gao Jiaju, 2022)

Respect individual differences in child development. The development of children is a continuous and gradual process, and it also shows certain stage characteristics. As each child develops along a similar process, the speed of development and the time to reach a certain level are not exactly the same. It is necessary to fully understand and respect the individual differences in children's development process, support and guide them to develop from the original level to a higher level, and reach the level required by the "Guidelines for Children's Learning and Development for 3-6 Years Old" at their own speed and method. All children can be measured with a "ruler". (Guan Shangqi, 2019)

Understand children's learning styles and characteristics. Children's learning is based on direct experience, in play and in everyday life. It is necessary to cherish the unique value of games and life, create a rich educational environment, reasonably arrange a day's life, and

maximize the support and satisfaction of children's needs to gain experience through direct perception, practical operation and personal experience, and do not carry out advanced education and intensive training. (Hu Jinghua, 2018)

Pay attention to the quality of children's learning. Positive attitudes and good behavior tendencies exhibited by children during activities are valuable qualities necessary for lifelong learning and development. It is necessary to fully respect and protect children's curiosity and interest in learning, and help children gradually develop good learning qualities such as being proactive, conscientious and focused, not afraid of difficulties, dare to explore and try, and actively imagine and create. (Jufen., 2016)

2.4) Evaluation of "3-6 Years Old Children's Learning and Development Guide" (Chinese Preschool Education, 2012)

The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) (2010) clearly stated: "Preschool education is of great significance to children's habit formation, intellectual development and physical and mental health. Follow the laws of children's physical and mental development, adhere to scientific It is clearly stated in the document "Several Opinions on the Current Development of Preschool Education" (2010): "Adhere to scientific education and promote the healthy development of children's physical and mental health. Follow the laws of children's physical and mental health development, and target all children, pay attention to individual differences, adhere to games as the basic activities, combine care and education, entertain with education, and promote the healthy development of children." These two documents instruct kindergartens and families to implement scientific care and education to promote the overall and harmonious development of children's body and mind, follow the laws of children's physical and mental development and education, and defend children's happy childhood with a gamified education method.

3. Orff's music theory

3.1) Orff's definition

Orff's education method mainly improves people's character through art education, so that people's perceptual ability and rational ability grow and strengthen at the same time. Orff advocates that in kindergarten art education, through children's games, children's free graffiti and

impromptu dancing, they should naturally express their emotions and understanding of life. The organic combination of action, interpretation, language, dance, painting, and drama enables children to understand and express art perceptually.

3.2) Characteristics of Orff Music Education System

What Orff has been pursuing is a comprehensive teaching that integrates performance, creation, and appreciation, as well as dance, song, and music. The system strives to create opportunities for children to obtain a comprehensive, rich and comprehensive aesthetic experience. Through rhythm recitation, clapping, stomping and other human instruments, singing, dancing, playing Orff musical instruments and other forms, it can not only improve the enthusiasm of children to participate in activities, It also helps to improve children's comprehension, language and performance skills. In today's art education system, Orff's music education system is relatively more open and inclusive. After more than half a century of development, the Orff music education system is still widely spread. Practice has proved that it has great universality and high application value in preschool education, and it helps to develop and cultivate preschool children's keen creativity, attention, listening and expressiveness.

3.3) Principles of Orff Music Education System

The Orff music education system has the following principles:

Comprehensive principle. Music is closely combined with movement and dance language. This is the original state of human beings, it is primitive, and it is also the closest to the human mind. Therefore, it can be said that music is a comprehensive art.

Participatory principle. Different from traditional music teaching, the Orff music education system emphasizes that every preschool child in the music classroom is a participant. Whether it is music performance or music creation activities, every preschool child should occupy the main position and actively participate in it, this model is highly attractive to preschool children, not only improves their enthusiasm for participation, but also enhances children's sense of achievement in music learning, and can cultivate children's sense of ownership.

The principle of improvisation. In Orff's classroom, games are an important means for teachers to teach, and game activities have a relatively large randomness. Different from traditional music teaching activities, the Orff music education system allows young children to

actively explore in the game, which can give play to the autonomy of preschool children and allow them to develop their own creativity.

3.4) Characteristics of Orff Music Education System

The Orff music education system focuses on the integration of language, music and dance in preschool children. Teachers allow preschool children to directly participate in music education. Since it does not have a fixed teaching mode and normative curriculum requirements, it is very suitable for preschool education. Orff's music education system has the characteristics of elemental and comprehensive. He perfectly combines various elements of music with artistic behavior. Due to the certain variability and flexibility of the educational model of the Orff music education system, it has unique advantages in giving play to the creative nature of preschool children, and the system can lead preschool children back to the essence of music.

3.5) Contents of Orff Music Education System

The Orff music education system is divided into three components, as follows:

Combine with language rhythm. The definition of rhythm in general music theory is the auditory experience formed by the regular length and repetition of sounds. Rhythm is composed of beat, speed, rhythm and other elements, but the generalized rhythm can include all the regular sound forms in nature. For example: the rhythm formed by the running of the train, the swing of the clock, the running of the animal, etc. The perception of rhythm is the innate potential of human beings, which can be transformed into a more active creative response through art education activities. In Orff education, there are a large number of activities to train children's reflexes, self-control and creativity through language cutting into rhythm. In the design of preschool teaching activities, it is very meaningful for teachers to infiltrate language and rhythm into teaching activities. Because for children, language is their most direct life tool, and language itself has rhythm in life. In teaching, "rhythm cornerstones" are generally extracted from children's common names, songs, words, and proverbs. The so-called "rhythm cornerstone" refers to the smallest rhythm unit derived from the language and composed of short words with a sense of rhythm.

Cultivate the musical interest of preschool children with the teaching mode of games. Games are most attractive to preschoolers during their preschool years. In practice, schools and parents adopting the educational model of games to stimulate the interest of preschool children in

learning music will have a multiplier effect. The unique advantage of Orff's music education system is that preschool children experience the fun of learning music knowledge in the process of playing games. By participating in the game, preschool children not only gain happiness, but also learn a wealth of music knowledge.

Develop children's creativity through improvisation. Preschool children are very different from adults in emotion, expression and association, and there is more variability and freedom in their thinking patterns. Every preschooler has a different understanding of the same piece of music, and they will follow the music to make different performances according to their own ideas. Therefore, when teachers adopt the method of Orff's music education system to carry out preschool education, they can start with simple performances and change lyrics, and then provide them with pictures, compose and create movements, etc, and gradually encourage children to let them through their own efforts. Show your creativity. For example: before learning a new children's song, the teacher can tell a short story to the pre-school children, and let the pre-school children enter the scene of the story. In the end, the pre-school children can find their corresponding roles to perform, and let the children play in the process of learning music, you can give full play to your innovative spirit and experience the fun and sense of achievement brought by performance.

3.6) Evaluation of Orff Music

After more than half a century of development, the Orff music education system is still widely spread. Practice has proved that it has great universality and high application value in preschool education, and it helps to develop and cultivate preschool children's keen creativity, attention, listening and expressiveness. Orff music is very helpful for cultivating preschool children's musical cultural quality and creative ability. As the earliest music education in one's life, preschool education plays a milestone role in one's life. Using the Orff music education system in preschool education can promote the learning and growth of preschool children, lay a good foundation for preschool children's music learning, and is of great significance to the development of education.

4. The perception of music

4.1) The definition of musical perception

Music perception refers to the individual's feeling and perception of specific musical phenomena during musical activities. Musical feeling and perception refer to two kinds of psychological processes. It is a complete psychological process that is based on feeling and closely integrated with perception as a form of reaction. The two constitute the most basic psychological activities in music practice, and become the basis of other complex music psychological activities.

4.2) The content of music perception

Music perception includes two parts: musical hearing and emotional feeling: 1) Hearing is more demanding on musical hearing than language hearing, able to hear the level of the sound, and whether the direction of the sound gradually increases or decreases. 2) Mood is the noise that a certain music is enjoyable to some people and annoying to others, it is a matter of choice of feeling. Music is a language that does not require translation. Sometimes it makes people jump and dance; sometimes it makes people cry, sometimes it is like a storm, sometimes it is like the rising sun. Good music perception helps to promote the overall physical and mental development of young children.

4.3) The characteristics of children's perception ability at different stages

The cognitive abilities of children at different stages have the following characteristics:

Small class. 1) Singing: learn to sing with correct posture and natural voice, and basically achieve clear articulation, accurate melody and rhythm (the range is between c1-g1); can start and end neatly with the prelude of the song; In the case of accompaniment, can sing familiar songs independently and basically completely; can initially understand and express the image, content and emotion of songs; with the help and guidance of teachers, be able to sing familiar, short, fair, and repetitive songs. Simple songs add new lyrics. 2) Rhythmic activities: children can follow music to do simple basic movements and imitate movements; like to participate in group rhythm activities and music games; learn some simpler group dances; initially try and experience the use of movements, expressions and postures to communicate with others method and fun. 3) Percussion performance: learn and master the playing methods of several of the most commonly used percussion instruments, like to play percussion instruments, like to participate in group

percussion performance activities; be able to accompany simple and short two-time and four-time songs and music; Learn to watch conductors begin and end performances; understand and follow some basic rules of group percussion performance. 4) Music appreciation: can initially feel the image, content and emotion of songs with distinct and short structure or instrumental music with titles, and produce certain external action responses; like to listen to various sounds in the surrounding life, and use their favorite sounds way to express; willing to participate in collective music appreciation activities, and actively try and experience the joy of music appreciation process.

Middle school. 1) Singing: Able to sing with correct posture and natural voice, articulate clearly, sing tune and rhythm accurately (range of c1-a1); with accompaniment, be able to perform independently and completely, and initially Learn to sing and duet; in collective singing activities, be able to pay attention to control one's own timbre, so that their singing is in harmony with the collective voice; can learn to express the image, content and emotion of the song with different speeds, dynamics and timbre changes; Able to repeat simple songs, add new lyrics, and try to sing the newly composed lyrics into the tune independently; like to sing by themselves and in a group, and be able to perform boldly and independently in front of the group . 2) Rhythmic activities: can follow the rhythm of music to do simple basic movements, imitation movements and dance movements; like to participate in group rhythm activities and music games; learn some basic dance movements and group dances; enjoy and experience the use of movements, expressions and gestures The method and fun of communicating with others, initially trying to use creative movements to spontaneously dance freely to music; be able to learn to use some simple props during the action performance. 3) Percussion performance: further learn and master the performance of some percussion instruments, be able to use two-, three-, and four-time songs and music with different simple accompaniment; learn to watch the conductor start, end and change performance; Preliminary attempt to partially participate in the discussion of percussion performance orchestration plans; be able to consciously abide by some routines in collective percussion performance activities, and develop the attitude and habit of caring for musical instruments. 4) Music appreciation: can feel the image, content and emotion of songs or instrumental music with clear and short structure, generate certain associations, and respond with external actions; can initially understand and distinguish different styles such as marches, dances,

lullabies, etc. The basic nature of music; like to listen to various sounds in the surrounding life, and be able to express it boldly in the way of noise, action, etc.; willing to participate in collective music appreciation activities, and actively try and experience the joy of music appreciation process; Preliminary learning to use literature, art, rhythmic movements and other forms to express feelings and understanding of music.

Big class. 1) Singing: able to sing with correct posture and natural and beautiful voice, and can correctly express the rhythm, melody and lyrics of the song (the range is between c1-c2); can also be independent and complete without accompaniment Can sing freely, and learn to sing in unison, turn and simple two-part chorus; be able to express the image, content and emotion of the song with different speed, intensity and timbre changes, and be able to notice the changes in the words, words and phrases of the song , more appropriately express the artistic conception of songs of different natures and styles; can add new lyrics to familiar and repeated songs, and can improvise and independently fill in the new lyrics into the tune and sing; like to sing, can be bold Perform singing performances in front of the group independently and independently, and can try to sing in different cooperative performance forms in the group. 2) Rhythmic activities: can follow the rhythm of music to accurately perform various complex basic movements, imitation movements and dance movements; like to participate in collective rhythmic activities and music games, like to spontaneously dance freely with music; further enrich dance Movement vocabulary, on the basis of mastering some basic dance movements and group dances, learn some slightly complex dance combinations with creative elements; be able to actively experience the methods and fun of movements, expressions and gestures to communicate with others, and in the process of cooperative performances Try to use creative movements to express boldly and actively; be able to learn to choose and use some simple props with familiarity in the process of action performance. 3) Percussion props: to further study and master more percussion instruments such as triangles, double drums and other percussion instruments; like and actively participate in collective percussion performance activities, can participate in the design of percussion performance orchestration; The conductor's gestures start, end and change performance; can consciously pay attention to the timbre, volume and expression in group percussion performance to be in harmony with the group; can consciously abide by some routines in group percussion performance activities, maintain into the attitude and habit of caring for musical instruments. 4)

Music appreciation: can more accurately feel the image, content and emotion of songs or instrumental music with distinct and moderate structure, and generate certain associations, and respond with external actions; can further enrich and deepen the understanding of marches, dances, Awareness of music of different styles and natures such as lullabies; like listening to various sounds in the surrounding life, and being able to express creatively with voice and action performance; being able to actively and actively participate in collective music appreciation activities, enjoy and experience music The joy of appreciating the process; being able to express the feelings and understanding of music boldly using different artistic performance forms.

4.4) Evaluation of Music Perception

At present, children's music activities in my country are more and more fully recognized, and the cultivation of music perception ability should also be fully paid attention to. The cultivation of children's music perception ability requires more active exploration and research by educators. In music activities, abstract music language is transformed into vivid, vivid, intuitive and perceptible teaching content, so as to strengthen students' love for music and cultivate students' love for music. Students' longing and pursuit of a higher artistic realm, and help cultivate students' sense of music in classroom teaching. Let children listen to the sounds of nature and cultivate their interest in music learning. Music perception ability will be tested by Gordon's developmental musical aptitude test. The test content mainly includes: 1) Tone 2) Rhythm 3) Synthesis. (Primary Measures of Music Audiation, 1979, referred to as PMMA). Tone is an enlightenment method for children to listen to sounds close to nature and life as a way of cultivating their sense of music. It is not only conducive to children's understanding and acceptance, but also cultivates children's perception of different timbres and melody notes, thereby enhancing children's learning interest in music courses. Rhythm is the source of music life, the beauty of music comes from life, and the rhythm and timbre come from nature. Early childhood is in the embryonic stage of music development, and it is very important for teachers to guide the children's music learning process. Synthesis is that teachers cultivate children's music perception ability by creating teaching situations. The situational teaching method has achieved good classroom teaching effect and evaluation in the teaching of various subjects. It is an innovative, flexible and personalized teaching form. . Establish the direction of music learning and combine theory with practice. Pay attention to the process of cultivating the sense of music

and establish correct teaching evaluation standards. In the evaluation, attention should be paid to the level and ability of children's music activities, but also to learning attitudes and habits, to establish the concept of children's lifelong learning, to discover the beauty of music in life, and to absorb more "nutrients" from the music resources they come into contact with.

5. Cooperation and coordination ability (Orff)

Teamwork requires the mutual help of 3-6 people to finally achieve team goals. In general teaching, we tend not to pay attention to the relationships and interactions between learners. Most of us tend to focus on the interaction between teachers and learners, or between learners and courses, yet the relationship between learners is an often-overlooked dimension. Johnson (1994) believed that "the feelings of young children about themselves, school, teachers and classmates have a great influence on learning." The interaction between young children and young children has three characteristics: 1) In education, each young child will strive to compete in the competition. Competition, children with good grades will be rewarded differently. 2) The essence of each learner is to do the learning part well, study hard, and not interfere with others. 3) The characteristics of group collaboration or mutual aid learning require everyone to take responsibility for helping other members to complete their learning tasks while learning group collaboration.

5.1) The content of cooperation and coordination capabilities

The nature of young children is very good. When they encounter a new toy or activity, they have an immediate desire to try it. Some young children do not listen to the teacher's request to act. When playing sports games, young children should be free to explore. When they encounter problems, teachers should give them proper guidance and let them know that the game will be more meaningful only through the collective cooperation of everyone. Cultivate children's group coordination awareness and ability in role play activities. When children imitate the activities of adults and reflect the familiar life around them, role-playing in kindergartens will also come out naturally. Cultivate children's awareness and ability of group cooperation in music game activities. Children have strong interest and hobbies in singing activities. Teachers can choose songs that reflect the spirit of collective cooperation and carry out various forms of singing activities. Cultivate children's group coordination awareness and ability in dance

activities. Dance activities can cultivate children's ability to coordinate role-playing and help develop good group coordination habits. It has a unique role in promoting young children's group coordination awareness and group coordination ability. Young children especially like dance activities, because they are young and can find fun in activities with hands and feet. Cultivate children's awareness and ability of group cooperation in structured play activities. Toddlers often enjoy making toys out of solids like blocks. Teachers should make full use of this characteristic of children, in the game activities, cultivate children's sense of group coordination, and experience the fun of coordinating games with peer groups. (Zhu Ping, 2017)

5.2) Educational management and teaching principles

Let children think that learning music through collective cooperation is an interesting thing, and stimulate children's desire to try collective cooperation. In the activity, children do not need to understand music knowledge, but feel the joy of collective cooperation in music from human experience. (Zhou Ling, 2018)

Students have a certain level of cooperative cognition and conscious cooperative behavior. Young children can evaluate their own or others' behavior based on their cooperative understanding. Emotional experiences such as pleasure, stealing, restlessness, or hatred in group cooperation are the main definitions of cooperative emotion. Cooperative emotion is the love and jealousy attitude of students towards group cooperation, the external manifestation of cooperative understanding, and an important factor in the formation of cooperative behavior.

Behaviors and psychology such as sharing, negotiation, humility, friendship, and concern are the concrete manifestations of students' cooperative behavior. In traditional music teaching methods, cultivating children's cooperative ability is a very lacking link. Orff's teamwork is diverse and flexible, it is a true group collaboration.

Forming good cooperative behavior is the ultimate goal of team coordination ability development. When children play percussion instruments, they can not only play alone, but also need two or more groups to work together to complete a piece of music. During the performance, young children have the opportunity to practice cooperative behaviors. (Zhang Fan, 2020)

5.3) Evaluation of Cooperation and Coordination Ability

The awareness of group cooperation and the ability of group cooperation and coordination is a kind of quality training, which is very important to the development of children's

life. This philosophy should permeate all aspects of early childhood education to stimulate group collaboration among young children. Cooperation and coordination ability will be measured using Orff's music theory cooperation ability, including: 1) Movement. 2) Language. 3) Show. 4) Dance. 5) Play music. 6) Create music. Children are keen on rhythm games, their ability to master rhythm is getting stronger and stronger, and their group coordination ability is also improved. In rhythm play, even toddlers who are less willing to participate in the classroom start to integrate into the play. In rhythm games, young children can assign their roles according to the rhythm of the music, and can follow the rules of rhythm games well. (Yang Zhimin, 2021)

6. Study of related theories

6.1 Skinner operating condition theory

Skinner conducted an experiment in rule learning (Irgenhalan and Olson, 1998; 80-119).

1) Any reinforcement learning method behavior tends to reoccur. (From the experiment: Putting hungry rats in a box with a beam to force food to fall into the box. First, I'll hit this, when the beam hits, there's food to eat, found that the rats carried out more Press the beam a few times and the food will fall faster.)

2) Variable reinforcement to make the response more durable and fixed. (From an experiment: By comparing two hungry mice, one pressed the beam and ate every time, and when the beam was pressed, the other sometimes ate, and sometimes no food and stopped eating. The first stopped pressing the beam immediately, and the second the second will hold down longer than the first)

3) Punishment will lead to fast learning and fast forgetting. (Excerpt from experiment: Put a mouse in a box with buttons, every time the mouse presses the button, the box is powered. Result: The mouse learned to push the button. But unfortunately, once the box is no longer powered, The mouse's button-pressing behavior quickly disappeared.)

4) Offer help or rewards when a desired behavior is accomplished that can help adjust or develop a desired habit.

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1) Intensive teaching after appropriate response, children will increase the appropriate response rate.

2) System spacing or changing reinforcement forms will help young children respond permanently. For example: if the teacher compliments "OK" every time they answer correctly, young children will only see the importance of reducing reinforcement, and the teacher should switch to other types of reinforcement, such as: smiling, nodding, or sometimes not giving reinforcement support.

3) Too severe punishment can have a very adverse effect on the learner, and young children can still remember what they have learned. Abandoning reinforcement should be used when young children are behaving badly, have been told a warning, and are still using it. For example, when children use inaccurate playing methods, teachers should avoid making supplements, and can ask questions on the spot. If children do not make supplements, this wrong playing method will stop. 4) When changing behaviors or re-establishing habits for unwanted behaviors, teachers should distinguish abilities that were once well suited for learners. For example: if you want to get into the habit of cleaning labs and tools, the most important thing is that you must take the required behaviors to categorize, clear cleaning behaviors. For example: picking, sweeping, mopping, rinsing, sorting, etc. Next, consider reinforcements for learners, such as: grades, praise, honors, opportunities for self-presentation, etc. When young children exhibit positive behaviors, it increases their desire to learn.

Skinner's operating condition theory is applicable to the whole process of preschool education and learning. It can not only improve children's firm grasp of knowledge, but also stimulate children's interest in learning.

6.2 Dacroze's music theory (Emile Jaques-Dalcroze, 1890)

Dacroze's music teaching method is one of the three major music teaching methods in the world. It is characterized by the teacher's improvisation of the piano and the students' experience of the music through the rhythm of the body. Under the subtle influence of his mother, Da's had the learning process of J. H. Pestalozzi's emphasis on observation, experience, and thinking, and advocated that children's development should be both physical and mental and moral. The teaching method is based on "body experience forms musical awareness", to train students' voice or body to become an expressive instrument, and to combine theory with body practice, as a preparation for future creative (improvisation) ability, as well as to improve Performance in music, dance and drama.

Pedagogy includes courses in tone training, listening, rhythm, movement and piano improvisation. 1) Eurhythmics (rhythm teaching): Rhythm training is the focus of Dacroze's teaching method, using the use of muscle kinesthesia to train rhythm, and using rhythm to connect potential consciousness, so that music learning can be learned from the experience of sports. start. Music is combined with the body, feeling the music, accepting and expressing the music. 2) Solfege (sound training): starting from a fixed roll call, as the basis for training visual notation, notation and listening. And through the training of inner-hear inner hearing to strengthen the imagination of music. 3) Improvisation: The technique of improvisation is based on inspiration. Improvisation is based on one's own intuition, external inducement, and even beyond the logical thinking ability. After the teaching and development of experimentation and creative ability, it finally reaches the goal of Dak. Rhodes' improvisation skills.

Teaching method content: 1) Pitch training. Use the absolute and relative pitch Dacroze scales to practice various basic topics in music, such as: scales, intervals, whole steps, semitones, chords, harmonic overtones, major and minor, mode, key, transposition harmony, counterpoint and improvisation. This scale uses Roman numerals from C1-C2, studies the position and technique of each note on the scale, and adds practical harmony, so that students can produce a strong and correct key sense as a preparation for more in-depth skills. In each lesson, after rehearsing the topic of the lesson, improvise singing or performance based on various learning points. 2) There are 34 topics in listening, rhythm, and movement courses, covering the skills of immediate response, time-space-energy, speed, level of speed change, strength, and level variable of strength change required for each topic. Sex topics, as well as basic pulsations, accents, basic beats and fractions, pitch value, appreciation and impairment, dichotomous and dichotomous beats, various rhythm patterns, regular and irregular beats, Crusis, Anacrusis, Metacrusis, Bar, Plural Time, Phrase, Polyrythm (Interleaved Time), Irregular Time (Altered Time), Irregular Bar (Mixed Time), Irregular Phrase, Rest, Syncopation, Complementary Rhythm, 12/8 Time, Shift Time No, free tempo, AB, ABA, rondo, dance, canon and fugue. The topics are interrelated with each other, and each topic has deep and shallow levels for gradual learning. Use ears and body to feel the experience, develop students' rhythm ability and musical emotional connotation, so as to promote their stretching and rhythm. Ability to improvise. 3) Improvise. Learning comes from perception, so creativity is fueled by all sensory memory. Improvisation is a comprehensive

course in which students use a variety of forms in the classroom to improvise whatever information their ears receive, using mediums such as action, rap, slap, percussion, piano, etc. To test their previous sense of sound and the musical concepts learned in the rhythm and action course, and create his own works. If it is a work expressed by a group with movements, it can be regarded as a symphony of limbs. If it is an individual expressing his ideas, it is a modern solo in dance, or piano improvisation.

When actually teaching young children to learn an instrument, simply teaching them to play an instrument with their fingers is completely unsatisfactory. Through the training of instrumental music practice, children can express and express their emotions in music, stimulate the subconscious mind of music, integrate into the passion generated by music, and internalize it into a specific physical feeling. Through the musical physical properties of the three physical components of pitch, tone value, sound intensity, timbre and musical rhythm, harmony and melody, children's body language and melody, rhythm and harmony are stimulated. In the practice of instrumental music, children become more active and cheerful, their imaginations are richer, their emotions are more delicate and sharper, and their musical ability, understanding, appreciation, performance and creativity are promoted.

6.3 Stage Theory of Cognitive Development (Piaget)

Piaget (1970) said: "Music learning is a structural movement and activity formed during the transformation of the subject. Musical activities are affected by physiological, psychological characteristics and the environment, and emphasize the ability of students to use in the learning process." Piaget will the first two stages of cognitive development of children and adolescents are the movement stage and the pre-operation stage. As follows:

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Table 1 Piaget's official calculation stage

NO.	Stage	Age	Characteristics
1	Perceptual movement	0-2	Subject to physical and psychological limitations, listening to the main, making music in the minds of young children to form an impression, to stimulate their interest in music.
2	Pre-operation	2-7	Young children have a certain ability of language expression and thinking. They should emphasize the ability of students and pay attention to the development of people themselves.

Piaget's (1970) cognitive theory believes that the social environment is a key resource for children's cognitive development. Children's knowledge and cognitive structure are actively constructed by their own practical activities. The process of interaction between children and the surrounding environment has gained cognitive development, so it is believed that teachers must design activities that provide social interaction. preschool children are 2-7 years old, Piaget's cognitive development stage is in the preoperative stage. Young children at this stage also tend to see problems from their own perspective, thinking Piaget would think so. This simple way of thinking called "I'm thinking" or "self-centered" means that children think that other people's thinking and operating methods are exactly the same as theirs. At this stage, young children do not realize that other people can have completely different ways of thinking. Toddlers must be "self-centered" to successfully enter a specific stage of calculation. Therefore, cultivating the ability to understand the views of others is very important to provide children with opportunities for interaction. In the communication and cooperation with other children, children learn from others and have a different perspective from others. Other people have different ways of thinking. When young children begin to realize this, help them to become "self-centered," and they have successfully entered a more advanced stage of cognition. The development of children needs a rich environment to obtain.

Children are like natural plants. They need their own freedom and space. They have their own thoughts and their own laws of physical and mental development. Knowledge can be

obtained through direct and indirect means, but for children, the most direct way is What young children are most willing to do is best for them. Young children have their own development laws in the cognitive development stage. In children's music teaching activities, it is necessary to recognize the stage characteristics of children's cognitive development level, follow the laws of children's physical and mental development in music teaching, respect children's active learning rights, create cognitive contradictions for children, and provide children with social interaction. Only in this way can our teaching become effective teaching that truly promotes the healthy development of children.

6.4) Instructional Model

Music teaching should follow the principles of interest, penetration and experience of emotional experience. In order to enable children to better participate in music classroom teaching, teachers must avoid single classroom activities, introduce various forms of classroom activities into music teaching, let children learn music while playing, and naturally improve students' music literacy. To avoid blind entertainment in children's music classes, children's music teachers need to clarify the meaning and purpose of activities before organizing classroom activities, and carry out classroom activities in combination with teaching objectives. For example, in order to make children learn scales more smoothly, teachers can organize small games or activities to exercise children's perception of timbre and recognition of sound strength. Before the course starts, teachers should also consider which props are needed for classroom activities, and the props used should preferably be common objects in daily life, such as rulers, different musical instruments, etc. In class, the teacher puts one end of the steel ruler on the desk, and moves the other end of the ruler with his hand. The frequency of each move is different, so that children can listen carefully to the sound of ruler vibration under different strengths. In order to let children more clearly perceive the pitch of the sound of ruler vibration under different strengths, the teacher can let children move the ruler by themselves, and cultivate children's perception of pitch through this way, Help children lay a good foundation of music theory. In order to cultivate children's creativity and divergent thinking, teachers themselves should guide children to appreciate various sounds with an open mind, let children enjoy various sounds of nature and industrial society, and cultivate children's open mind in music. Therefore, teachers can organize meditation activities, let children close their eyes, and then use language to guide

children to imagine various sounds. In this way, all kinds of sounds in the nature are presented in children's minds. With the help of children's imagination, we can carry out deeper music teaching, combine movement with static, and further enrich the expression forms of classroom activities.

Orff believes that children's music teaching needs to be carried out with the help of children's body movements. When the body movements can change with the rhythm of the music beat, a dance is formed. Teachers who guide children to carry out body movements regularly can also help children improve their sense of rhythm and further improve their music perception. Therefore, teachers need to combine dance and music to carry out music teaching. Children tend to sit quietly when they are nervous. When the atmosphere becomes active, children's nature will make them dance unconsciously. Psychological research shows that people are born with the ability to dance with music, and dancing with the rhythm of music will make people happy. Therefore, the premise of music teaching combined with dance is that teachers create a good classroom atmosphere, When the classroom atmosphere is mobilized, teachers can not teach dance movements, but encourage children to shake their limbs freely with music. Teachers can play music in different forms and themes, happy, sad or beautiful, and then observe children. After this link, teachers can organize dance activities to cultivate children's sense of rhythm. In order to stimulate children's enthusiasm, it is better to choose cheerful music. The goal of early childhood education is to cultivate children's basic knowledge of various disciplines, not to cultivate children's professional ability. Therefore, in many cases, the teaching of various disciplines is interlinked. Therefore, children's music teachers can fully use other disciplines to carry out children's music teaching, which can not only enrich music teaching, It can also promote the integration of children's different knowledge.

There are the following construction methods to improve the level of music perception and cooperation coordination ability: 1) Research and create methods to improve the level of music perception and cooperation coordination ability from science, language and health disciplines. 2) Test the learning index of music perception ability and cooperation and coordination ability. 3) Through music performance activities, study the evaluation form to improve the level of music perception and cooperation and coordination ability. The evaluation form covers the feelings of music teaching and game activities. 4) The teacher's teaching test table of the music teaching model.

The music teaching model to improve children's perception ability and cooperation and coordination ability is divided into five steps: 1) Prepare teaching aid materials, create music scenes, and introduce new lessons. 2) Practice and discover new knowledge. 3) Interactive teaching of games. 4) Editing and creation of music activities. 5) Home collaboration activities are extended.

7. Related research

7.1) Domestic research

7.1.1) Research on the history of Chinese preschool education

Zhou Yijing (2018) proposed that: in the process of promoting the improvement measures of early childhood education in the new era, teachers need to clarify the educational goals to help children develop their comprehensive abilities comprehensively and harmoniously in kindergarten learning, broaden their horizons and enhance their understanding and learning abilities. In addition, the kindergarten should also establish a strict teacher management system, regularly carry out teaching quality testing, appropriately reward teachers with good teaching effects, and urge teachers whose teaching effects have not reached the expected level to actively find teaching deficiencies and improve their own teaching effects, so that preschool teachers can seriously improve their teaching methods and improve the overall quality of kindergarten teaching. In order to cultivate more outstanding talents, relevant teaching departments should start from the reform of preschool education, adapt to the development laws of the new era, increase reform support, improve the professional quality of preschool teachers, and standardize the management rules and systems of kindergartens. Therefore, we should pay attention to the improvement of the teaching quality of preschool children and enhance their comprehensive quality.

Zhu Tiantian (2021) emphasized the development of game teaching and home cooperative teaching. It is mentioned that the implementation of game-based teaching and the enhancement of learning fun game-based teaching is an effective means in preschool education, which reflects the individuality and interest of teaching. In the process of participating in the game, children can not only enjoy happiness, but also learn knowledge and skills, and form a sense of rules. In addition, in the preschool education stage, children can understand some

principles of life and improve their sociality by getting along with their peers and teachers. Therefore, teachers can implement game teaching to enhance the fun of learning. Teachers can learn about the organization form, content, function, difficulty, etc, of various game projects through the Internet to deepen their understanding of the game projects, so as to select the game projects suitable for the children in this class. In addition, teachers should effectively play games, reduce the occurrence of accidents, enhance children's interest in learning, guide children to acquire knowledge from games, and achieve the effect of combining education with pleasure. For example, teachers can carry out "paper-cut", "eagle catching chicken" and other games to promote the development of children's practical ability and reaction ability.

Establish home cooperation to help children develop. In addition to studying and living in kindergartens, children spend most of their time at home. Parents should assume their responsibilities as guardians and care about the growth of children in kindergartens. In addition, in the family, parents should also provide a good growth environment for children. As parents may not have systematically learned educational methods, they may be at a loss when dealing with problems related to children. Therefore, teachers can establish home cooperation, communicate with parents in a timely manner, convey correct parenting ideas to parents, and help children develop. Every semester in the kindergarten, teachers will organize a parents' meeting, which is a good opportunity for parents to share their experience in child rearing. By participating in the parents' meeting, parents can understand the performance of children in the kindergarten, and more closely communicate with each other and between parents and teachers.

Liang Qian (2022) pointed out that in the new era, society is paying more and more attention to early childhood education. Research shows that doing a good job of cognitive enlightenment education in early childhood can inspire children's brain development, promote their all-round development, help children establish good self-confidence, so that they can dare to accept challenges, not afraid of setbacks, and have stronger psychological quality. With the comprehensive upgrading and innovative development of early childhood education and teaching, the education problems at the early childhood stage have also attracted the attention of society and families. To cultivate children's learning ability and promote their physical and mental health development, early childhood education bears an important responsibility. To create teaching situations and enhance learning interest, teachers can interact with children in appropriate

teaching situations, which is conducive to attracting children's attention and stimulating their learning interest and curiosity. In the information age of education, teachers should use information technology to enrich teaching forms, create new teaching situations, and design wonderful teaching content, so as to improve children's interest in learning. Based on the selected teaching theme, teachers can create the corresponding teaching situation by using the multimedia equipment in the classroom in the form of background music, video, animation, pictures, etc. For example, when teaching the "Spring Festival of Traditional Culture", teachers can play small videos to introduce the Spring Festival customs to children and let them tell their experiences. Teachers can also show children some pictures, let them talk about what is related to the Spring Festival, and praise children who dare to answer questions. By creating teaching situations, teachers can attract children's attention and thus enhance their interest in learning.

7.1.2) Research on Chinese preschool Art Education

The research on art education in preschools in New China has just started after the reform and opening up. The research on education mainly focuses on higher education, especially the research on teacher education. The overall trend is that there is little research on primary and secondary education, but for preschool education. There are fewer researches on this kind of research. This research situation has always affected the research on children's art education in New China. It can be said that the research on preschool art education in China is still in a relatively weak position. Many scholars have pointed out: "A culture without art is not a complete culture, and an education without art education is not a complete education. An art education with only knowledge and skills is an incomplete art education, and a child without artistic literacy is incomplete. Children." The formation of this idea opened up a new path for children's art education in New China, broadened the horizons of children's art education, and systematically constructed the theoretical framework of children's art education. Although this concept has not been proposed for the first time in the history of Chinese education, it has made useful explorations on the importance of art education to children's life horizons and the uniqueness of art for children's growth. The development of children's art education in our country has a certain significance.

For the first time, the scientific research team of Hangzhou Preschool Teachers College of Zhejiang Normal University introduced the "ecological concept" derived from life

sciences into the field of preschool art education. The perfection of children's personality is an important orientation for forming children's perfect personality. Through the integration of drama, fine arts, dance and other art disciplines, children are connected in various aspects such as art and nature, art and science, art and emotion, so that children can become a comprehensive development with a good aesthetic taste, a good world outlook and a healthy psychology. The whole person. The study of "ecological art education" abandons the traditional art education purpose of focusing on skills but ignoring the children's natural and growth needs, and stimulates children's perception of life and the world. From the perspective of children's art education, the ultimate goal of human existence is carried out. Inquiry, trying to achieve the realization of children's spiritual pursuit of truth, goodness, and beauty through the emotional perception of psychological dimensions such as knowledge, affection, intention and behavior, as well as the transfer of children's psychological system of children's art education, and the realization of children's personality. Harmony and unity have carried out exploration and research, and established a rational bridge between children's personality shaping and art education.

"A Preliminary Study on How to Cultivate Children's Collaboration and Communication Ability in Rhythm Games" (Zhang Jingjing, 2018) The new "preschool Education Guidelines" states: "To provide children with opportunities and conditions for interpersonal communication and common activities." Here, children's communication Competence refers to the collaborative interaction between young children. Then, it is necessary to cultivate children's aesthetic taste and life experience. Finding a perfect combination among them is the key to successful education. Cultivating their communicative ability in rhythm games is the organic integration point. Cultivating communication skills is a basic way to develop children's sociality, and it is also an important content of quality education. Use rhythm games to cultivate children's collaboration and communication skills, so that children learn to cooperate with their peers in rhythm games, boldly communicate and actively communicate. For children, in play, study, and life, they can actively cooperate, divide labor, negotiate to solve problems, and coordinate relationships, so as to ensure the smooth progress of activities and experience a kind of fun. This is collaboration. Music games are a favorite activity of young children. In music games, young children can not only feel the charm of music, but also experience the happiness brought by games. The joy of young children must be based on close communication with their peers.

Collaborating. In the past year, the author tried to carry out rhythm game teaching in the class. Based on the learning rhythm, the main goal was to cultivate children's collaboration and communication skills. Because rhythm game is a kind of regular game activity, it requires children to cooperate with each other in order to have fun. (Zhang Yaowen & Zhong Tianlong, 2018)

In the article "The Influence of the Formation of Music Concepts on the Music of 3-5 Years Old Children" (Wang Yusheng, 2018) it is proposed that music is a kind of auditory art. As a sound art, it also determines that it conveys emotions through hearing, so the auditory experience is very rich and profound. Children are most sensitive and curious about sounds, and music can directly encourage children to try folk music singing, so that ethnic music can be widely spread and promoted. At the same time, teachers should adopt the method of nationalization to infiltrate ethnic minority music culture elements in singing teaching, so that children can feel the "authentic" music activities. Infiltrating the music culture of ethnic minorities in the teaching of musical instruments. In the practice of teaching instrumental music, the music culture of ethnic minorities has essential similarities with it, and both play a decisive role in constructing the cultural environment of national vocal music. Musical instrument teaching is one of the necessary content to expand the cultural space of ethnic minority music. Teachers playing different ethnic instrumental music also put forward high requirements for teachers themselves. For this, teachers can use multimedia teaching methods to teach instrumental music. Introduced into the classroom teaching system, let children feel the charm of national musical instrument culture. It also develops new ways for music teaching. The number of ethnic musical instruments in our country is huge and the content is rich. Musical instrument teaching can start with permeating the living environment of ethnic minorities, and refine the content of music teaching from the whole to the part. (Wu Yueyue, 2019)

In the article "How to Strengthen Children's Rhythm Perception and Expression in Children's Music Education" (Li Lianguo, 2019) it is proposed to deepen children's perception of music connotation, cultivate children's aesthetic taste and aesthetic ability, and improve children's comprehensive music literacy. 1) Exercise to strengthen children's body movement rhythm perception and expression. Children have the characteristics of being energetic, active, and curious, and have a strong ability to perceive things. Teachers should be good at magnifying the

advantages of children, adopt diversified methods to cultivate children's rhythm perception and expression ability, and deepen children's understanding of music. 2) Use language rhythms to recite to cultivate children's rhythm perception and expression ability. Language is an important form for children to communicate experiences and express emotions. Language itself is also a subtle and vivid rhythm and the main source of musical rhythm. Children's cognitive level is in the initial stage of development. In the process of children's music education, they can penetrate the rhythm of language recitation, adopt diversified teaching methods, and integrate music education and language ingeniously, which can not only improve children's language skills, but also cultivate children's ability to perceive and express the rhythm of music, activate children's thinking, deepen children's understanding of surrounding things. (Yuan Shuhui, 2019), and fully tap children's creative talents, so that children can deeply experience rhythm changes while understanding rhythm types. 3) Use a variety of practical teaching activities to cultivate children's rhythm perception and expression skills. Aimed at children who do not like the same and uninspired teaching activities, children's music teachers should carry out more colorful practical teaching activities in their daily teaching to mobilize children's enthusiasm of participating in music learning stimulates children's enthusiasm for music learning, so that they can devote themselves to music learning, and improve their rhythm perception and expression skills in a subtle way. (Zeng Lihua, 2019)

7.1.3) Research on Music Activities of Preschool Children

preschool children's music activities are planned and purposeful activities for preschool children's art education in the process of musical aesthetics. Music is composed of two modules: rhythm and melody. Rhythm is an important element of music. The cultivation of children's sense of rhythm can improve children's musical aesthetics and perception ability, creativity and psychological cognition. In the field of preschool children's art education, Dalcroze's "Body Rhythm" has a profound impact on later generations, especially for the cultivation of the most basic musical feeling. Orff's music teaching method was established through Orff's own educational practice under the guidance of the Dalcroze body rhythm teaching system. He absorbed the core concept of body rhythm and put rhythm first in music activities. This position has made new discoveries in the study of the relationship between preschool children's musical activities and movement development. Orff takes rhythm as the foundation,

uses all kinds of momentum, and uses improvisation to maximize children's creativity and develop children's personality. Orff's education system is open and unstructured. Children have large individual differences, varying levels and abilities, and are easily affected by the surrounding environment. They are not able to concentrate. If the teacher does not stimulate the children's interest in activities, they cannot provide timely feedback on the children's problems, and the children will play percussion instruments over time. Lost interest, no longer have the desire to participate. The goal design of children's percussion activity is not clear. Some teachers, especially new teachers, think that the goal of percussion instrument performance is to teach children to use simple instruments to play music, ignoring the active learning interest of percussion activities for children and the clever combination of physical senses. Listen to the rhythm of music, and express the promotion of music ability training. In music activities, whether teachers can engage in emotions, and whether they can conduct game-based teaching according to the age characteristics of children are important factors that can motivate children to invest in, feel, and express music. Secondly, the status situation of preschool activity organization. Investigate the degree to which preschools attach importance to music activities. Public preschools basically conduct music-themed activities once a week. Most private preschools conduct music activities in the form of festivals or activities. Not only can it be seen that preschools do not pay much attention to the field of music, especially percussion, but also have a single content of activities, dull. Not only is the preparation and activity conditions for percussion instruments not allowed, and there is no percussion instrument only replaced by toys such as tambourines, it is more that the preschool's entire educational philosophy does not match the professional education level. (Zheng Li, 2019)

7.1.4) Strategies for organizing children to perform music perception activities

1) Encourage children's interest in percussion and performance activities under the encouragement mechanism. To do this, we must first start with the choice of music. In the process of choosing music, we should choose some popular, lively, and rhythmic music that is close to children's lives as much as possible, and select materials based on the characteristics of children's age. For example: for children in the middle class with a relatively complete sense of rhythm, we can choose the music "Jingle Bells", which has a beautiful melody and a strong sense of rhythm. The tune of the whole piece is clear and simple. Teachers can import it through

Christmas and dress up as Christmas. The role of the elderly, elk, etc, combined with the holiday context of "giving gifts to children with active and outstanding performance" as the story background, not only enhances children's participation enthusiasm, but also encourages children to think, participate, and create to a certain extent.

2) Using the core of Orff's teaching method, scientifically and standardly use the teaching method to perform percussion activities. Through the method of motivation, the enthusiasm of children to participate in percussion playing activities is mobilized, and the concept of Orff's teaching method is infiltrated into the activities in a scientific and standardized manner. For example: using different colors of red, green, and yellow to represent the actions of clapping, clapping, and stomping. Secondly, encourage and pay attention to children's creative development, tap children's musical potential, and further cultivate children's intrinsic motivation. Middle class children are a period of transition from heteronomy to self-discipline. Children's self-control and concentration need to be further improved. Teachers should appropriately encourage and develop children's inquisitive drive. The development of percussion instrument performance plays a very important role in developing children's creative ability and promoting the development of children's fine motor. In the teaching process, teachers must learn to update teaching concepts, not stick to the rules, and actively introduce Orff's teaching concepts to enhance children's musical perception and collaboration awareness.

3) Gamification teaching of percussion instrument activities. In a general sense, percussion instrument performance is a special form of activity, just like a band, with conductors and organizations, and each participant performs his or her own duties. In percussion instrument performance activities, in order to make the performance more harmonious, every child involved is required to overcome the self-centered psychology, pay attention to the behavior of the ensemble, respect the peers, and understand the mutual influence between the results of their own performance and the ensemble collective. As far as possible, complete the performance orchestration of the music under the guidance of the conductor. Role performance is an effective method. Once children take on a certain role and are constrained by the role in their actions, the sense of collective responsibility will increase. In a sense, percussion instrument performance activities should actively guide children to learn to listen to the overall sound effects, clarify whether their performance is matched with the ensemble, experience the changing taste of the

overall music in the flow, and improve children's self-knowledge and self in group activities Control, self-expression, and the ability to coordinate and collaborate with others.

7.1.5) Strategies for organizing children's cooperation and coordination skills in music activities

1) Gamification teaching, story situation method. Professor Xu Zhuoya has done research, and she believes that the effect of gamification teaching in the field of art is amazing. Games are not only children's games, but children are also playing children. It is more appropriate to use familiar story situations in percussion activities. For example: children's song "Pulling Carrots", children use different types of percussion instruments to distinguish different roles and actions during the entire activity, so that children can clearly divide music paragraphs when operating instruments, and classify different roles, such as being dull. The drums interpret the stumbling steps of "grandma" when pulling the radish, use string bells to replace the behavior of "big brother" in nursery rhymes, use crisp touch bells to interpret the freshness and refinement of "big sister", and use triangle irons to dress up the gentleness and cuteness of "cats" When the teacher performs a single role performance, only the musical instrument representing this role emits sound, and the other musical instruments keep quiet. This method not only allows each child to listen to the emotional experience brought by the musical instruments of different timbres, but also allows the children to learn about the children's songs. The memory is more profound, and gamification teaching enhances the effect of music activities and highlights the entertainment function of percussion instrument performance activities.

2) Gamification teaching "percussion instrument performance materials" diversified. Generally speaking, percussion instruments are relatively professional teaching props. In the process of mastering and controlling the instruments, children must have the corresponding operating level and norms. However, the individual differences of children and the lack of teaching aids and materials inevitably make percussion instruments inexhaustible. Satisfactory. We want to enrich the materials for percussion instruments so that children can play with the organs that can make sounds in their bodies. For example: the music song "If you feel happy, clap your hands", teachers can stimulate the imagination of children and try to use body parts for activities. With the lyrics, "clap hands", "stomping feet", "clap legs" and "knock". "Knock on the

door" etc. Anything with sound can participate in it. This kind of operation is not just a simple action, but a fun game that allows young children to enjoy it.

3) Gamification teaching innovation of percussion teaching performance. In the process of traditional activities, preschool teachers generally adopt various orchestration schemes and forms such as rounds and unisons, while gamification teaching requires innovation in percussion teaching and playing forms, giving children a larger and more open space for exploration. For example: the music activity "Grandpa Santa's Kingdom", teachers can import it like this: "Grandpa Santa invites everyone to work together and provides four tools, tin cans, mallets, balls, and newspapers. How can these tools make sounds? "Children explore freely, and these four tools make a variety of interesting sounds. Then, the teacher sparked a new discussion: "Which one do you think is most like seeding? What can a ball be used for? What can a newspaper be used for? What can a small wooden stick be used for?" In the game session, children use these special "musical instruments" to make sounds, imitate the work of the grandfather in the four seasons with different timbres and strengths, and complete the elaborate preparation process for Christmas gifts.

In summary, we understand that under traditional concepts, percussion instrument performance activities are aimed at cultivating children's sense of rhythm. However, the design of such activity objectives is often based on repetitive mechanical rhythm exercises. When performing percussion activities, it is not only necessary to stimulate Children's interest in participation must be based on the children's life experience, and the sense of innovation and creativity should be integrated into the traditional percussion instrument performance activities to make the percussion instrument performance activities full of creativity. Through the cooperation and coordination exercises between the children, the children can feel happy in the percussion. Improve their musical perception.

7.1.6) Analysis of preschool related documents

In the "Interim Teaching Outline for Toddlers" (1952), children of different ages are divided into large, medium and small classes, and physical education, music, arithmetic, and manual teaching classes that meet the children's age are formulated. The content of the syllabus includes goals, Teaching outline, teaching points and teaching tools, etc. The trial operation of the interim syllabus and interim regulations has clarified the goals and tasks for our country's

children's education, comprehensively reformed the old education, and established a new education model that meets the requirements of socialism, laying a theoretical and practical foundation for our country's preschool education. On the premise of drawing lessons from the experience of early childhood education in the liberated areas, the Interim Regulations for Early Childhood also absorbed the advanced experience of the Soviet Union's early childhood education work, and were guided by the technical guidance of Soviet education experts. The regulations are divided into 8 chapters, a total of 43 articles, the main content includes general rules, school system, settings, leadership, teaching guidelines, etc, and the curriculum for 6 subjects has been formulated. In addition, specific provisions have been made for teaching objectives, tools, outlines and key points.

The "Interim Regulations for preschools" (1952) and "Interim Teaching Outlines for preschools" (1952) are the first guidelines for early childhood education since the founding of the People's Republic of China. This is also the first specific outline for the development of preschools issued by our country after the founding of the People's Republic of China. Children with all-round development of intellectual, physical, artistic and labor. The task of preschool education is to pay attention to the formulation of plans and goals in the teaching process, so it is necessary to grasp the ideological and scientific nature of the preschool work. In the teaching process of the preschool, the teacher is in the leading position, and the teacher is fully responsible for the life and learning of the children in the preschool. The "Interim Regulations for preschools" stipulate the content of preschool education in Article 2, requiring preschools to do comprehensive education and imagination and creativity". Article 17 of the "Regulations" also stipulates the preschool's parenting activities, which mainly include singing, dancing, music appreciation, musical instrument appreciation, and performance. For example, physical education subjects include items such as cultivating daily habits, activities, games, gymnastics, etc.; language subjects cover storytelling, conversation, chanting songs, guessing riddles, etc.; subjects that understand the environment include understanding the natural environment and understanding the daily living environment of children The content of painting class includes drawing, clay sculpture, and paperwork; music subjects include singing, music appreciation, musical instrument appreciation and performance; arithmetic subjects include counting, mental arithmetic, measurement, etc.

Guided by "preschool Music Teaching Outline" and "preschool Art Teaching Outline", singing, listening to music, learning and performance of musical instruments are the main contents of domestic preschool music teaching, and the teaching content of art should be cultivated according to the age of children. In the teaching process, correct teaching methods should be adopted, teaching should be carried out according to the content of the textbooks, reasonable teaching methods should be selected, teaching time should be reasonably arranged, suitable teaching equipment should be adopted in strict accordance with teaching requirements, etc. There are clear regulations and requirements in the outline. The "Interim Teaching Outline for preschool" puts forward special requirements for teaching subjects, hoping to strengthen the horizontal connection of subjects in the process of teaching and learning. The "Interim Teaching Program for Young Children" also stipulates the teaching content and teaching objectives of dance subjects, as well as the teaching of dance. For example, dance and rhythm can be combined horizontally with games and sports during teaching. For children in small classes, the rhythm class can choose appropriate music and simple dance. Some children are allowed to have a slower rhythm here, and only need to be added to it at the beginning. "The cultivation of children's independent ability must be done step by step, and attention needs to be paid to the accuracy of children's movements and postures. If children's body movements are incorrect, teachers must demonstrate and correct them. Free dance needs to reflect the meaning of dance, but pay attention. During dance lessons, game lessons, gymnastics lessons, game lessons and other courses, if individual children appear clumsy and shy, they can be allowed to do activities alone, and they can be guided and encouraged to stimulate their interest, and then slowly integrate into the group."

7.1.7) Research results of Orff's music education system

Regarding Orff's music education thought, Professor Liao Naixiong of Shanghai Conservatory of Music was the first person to bring Orff's art education thought system into our country. He went to Germany in the winter of 1980 and personally interviewed Orff, who also gifted him a full set of "Children's Music" records, sheet music, related books and some of his new works. Back in China, Liao Naixiong went to Kunming, Shanghai, Guizhou, Xi'an and other places to promote the Orff system. After that, he translated all the textbooks and related works of "Orff School Music Education System", and hired Mrs. Schneider, an excellent German music

teacher, to hold Orff lectures and training courses in China. In addition, he is also involved in the production of Orff musical instruments with Chinese characteristics. This is not only a reference to the success of foreign children's art education systems, but also promotes and promotes the learning of foreign advanced educational ideas in our preschool art education. And further contributed to the reform of children's art education in our country. At this stage, holding speech teaching and holding training classes are the two main teaching methods adopted by China to learn and develop Orff's music system. At the beginning of the new century, Li Dana, as a teacher of "Teaching Methods", gave lessons to the students of the School of Continuing Education of the Central Conservatory of Music. The main content of the teaching was Orff Music, which was very popular among the students of the School of Continuing Education. In 2002, "Orff's Music Education Thought and Practice" compiled by Xiu Hailin, Li Dana and Yin Aiqing was published. This book is an important part of China's "Eighth Five-Year Plan" project and is one of the important series of educational science. It is also the first book in mainland China to introduce Orff's work more comprehensively.

7.2) Foreign research

7.2.1) Research on preschool Art Education

Rousseau believes: "The life of a child is the source of education. Life is not breathing, but activity. That is to use our organs, use our senses, our talents, and everything that makes us feel our existence. Each part of itself. The people who live the most meaningful life are not the ones who get the most at their age, but the ones who feel the most about life." He also believes that life education is the foundation of children's art education, and children's art Education should draw nourishment in life. Comenius and Pestalozzi put forward the viewpoint of respecting children's nature from different angles. Together with Rousseau, they are known as advocates of naturalistic education. After Rousseau, the German educator was deeply influenced by the philosophy of naturalistic education and designed a "benefit", and used this form of education to inspire and nurture children with art. In "Human Education", various associations between education and life are put forward, as well as the important position of art education, and emphasis is placed on educating children to master life experience in practice.

On the basis of inheriting the principles of naturalistic education, American educator Dewey systematically explained the relationship between the curriculum and the reality of

children's lives in response to the shortcomings of neglecting children's life reality in early childhood education at the end of the 19th century and the beginning of the 20th century. The famous thesis of "i.e. life" ignited the flame of life education. The Italian educator Montessori focuses on early childhood education, designing sensory courses, physical training courses, and perception courses for preschools. At the same time, he also advocates life skills training and integrates this skill training with children's daily life. She advocates that in the daily art education of preschools, the rich preschool art education activities can stimulate children's senses and make them interested in art activities, so as to understand life in art activities, understand the general laws of the art world, and accumulate relevant art experience. In the field of educational psychology, some psychologists, such as Osobel, Bruner, etc, have paid attention to the research of art education in preschools. In art education, they advocate that children learn art experience in life, and art courses should focus on children's Experience in life.

Piaget's cognitive development theory promoted the research and practice of art courses. On the basis of summarizing the predecessors' life education thoughts, especially the influence of Piaget's cognitive development theory, Kemi proposed that the choice of preschool curriculum and the source of curriculum content should be closely related to children's lives. , Turning the preschool curriculum into an activity linked to children's lives.

In the 1960s, Italy's Reggio committed to curriculum reform, thus establishing a new preschool curriculum system. Reggio, guided by the curriculum reform initiated by Maraguz, established a system dominated by child development and children's life, which we call the Reggio program teaching. Reggio program teaching is based on the research of Vygotsky, Dewey, Piaget and others, and believes that there is sufficient space for development in childhood, development is the right of children, and children have initiative and creativity in development. The job of the teacher is not to pre-set the curriculum and teaching methods, but to create the curriculum with the children in the education process. preschool's curriculum content, curriculum design, curriculum implementation, and curriculum evaluation are all about improving children's lives. The curriculum content must be closely related to children's lives. The curriculum design, implementation and evaluation must follow the children's lifestyle and cultivate children's interest.

7.2.2) Research on foreign preschool education

Since the 1980s, there has been an obvious change in the preschool education goals of developed countries in the world. It has shifted from "Intellectual Education Center" to focusing on overall development. In June 1985, the central content of the Japanese, American, and European Early Childhood Education and Conservation Conference held in Japan was to shift from "Intellectual Education Center" to the all-round development of children's personality. In April 1990, Japan began to implement the newly revised "preschool Education Essentials", which clearly included interpersonal relationships, environment, and performance in the educational content of preschools to correct the tendency to emphasize intellectual education and promote children to be innocent, lively, and happy. The atmosphere is well developed. The American early childhood education community also generally attaches great importance to promoting the development of children's intelligence, social communication skills, values and self-awareness through social education. However, the problem of the intellectual education center has not been fundamentally solved because of this. Because parents are eager for their children to become a dragon, and society also requires high-level talents, adults still place high expectations on young children. When children are very young, people give them education in a certain subject or a certain aspect, such as calculation, reading, gymnastics, ballet, piano, fitness, martial arts and so on. This kind of single skill training has obvious one-sidedness, and ignores children's interest in the teaching process, acts compulsively, and is too formal and strict, which has a negative impact on the development of children's personality. Therefore, education experts from various countries believe that respecting, studying and understanding the characteristics of young children and providing education suitable for their development is still an important task for educators. They advocate allowing children to learn spontaneously and autonomously through natural experience, social interaction, and games. Education regardless of grade has become an important trend affecting current education reforms in developed countries in the world. In the United States, people are also interested in the potential role of mixed-age groups in preschool education and non-grade planning in the lower grades of elementary school, such as the Kentucky Education Reform Act in the 1990s and the Oregon Education Act for the 21st Century. In 1990, the French government promulgated a decree on the establishment of a three-year learning stage reform plan for primary education, and conducted reform attempts to break the traditional concept of grades.

The method was to divide the education of children between 2 and 6 years into 3 stages, each The stage generally consists of 3 academic years. Each stage is called the preliminary learning stage, including the small and middle classes in the preschool school. Children are 2 to 5 years old. The second stage is called the basic learning stage, including the large class of the preschool and the first two grades of elementary school. Children are 5 to 8 years old. The third stage is called: "deep learning" stage, including three grades after elementary school, the school age is 8-11 years old.

The community of preschool education is an important trend in the development of preschool education in developed countries in the world today. Generally speaking, community education must be backed by developed economic strength. The community preschool education in the United States, Japan, the United Kingdom, Australia and other countries are relatively developed. The basic characteristics of community preschool education are informal, open, comprehensive and regional. Multicultural education is a hot topic in education in the world today. The UNESCO 21st Century Education Committee believes that the mission of education is to teach young children to understand human diversity. At the same time, they must also be taught to recognize that all people on the planet are similar and interdependent. At the same time, it is suggested that from the early childhood, educational institutions should take advantage of various opportunities to carry out this kind of education.

Since the 1990s, the curriculum content designed by foreign primary and secondary schools has not only been quite extensive, but it has paid special attention to designing curriculum from the perspective of children's lives. In Europe, educational researcher in Britain and France combined research and preschool design to form a preschool art curriculum in the sense of sociology. In Asia, Japan has designed comprehensive study time courses, etc, whose purpose is to encourage children to actively participate in comprehensive practical activities, and to closely integrate children's life experience with children's art learning and artistic creation. The earliest preschool art education in Europe was the Frenchman CIZek. In 1897, he opened his own children's art education course in Vienna, Austria, to teach children to learn art. In teaching, Zick encourages children to use observation methods for art learning, learning art in free activities, he opposes traditional learning methods of imitation, and requires children to express their understanding of art joyfully in a free and unfettered environment. In the 20th century, art

education in children's lives has been valued in the West. Since the middle of the 20th century, in Australia's preschool art education, people have begun to focus on cultivating children's interest in art, fully discovering children's interest in nature, society and surrounding beautiful things, and developing children's expressive, perceptive, and creative abilities. Make it good at discovering beauty in works of art. In children's music activities, children are guided to sing with natural sounds. Music games are freely chosen by children based on children's interests. Art activities such as free drawing, hand-making, and embroidery are also launched, allowing children to play freely and create freely in the activities. In Australia, the art education curriculum of preschool teachers covers all aspects of children's lives. The task of teachers is to help children discover the artistic elements in life and explore every existence of art education in children's lives.

In the UK, the sociologist Feather stone studied the relationship between life and art, and believed that the relationship between life and art can be transformed into each other. While transforming life into art, art should be transformed into life. This view coincides with that of postmodernism. The emphasis of postmodernism is to blur the distance between art and life, and to clear the boundary between life and art. This view has had a profound impact on European preschool art education. Influence. In North America, Canada lists preschool art education curriculum as the core curriculum of national art education. This curriculum model increases the influence of art education in preschool education, encourages teachers to creatively design preschool art curriculum, and encourages children in art activities Combine art learning with growth experience to enable children to learn and grow freely and happily.

7.2.3) Research on preschool education abroad

Bolduc J and Evrard M (2017) mentioned the importance of music education for children. Most early childhood educators (ECE) said that children like music activities, although most of them also said that they did not receive enough training to wake up children to listen to music (Gruenhagen, 2012). This is reasonable, because in addition to educational principles, music learning includes specific knowledge that can only be acquired through medium and long-term training (Young, 2016). Therefore, the National Conference of Music Educators (MENC, 1994) and the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002) reported that only half of early childhood education institutions believe that they have skills and they need to contact children through artistic activities, especially music activities.

Correspondingly, for Koca (2013, page 897), a good children's music program requires a sense of self-efficacy in music education skills. At the same time, a test of children's music education performance was conducted. Music in early childhood education As a part of education, early childhood educators (high schools, universities, universities) who learn music give more priority to this field (Kelly, 1998; Kim&Kemple, 2011). Music educated early childhood education provides more activities involving voice discrimination, music interpretation and music appreciation (Bolduc, 2012). In contrast, preschool teachers with little music training seem not interested in music activities, and report that it is difficult to compensate for their lack of training (Gharavi, 1993; Kim, 2013). Kane (2005) and Koca (2013) also found that educators with low perception efficiency in music teaching lack confidence in children's ability to listen to music. According to Bandura (1997)

To develop self-efficacy, people can adjust their behavior process, emotional state and behavior through motivation and thought, or they may try to change the environmental conditions to make them more consistent with their efficacy beliefs (Bandura, 2006). The latest findings in the fields of psychology, neuroscience and education are insights into the field of early childhood music development. Intrauterine sonographic studies have shown that the fetus can respond to familiar words and songs in the second month (Ilari, 2002; Trehub, 2003). In the first few years of life, young children have rapidly developed the ability to recognize, distinguish and reproduce different sound sequences (Trainor, 2012; Trehub, 2010). Cheung and Chan (2003) found in brain imaging research that memory related to language memory is more developed in children and adults who often practice music learning also has a considerable impact on sensory and motor functions.

In "The effects of Orff-based attention-enhancing music education programme on impulsive preschool children's cognitive tempo"(Gökhan Kayili, 2018) the research investigated the effect of Orff-based attention-enhancing music education program on impulsive preschool children's cognitive tempo. It is carried out by using pre-test and post-test control groups of the quasi-experiment. The study included 30 preschool children. There are 15 in the experimental group and 15 in the control group. The Kansas State Preschool Children's Reflex Impulse Scale was used to collect research data. Impulsive children were assigned to the control group and the experimental group. In addition to the traditional preschool education program, the children in the

experimental group received 36 classes of attention-enhanced music education based on Orff twice a week. The results showed that compared with the control group, the impulsive children in the experimental group reduced the number of errors and increased the reflex time. Based on this finding, it can be considered that Orff's attention-enhanced music education program has a positive contribution to the cognitive rhythm of impulsive preschoolers and shows a long-term impact.

A. Taheraia, D, A. Meghardaria, M. Almia, B; and H.R. PouretemaDC, D (2019) A new music scene based on robot assistance is designed in this paper. The purpose is: 1) To teach the basic knowledge of music through xylophone and drum music. 2) Improve the social and cognitive skills of autistic children through active music games. Record children's performances in music classes. The games designed can positively affect children's cognitive skills. As an exploratory study, it was pointed out that there is no auxiliary robot. He has the ability to teach the basic knowledge of music to children with high functional autism. We also saw some improvements in novice imitation, using both hands in order and rhythmically.

In the "Teaching music to children with autism: A social robotics challenge" (A.Taheraia, D, A. Megahardaria, M. Almia, B; and HRPouretemaDC, D, 2019) the article designed a new kind of robot based The purpose of the auxiliary music scene is: 1) To teach the basic knowledge of music through xylophone and drum music. 2) Improve the social and cognitive skills of children with autism through active music games. Record children's performances in music class, and the designed games can positively affect children's various cognitive skills. As an exploratory study, it was pointed out that there is indeed no assistive robot. He has the ability to teach the basics of music to children with high-functioning autism. We have also seen some improvements that novices imitate, using both hands sequentially and rhythmically.

In the article "Why and How to Use Music to Recover and Develop the Language and Language Skills of Hearing-Impaired Children" (Ritva Topa, 2019), it is proposed that music can enhance auditory processing. Music has very special acoustic properties. The melody consists of rapidly evolving notes, usually selected from a consistent scale, which usually includes uneven cadence. Chords are collections of music that form harmonious notes. Musical rhythms are characterized by their spectral peaks and changes, rapid friction and noise, sonic envelopes and

several other characters. These features are very similar to the important basic parts of speech. The similarity between the syntactic processing of language and music, as well as the similarity at the acoustic level, has led to the perception and language ability of music. In addition to these similarities and theoretical work, there is also neurological evidence that music activities affect language skill. After testing, after 15 months of music training, the auditory skills and nerve structure of children aged 5-6 years have been improved. The relationship between children's music training and auditory attention, language and learning functions. A group of children who started music hobbies at the age of 7 and a comparable control group started other hobbies and found that the brain is spontaneous. The two groups of children related to sound perception, discrimination, and attention distribution were initially very similar, but after two years, the brain responses of these children increased. He started a hobby of music. A 20-day intensive intervention was conducted on children aged 4-6. They played computer games and taught music or visual arts for 2 hours every day. Only music training improves children's verbal intelligence. In terms of visual training, only spatial skills tend to improve, which cannot be eliminated. Contextual Study from: "Guiding Outline for preschool Education (for Trial Implementation)" (2001); "Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020)" (2010); "Several Opinions of the State Council on the Current Development of Preschool Education" (2010); 3-6 Years Old Children's Learning and Development Guide (2012); "Outline of the National Medium and Long-term Educational Reform and Development Plan (2010-2020)"; "Several Opinions of the State Council on the Current Development of Preschool Education"; "Several Opinions on the Deepening Reform and Standard Development of Preschool Education" (2018); "preschool Music Education" "(2013); "Educational Psychology of Early Childhood" (2013).

Daniel J. Shevock (2021) Music Education for Social Change: Building a Positive Music Education mentioned that music is an important part of culture, and culture is human cognition and reflection on social development, and an important part of human development. In the past, most of the music education views were "pure music view", focusing only on music activities, focusing on active music practice or passive listening, and ignoring the connection between music and social, cultural, historical and other external environments. This problem also exists in music teaching practice. In school music education, music teachers generally pay

attention to practice rather than theory. They believe that the philosophy, history, culture and other theories in music education are difficult to implement in specific music education practice due to various factors such as objective conditions, which also creates a huge gap between theory and practice, Neglecting the close relationship between culture and music teaching practice in music education. However, in today's diversified world of education, if music education neglects culture, it will limit the positive impact of music education on the shaping of students' personality and social development, and also limit the depth and breadth of music education development, ultimately making this discipline lag behind the development of the times, and its disciplinary status will be marginalized. As early as in ancient Greece, Socrates and Plato have pointed out the importance of music education for shaping a sound personality. In the Republic, Plato also emphasized by Socrates that "the reason why music education is much more important than other education is that rhythm and tune have the strongest power and can penetrate into the deepest part of the soul. A truly music educated person will have a kind of beauty of internal spiritual state in his mind, which is reflected in the physical posture and behavior, and there will also be a corresponding beauty of harmony". This shows that music education plays an important role in the overall education. Therefore, ignoring music education will reduce the quality of overall education and social culture, because education is an important means of inheriting culture and promoting social development; And music education also plays an important role in improving the overall quality of education and enhancing national cultural accomplishment.

Conceptual Framework

Table 2 To Improve Children's Perception and Group Co-ordination ability Tentative Model

Theory	Step	Content
-Thorndike's Classical Connection 1) Law of Readiness 2) Law of Exercise 3) Law of Use and Disuse 4) Law of Effect	Prepare teaching materials, create music scenes and introduce new courses.	Teachers use teaching aids, combined with the relevant knowledge of other subjects, to play the role of this teaching content, arouse children's attention, and arouse children's previous knowledge memory. According to different ways of presentation, new classes are introduced to stimulate children's interest.

Table 2 (Continued)

Theory	Step	Content
<p>- Cognitive theory Piaget: Music learning is a structural movement and activity formed in the process of subject transformation. Music activities are affected by physical and psychological characteristics and the environment, emphasizing students' ability to use them in the learning process.</p> <p>- Skinner Theory of Operating Conditions</p> <p>1) Any reinforcement behavior will often happen again, learn the method.</p> <p>2) Variable reinforcement to make the response more durable and fixed.</p> <p>3) Punishment will lead to fast learning and fast forgetting.</p> <p>4) Providing help or rewards when completing the required behaviors can help adjust or develop the required habits.</p> <p>Orff's music teaching system:</p> <p>1) Combine with language rhythm</p>	<p>Practice and discover, experience new knowledge</p> <p>Practice and discover, experience new knowledge</p> <p>Interactive game teaching</p>	<p>By perceiving music sounds and pictures, children can deepen their impression and stimulate children's interest in learning. The presentation method can use video playback, music games, teachers and so on to stimulate students' hearing and vision, use body movements to find melody, rhythm, desire and knowledge of improvisational music performance, and absorb new knowledge.</p> <p>The exercises referred to in this section are conducted by students with prior knowledge and experience. The practice of students is repeated training, with the "rhythm" in the results as the control training form. The human heart is like the rhythm of music.</p> <p>Therefore, in the process of practice, we should adopt single rhythm exercise, multi-rhythm exercise, multi-repetition exercise, group coordination theory alternative exercise and so on. Teachers provide percussion instruments, add small percussion instruments to the music rhythm, through percussion game training, children repeatedly practice operation, perceive music in assimilation and adaptation, find rules, and effectively completely new knowledge.</p> <p>Teachers define the purpose of the game from the aspects of knowledge and skills, interpretation and evaluation of students' expected task results, group collaboration practice process and</p>

Table 2 (Continued)

Theory	Step	Content
<p>2) Use game teaching mode to cultivate preschool children's musical interest</p> <p>3) Cultivate children's creative ability through improvisation</p>		<p>practice success criteria. Determine the size of the group,</p> <p>3) Cultivate children's creative ability through improvisation assign tasks Teachers define the purpose of the game from the aspects of knowledge and skills, interpretation and evaluation of students' expected task results, group collaboration practice process and practice success criteria. Determine the size of the group, which should be 4-6 or more people. It consists of randomly selected or appropriate candidates, such as gender, performance level and instrumental music. Determine the tasks of each member of the group, help the students to closely interact and fully participate in the practice. Teachers should assign tasks and roles to everyone, and arrange the roles and responsibilities of members in an interdependent and mutually supportive way, such as team leader, group coordination practice observer, voice team leader. In the important practice methods of interdependence and mutual support in group cooperation practice, teachers should explain the rules, responsibilities and reward system of group cooperation theory, so that students can easily In the practice of group cooperation, learners' intrinsic learning motivation and pleasant environment are stimulated. To enable students to master the ability to play and create music while playing games, so as to meet the children's self-expression and cooperation ability.</p>

Table 2 (Continued)

Theory	Step	Content
<p>- Dalcroze Music Theory</p> <p>1) Solfeggio and Ear Training</p> <p>2) Improvisation</p>	<p>Music activity creation</p>	<p>Let children create their own instrument accompaniment according to the music melody and situation picture, and use percussion instrument to express according to the distribution of strong and weak music. The design of this link enables children to develop creativity in the creation and to stabilize their sense of rhythm.</p> <p>In this stage, students are organized to conduct a complete collective display of music works, and find out the gap between the students' performance music level. When learning to a certain advanced level, students are free to form a group to complete the work together. In each group's classroom performance, the goal is still to share music knowledge and high-level group cooperation theory. Teachers enrich music knowledge and teaching demonstration, improve students' group coordination theory ability and instrumental music practice level.</p>
<p>Cognitive theory Piaget: 1) Children actively construct in the process of environmental interaction 2) Children acquire cognitive development in language, social and other aspects of interaction with others</p>	<p>Extension of home cooperation activities</p>	<p>The teacher sends the video of the teaching content to the parents. The child learns the knowledge learned in the classroom and then exercises with the parents to improve the comprehensive quality of the child's emotional experience and self-expression.</p>

CHAPTER III

RESEARCH METHOD

This thesis uses Orff's music theory and research and development methods to develop a music teaching model for children at the Pingxiang Preschool Education Center in Jiangxi Province. The purpose is to improve children's perception and cooperation and coordination capabilities. The development sequence of teaching model design is as follows:

Phase I: Contextual Study

Phase II: Construct Tentative Model

Phase III Implementation

Phase IV: Evaluation

1. Phase I: Contextual Study

The Learning and Development Guide for Children Aged 3-6 (Ministry of Education of China, 2012) clearly points out that in the field of "art", children are required to develop their perception ability and cooperation and coordination ability. Music has an important guiding significance in children's life. Music is used throughout children's learning and life. Through the development of music activities, children's music perception ability and cooperation and coordination ability in music activities are improved.

Population

There are 4 managers from the Education Bureau of Pingxiang City, Jiangxi Province, 6 music teachers from a preschool school in Pingxiang City, Jiangxi Province, 120 parents of children, 4 members of the Jiangxi Preschool Education Committee, 5 curriculum and teaching experts, a total of 139 people.

Sample

This study was conducted by random sampling. The samples came from 2 managers from the Education Bureau of Pingxiang City, Jiangxi Province, 3 music teachers from Pingxiang Preschool in Jiangxi Province, 80 parents of children, 2 members of the Jiangxi Preschool Education Committee, and curriculum and teaching experts. 5 people, totaling 92 people.

The key to children's art learning is to fully create conditions and opportunities, germinate children's feelings and experiences of beauty in nature and social and cultural life, enrich their imagination and creativity, guide children to learn to feel and discover beauty with their hearts, express and create beauty in their own ways, and put forward the following educational suggestions:

1) Feel, discover and appreciate the natural environment and cultural landscape with children. Let children get in touch with nature, feel and appreciate the beautiful scenery and beautiful sounds. We often take children to visit gardens, historical sites and other cultural landscapes, tell relevant historical stories and legends, and discuss and exchange their feelings about beauty with children.

2) Find the characteristics of beautiful things together with children, and feel and appreciate the beauty. Let children observe common animals, plants and other objects, and guide them to describe their beauty aspects, such as color, shape, shape, etc. With their own words, actions, etc. Let children listen to and distinguish various sounds, guide them to express their feelings about timbre, strength and speed in their own ways, and experience music expression and creation.

This research will investigate and collect the problems and needs of kindergarten music teachers and children's parents on music activities, further understand the level of children's perception ability and cooperation and coordination ability in music activities, and further optimize the teaching level of music activities in Pingxiang Preschool Education Center.

2. Phase II: Construct Tentative Model

The construction of music teaching model to improve children's perception ability and cooperation and coordination ability comes from the investigation of the needs of music teachers and students' parents for music teaching activities in preschool schools and the necessity of developing music teaching models.

The survey results are divided into five levels:

Score: 5 Grade: the most needed

Score: 4 Grade: need

Score: 3 Grade: the medium need

Score: 2 Grade: low need

Score: 1 Grade: minimum need

The scores of the five grades are as follows:

Mean: 4.51-5.00 Demand level: the most needed

Mean: 3.51-4.50 Demand level: need

Mean: 2.51-3.50 Demand level: medium need

Mean: 1.51-2.50 Demand level: low need

Mean: 1.00-1.50 Demand level: minimum need

The construction information of the questionnaire about the need to investigate the needs of music teaching activities and the development of a music teaching model that enhances children's perception and cooperation and coordination abilities is as follows:

1) From the first edition of "Music Education for Children" (2013) and "Psychology of Early Childhood Education" (2013) by Liu Qing and others, research the literature basis of the demand theory and teaching development demand. (Liu Qing, 2013a)

2) Study the Likert scale (1932) and other related questionnaires, determine the format of the questionnaire, and create a questionnaire for learning needs. (Liu Qing, 2013b)

3) According to the content and structure of the questionnaire, create a draft of the questionnaire, with 10 actual questions as the evaluation scale of the questionnaire, ask the academic committee of thesis to check the validity of the questionnaire structure and propose improvements. The questionnaire is in duplicate.

4) Revise the questionnaire according to the recommendations of the academic committee of thesis, and ask the course and teaching experts to check the validity and accuracy of each question and make corrections. The course and expert information is as follows:

4.1) Ms. He Xiaomei, Dean and Professor of the School of Preschool Education of Pingxiang University.

4.2) Ms. Tang Simei, Dean and Senior Lecturer of Pingxiang preschool School.

4.3) Ms. Mao Shujuan, executive director and associate professor of Jiangxi Provincial Early Childhood Education Committee.

4.4) Ms. Chen Shuipi, Jiangxi Normal University of Science and Technology, Ph.D., associate professor.

4.5) Mr. Liu Yanling, Ph.D., associate professor, Jiangxi Science and Technology Normal University.

5) Revise the questionnaire according to the suggestions of curriculum and teaching experts, and conduct a quality assessment with school administrators, teachers, and the academic committee of thesis. The subjects of the study are 3 music teachers and 80 parents of Pingxiang preschool School.

6) Find the quality of the questionnaire item by item through the effective value, classify it by each score and Item-Total Correlation, and select the questionnaire with statistical significance.

7) Through the use of the α coefficient formula, select 15 question demand questionnaires to find the complete confidence value, and calculate the confidence according to the Cronbach α coefficient method.

8) Set up a complete questionnaire to illustrate the needs and necessity of music teaching activities in Pingxiang preschool School in order to collect further data.

Analyze the management documents and regulations of Pingxiang Preschool School on the development of teaching models, For example, the learning standards and content indicators of the Guidelines for Kindergarten Education (Trial) (2001), the Guidelines for Learning and Development of Children Aged 3-6 (2012), the Guidelines for Deepening Reform and Standardized Development of Preschool Education (2018), the Guidelines for Kindergarten Education (Trial) (2001), the Guidelines for Learning and Development of Children Aged 3-6 (2012), and the Guidelines for Deepening Reform and Standardized Development of Preschool Education (2018). And the development of teaching models and school teaching management file data for research, analysis, synthesis, summary of documents and the preparation of music teaching model.

Create a teaching model based on the opinions and suggestions given by curriculum and teaching experts, and use the suitability and consistency of the teaching model to evaluate the teaching steps and teaching implementation plans of music activities in Pingxiang Preschool School, so as to consider the consistency between the evaluation list and the evaluation criteria. The components of music teaching are as follows: Learning objectives, ideal teaching steps, teaching framework, game theme activities, home activities, testing and evaluation.

9) Steps of music teaching model:

- 9.1) Prepare teaching aids, create music scenes and introduce new lessons.
- 9.2) Practice and discover, and experience new knowledge.
- 9.3) Interactive teaching of games.
- 9.4) Editing and creation of music activities.
- 9.5) Home collaboration activities extension.

3. Phase III: Implementation

Purpose

- 1) According to the percentage of teaching management efficiency standard, find out the teaching content and teaching implementation plan to improve children's music perception ability and collaboration ability in children's music teaching activities.
- 2) Find out the teaching methods of music teaching activities, and implement the teaching content and teaching plan aimed at improving children's music perception ability and collaboration ability.
- 3) Through children's music teaching activities, compare the level of children's music perception ability and cooperation ability before and after learning of 80 students (Refer to Wing Standardized Tests of Musical Intelligence MAP) .
- 4) The 80 students participating in the test evaluated whether the music perception ability and collaboration ability of teaching model teaching and learning had been improved.

Samples

- 1) Select 2 teachers from Pingxiang Nursing Home.
- 2) Researchers randomly selected 80 children.

Tools

- 1) Teaching content and implementation plan to improve children's music perception and collaboration ability
- 2) Learning achievement test of children's music perception ability and cooperation ability
- 3) Evaluate the suitability of the interview process

4) Questionnaire to evaluate the level of improving music perception and collaboration ability in school teaching

Establish and find high-quality tools

The teaching content and implementation plan to improve children's music perception and collaboration ability are as follows:

1) Research related documents, such as: Guidelines for Kindergarten Education (Trial) (2001), Guidelines for Learning and Development of Children Aged 3-6 (2012), Several Opinions on Deepening Reform and Standardized Development of Preschool Education (2018)

2) Learning standards and content indicators in the Guidelines for Kindergarten Education (Trial) (2001), the Guidelines for Learning and Development of Children Aged 3-6 (2012), and the Opinions on Deepening Reform and Standardized Development of Preschool Education (2018).

3) Study the content of the teaching plan for creating the teaching model.

4) The implementation plan of the teaching model was written according to the teaching content. According to the five steps of music teaching design in the kindergarten, the researchers implemented the music teaching model in the music teaching activities in Pingxiang Nursing Home from September to November 2020 and September to November 2021. The experimental objects were 3 music teachers and 80 children from Pingxiang Nursing Home. The test procedure is as follows:

Table 3 Steps of music teaching model

NO.	Step
1	Prepare teaching materials, create music scenes and introduce new courses
2	Practice and discover, experience new knowledge
3	Interactive game teaching
4	Music activity creation
5	Extension of home cooperation activities

In September 2020 and September 2021, the experimental music teaching model will be carried out in Pingxiang Nursing Home, and the music perception ability and cooperation coordination ability will be tested every three weeks. In the music teaching activities and tests, children's problems will be found in time and adjusted.

The following construction methods are available to improve the level of music perception and cooperation and coordination

1) Research and create methods to improve the level of music perception ability and cooperation and coordination ability from the disciplines of science, language and health.

2) Test the learning index of music perception ability and cooperation and coordination ability. There are 10 questions in total, with 4 options for each question.

3) Through music performance activities, study the evaluation form to improve the level of music perception and cooperation and coordination ability. The evaluation form covers the feelings of music teaching and game activities.

4) The teacher's teaching test table of the music teaching model.

Teaching Experiment

1) In 2020 and 2021, we will interview with the music teachers of Pingxiang City Nursing Home and Pingxiang researchers' children respectively to prepare for the implementation of teaching.

2) In the experimental group, the teaching model developed was applied to children's music teaching. The sample of the experimental program was 3 music teachers, 80 middle class students in kindergarten, and 4 music classrooms were prepared.

3) The music teaching model developed by the researchers will be tested in Pingxiang Nursery in September November 2020 and 2021. First, the researchers will test the children's basic knowledge of music through four class hours. In the test, the researchers created a variety of music rhythm games.

Table 4 Experimental Design

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

O1 Instead: test before use

Instead of X: use the school-based curriculum of Pingxiang normal primary school to carry out experiments on music performance and local music inheritance.

O2 Replacement: test after use

Learning Curriculum experiment

Second, the researchers will use 5 music teaching activity content and teaching implementation plan, each of which is about 10 minutes.

Thirdly, researchers and music teachers will observe children's classroom behavior and evaluate their performance in music teaching activities.

Finally, the music teacher will arrange music-themed activities to comprehensively evaluate the children's music perception ability and cooperation and coordination ability.

4) According to the experiment of music teaching activities, graduate students will use the t-test method to compare the average scores of students' academic performance (Dependent Samples).

5) Analyzing the effectiveness of using the music teaching model by using the methods of informal interview forms and semi-structured group interviews developed by the researchers.

6) By using the following formulas, find the consistency index between the level test and the learning objective (the indicator of consistency indicated by the IOC), so as to determine the validity of the music perception ability and cooperative coordination ability test, and determine the music perception in learning activities Accuracy of competency and cooperative coordination tests.

6.1) The formula for calculating the mean data:

$$IOC = \frac{\sum R}{N}$$

IOC : Mean

$\sum fx$: Sum of all scores

N : Total number of studies

6.2) Using the method of Goodman, Flake and Schneider, through the following formula, find the effectiveness index of the teaching steps and implementation plan.

Total score after test - sum of scores before test

Effectiveness index = _____ (Before the study X Full score) - The sum of the test scores before the study

6.3) Researcher will use t-test (Dependent) to test children's music perception ability and cooperation and coordination ability before and after learning.

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

T : T-test value

D : Sufferance between each pair of scores

N : Number of samples or points

4. Phase IV: Evaluation

Evaluate the music teaching model and music teaching activities of Pingxiang Conservatory. Based on the information obtained in the implementation of music activity teaching based on the music teaching model, the research on children's music perception ability and cooperation and coordination ability in music teaching activities has the following details:

- 1) To evaluate the suitability of the music teaching model in children's music teaching activities in Pingxiang Nursing Home.
- 2) Evaluate the suitability of the purpose of the music teaching model and whether it is suitable for the whole process of children's music teaching activities.
- 3) Evaluate whether children have improved their music perception and cooperation and coordination ability in music teaching activities when the goal is achieved.

Table 5 Music perception ability and Group Co-Ordination ability

Name	Indicator content
Tone (Music perception)	Through observation, interview and stage performance, children's actions, language, performance, dance, music playing and music creation are tested.
Rhythm (Group Co-Ordination ability)	

Evaluation Instrument

1) Evaluate the suitability of target establishment, including the opinions of informal interviews and semi-structured group interviews.

2) Pingxiang Nursing Home's comments on the music teaching model in music teaching activities, evaluation of the steps of music teaching activities and the suitability of the teaching implementation plan process (informal interview form), and acquisition of the effect of the implementation of children's music teaching activities.

3) The effectiveness of the music teaching model includes informal interview and semi-structured group interview forms, music perception test and cooperation and coordination test forms.

4) There are 10 questions in the test of improving music perception ability and cooperation and coordination ability. Each question is divided into 5 scales, which are filled out by parents and music teachers respectively.

5) The applicability of the content and model of music teaching for children in Pingxiang Nursing Home is evaluated by curriculum and teaching experts. The details are as follows:

Table 6 Applicability of Children's Music Teaching Objectives and Models

NO.	Content for Evaluation
1	Vision of the music event.
2	Teaching content of music activities.
3	The goal of teaching.
4	Applicability of teaching content.
5	Suitability of teaching time.
6	Measurement and evaluation of young children.
7	Consistency of teaching elements: the vision, teaching principles, teaching goals, content of teaching activities, guidelines for measurement and evaluation of music activities.
8	Multiple ways of teaching.
9	The suitability of the content of the teaching implementation plan.
10	Measurement and evaluation of teaching model.

6) The applicability results of the evaluation process are obtained from the specific implementation of the children's music teaching activities in Pingxiang Nursery. The improvement of children's music perception ability and cooperation and coordination ability is obtained from the opinions of Pingxiang Preschool Education Center, school administrators, music teachers and students' parents on the music teaching model.



CHAPTER IV

DATA ANALYSIS RESULTS

In the Pingxiang City Preschool Education Center, a music teaching model is developed to improve children's music perception ability and cooperation and coordination ability. Orff's music theory and research and development methods will be used for research. The results of the study are as follows:

Phase I: Contextual Study

1. Obtain the music teaching activities of Pingxiang Preschool Education Center, and find the components of preschool education music teaching activities.

1.1) Current Situation of Pingxiang City Preschool Education Center

In the document "Guidelines for Kindergarten Education (Trial)" (2001), more emphasis is placed on the feelings and experiences of young children in real life. Works are an important basis for evaluating children." The document "Guidelines for the Learning and Development of Children Aged 3-6" (2012) pointed out: "Stimulate children's love for their hometown and motherland in a way that children like to see and understand". The above-mentioned teaching guide outline requires that children's courses should be more diversified. Teachers need to continuously strengthen children's enlightenment of good characters such as obeying discipline, developing habits, honesty and self-confidence, cooperating and helping each other, overcoming difficulties, and being diligent in learning through the learning of courses. It is of strategic significance to improve children's subsequent quality of life, academic level, labor force and artistic literacy.

Music teaching occupies an important position in the curriculum of pre-school music education, and children can develop healthy qualities and characters through the nurturing experience of music. The document "Working Regulations for Kindergartens" (2016) pointed out: "focus on emotional education and the cultivation of good behavior habits, pay attention to the subtle influence. And run through the requirements of children's life and various activities", through "themed" children Music teaching activities can improve children's moral behavior,

children's music perception ability and children's cooperation and coordination ability in an all-round way.

After the researcher's investigation and interview, we obtained the survey results of the needs and necessity of the development of the music teaching model by the parents of the young children. model, which results in a high level of overall demand ($\bar{X} = 4.34$).

1.2) Components of preschool music teaching activities

The components of preschool music teaching activities are divided into feeling and appreciation and performance and creation. The specific contents are as follows:

Table 7 Appreciation of a wide variety of art forms and works

3-4 Age	4-5 Age	5-6 Age
<ul style="list-style-type: none"> - Like listening to music or watching dance, drama and other performances. - Enjoy viewing paintings, clay sculptures or other art forms. 	<ul style="list-style-type: none"> - Able to watch their favorite theatrical performances or works of art attentively, with a desire to imitate and participate. - There will be corresponding associations and emotional responses when appreciating works of art. 	<ul style="list-style-type: none"> -When appreciating art, you often express your understanding through expressions, actions, and language. - Willing to share and communicate your favorite works of art and aesthetic experience with others.

Table 8 Express and create

3-4 Age	4-5 Age	5-6 Age
<ul style="list-style-type: none"> - Can imitate and learn to sing short songs. -Able to perform body movements with familiar music. - Can use sounds, movements and gestures to simulate things and life situations in the natural world. - Can use simple lines and colors to roughly draw people or things that you want to draw. 	<ul style="list-style-type: none"> - Can sing mostly accurately in a natural, moderate volume voice. - Can express one's mood by humming, improvising or composing familiar songs. -Be able to tap beats and basic rhythms with body movements such as clapping, stepping, or tapping objects. -Be able to express what you have observed or imagined using painting, handcrafting, etc. 	<ul style="list-style-type: none"> -Able to sing with basically accurate rhythm and pitch. -Able to express their emotions or natural scenes with rhythm or simple dance movements. -Able to compose and act out a story and choose and match simple costumes, props or sets for the performance. -Be able to decorate the environment and beautify your life with your own artwork.

3. The results of the visit to the kindergarten of the preschool education center

In 2020 and August 2021, researchers went to Pingxiang City to conduct research on preschool education, mainly on music teachers' music activity design, teachers' ideas, music teaching model development needs and other aspects. The survey results are as follows:

3.1) The music activities in Pingxiang Preschool Education Center are short of musical instruments that meet the characteristics of children. Many kindergartens invest heavily in teaching hardware, have multi-function halls for teachers to use in teaching and activities, and purchase different musical instruments. On the other hand, kindergartens are short of percussion instruments suitable for children, and lack of special music textbooks.

3.2) In music teaching activities, it is found that children are familiar with children's songs and dances. They have no contact with music teaching activities with percussion instruments, and dance is limited to simple actions and short music works. They are not active

enough to learn music, but they do not refuse. Children spend most of their time learning language, literacy, social, scientific and other knowledge, ignoring the importance of music activities.

3.3) The design ability of music teachers in music activities is insufficient. From the perspective of teaching form, teachers have relatively more imparting courses in music activities, relatively less interactive and experiential content, and relatively weak design and implementation of music activities in the art field. Many teachers have a single art teaching form. They are used to the teaching form of "demonstration and imitation". Their space and ideas cannot be freely expressed or created, and they cannot maximize the educational value of music activities. From the perspective of the organizational form of music curriculum, teachers basically focus on collective teaching activities when organizing art activities, lacking innovation and effectively integrating the curriculum for teaching.

Phase II: Construct Tentative Model

In September 2020 and September 2021, the researchers conducted a questionnaire survey on the development needs of music teaching models in Pingxiang Nursing Home, Pingxiang Experimental Kindergarten and Pingxiang No. 2 Kindergarten respectively. The survey results are as follows:

Table 9 Teamwork can cultivate children's collective coordination awareness and ability in sports games.

NO.	Questions on Requirements for Music Curriculum	\bar{X}	S.D.	Grade
1	Pay attention to children's nature and interests, and explore educational ideas suitable for children's pleasant cooperation.	4.51	0.82	Most
2	Pay attention to the development of children's personality and spiritual temperament.	4.41	0.72	More
3	The observation skills of young children.	4.41	0.72	More
4	The thinking skills of young children.	4.44	0.76	More

Table 9 (Continued)

NO.	Questions on Requirements for Music Curriculum	\bar{X}	S.D.	Grade
5	On the ability of young children to feel.	4.49	0.8	More
6	Awaken children's musical awareness.	4.41	0.72	More
7	Develop teamwork skills in music games and dance.	4.49	0.8	More
8	About children's motor learning, use rhythm movement to awaken children's music perception ability.	4.42	0.75	More
9	Follow the laws of nature for young children.	4.41	0.72	More
10	Improve children's auditory senses, vocal organs and sound sense.	4.51	0.82	Most

Table 10 The cooperation and coordination ability will be measured by the cooperation ability of Orff's music theory, including:

NO.	Questions on Requirements for Music Curriculum	The average score
1	Vocal music teaching content.	80
2	Auditory practice.	83
3	Voice imitation.	84
4	The use and key points of human percussion instruments.	86
5	Instrumental music.	90
6	Teaching of reading music.	75

In September 2021, the researchers carried out a music activity teaching implementation plan in the Pingxiang Nursing Institute. The evaluation results are as follows:

Table 11 Results of the Music Activity Teaching Implementation Plan

NO.	Content for Evaluation	Expert opinion (person)					IOC	Grade
		1	2	3	4	5		
1	Vision of the music event.	+1	+1	+1	+1	+1	1	Most
2	Teaching content of music activities.	+1	+1	+1	+1	+1	1	Most
3	The goal of teaching.	+1	+1	+1	+0	+1	0.8	Most
4	Applicability of teaching content.	+1	+1	+1	+1	+1	1	Most
5	Suitability of teaching time.	+1	+1	+1	+1	+1	1	Most
6	Measurement and evaluation of young children.	+1	+1	+1	+1	+0	0.8	Most
7	Consistency of teaching elements: the vision, teaching principles, teaching goals, content of teaching activities, guidelines for measurement and evaluation of music activities.	+1	+1	+1	+1	+1	1	Most
8	Multiple ways of teaching.	+1	+1	+1	+1	+1	1	Most
9	The suitability of the content of the teaching implementation plan.	+1	+0	+1	+1	+1	0.8	Most
10	Measurement and evaluation of teaching model.	+1	+1	+1	+1	+1	1	Most

It can be seen from Table 11 that the five experts in curriculum and teaching all think that the vision, consistency of teaching principles (IOC), teaching objectives, teaching structure and content, and evaluation of children's music learning activities in the school's music teaching model are the highest level. The curriculum and teaching experts believe that the teaching implementation plan on music knowledge, children's music perception ability and children's cooperation and coordination ability is consistent and the highest level. When considering each problem, it is found that the principles of the teaching model are achievable. The clear, flexible and important objectives of the lectures meet the needs of Pingxiang Preschool Education Center,

with a consistency value of 0.71-1.00. The teaching structure and content are consistent with the children in the middle class, the length of teaching activities is consistent with the teaching method process, and the structure of teaching content can meet the evaluation standard. In the teaching process, teachers can complete the performance activities of music teaching through diversified music activities, and encourage children to find their own ways to master music knowledge and other music skills.

In addition, the experts provided the following recommendations:

- 1) The teaching model needs to improve children's learning motivation and interest in music;
- 2) The evaluation in teaching should add tools for measuring and evaluating the range of music skills to match the goals of the music activity plan. The researchers added tools for evaluating the level of music knowledge. The evaluation is to measure children's performance and satisfaction with music activities, and its basis is to meet the goals of the teaching implementation plan;
- 3) The learning objectives in music activities should increase children's psychological objectives. In appropriate teaching activities, researchers have increased the psychological scope in the target education plan to adapt to and meet the teaching objectives.

Phase III: Implementation

1. Implementation content of music teaching model

The music teaching model is used in Pingxiang Preschool Education Center. This teaching model mainly emphasizes children's thinking, observation, memory and imagination through the use of a large number of game teaching, to enhance children's emotional expression, promote children's aesthetic feelings, develop their creativity, and improve children's music perception and cooperation and coordination ability. The use of this music teaching model can enable children to master basic music knowledge and music skills, which are part of promoting children's physical and mental health development, and also focus on tapping children's internal potential. In music activities, we will focus on children's thinking, observation, memory and imagination, enhance their emotional expression, promote their aesthetic feelings and develop their creativity according to their musical interests and skills, with the primary purpose of fully tapping their potential. This teaching model is consistent with the characteristics and objectives of

school teaching, which aims to cultivate children's music perception and cooperation and coordination ability, and encourage children to progress and develop in a better direction.

Music Activity Tasks

- 1) Let the community and parents participate in the development of the teaching model.
- 2) Make full use of the music knowledge of games in music learning activities.
- 3) Five curriculum and teaching experts are invited to serve as supervisors of music teaching activities to achieve better teaching results.
- 4) Encourage children to participate in music games, so that the games can obtain their own ideal physical and mental characteristics.
- 5) Organize children to participate in music observation activities, so that children can learn more about music, enhance their music perception, and improve their cooperation and coordination ability

Principles of Music Activities

- 1) The music teaching model mainly focuses on the physical and mental development (music perception) of children in Pingxiang Preschool Education Center.
- 2) Principles aimed at improving children's music perception ability and cooperation and coordination ability

Music Activity Objectives

- 1) Through music teaching activities, stimulate children's music perception ability.
- 2) Integrate games into music activities, so that children can develop their own interests in the experience of participating in music activities.
- 3) Let children keep their interest in learning music, and let children develop their cooperation and coordination ability among groups in music activities.
- 4) Let children find the joy of learning in music activities and promote their physical and mental pleasure.

Functions of music activities

Rhythm activities play an extremely important role in children's music education. Children's music perception and cooperation and coordination ability are the ideal characteristics of this teaching model. Its teaching model aims to cultivate children's performance in the following activities:

- 1) Attach importance to self experience in music activities
- 2) Role Tasks in Music Activities
- 3) Listening ability in music
- 4) Sense of collaboration in music activities
- 5) Learning imagination

Guidelines for teaching activities

According to the curriculum arrangement, teaching and learning activities will be successfully completed. The following are guidelines for music teaching activities:

1) According to the requirements of preschool education center and community, the development direction of curriculum teaching and learning is designed, and music game content is used to organize teaching and learning activities.

2) Pay attention to the cooperative practice among children, and organize and complete the teaching activities of music games.

3) In the activities of teaching and learning, the role cooperation relationship between children should be established and linked with the physical and mental characteristics of children. In teaching, children's learning behaviors will be grouped into role relationships, and children's perception and creativity in music activities will be emphasized.

4) Through the development of music activities, evaluate children's performance in music activities.

5) Provide an atmosphere conducive to music activities. If children encounter confusion in music activities, teachers should guide them in a timely manner and demonstrate through the use of teaching tools, multimedia and other ways to deepen the impression of children. According to the school music activity settings, if children want to further create activities, teachers can take children out of the classroom to carry out music activities in the outdoor free space.

Evaluation standards and teaching standards

The evaluation of children is the responsibility of teachers in teaching. Teachers will evaluate children's music perception ability and cooperation and coordination ability in music activities through music activities and classroom performance. They will use the methods of observation, questioning and interview (children and parents) separately and in groups, and use tests with clear indicators according to children's music ability to measure the ideal characteristics

of children's music, Finally, a score and evaluation report will be formed to give children's learning achievements.

Judgment of children's music performance

- 1.1) Young children must participate in 80% or more of the music activity time.
- 1.2) Set standards according to each indicator of Gordon's Primary Measures of Music Audition (PMMA) and Orff's Theory of Music's ability to collaborate.
- 1.3) The children's musical perception ability and cooperation and coordination ability must be evaluated.
- 1.4) Refer to the evaluation objectives of the "Guide for Children's Learning and Development of 3-6 Years Old", and evaluate whether the children meet the requirements of music activities set in the "Guide for Children's Learning and Development of 3-6 Years Old" according to the children's musical performance.

Considering that preschool children have high requirements for evaluation standards, if children have weak learning ability in singing, performance, knowledge understanding, etc, teachers need to further teach and improve the content of evaluation standards, and schools also need to improve evaluation standards. Consider as appropriate.

Provide grades

When deciding to give grades to music activities, Pingxiang Preschool Education Center will delineate the grades of children's music grades. Young children's musical ability level is presented as a percentage.

Judgment of children's music performance

- 1.1) Toddlers must participate in music activities for 80% or more of the time.
- 1.2) Set standards based on each indicator of Gordon's Primary Measures of Music Audition (PMMA) and Orff's music theory's ability to cooperate.
- 1.3) The children's music performance ability and the ability to inherit local music culture must be evaluated.
- 1.4) Refer to the evaluation objectives of the "3-6 Years Old Children's Learning and Development Guide" to evaluate, and according to the ideal music characteristics, evaluate whether the children meet the requirements of the musical activities set in the "3-6 Years Old Children's Learning and Development Guide".

Taking into account that preschool children have too high requirements for evaluation standards, if children are weak in singing, performance, knowledge understanding, etc. teachers need to further teach and improve the content of evaluation standards, and schools should also apply evaluation standards. Consider as appropriate.

- 5, Represents outstanding academic performance, the score range is 80-100%;
- 4.5, indicates excellent academic performance, the score range is 75-79%;
- 4, It means good grades in study, and the score range is 70-74%;
- 3.5, which means that the grade of study is medium, and the score range is 65-69%;
- 3, Indicates a passing grade, the score range is 60-64%;
- 2.5, means music knowledge score, the score range is 55-59%;
- 2, indicates the average grade, the score range is 50-54%;
- 0-1, means a lower score, the score range is 0-49%;
- 2. Implementation steps of music teaching model

In September 2020 and September 2021, the experimental music teaching model will be conducted in Pingxiang Conservatory, and the music perception ability and cooperation coordination ability will be tested every three weeks.

1) In 2020 and 2021, we will interview with the music teachers of Pingxiang City Nursing Home and Pingxiang researchers' children respectively to prepare for the implementation of teaching.

2) In the experimental group, the teaching model developed was applied to children's music teaching. The sample of the experimental program was 3 music teachers, 80 middle class students in kindergarten, and 4 music classrooms were prepared.

3) The music teaching model developed by the researchers will be tested in Pingxiang Nursery from September to November in 2020 and 2021. First, the researchers will test the children's basic knowledge of music through four class hours. In the test, the researchers created a variety of music rhythm games.

The researchers implemented the music teaching model in the music teaching activities of Pingxiang Nursing Home from September to November 2020 and September to November 2021. The experimental subjects were 3 music teachers and 80 children from Pingxiang Nursing Home. The test procedure is as follows:

Table 12 Steps of music teaching model

NO.	Step	Content
1	Prepare teaching materials, create music scenes and introduce new courses.	Teachers use teaching aids, combined with the relevant knowledge of other subjects, to play the role of this teaching content, arouse children's attention, and arouse children's previous knowledge memory.
2	Practice and discover, experience new knowledge	The exercises referred to in this section are conducted by students with prior knowledge and experience. The practice of students is repeated training, with the "rhythm" in the results as the control training form
3	Interactive game teaching	Teachers define the purpose of the game from the aspects of knowledge and skills, interpretation and evaluation of students' expected task results, group collaboration practice process and practice success criteria.
4	Music activity creation	Let children create their own instrument accompaniment according to the music melody and situation picture, and use percussion instrument to express according to the distribution of strong and weak music.
5	Extension of home cooperation activities	Teachers send videos of teaching contents to parents and share them with parents at home.

Phase IV: Evaluation

1. Evaluation of teaching

The researchers and music teachers have co-authored an instructional implementation plan, including instructions for the teaching and learning of music activities, and instructional

plans for school and early childhood music activities. The researchers have written an instructional implementation plan and evaluated the suitability of the instructional implementation plan. The content in Table 11 was evaluated by five experts in Curriculum and Instruction.

Considering the consistency (IOC) between the evaluation items and the evaluation criteria, the evaluation criteria are as follows:

Make sure that the evaluation item meets the evaluation criteria and the score is +1

Uncertainty that the evaluation item meets the evaluation criteria and the score is 0

When you are sure that the evaluation item does not meet the evaluation criteria, the score is -1

The researchers worked with the music teachers of the Pingxiang Preschool Education Center to formulate a teaching implementation plan for music activities. Through the evaluation of the suitability of the teaching process by curriculum and teaching experts, the researchers conducted training in September-November 2020 and September 2021. In November, the teaching of music activities was conducted in the Pingxiang Nursing Institute. 80 children participated in the experiment of the music teaching model. The specific steps are as follows:

1) Programs that present the results of data analysis

When developing a teaching model for music activities at the Pingxiang Preschool Education Center, the researchers presented the results of the data analysis through the following steps:

Part 1: To analyze the effectiveness of the instructional implementation plan based on the performance of young children's musical perception ability in musical activities and the ability to cooperate and coordinate in musical activities, whether it meets level 5 of the 80/80 efficiency standard.

Part 2: Analysis of the effectiveness indicators of the teaching implementation plan for middle-class children in music activities.

Part 3: Comparing 80 children in Pingxiang Nursery Institute before and after the music activity using the music teaching model, whether the children's music perception ability and cooperation and coordination ability have been improved.

Part 4: Evaluate 80 children's music perception ability and cooperation and coordination ability by using teaching model in music activities in Pingxiang Nursery Institute.

2) Data analysis results

Part 1: Analyzing the effectiveness of the teaching implementation plan of music activities on children's music perception and cooperation and coordination. The learning of middle-class children's music perception and cooperation and coordination has been improved.

The researchers conducted an experiment of music teaching among 80 children in the middle class of the Pingxiang Nursery School, in order to test the effectiveness of the children's music perception ability and cooperation and coordination ability in the Pingxiang City Preschool Education Center.

Based on Gordon Music Learning Theory and Piaget's theory of developmental stages, it is found that young children have three characteristics at different ages: 1) Adaptation, children have not yet formed awareness of the environment before the age of 2 to 4, and will experience attention, random There are three stages of sexual response and purposeful response. Children first use hearing to collect music information in the environment, and then respond to the music in the environment through rhythm and unformed language, but the response at this time is not related to the music itself. Finally, children learn to use rhythm and vocabulary to give relevant feedback to music. 2) Imitation. Imitation occurs at the age of 2 to 4 years. Children begin to consciously think about the environment. They experience two stages of de-egocentricity and breaking the original model. They begin to realize that the original rhythm is not related to music, and try to imitate music accurately. Tonal and rhythmic patterns. 3) Assimilation, children from 3 to 5 to 4 to 6 years old think about themselves consciously, which is divided into two stages of introspection and coordination. Children realize that they lack the coordination of singing, breathing, rhythm and singing until they are coordinated. stage.

The test mainly Includes (PMMA):

- 1) Pitch (music perception, 5 points)
- 2) Rhythm (child cooperation, 5 points)
- 3) Synthesis (collaboration ability, 10 points). Specifically divided into: Body rhythm Activity performance is pitch (music perception). Activity performance is rhythm (child cooperation).

Table 13 The learning effect of using the teaching model

Content	Total score	\bar{X}	S.D.	P.C.
Body rhythm and activity performance (E_1)	100	91.5	2.58	91.5
Academic performance score (E_2)	40	36.54	1.37	91.34
E.L. (E_1 / E_2) = 91.5 / 91.34				

The teaching of the preschool education center is a person's enlightenment education. Young children should learn knowledge in the fields of health, science, society, language and art, so as to obtain the physical, cognitive, emotional development and the ability to integrate into the family and society. Through the music teaching model, children can acquire knowledge and ability through music situation activities. As can be seen from Table 13, the average score (E_1) of the children's physical movement and rhythm test scores was 91.5, with a standard deviation of 2.81, accounting for 91.5%; the average score of the children after the study (E_2) was a full score It is 36.54 (out of 40 points), the standard deviation is 1.37, accounting for 91.34%, indicating that the efficiency (E_1/E_2) of the curriculum learning plan for young children's music perception ability and young children's cooperation and coordination ability (E_1/E_2) is 91.5/91.34, which is higher than that of young children pre-study grades.

Part 2: Analyze the effectiveness indicators of the implementation plan of the music activity teaching model for middle-class children.

The researchers analyzed the effectiveness indicators of the implementation plan of the music activity teaching model, conducted pre- and post-learning related tests on the music perception ability of the middle-class children and the children's cooperation and coordination ability, and analyzed the effectiveness indicators of the implementation plan of the teaching model.

Table 14 Effectiveness index of children's music activity teaching implementation plan

N	Sum		E.I
	Pre-test	Post-test	
80	1387	2923	0.66

As can be seen from Table 14, the effectiveness index of the teaching implementation plan for children's music perception ability and children's cooperation and coordination ability is 0.66, and children's music perception ability and children's cooperation and coordination ability have improved by 66%. In the post-model test, the children's total score in music was 1536 points higher than the pre-test. Musical feeling reflects the individual attributes of music and its related things produced in the human brain by music directly acting on the human sense organs. When children appreciate music for the first time, although it is not easy for children to understand the timbre, melody, rhythm, intensity, speed, mode and other musical language of music, through music teaching activities, children can feel the beauty of music, and through the cooperation between children, so that children can get a pleasant experience in the activities, while enhancing the ability of cooperation between children.

Part 3: Comparing 80 young children's music perception ability and cooperative coordination ability before and after music activity learning through the music activity teaching model implementation plan.

The researchers compared the pre- learning and post-learning test scores of young children's music activities using the music teaching model, and the results are shown in Table 15:

Table 15 Comparison of performance before and after using teaching model

Test	N	Total score	\bar{X}	S.D.	t	P
Pre- test	80	100	17.34	1.28	39.89*	.000
Post- test	80	100	36.54	1.37		

**Statistical Sig .01

It can be seen from Table 15 that 80 children in the Pingxiang Nursery Home are receiving the music activities of the Pingxiang Preschool Education Center. The children's music perception ability and children's cooperation and coordination ability are higher than those before learning, at the .01 level of statistical significance. Music perception is the reflection of the human brain on the individual attributes of objective things that directly act on the sense organs. It is the primary stage of cognition. In music activities, children will show a more active and active psychology to the comprehensiveness and integrity of the content of music activities. Activities, through the cooperative relationship between young children, play a role together.

Table 16 The average scores, standard deviations, and the degree of music perception and cooperation and coordination of 80 children in the Pingxiang preschool using the teaching model music activities

NO.	Questions on Requirements for Music Curriculum	\bar{X}	S.D.	Grade
1	Whether you can accept the level of implementation of the teaching model.	4.51	0.82	Most
2	The process of music activity is a joyful experience	4.41	0.72	More
3	Participate in the performance of the event. Whether the content of the music activity is related to the children's daily life.	4.31	0.62	More
4	The knowledge gained is applicable to other educational activities.	4.51	0.82	Most
5	Whether the music activity is interesting.	4.41	0.72	More
6	Whether the children are very active in music activities.	4.51	0.82	Most
7	Whether young children show self-confidence in music activities.	4.49	0.8	More
8	Satisfied with the role in the music game.	4.51	0.82	Most
9	Confidently complete the tasks and collaboration process in music activities.	4.41	0.72	More

Table 16 (Continued)

NO.	Questions on Requirements for Music Curriculum	\bar{X}	S.D.	Grade
12	I feel happy and proud to participate in music activities at school.	4.41	0.72	More
10	Whether to enhance children's enlightenment through collaborative learning.	4.51	0.82	Most
11	Step-by-step classification learning of music perception capabilities (pitch perception, sound intensity perception, pitch memory perception, etc.) can enhance children's acceptance and stimulate children's learning interest in music activities.	4.51	0.82	Most
14	Whether participating in the learning of music activities can improve children's music perception ability.	4.49	0.8	More
15	Whether the children have direct contact with learning instrumental music or other courses.	4.51	0.82	Most
16	Teachers give multiple test methods.	4.51	0.82	Most
17	In the sub-tests in the implementation plan of the teaching model, whether the children are satisfied.	4.41	0.72	More
18	Whether participating in the learning of music activities has improved children's imagination and composing ability.	4.41	0.72	More
19	Participate in the learning of music activities.	4.51	0.82	Most
20	Measure children's independent learning ability and creativity.	4.51	0.82	Most

It can be seen from Table 16 that in children's music activities, the teaching model for improving children's music perception ability and children's cooperation ability is at a high level (average 4.41), and children are very satisfied with learning through cooperation and cooperation,

can improve children's inspiration (average 4.41), followed by children can find self-confidence in music activities.

2) The steps and teaching process of music teaching activities.

Table 17 Steps of the teaching model

NO.	Step	Educational Tools	Process	Effect
1	Prepare teaching materials, create music scenes and introduce new courses.	Multimedia tools, subject teaching aids.	Present video playback, music games, teachers, etc. To stimulate students' hearing and vision.	Arouse children's attention and recall their previous knowledge.
2	Practice and discover, experience new knowledge	Small percussion instrument.	Practice alternately with single rhythm practice, multi-rhythm practice, multi-repetition practice and group coordination theory.	Perceiving music in assimilation and adaptation, discovering laws and effectively completing new knowledge.
3	Interactive game teaching	Theme game teaching aids and prizes.	It consists of randomly selected or appropriate candidates, such as gender, performance level and instrumental music. Determine the tasks of each member of the group to help	Enable students to master the ability to play and create music while playing games, so as to meet children's self-expression and cooperation ability.

Table 17 (Continued)

NO.	Step	Educational Tools	Process	Effect
			students interact closely and participate fully in practice.	
4	Music activity creation	Percussion, player.	Let children create their own musical instrument accompaniment according to the music melody and scene picture, and use percussion instruments to express according to the distribution of strong and weak music.	Improve students' theoretical ability of group coordination and practical level of instrumental music.
5	Extension of home cooperation activities	Multimedia playback tool.	Children learn the knowledge in the classroom, and then practice with their parents	Improve the comprehensive quality of children's emotional experience and self-expression.

3) Pingxiang kindergarten music teaching goals and music teaching models.

3.1) Evaluate the applicability of the music teaching model

The music activities of the Pingxiang Preschool Education Center have improved the music perception ability and cooperation and coordination ability of the middle-class children. It is found that it is consistent with the clear curriculum syllabus of the Pingxiang Preschool Education Center. The curriculum objectives are clear, flexible and important, which is in line with the preschool education in Pingxiang City. According to the requirements of the Education

Center, the music teaching activities of teaching and learning are in line with the teaching implementation plan and teaching objectives. This teaching model can be applied to classroom practice, and encourage children to have music knowledge and performance in stage activities. Teachers can further master the teaching steps and music teaching Structure and course content. There are clear standards for evaluation, which can measure and evaluate the consistency of suitable music teaching content and teaching objectives, and can measure and cover a variety of skills. In the measurement and evaluation of the teaching objectives, teaching content, teaching duration, and teaching and learning activities to improve the children's music perception ability and children's cooperation and coordination ability in the middle class, the music activities of Pingxiang Nursery Institute have a consistent range, ranging from 0.80 -1.0, toddlers and parents in the middle class are satisfied with the music teaching model developed by the researchers. The principle of Pingxiang Preschool Education Center is to let the development of children in physical, intellectual, moral and aesthetic aspects should be interpenetrated and organically combined; it is required to follow the laws of children's physical and mental development, conform to the age characteristics of children, pay attention to individual differences, and apply according to people. To teach and guide the healthy development of children's personality. When researchers collect data and analyze their relationship with the community and society, they realize the developmental characteristics of young children, and also arouse the community, parents, and young children's attention to music activities and the importance of collaboration between young children. He also promises to use multiple teaching models in the daily life of young children and in the interviews for admission to the school. In addition, the researchers conducted relevant surveys and interviews with the following information:

"The Outline of Kindergarten Education Guidance (Trial)" (2001) clearly pointed out that art is an important way to implement aesthetic education, and it is necessary to give full play to the emotional education function of music and promote the formation of children's healthy personality. It can be seen that music education has a great impact on children's growth. In this regard, what is your attitude towards the rules and regulations." The parents of the children replied: We believe that music education is very important to the physical and mental development of children, and we are very willing to let children contact and learn about music. (10 parents of young children, October 9, 2020, interview)

"In music activities, games and body rhythms are integrated into it, and detailed teaching is carried out. Through social art practice activities and spare time, children can take the initiative to learn more about music-related content, so that they can feel in music activities. The magic and beauty of music." The parents of young children replied: We believe that children should release their nature, let them find the interest in learning in activities, and learn the power of unity in group activities. (10 parents of young children, October 9, 2020, interview)

"What is the attitude of children about music activities, percussion instrument performance, and repertoire game-style editing?" Children answered: Music activities are happy, and through group cooperation, they can experience the satisfaction of successful teamwork. Learning and performing in musical activities is stress-free. (12 young children, October 9, 2020, interview)

"Children are active, playful, imitative, creative, participatory, expressive, exploratory, and the characteristics of their perception of music. The gamification method is used to organize teaching activities, so that children can really get art in the gamified activities. Enjoy." The children answered: When participating in activities, we prefer music, like to participate in music activities, and gradually become interested in music. (16 young children, October 23, 2020, interview)

"Music games generally refer to games in which various actions are performed according to certain rules and musical requirements under the accompaniment of music or songs. Children can play regular games according to the nature, rhythm and speed of the music under the accompaniment of music or rhythm instruments. Rhythmic movements." Parents replied: The development of music activities can better cultivate children's awareness of rules and self-discipline. They like to participate in musical activities, and will continue to learn music as their hobby. (6 young children and 6 parents of young children, October 23, 2020, interview)

3.2) Evaluate the applicability of the music activity teaching process

3.2.1) To evaluate the applicability of the music teaching and teaching process is to interview the music teachers who teach music activities to understand their understanding and teaching of the development of music activities and teaching methods. Teachers expressed their views, they believed that the content of the implementation plan of this teaching model is appropriate and consistent with the teaching structure, the implementation plan of this teaching

model can improve children's life skills and behavioral awareness, and children can participate in music activities by participating in music activities. The learning process is appropriate, and children have a good attitude towards music perception. In the teaching process of music teachers, music perception ability and cooperation and coordination ability run through the whole process of middle-class children's music activity learning.

The process of music activities summarizes the learning of children's music perception ability and children's cooperation and coordination ability in the music activities of Pingxiang Preschool Education Center in the middle class. Music teachers can choose the goals and objectives of the activities suitable for children's age according to the teaching structure, content and organize teaching. The requirements and teaching time of this teaching model are consistent with the document "Guidelines for the Learning and Development of Children Aged 3-6" (2012), teachers can smoothly carry out music teaching activities according to the learning plan, and children's music teaching activities can encourage children to complete them individually or in groups, so as to create a good learning atmosphere. Through further understanding of young children's musical ability, the teaching model developed by researchers improves young children's musical perception ability, and also delights young children's sports life, so that when young children learn and master other fields of knowledge, they can develop to the greatest extent. Through the teaching of children's music activities, children's performance in various activities is very prominent. Therefore, Pingxiang Nursery Institute was awarded the provincial model school, and provincial and municipal leaders observed the school's music open classes many times. Judging from these achievements, music activities are more and more loved by children and valued by parents.

3.2.2) In Pingxiang City Preschool Education Center, evaluate the use of music teaching model by music teachers

Table 18 The use of music teaching models by music teachers

NO.	Questions on Requirements for Music Curriculum	\bar{X}	S.D.	Grade
1	About young children's observance of the laws of nature	4.41	0.72	More
2	About young children's observation ability	4.31	0.62	More
3	About the thinking ability of young children	4.41	0.72	More
4	About young children's perception ability	4.49	0.8	More
5	Awaken children's musical consciousness	4.41	0.72	More
6	Pay attention to children's nature and interests, and explore educational ideas suitable for children's happy cooperation	4.51	0.82	Most
7	Pay attention to the development of children's personality and the cultivation of spiritual temperament	4.31	0.62	More
8	Develop teamwork skills in music games and dance	4.49	0.80	More
9	Need to develop children's auditory, articulatory and acoustic senses	4.51	0.82	Most
10	Regarding children's motor learning, use rhythmic movement to awaken children's music perception ability	4.42	0.75	More
Sum		4.42	0.73	More

From Table 18, it can be seen that the music teachers of Pingxiang Nursery Institute are generally positive about the activity goals, activity content, activity time, and teaching and learning methods and methods of the Pingxiang Preschool Education Center's music activities (4.51). The best thing is that the music activities of the Pingxiang Nursery Home can be completed through the cooperation of children in the music game, and teachers encourage children to use body language for interactive interpretation. In addition, the music activities of the

Pingxiang Nursery Institute include percussion lessons, singing performance lessons, and dance lessons. Children can release their natural nature through outdoor activities. Therefore, children's activity participation and enthusiasm will be higher. In addition, the researchers used an informal method to interview the researchers about their teaching feelings about the course test. During the interview, ask the researcher about their feelings, opinions, and examples in the following ways:

"The music activities of the Pingxiang Preschool Education Center have clear educational goals in the "Guidelines for the Learning and Development of Children Aged 3-6", which are consistent with the structure of children's developmental stages, and there are plans in the teaching to tap the potential of children step by step, children can also basically master the knowledge." (Ms. Tang Simei, the teacher of the joint development, interview on November 6, 2020)

"Music is an important part of human life, and it is an indispensable area for preschool children's life, learning and growth. Music education can not only cultivate and improve children's musical ability, enhance children's sensitivity to music beauty, but also make It is an important means for young children to develop harmoniously and grow up healthily. Only when preschool children learn to understand and control music, and learn to find and experience the beauty of music, can they enter the world of music and gain positive life experience with the help of music." Teacher Associate Professor Fu Hongling, November 6, 2020, interview)

"In practice, it has been found that in music activities, children can actively "listen" to music, which is the primary condition for bringing children into the world of music. But the current situation is that children are absent-minded and inattentive when listening to music. How to make children "listen attentively" and "listen actively"? Therefore, in teaching methods, let children listen with questions, listen with suspense stories, listen to pictures, and constantly motivate and praise children for growing up a pair of ears that can listen to music, and encourage them to express their feelings after listening." (Co-development teacher Mr. Jia Yongjun, November 20, 2020, interview)

"In outdoor music activities, arrange various opportunities for young children to listen to the sounds of nature and life (the sound of small rivers and water, the sound of small animals, the sound of rain, the sound of walking). Over time, children's interest and initiative in listening to music are greatly enhanced, middle-class children can distinguish between "heavy", "soft" and

"jumping" music, and can distinguish different changes in speed, intensity, and rhythm." (Co-developer Mr. Zhu Zhong, November 20, 2020, interview)

"The music activities of Pingxiang Preschool Education Center are clearly organized and easy to understand in terms of music perception ability and cooperation and coordination ability, including teaching objectives, activity content, and activity time in line with children's learning requirements and learning needs, and children are also full of this teaching activity. Unlimited curiosity and interest. In the evaluation, it is not a fixed evaluation, it is an evaluation of the activity process, the process is flexible, and the evaluation of young children is more comprehensive." (Ms. Huang Tong, Pingxiang Nursing Institute, November 20, 2020, interview) (Huang Qianyu, 2019)

4) Teaching evaluation of music activities in Pingxiang Preschool Education Center

In the middle class of Pingxiang Nursery School, the music activities of the Pingxiang Preschool Education Center were implemented. For the collaborative learning of listening, pitch, rhythm (music perception) and music activities, the following music teaching activities and outdoor music practice activities were organized. Learning according to the teaching steps formulated by the music teacher, the results show that the children's music perception ability and cooperation and coordination ability have been improved. The children are satisfied with the music activities of the Pingxiang Preschool Education Center. Satisfaction among the 80 young children was high, with an average of 4.42. Parents of young children in Pingxiang Nursery Home think the time arrangement of the activities is appropriate, and children are very interested in music activities in terms of music games. In the teaching activities, I like the activities of home cooperation very much, and think that all the music game activities are interesting and meaningful, and can get more encouragement and cooperation ability in the music performance activities.

CHAPTER V

CONCLUSION

1. Research objectives
2. Conclusion
3. Discussion area
4. Suggestion

1. Research objectives

1) To study the music teaching activities of Pingxiang Preschool Education Center, and find the components of preschool education music teaching activities.

2) To developing music instructional model.

3) To acquire children's music perception ability and group cooperation ability in music teaching activities.

4) To verify the effectiveness of the music teaching model for improving children's music perception ability and cooperation and coordination ability in kindergarten school in Pingxiang City, Jiangxi Provinse.

2. Conclusion

A music teaching model was developed in the Pingxiang Preschool Education Center to improve children's music perception ability and children's cooperation and coordination ability. Dalcroze's method of music theory, Piaget theory and Research and Development, a teaching model developed in the following order:

1) The survey results on the demand and necessity of the development of a teaching model for kindergarten music activities show that: Pingxiang City Preschool Education Center has the same view, they believe that it is necessary to develop a music teaching model in music activities in early childhood teaching activities, the results of the survey overall demand is at a high level ($\bar{X} = 4.34$).

2) The goal of each step of the outline of the music teaching model is clear and the content is flexible. The consistency value is 0.71-1.00. The consistency between the evaluation of the music teaching model and the research objectives can be tested, including the psychology of children's participation in music activities, the ability range of music activities, and the musical performance of children's participation in activities. Teaching experts believe that the syllabus of the music teaching model is at the highest level in terms of the tasks of teaching activities, the consistency of teaching activities principles (IOC), the goals of teaching activities, the functions and evaluation of teaching activities, and the teaching structure and teaching content are in line with the middle class in kindergarten. The teaching duration of the steps of the music teaching model is consistent with the teaching method process, and the structure of the teaching activity content can achieve the expected evaluation goal. In music teaching activities, teachers create a favorable atmosphere for music activities. When children encounter confusion in music activities, teachers should provide timely guidance, and demonstrate through the use of teaching tools, multimedia and other means to deepen children's impression and improve learning efficiency.

3) Discovery of Experimental Procedures

3.1) The use of the music teaching model in music activities showed that the teaching program efficiency (E_1/E_2) indicating the ability of young children to perceive music and collaborative ability of young children was 91.5/91.34, which was higher than the established value of 80/80.

3.2) The musical perception ability of young children and the cooperative ability of young children are equal to 0.66, indicating that the musical perception ability and collaborative ability of young children in music teaching have improved by 66.00%.

3.3) Using the music teaching model in the Pingxiang Preschool Education Center, 80 children in the Pingxiang Nursery Institute had higher music perception and collaboration abilities after using the music teaching model than before learning the music teaching model, at a statistically significant .01 level superior.

3.4) The overall level of music perception ability and collaboration ability of young children using this teaching model is at a high level ($\bar{X} = 4.41$).

4) Evaluation using the instructional model

4.1) The teaching model of Pingxiang Preschool Education Center conforms to China's "Guidelines for Learning and Development of Children Aged 3-6" (2012); conforms to the physical and mental development of children; conforms to the relevant regulations of "Guidelines for Kindergarten Education (Trial)" (2001); It is in line with the characteristics of the Jiangxi Provincial People's Social Security Department on the physical and mental development of children and their potential. The evaluation results developed for the teaching model syllabus are the most appropriate level grades ($\bar{X} = 4.51$).

4.2) The children's music teaching activities organized by the document "Evaluation System for Children's Development of 3-6 Years Old", according to the structure of music teaching activities in the kindergarten middle class and the principles, goals and content of the teaching allocation period, the teaching time is suitable for the teaching content, and its content It also conforms to the activity standards of the document "Guidelines for Kindergarten Education (Trial)" (2001). According to the requirements of the activity outline, the music activities of this music teaching model can be taught smoothly. Music activities are aimed at all children, including individuals, groups and The discussion of learning content created a cheerful atmosphere of activity. In music activities, children's creativity can be brought into full play, children's thinking, observation, memory, and imagination are strengthened, children's emotional expression is improved, children's aesthetic feelings are promoted, and children's music perception ability and cooperation ability are enhanced.

4.3) Export the music scores of 80 middle-class students in Pingxiang Nursery School. The results show that the children's music perception ability and cooperation ability after learning with the music teaching model are improved compared with those before learning, and the results are generally at a high level. ($\bar{X} = 36.54$).

Researchers at the Pingxiang Preschool Education Center who developed the instructional model summarized the following obstacles:

1) The teacher did not take into account the original experience level of the children, and only paid attention to whether the music teaching activities were successfully completed. Music teaching design is the pre-determined condition for teachers to carry out teaching, and the quality of music teaching design is directly related to the effect of music teaching activities. Therefore,

teachers usually attach great importance to the design of music teaching, and the procedures of each link of music teaching activities from design to evaluation should be more rationalized, and the adaptability of children's physical and mental development levels should be balanced.

2) The target setting of children's music perception ability is relatively low. The target setting for children's music perception ability is relatively low, which is also the situation that preschool teachers often appear in music teaching activities. Children are born with a certain sensitivity to music, and children's perception of music is often driven by freshness, which determines that the goal of children's music perception cannot be too low and cannot be repeated indefinitely. It is difficult for children to accept challenges with too low teaching goals, and it is difficult to stimulate children's interest in music activities. Some kindergarten teachers often ignore the children's sensitivity to music and the driving force of children's perception of music, so that the content of music courses they choose is often difficult to arouse children's interest. Teachers need to grasp the main characteristics of children and adjust the direction of knowledge in music teaching activities.

3) The level of children's cooperation ability is too high, and the repeated operation is not enough. Children's physical and mental development is not yet mature, and the movements that their bones and muscles can make are not only less accurate, but also often difficult to complete complex movements, which determines the in co-ordination and inaccuracy of children's movement performance. It is not easy to set the goal of the action performance with the children too high. In the action performance, the movement of the children should not exceed the requirements of the children's ability, and attention should be paid to the intensive training of the children.

3. Discussion area

The setting and development of the teaching model of music activity teaching in the Pingxiang Preschool Education Center needs to solve the following problems in improving children's music perception ability and collaboration ability, which are discussed as follows:

1) After investigating the development needs and necessity of developing a music teaching model for children's music activities, it was found that the subjects of the research and investigation agreed that it is necessary to develop a teaching model for children's music activities

in the Pingxiang City Preschool Education Center, and their Demand is higher, with an overall average of 4.31, or 83% of the overall level. Music education is an important part of quality education, and it is of great significance to the growth and development of children. It not only provides children with a free, pleasant and relaxed learning environment, but also strengthens emotional communication and interaction between children and helps children. Create a sound personality, form a good abstract thinking, and promote the development of children's intelligence. At present, the development of teaching models related to music activities is an important task for the development of Pingxiang preschool education centers, schools, communities, parents and children of young children. A suitable teaching model can be used in the teaching design of music activities. It includes teaching objectives The quality of the teaching program, the conditions of the teaching program and other factors, because all members of the developed teaching model agreed that the development of the music teaching model is beneficial to the teaching activities of young children, in which the cooperative ability of young children can be improved from the music play. In terms of musical perception ability, young children can improve through percussion instruments and music listening and discrimination; in terms of young children's creative ability, researchers have studied the music perception ability and collaboration ability of the kindergarten middle class. The results of the study show that: cultivate children's musical sensibility. The perception ability of music is mainly the aesthetic feeling and emotional experience acquired by young children in the process of appreciating music works. The early childhood stage is the initial stage of children's emotional development and intellectual development. Teachers can stimulate children's brains through pleasant, relaxed and lively music in music activities, encourage children to actively vent or express their emotions and experiences, and promote children's inner feelings. Profound and rich, learning to discover beauty, appreciate beauty, feel beauty, and create beauty. At the same time, it can also stimulate children's interest in music, encourage children to have more exposure to music, and broaden children's musical vision. These are all effective ways to cultivate children's musical perception ability. In terms of collaborative ability, it is consistent with the "characteristics of children's physical and mental development and educational laws" proposed in the new curriculum reform. In music teaching activities, the principle of games is the basic activity, and the curriculum reform also emphasizes that games should be the basic activities of teaching. Young children's learning is usually based

on direct experience, usually through play and life. Toddlers are usually very cute and active. Toddlers are very interested in games and prefer the content of play activities to rigid classrooms. Play activities have irreplaceable significance and value for the development of young children, and are the best development carrier. Therefore, gamified music teaching activities can enable young children to discover music and explore independently, and it can also improve the cooperative ability between young children and young children. Researchers have conducted research on the development of quality education for young children in communities and schools. The researchers and music teachers found that the collaborative ability of young children's music is adaptive to the child's development, and the parents of young children do not have enough understanding of the application knowledge and the steps of music activities in the outline of the music teaching model. Therefore, when developing the music teaching model, if the The music teaching model does not meet the teaching requirements. The researchers should consider the knowledge difference between the two. Teachers can study the contents of the teaching model syllabus according to the children's musical potential and interests. The above contents and documents The research on the "Guidelines for Kindergarten Education (Trial)" (2001) is consistent; the results of the research on the specific teaching implementation in the Pingxiang City Preschool Education Center found that the developed music teaching model has a complete activity program structure, which includes music teaching The tasks of the implemented teaching activities, the consistency of the principles of music teaching activities (IOC), the objectives of the teaching activities, the functions of the teaching activities, and the evaluation are all at the highest level. Among the functions of music activities, children's own experience in music activities, role tasks in music activities, listening ability in music, cooperative awareness in music activities, imagination in learning and evaluation of music teaching models is high level.

2) From the steps of the music teaching model and the teaching evaluation, it is found that the Pingxiang Preschool Education Center has a clear teaching process, flexible content structure, and rich knowledge of music activities to improve the music perception ability and collaboration ability of middle school children. It is in line with the Pingxiang preschool according to the needs of the education center, according to the steps of the music teaching model and the plan of music activities, young children are encouraged to put into practice the activity functions of the knowledge, and the structure and content of the teaching are suitable for the

music teaching activities. The knowledge content of music games and have the following structure can achieve the teaching goals. Teaching has clear standards in terms of evaluation, and the teaching implementation plan on music knowledge, children's music perception ability and children's ability to cooperate with children is consistent and is the highest level. When considering each question, it is found that the principles of the music teaching model are achievable, the teaching objectives are clear, the teaching links are flexible, and the importance of the teaching process is in line with the needs of the Pingxiang Preschool Education Center, and the consistency value is 0.71-1.00 , The research on the problems and needs of the relevant objects (including administrators, music teachers, parents of young children and the community) for the development of this music teaching model shows that the basic information about the Pingxiang City Preschool Education Center is used to formulate the goals and content of the teaching involved. , and select the appropriate steps of the music teaching model. The construction of this music teaching model is based on Orff's music theory, Dalcroze's music theory, and Piaget's theory. By using these theories, we can tap the musical potential of children. To develop, cultivate and develop children's nature, so that children can feel and experience the language, rhythm and rhythm of music. At the same time, these theories point out that the construction of this music teaching model needs to solve the learning characteristics and problems of children. These theories cover synthesis, creativity (improvisation), the organic whole of movements, dances, and language that teachers use in their activities; improvisation is the nature of everyone, and it is an instinctive response that emanates from the mind. When children before the age of 6 hear music, they can dance to the music, humming while dancing; when children see or hear things, they can express them in language according to their own understanding, and can improvise through simple percussion instruments. Playing, improvising, if there is no musical instrument, children can take the initiative to create, use their imagination, and perform with hands, feet, etc., or use other objects instead; perception ability includes vision, hearing, touch, smell, etc., children can use their own React or collaborate with other young children to coordinate the acquisition of other abilities. Therefore, in the activity design, teachers allow children to actively participate in music game activities to experience, sing, dance, express and vent. The evaluation of instructional model activity development plays an important role in every aspect of instructional development, setting standards based on each indicator of Gordon's

Primary Measures of Music Audition (PMMA) and Orff's Theory of Music's ability to collaborate, and The first is natural observation, that is, the teacher's observation and evaluation of children's behavior and performance in children's daily life and children's spontaneous musical activities. Teachers only need to clearly ask for the content of the observation before the observation, and make corresponding records during the observation; the second is to observe the children in the organized music activities. During the evaluation process, it was found that the musical perception ability and cooperation ability in the steps of the teaching model can be realized, and it is in line with the physical and mental characteristics of the middle-class children, suitable for teaching at this age, and is consistent with the document "Learning for 3-6 Years Old Children". Consistent with the requirements of the Development Guidelines (2012). The results of the Pingxiang City Preschool Education Center's research on music perception ability and collaboration ability show that the music teaching model developed by the researchers is consistent in teaching and evaluation.

3) Findings from Teaching Model Experiments

In the middle class of kindergarten, music teaching activities were carried out, and the effective value (E_1/E_2) of children's music perception ability and collaboration ability in music activities was 91.5/91.34, which was higher than the specified 80/80 standard (from the teaching setting). This music teaching model is to encourage children to study the perception and cognition of music. Whether in music game activities or music creation, attention should be paid to teachers' guided exercises and group communication and learning among children, so that children can find interest in music activities to increase children's creative ability, they should express accurately and decisively the tasks in the music activity game, and complete the tasks in the activities through the cooperation and cooperation of children. The researchers also briefed experts on plans for an instructional model to verify the accuracy, applicability, and consistency of activity objectives so that instruction was of appropriate quality and efficiency, using it to conduct experiments with young children in the experimental group. Before the actual teaching, compare with the sample group, so as to improve the deficiencies in the teaching model steps, so as to promote the effective implementation of teaching activities. According to the document "Guidelines for the Learning and Development of Children Aged 3-6" (2012), researchers conducted a diversified teaching approach to the age characteristics of young children. When

carrying out music teaching activities, music teachers should adhere to the principle of teaching students according to their aptitude, optimize and innovate teaching methods, combine music activities with story activities, and design the content of music works into vivid and humorous stories, so that children can listen to the story. In order to get familiar with the melody and lyrics of music works, they can further perceive and memorize music, and enhance the interest of music learning. In addition, because children are naturally playful and active, music games are "playing" for them. Teachers can carry out music game activities, so that children can experience music in game activities, and strengthen them in the process of dancing, singing and playing. Movement coordination ability, memory ability and reaction ability, obtain the development of creativity and imagination.

The validity index of music perception ability and collaboration ability of the music teaching model of Pingxiang Preschool Education Center is 0.66, which indicates that the teaching quality of the school is very good, and experts give a very suitable level. Therefore, when the essence and details of music teaching are As mentioned above, its teaching design is a learning plan for music activities, which improves the perception ability of music to let children have more exposure to music, stimulate interest in music, and broaden their musical horizons. For example: every morning, the children walk into the gate with the cheerful morning music, like happy birds, lightly fly into this big amusement park, and the day activities of the kindergarten begin with the music. When eating, it is a soft and soothing violin song. The delicate music is accompanied by the fragrant food. The whole meal time is relaxed and happy, which not only helps the digestive system, but also soothes the irritable emotions. Sometimes music can replace passwords. For example: after free activities, the teacher can play the piano with a sense of joy and rhythm, which can make the children adjust their relaxed state of mind. This process does not require any language, it is a harmonious and natural transition. The lullaby played an unparalleled role in the nap, and the playful and mischievous children gradually calmed down in the quiet music and obediently entered the sweet dreamland. In terms of children's cooperation ability, music teachers should take children as the main body, create music games that children love, and strengthen the establishment of children's unity and cooperation ability and the cultivation of habits. Children naturally like games and are willing to participate in them. They can also learn a lot of knowledge and understand a lot of truth from games. Therefore, I have designed a variety

of games that meet the characteristics of children's age and have educational significance. For example: in the song "Pulling a Radish", the old grandpa planted a big radish. When the radish harvest came, the old grandfather couldn't pull it out, and the old grandma couldn't pull it out even if he came to help, so he called the little girl, the little dog, and the little cat to come. Helped, but still couldn't pull it out, and finally called a little mouse, and everyone pulled out the big radish together. In the game, young children experience the importance of solidarity and cooperation, and no one will succeed without one person. According to the age development of young children, taking into account the differences between young children, make music teaching in preschool education centers have standard-compliant effectiveness indicators and have a relatively high quality, which is in line with the second kindergarten in Pingxiang City (December 2020) are consistent with the findings.

In the preschool education center of Pingxiang City, 80 students were tested on the music activities of the music teaching model, and the teaching setting of the document "Guidelines for Kindergarten Education (Trial)" (2001) was studied. of music perception and collaboration were higher than their pre-learning levels, with a statistically significant .01 level. During the implementation of music activities, through the study of relevant teaching archives and records of teaching, a teaching plan table, instructions for creating teaching, content of music activities, and determination of children's music scores were created, gradually expanding the learning content and content of music education activities for children. learning purpose. In organizing outdoor practice activities, evaluate children's learning effects, focus on children's performance activities, let children find their own task roles in performance activities, gradually form their own performance style roles, use music game activities to excavate the musical potential of young children, helping young children connect their thinking skills, hands-on skills and problem-solving skills from performance activities, which are consistent with the requirements of the document "Guidelines for Learning and Development of Children aged 3-6" (2012). The children of Pingxiang No. 2 Kindergarten (December 2020) have better levels of music perception and collaboration after learning using the music teaching model, which is consistent with the research results of the Pingxiang Nursing Institute, which has a high level of music teaching in the school. The learning performance of the children who used the teaching model in the activity was higher than that of the children who did not use the music model. In the elementary school of Pingxiang

City Basic Education Center, the children's music academic performance has a higher advantage in the interview. And it is consistent with the requirements of the document "Guidelines for Kindergarten Education (Trial)" (2001). Researchers have studied Thorndike's Classical Connectionism, Thorndike (1814-1949), Thit Na Khammanee, (2008) theory, that learning is the connection between stimulus and response, there are many forms that people will continue to try and change until they find a until the response mode that provides the result. People will use only one appropriate model of response when learning occurs, and will attempt to use this model in conjunction with stimuli in learning. One is Law of Readiness: if children are physically and mentally ready to learn, they will be willing to learn; the other is Law of Exercise: under the practice of understanding knowledge, children's interest in learning can be sustained. In terms of cooperation with young children, it is necessary to make repeated connections. If the practice is not repeated, children will eventually forget; the third is Law of Use and Disuse: through the use of teaching aids, the connection between stimulation and response is applied to children's activities, Stability in young children's learning occurs, and if external stimuli are not used, young children may be forgotten. The fourth is Law of Effect: when children get joy in obtaining, and teachers give satisfactory evaluation, children will have confidence and hope to continue learning. If they get unsatisfactory results, children may not want to learn, so getting a satisfactory result is important factor in learning.

Children like the music teaching activities of Pingxiang Preschool Education Center very much, and children are also very interested in music activities. The performance of middle-class children in music activities is very active and at a high level, with an overall average score of 4.42. According to the plan of the school's music teaching activities, the documents of other teaching subjects were studied, and the music teaching model steps, teaching plans, teaching instructions, grade assessment, activity content, activity units and activities purpose were developed and created. Systematic evaluation of children's performance in music activities, focusing on children's music perception ability and collaboration ability, individual, group and collective exercises, focusing on allowing children to obtain self-seeking musical experience in music teaching. Evaluate children's music performance according to the actual situation of activities, help children get direct experience in line with life, and take relevant target activities until they find more thinking ability, hands-on ability and problem-solving ability of children.

5) Evaluation of the music teaching model

6) The music teaching model is suitable for the music teaching activities of the Pingxiang Preschool Education Center, and its teaching steps are also suitable for the teaching of music activities. According to the children's physical and mental characteristics and ability range, the teaching model of music perception ability and cooperation ability is selected in line with the learning ability level of middle-class children. In music activities, each teaching step is carefully designed. Through the quality evaluation of the teaching content, the children can achieve the teaching goal. The music teacher adopts this music teaching model and uses a variety of teaching methods. The average score of young children's musical performance was 4.42; the researcher's development of the music teaching model was appropriate because the teaching steps were formulated to meet the needs of young children and the community, and young children felt the direct experience of self and the ability to collaborate with others, which is The ultimate process of every child's growth. Whether in the classroom or at home, the physical and mental development of young children is the ultimate goal that people have been pursuing. In the music activities applied to schools, the knowledge of natural science can be combined with the practical activities of young children to further effectively organize the learning activities of young children; Aspects have been studied, which are consistent with Orff's ability to collaborate in music theory. The research results of Pingxiang Nursery Institute found that children's sense of pitch, sound intensity, and pitch memory can improve children's receptivity, and can stimulate children's interest in learning in music activities. Children's music perception ability also belongs to At a high level, these are consistent with the content of the document "Guidelines for Learning and Development of Children Aged 3-6" (2012); the researchers learned about the correlation between young children (Pingxiang Nursery School) in the 2020 survey on the transitional classes for kindergartens The research results show that children who have received music activity training of music perception ability and collaboration ability have strong learning ability and expression ability in learning ability, and the performance level of children in other subjects is also higher.

The process of using the teaching model. According to the teaching requirements of the Pingxiang Preschool Education Center, according to the physical and mental characteristics of the children, the content of the course, and the teaching objectives, a study group is formed to

complete the teaching of music activities. The steps of this music teaching model are suitable for the content of music activities, and the teaching content is consistent with the goal of the document "Guidelines for Kindergarten Education (Trial)" (2001). According to the teaching steps of the music teaching model, the implementation of activities in each step can be carried out smoothly. There are many activities aimed at children's physical and mental characteristics and personal music ability. Children must be completed individually or in groups, such as: the teaching process In the second stage of "practice and discovery, experience new knowledge", teachers need to emphasize the children's previous experience, and children need to reinforce the practice, so that children can find the content of old knowledge in new knowledge, and quickly receive new knowledge; in the third stage In the "game interactive teaching link", teachers should reasonably arrange the objects of children's interaction, find out the similarities and differences of children, and assign tasks to children in a targeted manner; in the fourth stage of the "music activity creation link", teachers should fully Understand and master the characteristics of children, and give the theme of creation; the fifth stage of "home collaboration activities extension" requires parents to participate in children's learning. Therefore, teachers should record children's activities in school during the process of activities. Activities process and content of music activities, so that parents can successfully carry out parent-child activities in their own homes; in the development of music activities, children can develop their own abilities and characteristics to the greatest extent, and master basic music knowledge and skills. According to the requirements of each age stage in the "Art" section of the document "Guidelines for Children's Learning and Development for 3-6 Years Old" (2012), it is proposed that the requirements for feeling and appreciating, expressing and creating are consistent with the components of this music teaching model It is more suitable in music teaching objectives and evaluation.

After using the music teaching model in the Pingxiang City Preschool Education Center, the children's music perception ability and the children's cooperation ability were improved compared with the use of the music teaching model, and the overall music level of the children was statistically significant at the .01 level; In the teaching of music activities in Pingxiang Nursery School, it was found that the performance of the 80 children who participated in the test was very positive, and the children's music level was at a high level as a whole; according to each stage of the established teaching steps, the equipment, teaching aids (instrumental music, props)

and learning resources used in the development of music activities are centered on the content of the activity and focus on the coordination of children's limbs, which enhances children's participation and interest in the activities. In the process of music teaching, children gain real experience in music activities. Children learn to sing nursery rhymes or practice simple dances more in traditional music or music teaching. After using this music teaching model, children's musical ability Acquired development, young children's musical perception and collaboration skills are higher than previous levels of ability, with an average score of 91.34, young children's music academic performance scores are over 80% above specified standards, and most teachers and parents are Strong demand and willingness to let children display their various abilities in music activities. Let children develop whole-heartedly in music activities.

4. Suggest

1) In carrying out music teaching activities, teachers should consider the flexibility in the process of activities.

2) Before teaching activities, music teachers should carefully study the content of the activities, consider the ability and characteristics of children, so as to thoroughly understand the objectives of the activities, and prepare rich multimedia before teaching.

3) In evaluating children's music perception and collaboration ability, the evaluator should study the evaluation process before evaluation, so as to fully understand the purpose of teaching activities.

4) Pingxiang City Preschool Education Center develops teaching models with other children's abilities, so that children can fully develop in the preschool education center.

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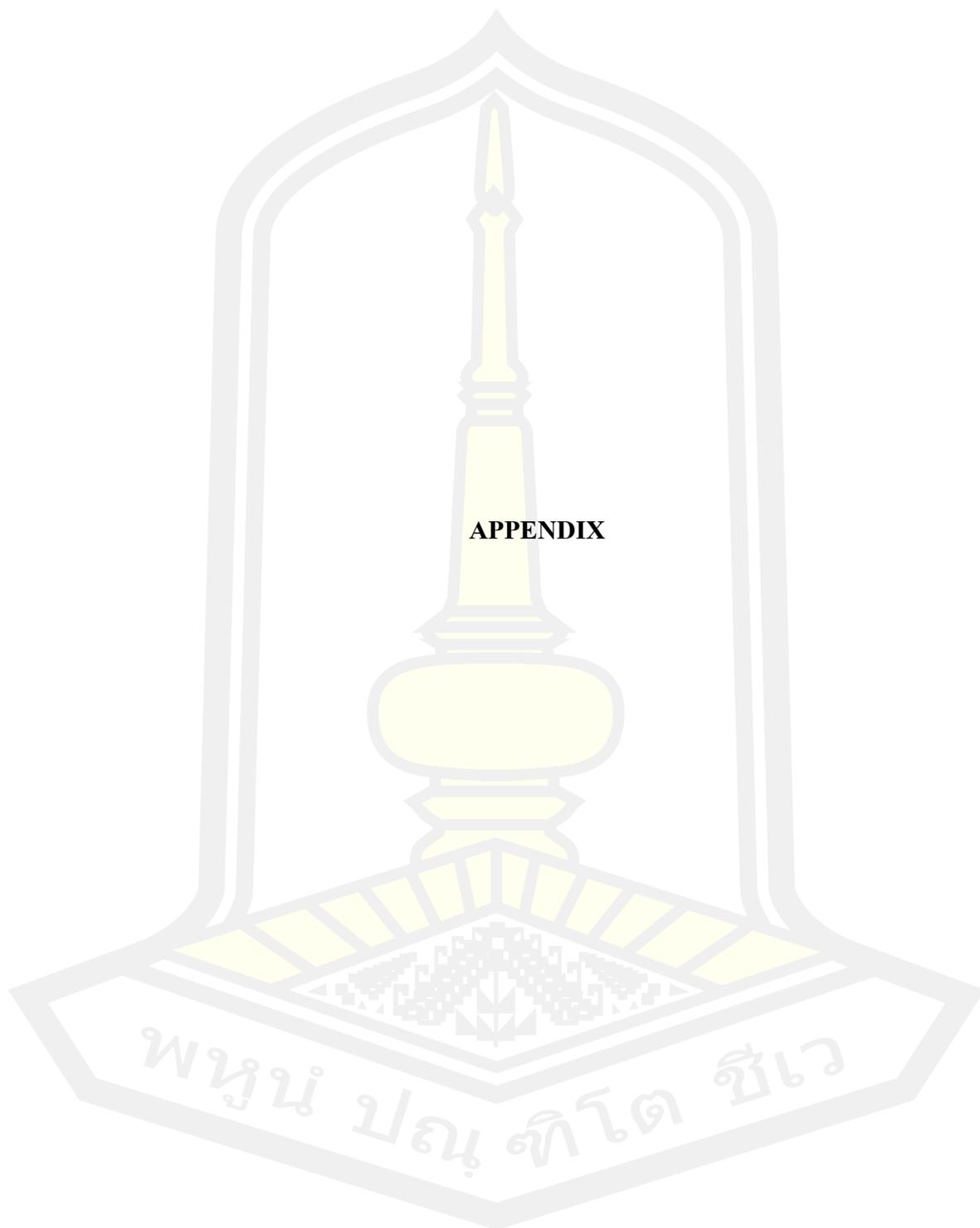


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APPENDIX

พหุมนุ ปณฺ ทิโต ชีเว



Appendix A

Children's music teaching activities

"The Changing Voice"

Teaching objectives

1. Let children perceive the crescendo of music.
2. Cultivate children's listening ability, creative thinking ability, and self-control ability.

Prepare teaching aids and materials, create music scenes, and introduce new lessons.

1. The teacher allows children to strike small musical instruments freely.
2. Groups take turns to beat the instruments. In groups, let the children walk in line, play small instruments, walk to the corridor, down the stairs, and walk to the entrance of the school. Then, let the young children come back. In the beginning, young children must be very interesting. Teachers can guide children to listen to changes in the sound of musical instruments, such as crescendoing and weakening, and think about why there are such changes.

Practice and discover, experience new knowledge.

1. The teacher inspires the children to think about whether they have heard the sound of crescendo and fading. You need to give them a period of time, such as waiting for a bus at a station, and hearing a car coming from a distance, but you can't squeeze in, and you see the car again. It gradually gets farther away, and the sound becomes stronger and weaker. There are also phenomena such as planes in the sky and horses in the grasslands.
2. The teacher asks the children to walk while listening to the music, and the sound of footsteps gradually changes as the music becomes stronger and weaker.
3. The teacher asks the children to imagine themselves as a balloon. The teacher plays a gradual change in intensity on the piano, indicating that the "balloon" is gradually inflated and then gradually reduced (you can also experiment with physical balloons to help children experience).

Interactive game teaching.

1. The teacher asks the children to fly the plane, and the intensity changes as the teacher plays on the piano gradually.

2. The teacher guides the children to use pictures on paper to show crescendo and fading.

Rules: Use actions, sounds, and pictures to indicate crescendo and fading.

Reminder: Teachers should guide children to experience the changes of crescendo and fading sounds in repeated operation of the game, and on the basis of full experience, inspire children to look for crescendo and fading sounds in life. When the teacher observes and understands the children's understanding of the concept, the teacher then guides the children to express them with pictures.

The creation of music activities.

1. Group dance: Everyone dances together, basically doing the same moves, and you can change partners after the dance. This is a form of dance that everyone can participate in.

2. Invite dance: Invite dance is a variation of collective dance. Usually, a part of people are the invitees first, dance with the invitee, and then the two parties exchange roles to continue dancing. This is a form of dance that young children love most.

3. Children's own dances: On the premise that children have mastered the basic dance steps and dance movements, they creatively create dance movements according to their feelings about the mood and nature of music.

4. Small song and dance or fairy tale song and dance: This is a highly comprehensive form of dance, with a certain plot, divided into several roles, and can integrate several forms of music activities such as speaking, singing, and dancing.

Extension of homeland collaboration activities.

The teacher will share the video clips of the class activities to the parent group, urging parents to accompany the children to review the music activities learned in class after class, and let the children express their experience and feelings about the music activities.

"Happy Birthday Party"

Activity goal

1. By participating in birthday celebrations, let children feel a happy atmosphere and experience the fun of collective birthdays.
2. On the basis of mastering the songs "Happy Birthday" and "Birthday", guide children to actively and boldly create other birthday songs.

Prepare teaching aids and materials, create music scenes, and introduce new lessons.

1. Birthday wall (the name and birthday month of the birthday child).
2. Environment layout: wishing wall.
3. Music "Happy Birthday" and "Birthday".
4. All kinds of percussion instruments.
5. The day before, tell the teacher of the course schedule, let the kindergarten prepare the cake on the day of class.
6. Camera.
7. Bring young children into the birthday venue to create an atmosphere and stimulate children's interest. The teacher appeared as a host and introduced enthusiastically the children who had their birthdays that day. Dress up children for their birthdays in public, and announce the upcoming "birthday party" to stimulate children's interest in participating in activities.

Practice and discover, experience new knowledge.

1. Instrumental music performance (rhythm) "Happy Clapping Song". Show a lively and joyous atmosphere with young children.
2. The songs "Happy Birthday" and "Birthday".
3. Guide children to have a natural and happy expression when singing, and their voices are harmonious and neat, showing their enthusiasm for participating in birthday celebrations.

Interactive game teaching.

1. Communication: Let children communicate with birthday songs that can express blessings to others; children can also create other birthday songs by themselves. Teachers should give affirmation and encouragement in time to let children feel happy.

2. The climax of the birthday party: the music sounded, and the teachers and students sang the "Happy Birthday Song" together. Bring the birthday cake with candles in front of the children in the song of "Happy Birthday", and celebrate the birthday of the children collectively.

3. Let the birthday children make a wish before blowing out the candles. The teacher captures the scene at the birthday party at any time and takes pictures. Children play different roles and accompany the music to send sincere blessings to the little birthday star.

4. Teachers and students enjoy birthday cake together. In the happy and enthusiastic music, teachers and children sang and danced to end this birthday celebration.

Music activity editing.

1. Combined with the birthday wall created by the teacher, let children know their birthday.

2. Ask the children to communicate with each other: how do you celebrate your birthday? Where did you spend it? Who did you spend with? (Please talk to the kid next to you).

3. What birthday gifts have you received, and who gave you it? (Talk to the kid next to you)

4. What gift do you most want to receive on your next birthday? (Talk to the kid next to you)

5. Invite other children to make a wish in front of the wishing wall.

6. Draw your birthday wishes. Draw the wish and post it on the wishing wall to let everyone know our wish. Ask the children to tell the wishes of the painting. (The teacher posted the wishes drawn by the children on the wishing wall).

Extension of homeland collaboration activities.

The design of the "Happy Birthday Party" activity highlights the joy of birthdays, attracting children to actively participate through rich activity content, reflecting the interaction

and communication between teachers and toddlers, and between toddlers and toddlers. As a music education activity, parents need to add some content to the family, such as asking children to voluntarily perform singing, dancing, and instrumental performances for the birthday children. Parents can carefully prepare a program, singing, dancing, musical instrument performance, etc, not only as a sign of celebrating with children, but also a content for children to appreciate.

Music Score "Happy Clapping Song"

幸福拍手歌

1 = G $\frac{4}{4}$
欢快、活泼地

美国歌曲
[日] 木村利人填词
罗传开译配

5.5 ||: 1.1 1.1 1.1 7.1 | 2 X X 5.5 | 2.2 2.2 2.2 1.2 |

① 如果	感到幸福你就拍拍	手,	如果	感到幸福你就拍拍
② (如果)	感到幸福你就踩踩	脚,	如果	感到幸福你就踩踩
③ (如果)	感到幸福你就拍拍	肩,	如果	感到幸福你就拍拍
④ (如果)	感到幸福你就握握	手,	如果	感到幸福你就握握

3 X X 5.5 | 3.3 3.3 3.3 2.3 | 4 3.2 1^v 7.1 |

手!	如果	感到幸福用行动来	表示	吧, 让
脚!	如果	感到幸福用行动来	表示	吧, 让
肩!	如果	感到幸福用行动来	表示	吧, 让
手!	如果	感到幸福用行动来	表示	吧, 让

2.2 2.1 7.5 6.7 | ^{1.-3.} 1 X X 5.5 :|| ^{4.} 1 X X ||

我们大家一起拍拍	手!	② 如果
我们大家一起踩踩	脚!	③ 如果
我们大家一起拍拍	肩!	④ 如果
我们大家一起握握		手!

"Little Spider"

Activity goal

1. Familiar with the melody of the song, feel the strong folk song style characteristics in the song.
2. A preliminary understanding of the excellent qualities of small spiders, such as enduring hardship and loving labor.
3. Master the singing form of "one leader and the crowd", and be able to express praise for the little spider with cheerful and lively singing.

Prepare teaching aids and materials, create music scenes, and introduce new lessons.

1. In the early stage of the activity, put the song "Little Spider" into the music area as an appreciation song to help children familiarize themselves with the melody.
2. Before this activity, tell children stories about spiders or watch spider videos to help them understand the life habits of spiders and enrich their experience.
3. Spider weaving web map.

Practice and discover, experience new knowledge.

1. Show the spider web-weaving diagram to evoke the children's known experience, and talk with the children about the life habits of small spiders.
2. When children enjoy the song "Little Spider", the teacher asks the question: "What is the difference between listening and listening to the songs that children sing in normal times?" Feel the style of folk songs.
3. Learn songs in the form of teachers saying lyrics and children's supplementary words. For example, the teacher said: "little spider", and the child said: "Ouch." Experience the singing form of "One Leader, All Together".
4. The teacher teaches singing in sentences, and the children sing along sentence by sentence, so that the children can master the rhythm and melody.
5. Accompanied by music, teachers and children sing songs together.

6. Invite the children to enjoy the recording of the song. The teacher asks: "What is the difference between us and the children in the recording?" Help the children feel the downward tone of "yo yo" and experience the folk song style of the song.

7. Try to sing "yo yo" to deal with the gliding tone, and experience the fun of the song.

8. Encourage children to change their singing styles, experience lead singing and chorus, and experience the singing style of "a leader and the crowd".

Interactive game teaching.

While learning the song "Little Spider", learn the life habits of little spiders in nature, from the aspects of singing and natural knowledge, understand that little spiders can endure hardships and eliminate pests, appreciate and sing the excellent quality of little spiders, which reflects music education and science. Integration of common-sense education. Put the song accompaniment of "Little Spider" in the music performance area, encourage children to perform in the music performance area, and complete it through collaboration between children.

The creation of music activities.

Music Rhythm "Little Fish You"

1. The teacher organizes children to observe the fish swim (you can observe the fish in the fish tank, the water basin, and the video of the fish swim).

2. The teacher plays music and encourages children to freely follow the music to show the fish swim.

3. The teacher invites individual children to perform in turn, guide the children to observe and learn from each other, the teacher hums music or uses the piano to accompany the children.

4. The teacher plays music and leads the children to focus on practicing tiptoeing lightly and quickly, and at the same time use their arms to freely make movements that mimic fish swimming.

Extension of homeland collaboration activities.

"Butterfly Song"

Activity goal

1. Listen to the artistic performance of singing forms such as unison and duet.
2. Guide children to feel and appreciate the beauty of songs, and to know what unison and duet are.
3. Guide children to experience the different styles and different beat characteristics of "A Toad" and "Butterfly Song".

Prepare teaching aids and materials, create music scenes, and introduce new lessons.

1. Material preparation: one butterfly headgear for each person and one set of butterfly costumes.
2. Teacher preparation: Analyze the teaching materials and prepare for the performance of duet "Butterfly Song".
3. Toddlers enter the activity room in concert with their movements accompanied by music.
4. Voice practice. The song melody, lyrics content, singing form and national style of "Little Spider" all put forward educational requirements. Teaching singing songs not only educates both words and music, but also educates music aesthetics and artistic literacy from the perception of singing form and style characteristics. , Reached the education of praising the excellent quality of little spiders with cheerful and lively singing. At home, parents can guide young children to understand the life habits and characteristics of small spiders, especially to feel the excellent quality of small spiders, which can enrich children's knowledge of small spiders, so that they can express their opinions rationally and sensibly when learning to sing songs. Praise for the excellent quality of the little spider. While familiarizing with the songs, let the children and their parents learn together, learn the singing form of "One Leader Together" and feel the different artistic performances of "One Leader Together" and "Sing Together", "One Leader Together" has a call for one person , The artistic charm that everyone responds to. Children learn

different singing forms, which can enrich children's music knowledge and cultivate the auditory discrimination ability and music aesthetic ability of different singing forms.

5. Accompanied by music, teachers and children sing songs together.

6. Invite the children to enjoy the recording of the song. The teacher asks: "What is the difference between us and the children in the recording?" Help the children feel the downward tone of "yo yo" and experience the folk song style of the song.

7. Try to sing "yo yo" to deal with the gliding tone, and experience the fun of the song.

8. Encourage children to change their singing styles, experience lead singing and chorus, and experience the singing style of "a leader and the crowd".

Interactive game teaching.

While learning the song "Little Spider", learn the life habits of little spiders in nature, from the aspects of singing and natural knowledge, understand that little spiders can endure hardships and eliminate pests, appreciate and sing the excellent quality of little spiders, which reflects music education and science. Integration of common sense education. Put the song accompaniment of "Little Spider" in the music performance area, encourage children to perform in the music performance area, and complete it through collaboration between children.

The creation of music activities.

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4. The teacher plays music and leads the children to focus on practicing tiptoeing lightly and quickly, and at the same time use their arms to freely make movements that mimic fish swimming.

Extension of homeland collaboration activities.

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Music Score "Little Spider"

小 蜘 蛛

儿歌
江铃 曲

民歌风 3 $\underline{6} \underline{1} \underline{6}$ | 3 3 0 | 3 $\underline{6} \underline{1} \underline{6}$ | 3 3 0 | 1 1 3 3 | 2 1 6 |

(领)小蜘蛛,(合)哟 哟!(领)能吃苦(合)哟 哟!(领)网子破了 自己补,

2 2 0 | 3 $\underline{1} \underline{2} \underline{3} \underline{3}$ | 2 1 6 | 3 $\underline{1} \underline{2} \underline{2} \underline{3}$ | 2 1 3 0 | 2 2 $\underline{6}$ | $\underline{6} \underline{0} \underline{0}$ ||

(合)哟 哟! 补得 快来 补得好, 苍蝇 蚊子 跑不掉, 哟哟喂!

"Happy Valley"

Activity goal

1. Be able to actively participate in music activities and experience the friendship and cooperation between peers during the activity.
2. Induce the "stubborn accompaniment" in music through the rhythm of the body.

Prepare teaching aids and materials, create music scenes, and introduce new lessons.

Sixteen grids and round magnets, tambourines, round dance boards, bells, and clappers.

Prepare to play the rhythmic "Spinach March" so that children can become active in the rhythm of the music.

Rhythm exercise: "Happy Valley"

1. X X | X X | XX XX | XX XX |
2. X X | XX XX | X X | XX XX |

Practice and discover, experience new knowledge.

1. Toddlers enter the activity room while listening to music while dancing. Children are required to move naturally and gracefully.
2. Use story lines to guide young children to tell the process of squeezing juice.

Question: "How is the juice made?"

3. Use the body rhythm to induce the whole song pattern and "stubborn accompaniment":
The teacher uses the process of squeezing juice to lead all children to make musical rhythms. Invite individual children to take all children to do musical rhythms and perform word substitutions.

Interactive game teaching.

The "stubborn accompaniment" of music

Impromptu game: Play "stubborn accompaniment" with different body parts.

Momentum play: Invite children to play the "stubborn accompaniment" by tapping the floor, legs, hands, fingers, etc. respectively. Change different "stubborn accompaniment", ask

children to play, use the instrument to sense different "stubborn accompaniment", and sense the whole song by dancing group dance.

Such as rhythm: XXX X X |XXX X X | XXX X X|XXX X X|

The creation of music activities.

In terms of cultivating children's friendly and cooperative social development, group dance activities for children and children, children and adults are designed before and after activities. Help young children feel the "stubborn accompaniment" in music through body rhythm and instrument performance. The focus of the music activity in this festival is to make children feel "stubborn accompaniment" through multiple methods and channels. In the choreography activity, the children first enter the arena while listening to joyful music while dancing in a group dance. During the intermission, they exchange partners. The children dance and sing to their heart's content, and their emotions are quickly mobilized. Activities include group performances between children, vigorous ensemble, team change and other games. At the end of the activity, children are also encouraged to invite guests to dance together so that they can express and express themselves. These activities fully demonstrate the ability of children in large classes to learn from each other and cooperate with each other.

Extension of homeland collaboration activities.

The first goal of this activity is to enable children to actively participate in music activities and experience friendship and cooperation with their peers in the activities. How to fully mobilize children's interest in actively participating in music activities? When accompanying children at home, use games as the main activity, so that children can gain knowledge in games and happiness, and try to use their own positive emotions and praise in activities Their expressions and encouraging words constantly mobilize children's emotions, and use the children's existing experience to combine the juice squeezing process with music into a rhythm, such as washing, washing, washing apples, peeling, peeling, peeling and other rhythms. According to the children's existing music level, music activities with progressive music levels can be carried out to increase the children's music interest.

"Butterfly Song"

Activity goal

1. Listen to the artistic performance of singing forms such as unison and duet.
2. Guide children to feel and appreciate the beauty of songs, and to know what unison and duet are.
3. Guide children to experience the different styles and different beat characteristics of "A Toad" and "Butterfly Song".

Prepare teaching aids and materials, create music scenes, and introduce new lessons.

1. Material preparation: one butterfly headgear for each person and one set of butterfly costumes.
2. Teacher preparation: Analyze the teaching materials and prepare for the performance of duet "Butterfly Song".
3. Toddlers enter the activity room in concert with their movements accompanied by music.

4. Voice practice.

1=C 2/4

1 2 3 4 1 5- | 1 5 4 3 2 1- |

I played the trumpet, tick tick. Practicing liaison and staccato singing, the little frog dives and thumps thump thump thump thump thump thump thump thump thump thump.

5. Practice the flexibility of lips and tongue, and pay attention to changes in mouth shape. Speak clearly, and focus on practicing the "p" and "t" vocalization methods. Encourage children to sing in a "good-sounding" voice and listen carefully to the voice of the piano, children and teachers. Remind children to maintain a good singing posture.

Practice and discover, experience new knowledge.

Review the song "A Toad."

1. Sing "A Toad" together to encourage children to express their feelings about the song with expressive singing.

2. Encourage young children to use glide singing to enrich the performance of songs.
3. Use momentum to help children feel the beat and rhythm of this song.
4. Encourage young children to imitate clam-touching movements in singing to increase fun and perceive rhythm.

Interactive game teaching.

"A Toad" is a song with ethnic flavor. Through the interactive part of the game, the artistic performance requirements, such as the downward tone method, use the momentum to beat the rhythm and sing, especially the change in the rhythm of the "plop and jump into the water". The joy of singing.

The creation of music activities.

Created "Butterfly Song".

1. Ask the children to appreciate the singing of the two teachers and ask the children questions: "We two sing the same tunes differently?"
2. The two teachers sing their own voices to help children feel the high and low voices, so that they can understand what a duet is.
3. Appreciate the song again. In order to stimulate children's interest, let them try to sing the first sentence of "Butterfly Song", personally feel the beauty of the two-part harmony, and on this basis, let the children listen to the bass and understand what a two-part chorus is , And enjoy the two chorus at the same time.
4. Under the accompaniment of the teacher, please "little butterfly" to appear on stage to encourage children to simulate the beautiful scene of flying butterflies.
5. Accompanied by music, dance with butterflies to end the event.

Extension of homeland collaboration activities.

Feel the different styles and different beat characteristics of the review song "A Toad" and the appreciation song "Butterfly Song". At home, according to the vocalization exercises in music activities, the teacher puts forward the requirements for singing voices such as legato, new tone exercises, vowels, initials exercises, and soft singing and no shouting. Parents should assist

in teaching and encourage children to practice singing voices against vocalizations. The requirements are accurate and pleasant, and young children are required to express their feelings in different singing voices.

Music Score "Butterfly Song"

蝴蝶歌

董幼词
汪玲曲
姚思源 配伴奏

优美地

蝴蝶蝴蝶飞呀飞， 飞过草地飞过河旁，

你像那会飞的花朵， 张开了五彩的翅膀， 在你飞过的

地方， 到处鲜花开放， 到处鲜花开放。

Music Score "A Toad"

一只蛤蟆

童谣
邱刚强 曲
姚思源 伴奏

中速稍慢

一只蛤蟆一张嘴，

两只眼睛四条腿，

扑通扑通扑通扑通扑通跳下水。

f *mf*

ศูนย์ ประถมศึกษา

"I'm the Little Drummer"

Activity goal

1. Guide the children to play the songs with simple percussion instruments.
2. Cultivate children's five-phase coordination ability and feel the happy mood of cooperating together.

Prepare teaching aids and materials, create music scenes, and introduce new lessons.

Snare drums, hand bells, tape recorders, tapes.

1. Enjoy the song "I am a little drummer".
 2. Discussion: How to reflect the joy of the little drummer? How do the last 11 bars of the work show "Dong-dong-dong-dong"?
 3. Invite different small drummers to accompany each other; after everyone is jointly selected, the small drummer with the most votes is invited to accompany; teachers and children experience the joy of cooperative games together.
 4. Group performance: boys sing, girls accompaniment; roles exchange each other.
 5. Encourage children to sing boldly and emotionally, and pay attention to changes in voice strength.
 6. In the singing process, remind children to bite the words clearly and the tune is accurate.
- Record the children's performance and put them in the performance area to provide materials for children's activities and effectively extend the activities.

Practice and discover, experience new knowledge.

The teacher asks: "Spring is here, and a lot of flowers are blooming. Guess who attracts so many flowers? Oh, it's the little bee here. What is it doing?" Let the children answer independently.

Complete practice beat rhythm

1. Teacher: "Look at how beautiful the flowers are in the garden, let's sit down and enjoy them." (show rhythm map)

2. Teacher: "What's the difference between them" (some of them are one, and some of them are connected together)

3. (Show the little bee) "Now the little bee is coming to teach us to pick nectar! Look good. (The teacher conducts a rhythm demonstration) Explain how to read the rhythm map and how to beat the beat according to the map.

Playing with percussion instruments

1. Explain the percussion instruments to be used, and guide the children to use the appropriate instruments according to the section.

2. Guide children to be familiar with the way of playing musical instruments, practice the sections they need to play, and emphasize that they should look at the conductor when playing.

3. Direct young children to perform a complete performance. 2~3 times

4. Exchange musical instruments to play

Interactive game teaching.

Game rhythm

The use of rhythm in kindergartens is often used as a basic training to prepare for certain new movements in dance or music games. It is also often used as a means of organizing teaching activities. This kind of dance step; arranging rhythmic activities between classes can adjust the inhibition and excitement of the nervous system, enliven the atmosphere, and achieve the purpose of dynamic and static coordination.

The following actions are commonly used to imitate the rhythms of young children:

Animal actions: bird flying, rabbit jumping, elephant walking, etc.

Human labor and other actions: walking, running, rowing, picking fruits, driving a car, washing your face, brushing your teeth, etc.

Natural phenomena: wind blowing, willow swaying, plant growth, rain, water waves, etc.

- Actions in the game: shoot the ball, seesaw, etc.

Change actions by playing different music.

Fourth, the creation of music activities.

Created "Happy Clapping Song"

First the teacher asks: "The teacher wants to ask the children, if you feel happy, what else would you do besides clapping and stomping?" (children's free answer)

Teacher: "The actions and things that the kids think of are great. Then I ask the kids to sing these actions with our newly learned songs, okay." Ask a kid to sing (the child raises his hand to perform), and presents a PPT at the same time, showing the song Gestures.

Extension of homeland collaboration activities.

Let the children and the home follow the music to perform physical exercises and review the knowledge in class. In addition, there will be extension activities, playing the "Super Mario" rhythm game with music, and experience the fun again. Parents give children the role of "Super Mary", allowing children to enjoy music in the game again, and have a deeper memory and understanding of the music, characters and plots in the game. Children can identify success by themselves, which also adds to the music interest)

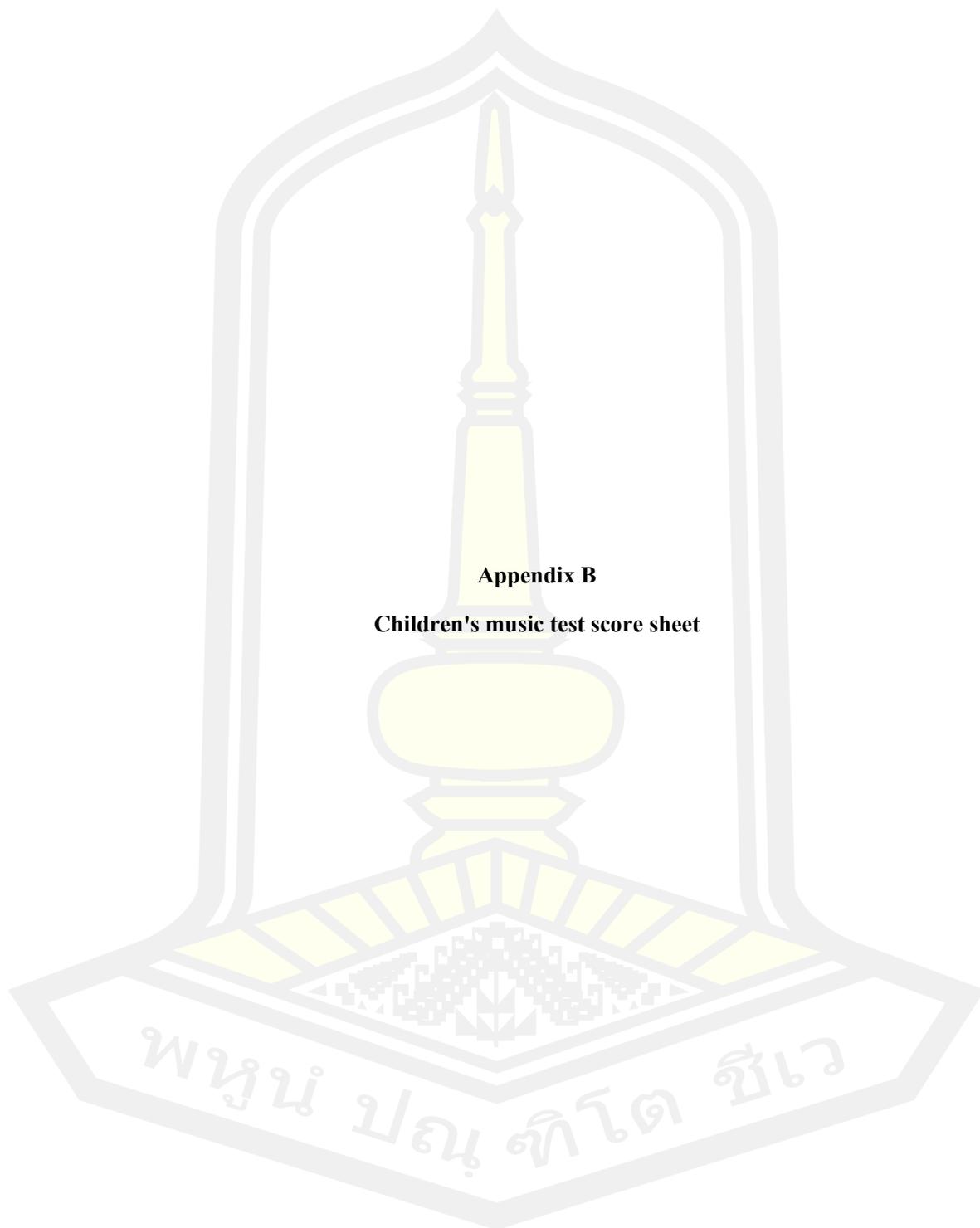
Music Score "I'm the Little Drummer"

我是小鼓手

王 健 词
杨春华 曲

1= \flat E $\frac{2}{4}$
欢快、热情

<p>(<u>6</u> <u>2</u> <u>6</u> <u>2</u> <u>6</u> <u>2</u> <u>6</u> <u>2</u> <u>3</u> <u>6</u> <u>3</u> <u>6</u> <u>3</u> <u>6</u> <u>3</u> <u>6</u> </p> <p><u>7</u> <u>6</u> <u>6</u> <u>6</u> <u>6</u> · -) <u>3</u> <u>3</u> <u>6</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> </p> <p><u>2</u> <u>2</u> <u>1</u> <u>7</u> <u>6</u> - <u>3</u> <u>3</u> <u>6</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> </p> <p><u>1</u> <u>1</u> <u>2</u> <u>2</u> <u>3</u> - <u>6</u> <u>2</u> <u>2</u> <u>2</u> <u>3</u> <u>2</u> <u>2</u> </p> <p><u>6</u> <u>2</u> <u>2</u> <u>2</u> <u>3</u> <u>2</u> <u>2</u> <u>3</u> <u>6</u> <u>6</u> <u>6</u> <u>7</u> <u>6</u> <u>6</u> </p> <p><u>3</u> <u>6</u> <u>6</u> <u>6</u> <u>7</u> <u>6</u> <u>6</u> $\frac{1}{6}$ - <u>6</u> - </p> <p><u>3</u> <u>3</u> <u>6</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>2</u> <u>1</u> <u>7</u> <u>6</u> - </p> <p><u>3</u> <u>3</u> <u>6</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>1</u> <u>1</u> <u>2</u> <u>2</u> <u>3</u> - </p> <p><u>6</u> <u>2</u> <u>6</u> <u>2</u> <u>6</u> <u>2</u> <u>6</u> <u>2</u> <u>3</u> <u>6</u> <u>3</u> <u>6</u> <u>3</u> <u>6</u> <u>3</u> <u>6</u> </p> <p><u>7</u> <u>6</u> 0 <u>7</u> <u>6</u> 0 <u>7</u> <u>6</u> <u>6</u> <u>6</u> <u>6</u> - </p>	<p>我 是 一 个 小 鼓 手</p> <p>敲 起 大 鼓 咚 咚 咚</p> <p>太 阳 听 了 微 微 笑 ，</p> <p>小 鸟 听 了 跳 起 舞 ，</p> <p>小 朋 友 听 了 都 高 兴 ，</p> <p>我 是 一 个 小 鼓 手</p> <p>敲 起 大 鼓 咚 咚 咚</p> <p>小 呀 小 鼓 手 ，</p> <p>咚 咚 咚 咚 咚 ，</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p>	<p>我 是 一 个 小 鼓 手</p> <p>敲 起 大 鼓 咚 咚 咚</p> <p>太 阳 听 了 微 微 笑 ，</p> <p>小 鸟 听 了 跳 起 舞 ，</p> <p>小 朋 友 听 了 都 高 兴 ，</p> <p>我 是 一 个 小 鼓 手</p> <p>敲 起 大 鼓 咚 咚 咚</p> <p>小 呀 小 鼓 手 ，</p> <p>咚 咚 咚 咚 咚 ，</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p>	<p>欢 快 、 热 情</p> <p>我 是 一 个 小 鼓 手</p> <p>敲 起 大 鼓 咚 咚 咚</p> <p>太 阳 听 了 微 微 笑 ，</p> <p>小 鸟 听 了 跳 起 舞 ，</p> <p>小 朋 友 听 了 都 高 兴 ，</p> <p>我 是 一 个 小 鼓 手</p> <p>敲 起 大 鼓 咚 咚 咚</p> <p>小 呀 小 鼓 手 ，</p> <p>咚 咚 咚 咚 咚 ，</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p> <p>咚 咚 咚 咚 咚 咚 咚 咚</p>
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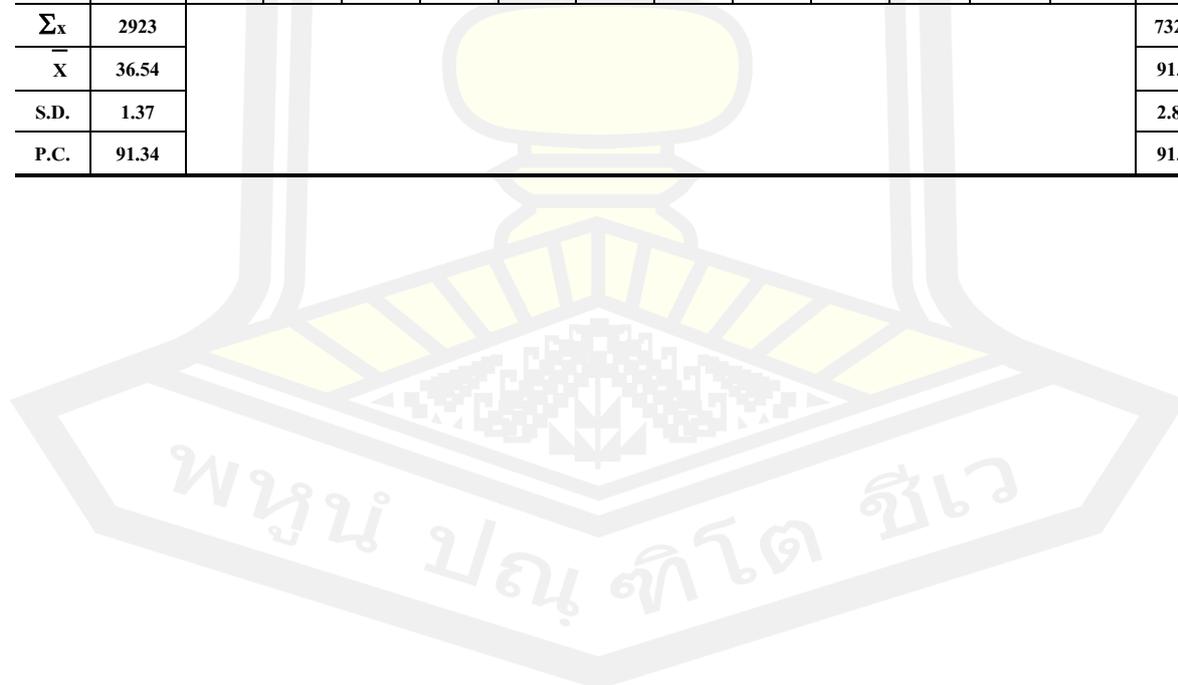
Appendix B
Children's music test score sheet

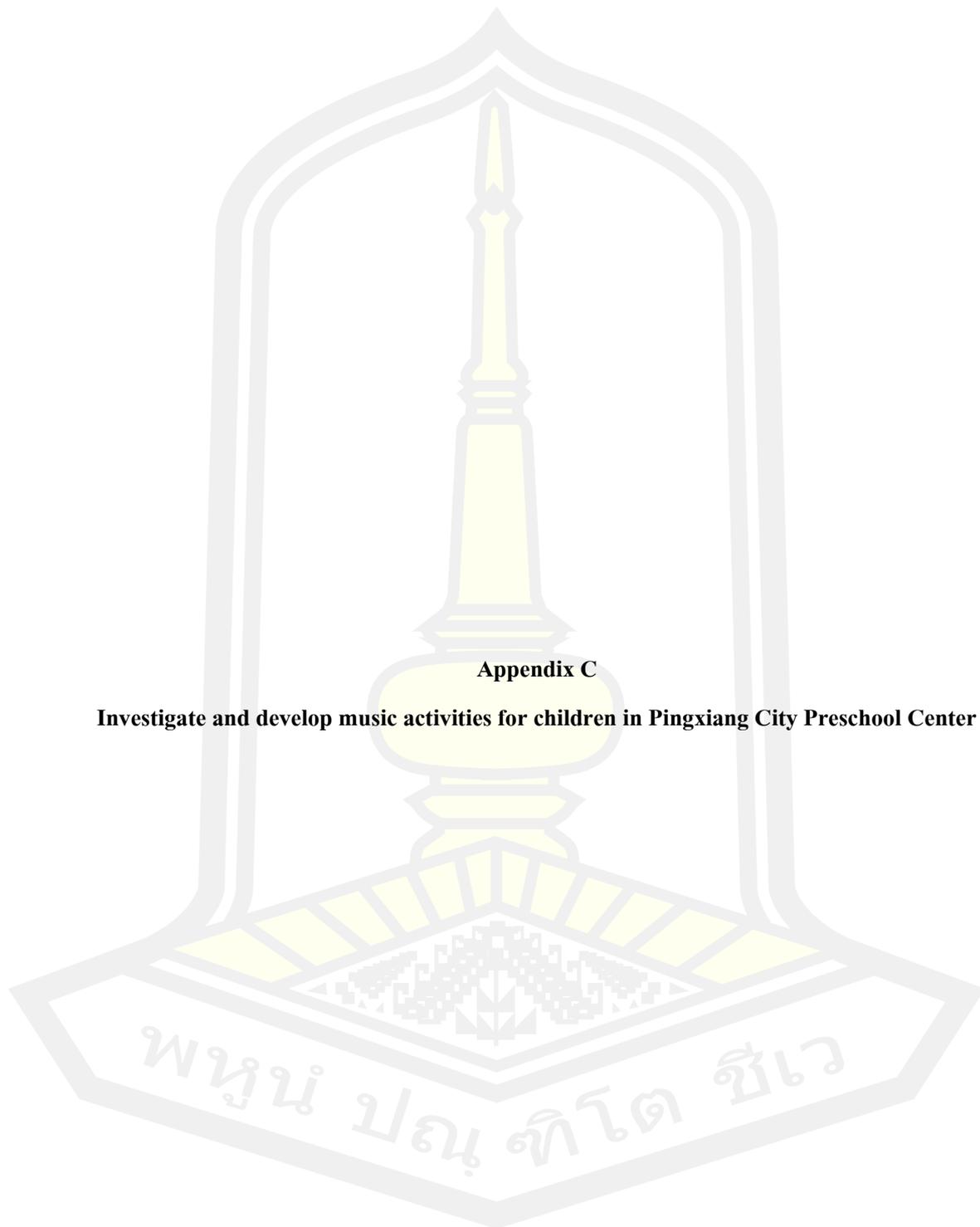
Children's music test score sheet

NO.	Post-test (40)	Activity 1			Activity 2			Activity3			Sum			
		Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (40%)	Activity performance (40%)	Evaluation (20%)	Sum (100%)
1	35	9	9	18	9	9	18	9	9	18	33	34	17	84
2	34	8	9	17	9	9	18	9	9	18	36	35	18	89
3	35	9	9	18	9	9	18	9	9	18	36	37	18	91
4	35	9	9	18	9	9	18	9	9	18	37	39	19	95
5	38	9	8	17	9	9	18	9	9	18	39	38	18	95
6	37	9	9	18	9	9	18	8	9	17	36	36	16	88
7	38	9	9	18	9	9	18	9	9	18	36	37	17	90
8	36	9	9	18	8	9	17	9	9	18	38	36	17	91
9	39	9	9	18	9	9	18	9	8	17	36	35	18	89
10	37	9	9	18	9	9	18	9	9	18	36	35	18	89
11	39	8	9	17	9	8	17	9	9	18	36	37	18	91
12	38	9	9	18	9	9	18	8	9	17	37	39	19	95
13	37	9	9	18	9	9	18	9	9	18	39	38	18	95
14	38	9	8	17	8	9	17	9	9	18	36	35	18	89
15	33	9	9	18	9	9	18	9	8	17	36	37	18	91
16	35	9	9	18	9	9	18	9	9	18	37	39	19	95
17	36	8	9	17	9	8	17	9	9	18	39	38	18	95
18	37	9	9	18	9	9	18	9	9	18	36	35	18	89
19	36	9	9	18	9	9	18	9	9	18	36	37	18	91
20	36	9	8	17	9	9	18	9	9	18	37	39	19	95
21	35	9	9	18	9	9	18	8	9	17	39	38	18	95
22	35	9	9	18	9	9	18	9	9	18	36	36	16	88
23	34	9	9	18	8	9	17	9	9	18	36	37	17	90
24	38	9	9	18	9	9	18	9	8	17	38	36	17	91
25	38	9	9	18	9	9	18	9	9	18	36	35	18	89
26	35	8	9	17	9	8	17	9	9	18	36	35	18	89
27	35	8	9	17	9	9	18	9	9	18	36	37	18	91
28	38	9	8	17	9	8	17	9	9	18	37	39	19	95
29	37	9	8	17	9	9	18	9	9	18	39	38	18	95
30	38	9	8	17	9	9	18	9	9	18	36	35	18	89
31	35	8	9	17	9	8	17	9	9	18	36	37	18	91
32	35	8	9	17	9	8	17	9	8	17	37	39	19	95

NO.	Post-test (40)	Activity 1			Activity 2			Activity3			Sum			
		Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (40%)	Activity performance (40%)	Evaluation (20%)	Sum (100%)
33	35	8	9	17	8	8	16	8	9	17	39	38	18	95
34	38	8	9	17	9	8	17	9	9	18	36	35	18	89
35	37	9	9	18	9	9	18	9	9	18	36	37	18	91
36	38	9	8	17	9	9	18	9	9	18	37	39	19	95
37	36	8	8	16	9	8	17	9	9	18	39	38	18	95
38	36	8	8	16	9	8	17	9	9	18	36	36	16	88
39	36	8	8	16	8	8	16	8	9	17	39	38	18	95
40	35	8	9	17	8	8	16	9	9	18	36	36	16	88
41	38	8	9	17	8	8	16	9	9	18	36	37	17	90
42	38	9	9	18	8	9	17	9	8	17	38	36	17	91
43	37	9	8	17	9	9	18	9	9	18	36	35	18	89
44	38	9	8	17	9	9	18	9	9	18	36	35	18	89
45	36	9	8	17	8	9	17	8	9	17	36	37	18	91
46	35	8	8	16	8	8	16	9	9	18	37	39	19	95
47	37	8	8	16	8	8	16	9	9	18	39	38	18	95
48	36	8	9	17	8	8	16	9	8	17	36	35	18	89
49	38	8	9	17	8	9	17	9	9	18	36	37	18	91
50	38	9	9	18	9	8	17	9	9	18	37	39	19	95
51	35	9	9	18	9	8	17	9	9	18	39	38	18	95
52	35	9	8	17	9	8	17	9	9	18	36	36	16	88
53	36	8	8	16	9	8	17	9	9	18	36	37	17	90
54	36	8	8	16	8	9	17	9	9	18	38	36	17	91
55	38	8	8	16	8	9	17	8	9	17	36	35	18	89
56	36	8	8	16	8	8	16	9	9	18	36	35	18	89
57	36	8	8	16	9	8	17	9	9	18	36	37	18	91
58	37	9	8	17	9	9	18	9	9	18	37	39	19	95
59	39	9	9	18	9	9	18	9	9	18	39	38	18	95
60	38	8	9	17	9	9	18	8	8	16	36	35	18	89
61	38	8	8	16	9	9	18	9	8	17	36	37	18	91
62	35	9	8	17	8	9	17	9	8	17	37	39	19	95
63	35	9	8	17	9	8	17	9	8	17	39	38	18	95
64	38	8	8	16	9	9	18	9	9	18	36	35	18	89
65	37	8	9	17	9	9	18	9	9	18	36	37	18	91
66	38	8	9	17	9	9	18	9	9	18	37	39	19	95

NO.	Post-test (40)	Activity 1			Activity 2			Activity3			Sum			
		Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (10)	Activity performance (10)	Sum (20)	Body rhythm Activity performance (40%)	Activity performance (40%)	Evaluation (20%)	Sum (100%)
67	36	8	9	17	9	9	18	9	9	18	39	38	18	95
68	37	9	8	17	9	9	18	9	8	17	36	36	16	88
69	37	9	8	17	9	9	18	9	9	18	36	37	17	90
70	37	9	8	17	9	9	18	9	9	18	38	36	17	91
71	36	8	8	16	9	9	18	8	9	17	36	35	18	89
72	38	8	8	16	9	9	18	9	9	18	36	35	18	89
73	35	8	8	16	8	9	17	9	9	18	36	37	18	91
74	35	8	8	16	9	8	17	9	9	18	37	39	19	95
75	38	8	8	16	9	9	18	9	9	18	39	38	18	95
76	37	8	9	17	9	9	18	8	9	17	39	38	18	95
77	38	9	9	18	9	9	18	9	8	17	36	36	16	88
78	36	9	8	17	9	9	18	9	8	17	36	37	17	90
79	37	9	9	18	8	8	16	9	8	17	38	36	17	91
80	35	9	9	18	9	8	17	9	8	17	36	35	18	89
Σx	2923													7320
\bar{X}	36.54													91.5
S.D.	1.37													2.81
P.C.	91.34													91.5





Appendix C

Investigate and develop music activities for children in Pingxiang City Preschool Center

Necessity and demand of teaching model

Dear parents of young children:

Hello!

According to the guidelines for kindergarten education and the "Guide to Learning and Development for Children from 3-6 Years Old", music education can improve children's physical health, develop children's hearing ability, memory ability, imagination, creativity, language and other abilities. Children are mastering certain music. On the basis of knowledge and musical performance, improve children's musical perception and collaboration abilities. The answer to this questionnaire will be carried out in an anonymous manner. Please fill it out according to your child's learning experience and real feelings. Thank you for your participation and support.

1. Do you need to know about music for preschool education?

Most need () Need () Medium need () Low need () Minimum need ()

2. Do you think it is necessary to understand Chinese and Western music knowledge?

Most need () Need () Medium need () Low need () Minimum need ()

3. Do you need to understand the art form of children's music activities?

Most need () Need () Medium need () Low need () Minimum need ()

4. Do you want to know about the kindergarten music curriculum?

Most need () Need () Medium need () Low need () Minimum need ()

5. Do you think it is necessary to develop and improve children's musical perception ability?

Most need () Need () Medium need () Low need () Minimum need ()

6. Do you think it is necessary to develop and improve children's collaborative ability?

Most need () Need () Medium need () Low need () Minimum need ()

7. Do you think it is necessary to know a guide for children's performance activities?

Most need () Need () Medium need () Low need () Minimum need ()

8. Do you think that diversified music teaching models are beneficial to children's all-round development?

Most need () Need () Medium need () Low need () Minimum need ()

9. Do you think it is necessary to tap children's comprehensive abilities?

Most need () Need () Medium need () Low need () Minimum need ()

10. Do you think it is necessary to develop a music teaching model in your child's school?

Most need () Need () Medium need () Low need () Minimum need ()

*Your supplement to this questionnaire

*Explanation: scoring standards for the needs and necessity of educational model development

Points level

5 Most needed

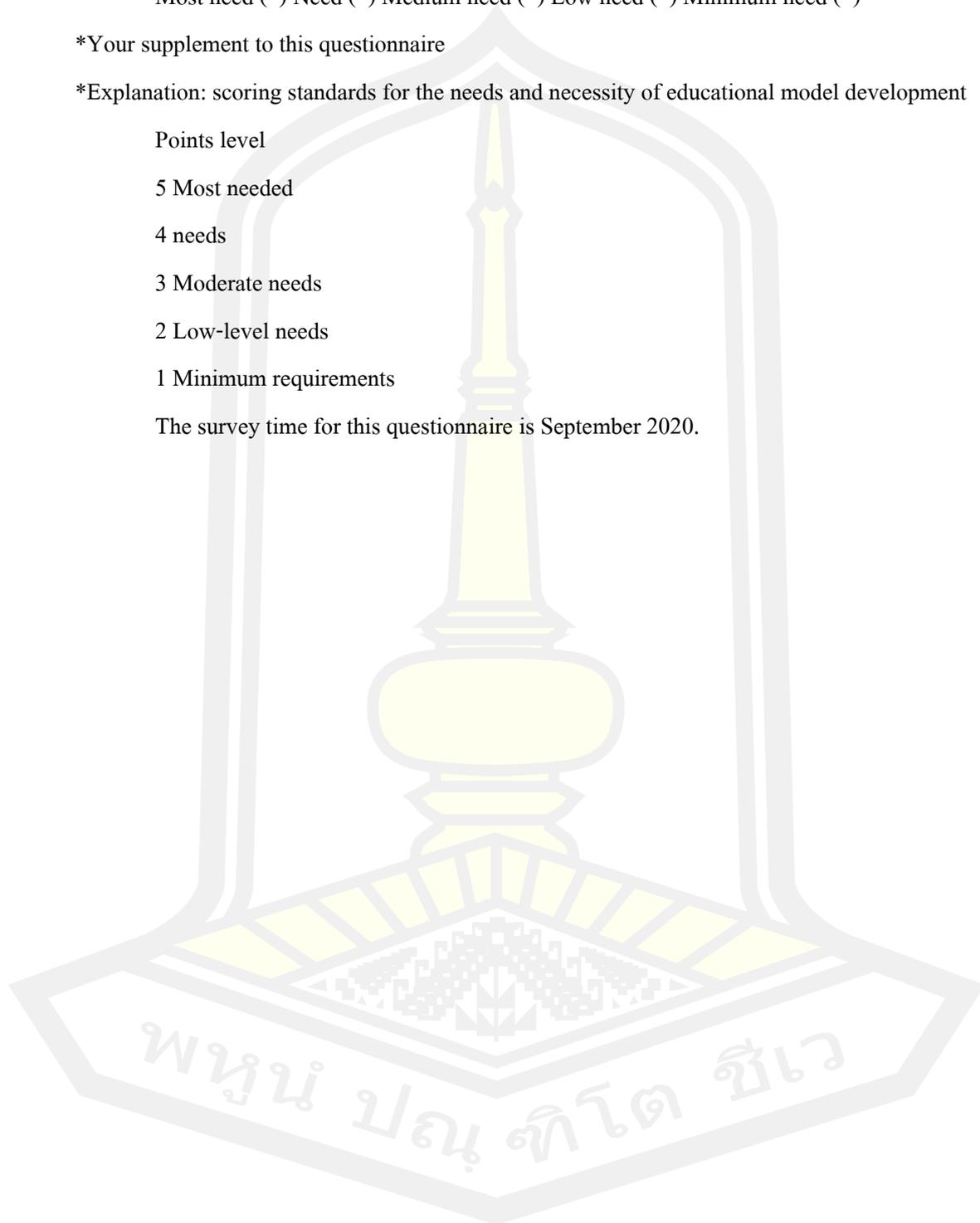
4 needs

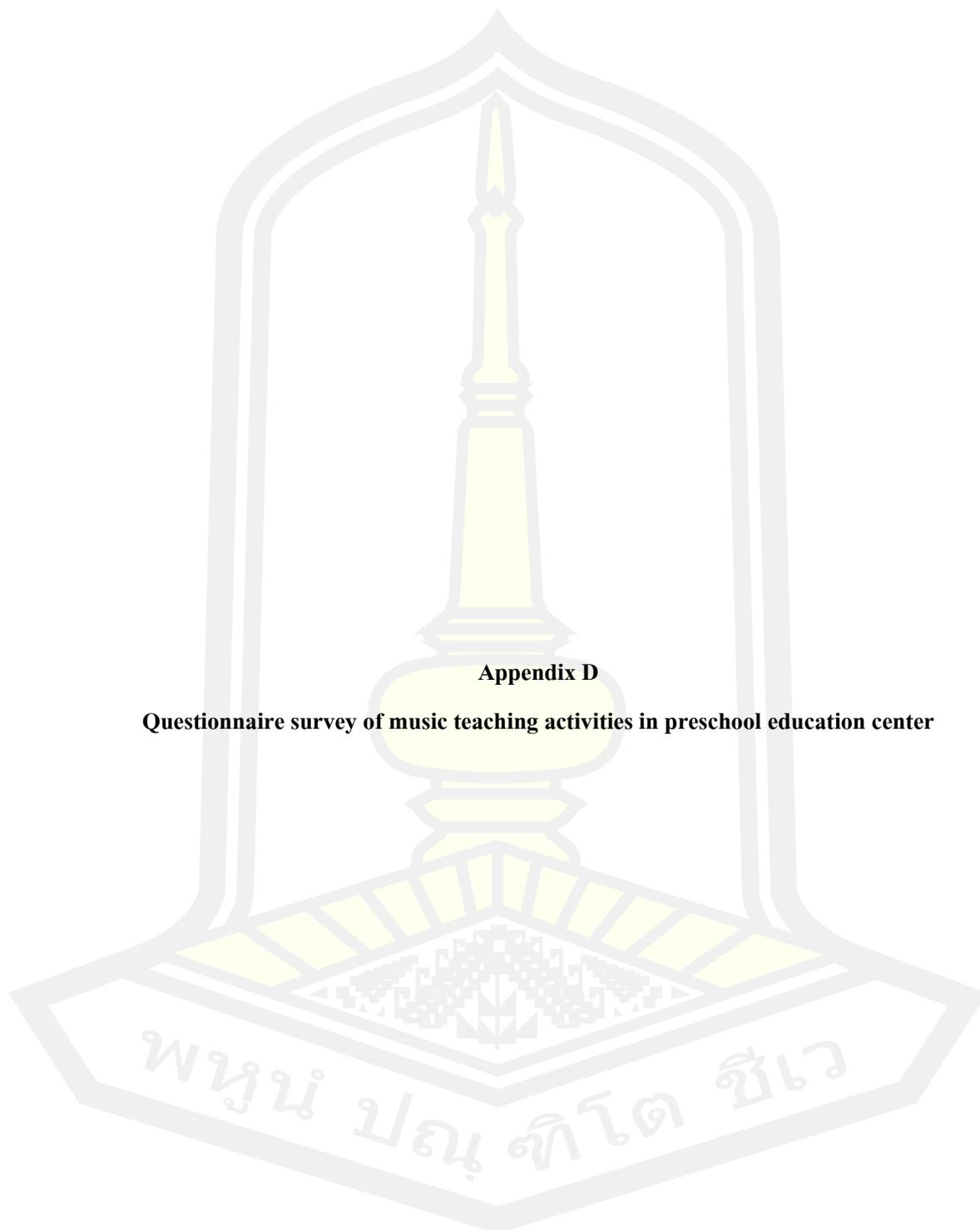
3 Moderate needs

2 Low-level needs

1 Minimum requirements

The survey time for this questionnaire is September 2020.





Appendix D

Questionnaire survey of music teaching activities in preschool education center

Dear parents of young children:

Hello!

Thank you for participating in this survey. Early childhood music education is a practical process of cultivating people with multiple cultures. Its fundamental goal is to educate people. While cultivating children's interest in music, they stimulate children's cognition of things and the development of subject thinking, and master certain music knowledge. On the basis of music performance and music performance, improve children's music perception and collaboration skills. The answer to this questionnaire will be carried out in an anonymous manner. Please fill it out according to your child's learning experience and real feelings. Thank you for your participation and support.

The first part of the basic information

Note: Please answer each question and mark “√” in the option you choose.

1. your gender

A male B female

2. The type of school you are attending

A public school B private school

3. The area where your school is located

A First-tier cities B Second-tier cities C Third-tier cities D Fourth-tier cities and below

4. Toddler's class

A small class B middle class C large class

5. Have the children participated in social music training courses and how many majors?

(E.g. singing, instrumental music, dancing, etc.)

A 0 door B 1 door (skip to question 7) C 2 door (skip to question 7) D 3 and above (skip to question 7)

6. What are the reasons why children did not participate in music training classes?

A does not like B. There is no training place in the area C. Parents do not support D.

Others

7. What are the main ways for children to learn music?

A mobile devices (such as mobile phones, tablet computers) B music lessons in school C both have

8. Do children want to learn more music knowledge and skills from school music activities?

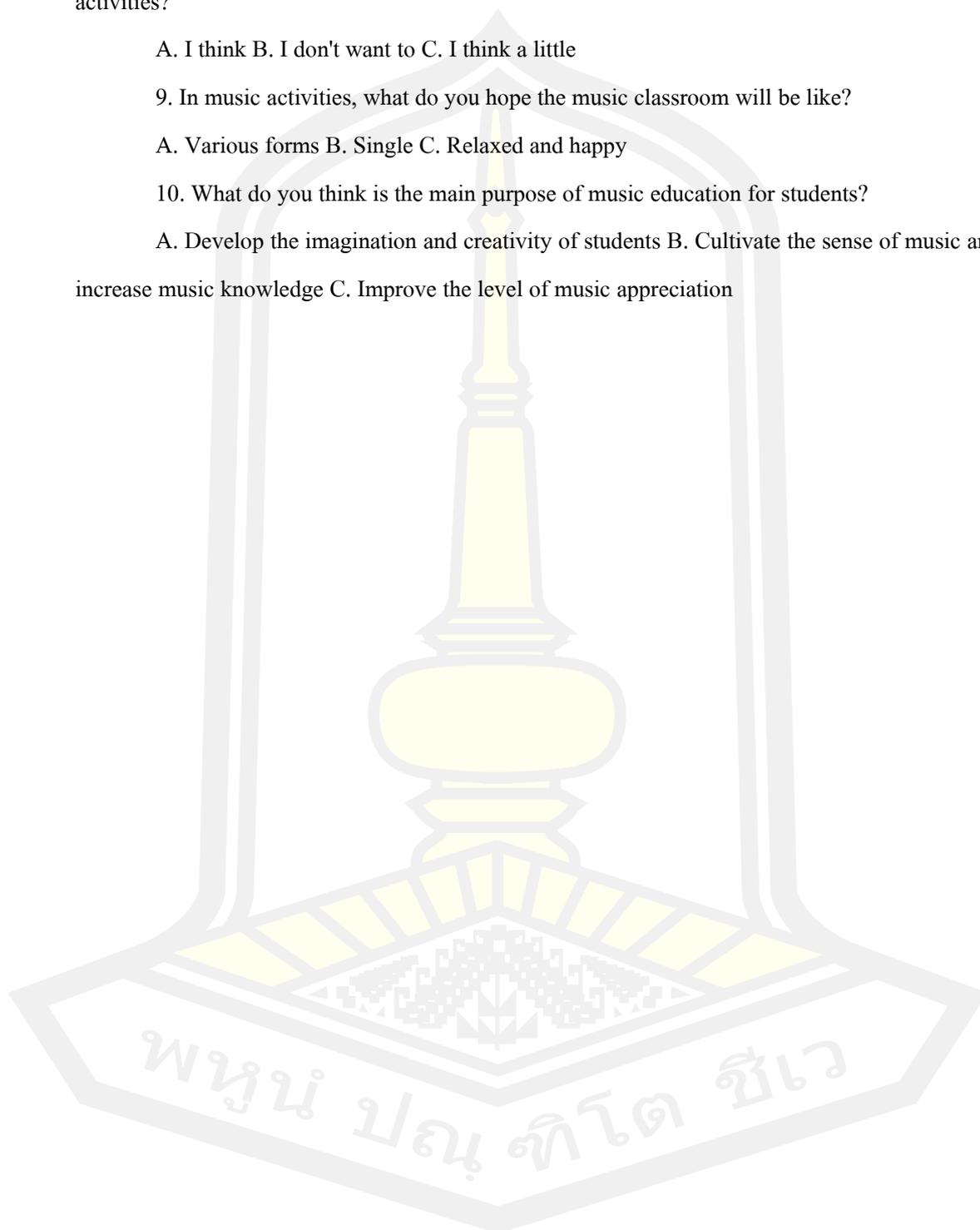
A. I think B. I don't want to C. I think a little

9. In music activities, what do you hope the music classroom will be like?

A. Various forms B. Single C. Relaxed and happy

10. What do you think is the main purpose of music education for students?

A. Develop the imagination and creativity of students B. Cultivate the sense of music and increase music knowledge C. Improve the level of music appreciation



Part 2: The situation of children learning music lessons

NO.	Questions	Very inconsistent	Does not meet	Not sure	In line with	Very consistent
		1	2	3	4	5
1	Do you like music courses					
2	The situation of music lessons in the school where the child is located					
3	Is the format of the teacher's class suitable for you					
4	Is there a variety of teaching methods for children to choose from in the music course					
5	Different teaching styles of music teachers attract young children					
6	Toddlers can cooperate with classmates to complete music activity tasks					
7	Good communication of curriculum issues between children and classmates					
8	To be able to analyze learning experience between children and classmates					
9	Sharing music knowledge between children and classmates					
10	Children can communicate and communicate with the music teacher to help me answer my doubts					
11	Toddlers don't like music lessons					

NO.	Questions	Very inconsistent	Does not meet	Not sure	In line with	Very consistent
		1	2	3	4	5
12	Toddlers can follow the arrangement of music teaching activities					
13	Toddlers can complete the homework of the music course on time					
14	Toddlers will participate in the school's music and art practice activities					
15	Toddlers will complete course-related tests and assessments in the music course					
16	Toddlers will learn music knowledge beyond the teacher's lesson					
17	Toddlers will be passionate about music lessons					
18	Toddlers are happy in the process of music lessons					
19	The learning effect of music course makes children very satisfied					
20	Learning music can expose me to a wider range of multicultural knowledge					



Appendix E

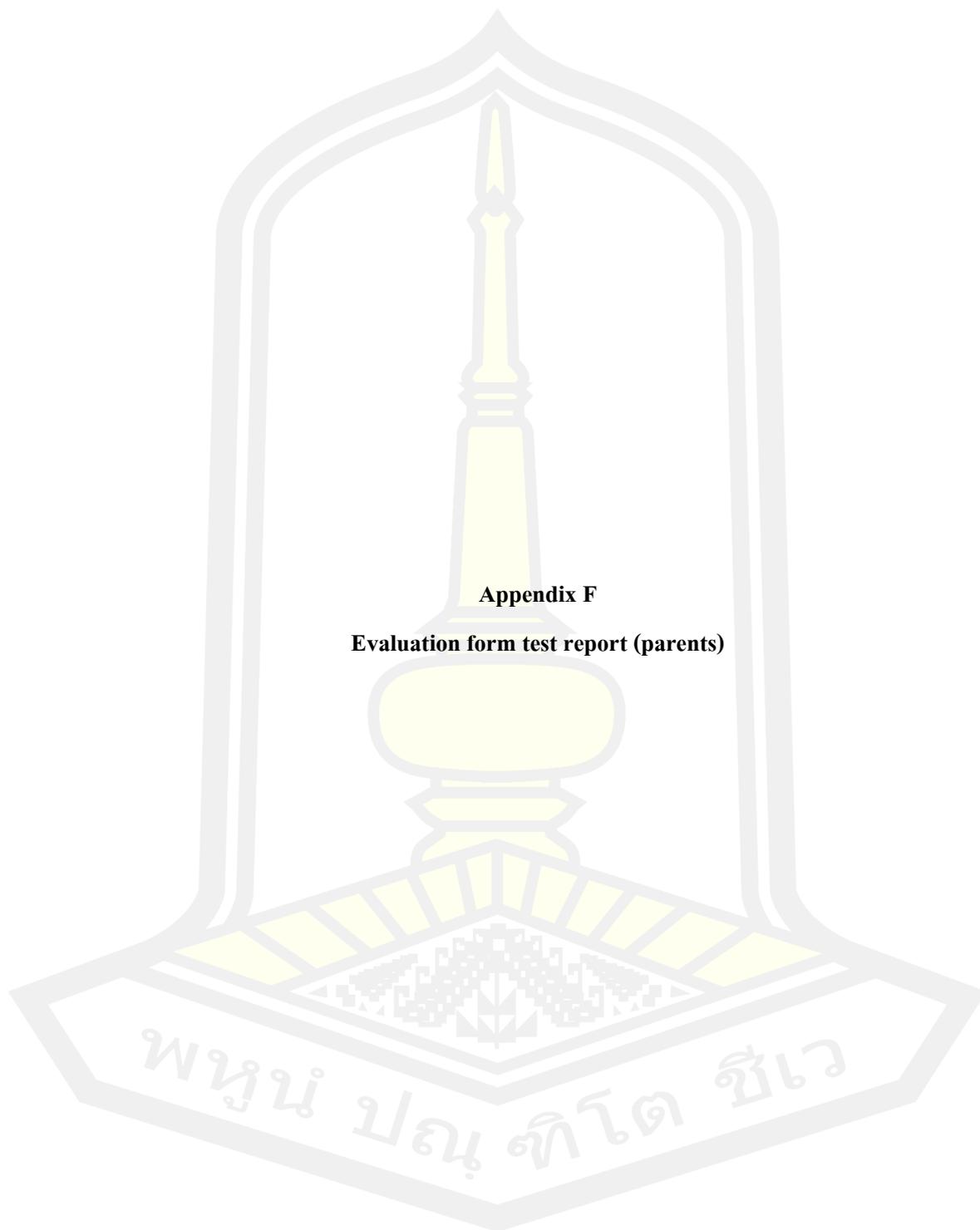
Evaluation form for children's music teaching activities (Teacher)

Team members:

Team name:

NO.	Name	Evaluation checklist					Total
		Perception of music.	Accuracy of understanding of the content of music activities.	Children's collaborative ability in music activities	Record the overall performance of the activity.	Children's music perception ability and group collaborative learning can be successfully and accurately completed, summarized and evaluated.	
		4	4	4	4	4	20
1							
2							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Signature _____(Evaluator)



Appendix F

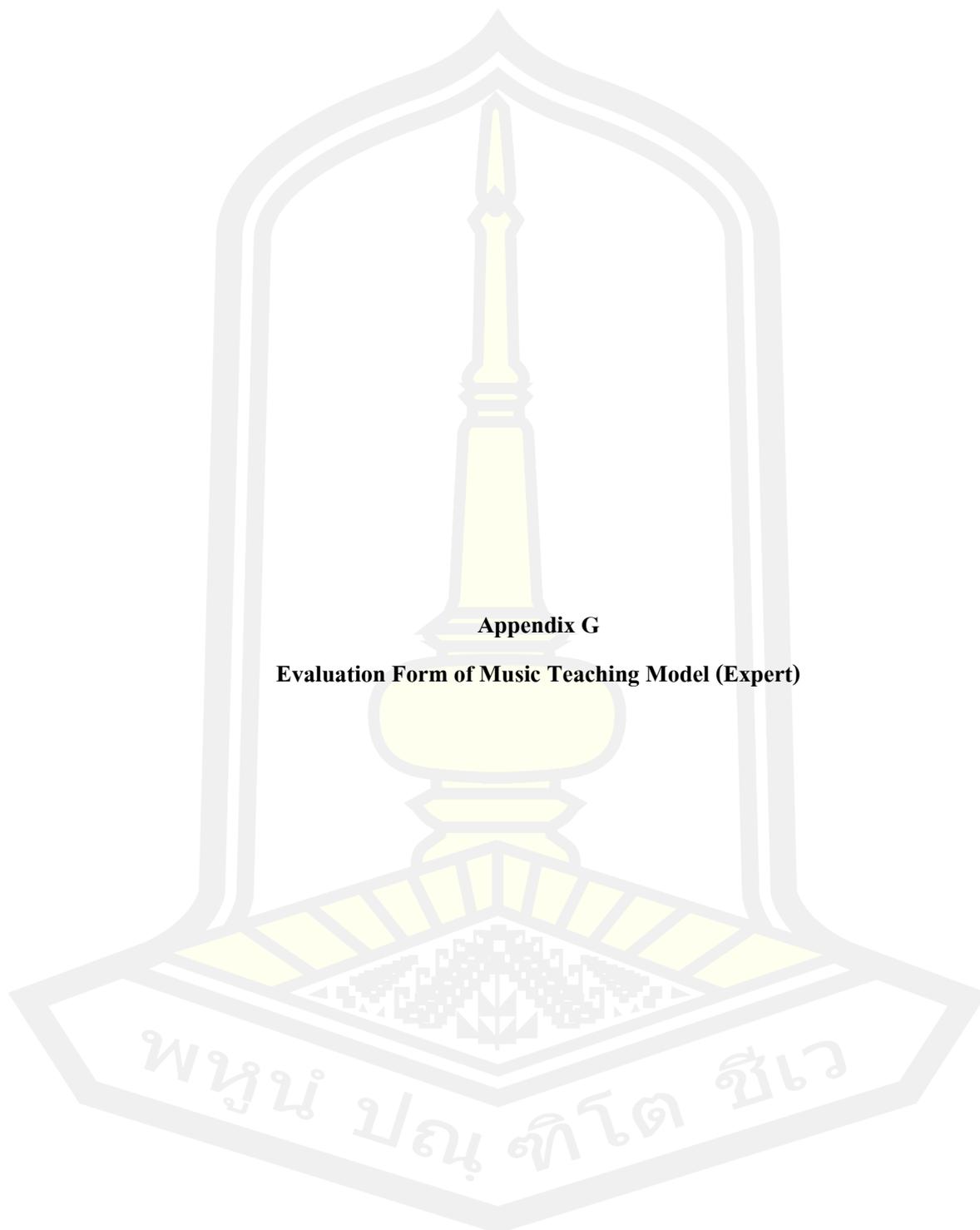
Evaluation form test report (parents)

Team members:

Team name:

NO.	Name	Evaluation checklist				Total
		Children's attitudes towards music	Expressiveness of young children	Teamwork ability	Performance ability for musical activities	
		5	5	5	5	20
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Signature _____ (Evaluator)



Appendix G

Evaluation Form of Music Teaching Model (Expert)

Note: Please comment on each item to see if it fits in the box to the right of your opinion. There are 5 levels in this box, as follows:

Evaluation checklist	Rank				
	At most	Very	Medium	Small	The smallest
1. Goals of music teaching activities					
1.1 Corresponding content of teaching activities					
1.2 The teaching method is interesting and easy to understand					
2. The content of the teaching steps					
2.1 Moderate difficulty, suitable for middle class					
2.2 Each teaching step is interesting and useful					
3. Children's music performance activities					
3.1 Suitable for middle-class children					
3.2 Carry out activities according to music teaching content					
3.3 Appropriate difficulty					
3.4 Enhance children's music perception ability					
4. Group collaboration exercises					
4.1 Orderly and fun					
4.2 Improved their learning ability in group collaborative exercises					
5. Practice of music perception					
5.1 Clear speech, easy to understand					
5.2 Use body language					
5.3 Accurate meaning of clear musical activities					
6. Evaluation					
6.1 In line with the goals of children's music teaching					
6.2 Covering the content of music teaching activities					

A suggestion

Signature _____ (evaluator)



Appendix H

Questionnaire survey on the degree of satisfaction with the use of the music teaching model

(Teacher)

Dear music teachers and parents of young children:

Hello!

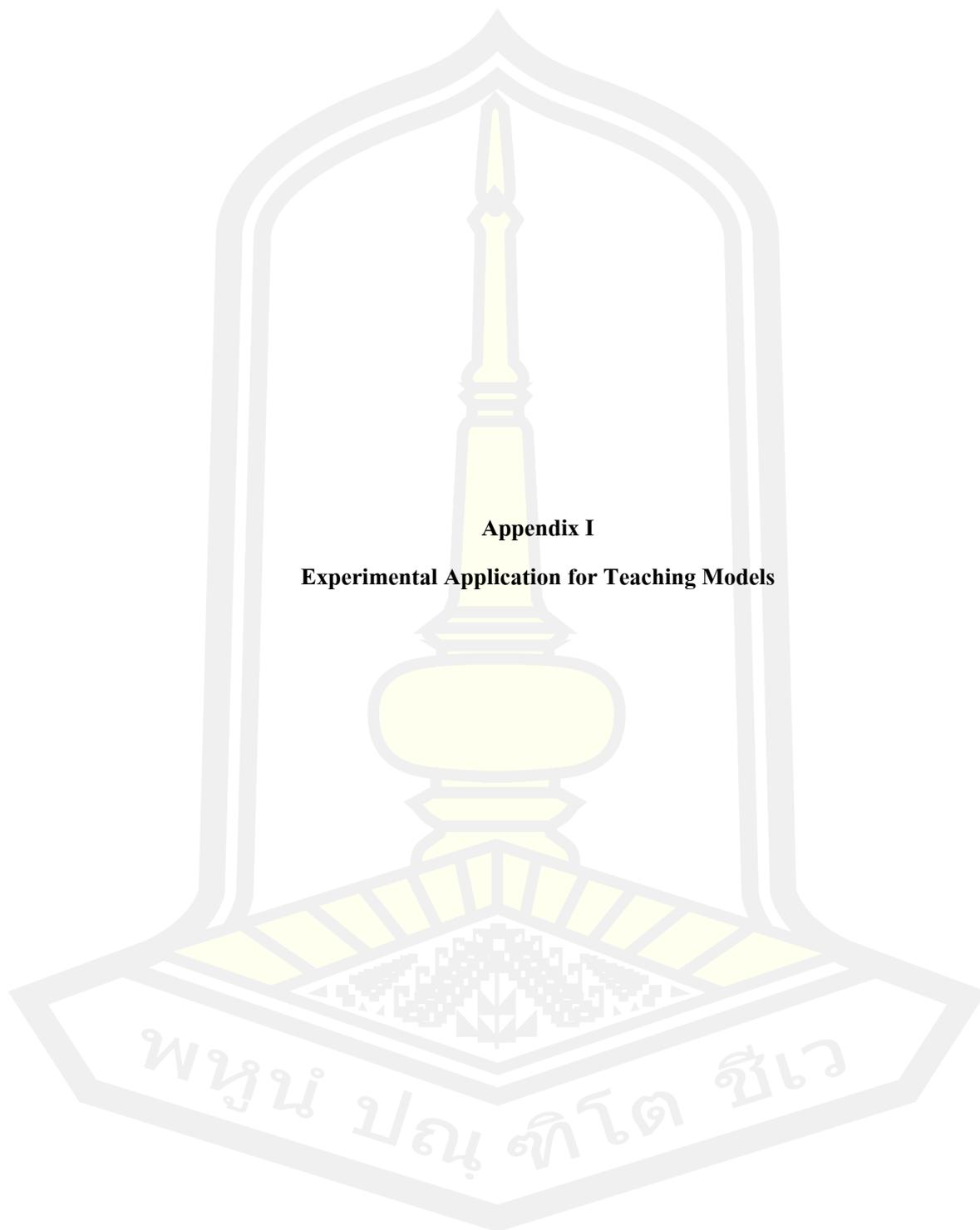
Music activities are established by the preschool education center for children's music enlightenment education. Through high-quality teaching models, music activities can be carried out more effectively, so that children play an important role in developing various abilities during their growth. Please answer the questionnaire based on the children's class and performance at home. The answer to this questionnaire is conducted by secret. Please fill it out according to the children's learning experience and real feelings. Thank you for your participation and support.

***Note: Please check the box corresponding to your opinion and comment on its satisfaction. The box is divided into 5 levels:**

NO.	Evaluation content	Rank				
		At most	Very	Medium	Small	The smallest
1	Music teaching activity form					
2	Contents of music teaching activities					
3	Teaching goals of music activities					
4	Applicability of Music Teaching Model					
5	Suitability of time for music teaching activities					
6	Applicability of Teaching Principles for Music Activities					
7	Children's collaborative ability in music education activities					
8	Consistency and guidelines for the steps of the music teaching model.					
9	Stage performance for music teaching					
10	Children's Perception Ability in Music Teaching Activities					

A suggestion

Signature (evaluator)



Appendix I
Experimental Application for Teaching Models

Request for research and experimental music teaching model

Dear Pingxiang Experimental Kindergarten:

According to the "3-6 Years Old Children's Learning and Development Guide", it is pointed out in the goal 1 that children aged 4-5 years need to develop the ability of collaboration, in order to better provide a good atmosphere for teaching activities and enhance children's collaboration in music teaching activities Ability and music perception ability, Na Luo(PASSPORT: G49555956) is studying a teaching model experiment on music teaching activities. During the development and experiment of this music teaching model, I need your school's support and help.

Please approve the above request.



Ph.D: Na Luo

Mahasarakham University

30 Day 6 Month 2022 Year

Na Luo
2022.6.4

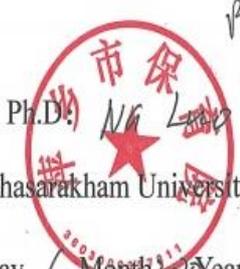
มหาวิทยาลัยมหาสารคาม

Request for research and experimental music teaching model

Dear Pingxiang City Nursery:

According to the *"3-6 Years Old Children's Learning and Development Guide"*, it is pointed out in the goal 1 that children aged 4-5 years need to develop the ability of collaboration, in order to better provide a good atmosphere for teaching activities and enhance children's collaboration in music teaching activities Ability and music perception ability, Na Luo(PASSPORT: G49555956) is studying a teaching model experiment on music teaching activities. During the development and experiment of this music teaching model, I need your school's support and help.

Please approve the above request.


 Ph.D. Na Luo
 Maharakham University
 30 Day 6 Month 2020 Year

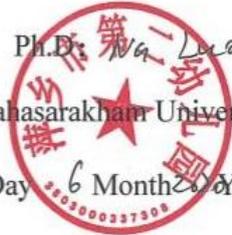
Request for research and experimental music teaching model

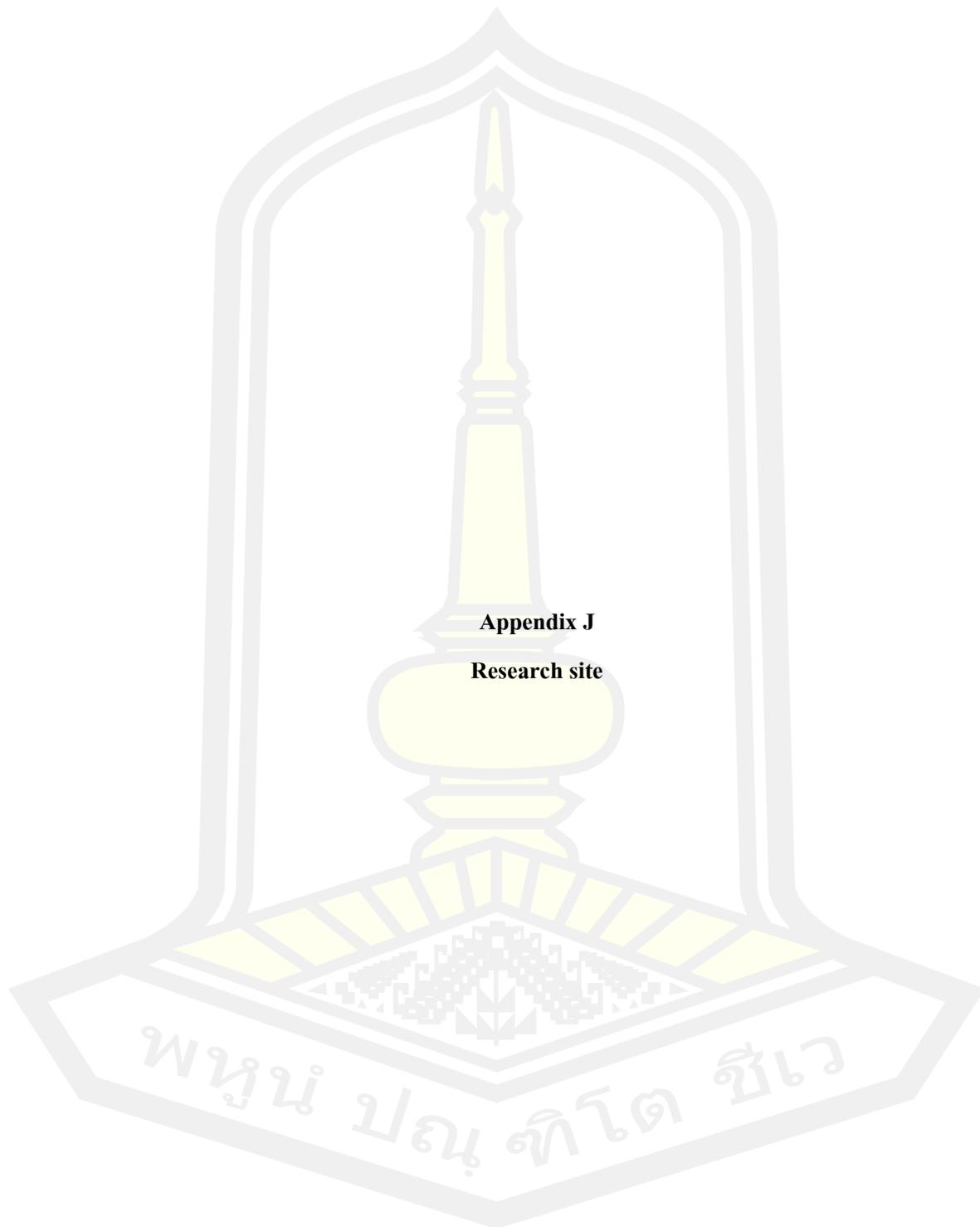
Dear Pingxiang City Second Nursery:

According to the "3-6 Years Old Children's Learning and Development Guide", it is pointed out in the goal 1 that children aged 4-5 years need to develop the ability of collaboration, in order to better provide a good atmosphere for teaching activities and enhance children's collaboration in music teaching activities Ability and music perception ability, Na Luo(PASSPORT: G49555956) is studying a teaching model experiment on music teaching activities. During the development and experiment of this music teaching model, I need your school's support and help.

Please approve the above request.

Ph.D. Na Luo
Mahasarakham University
30 Day 6 Month 2020 Year



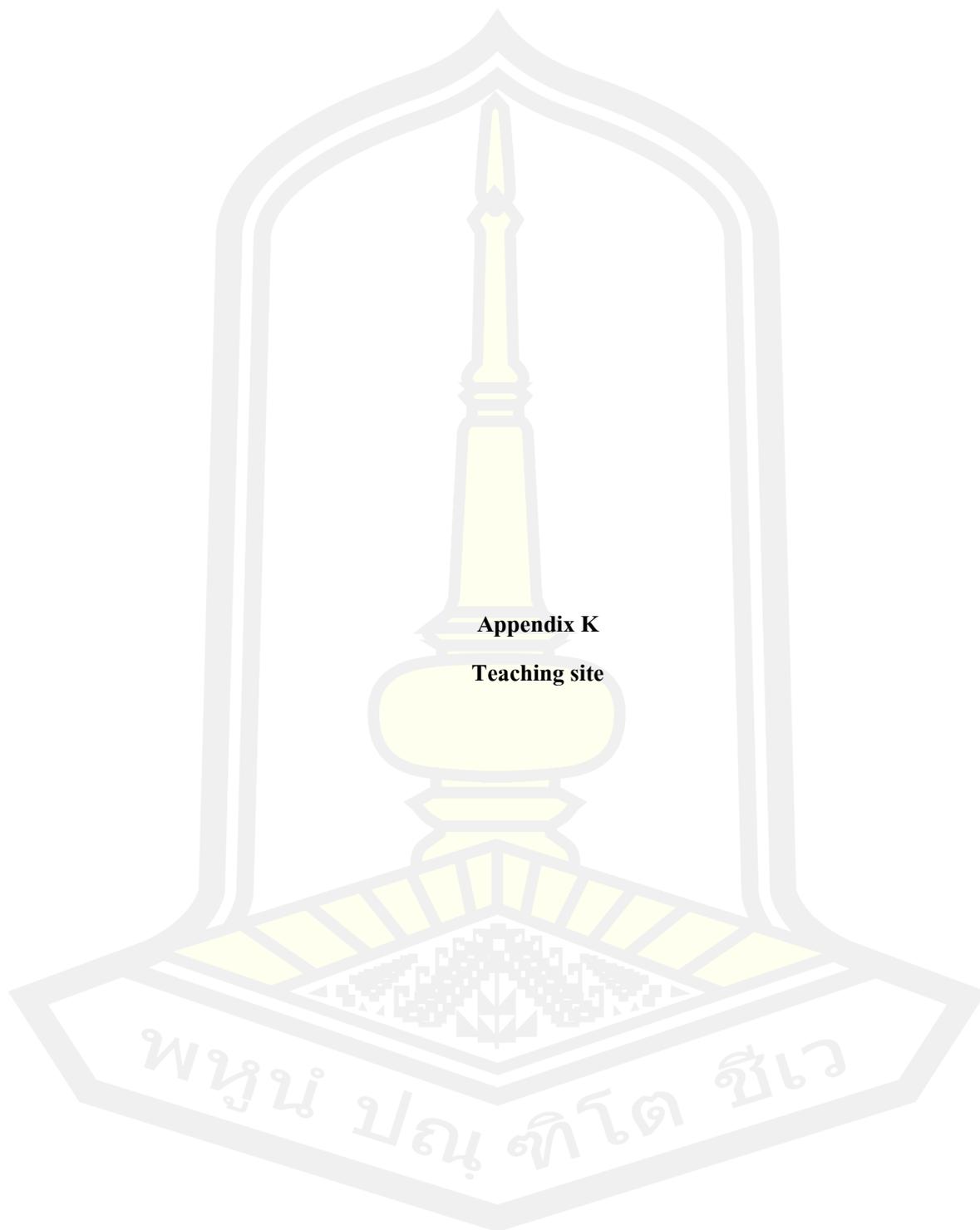


Appendix J
Research site









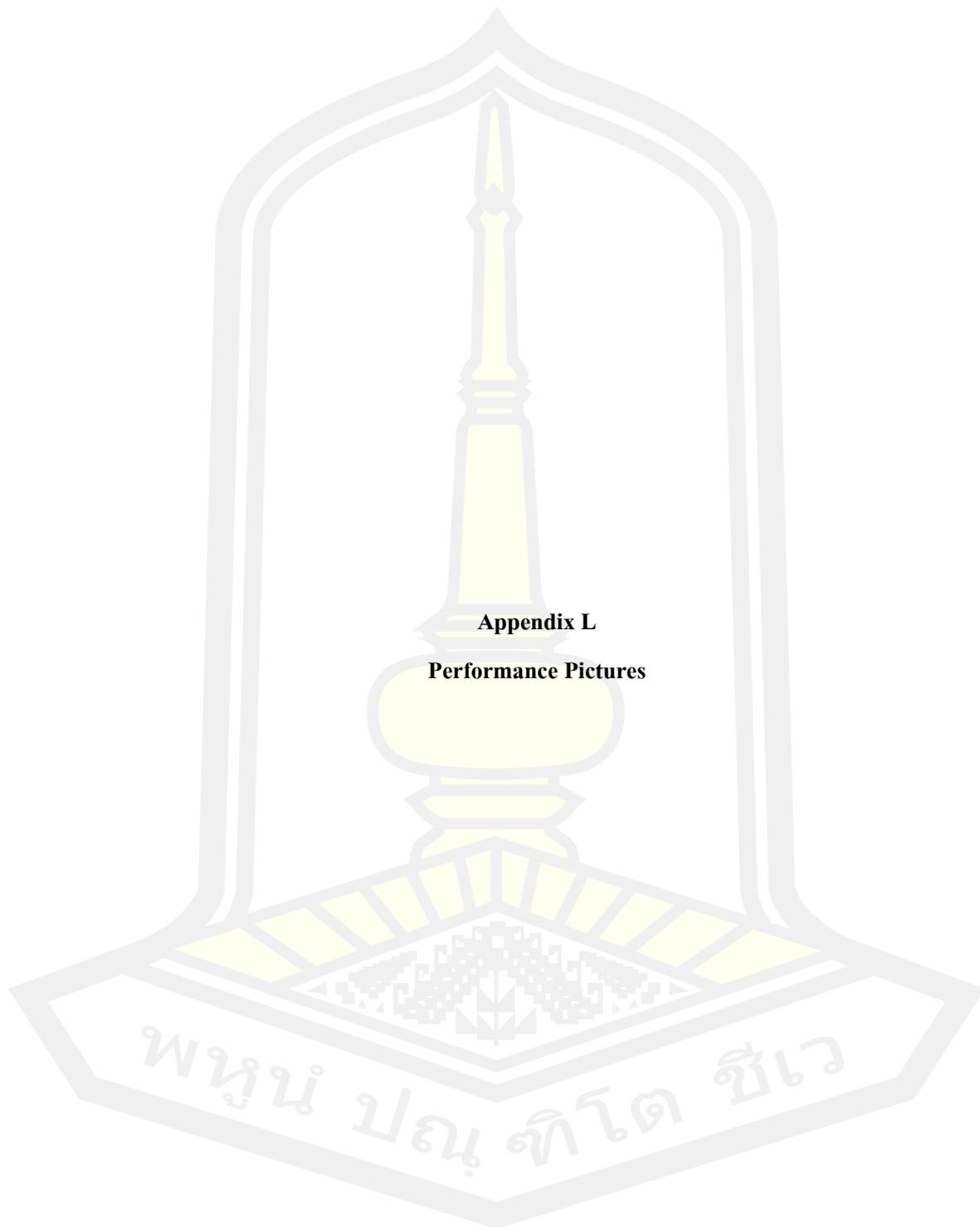
Appendix K

Teaching site



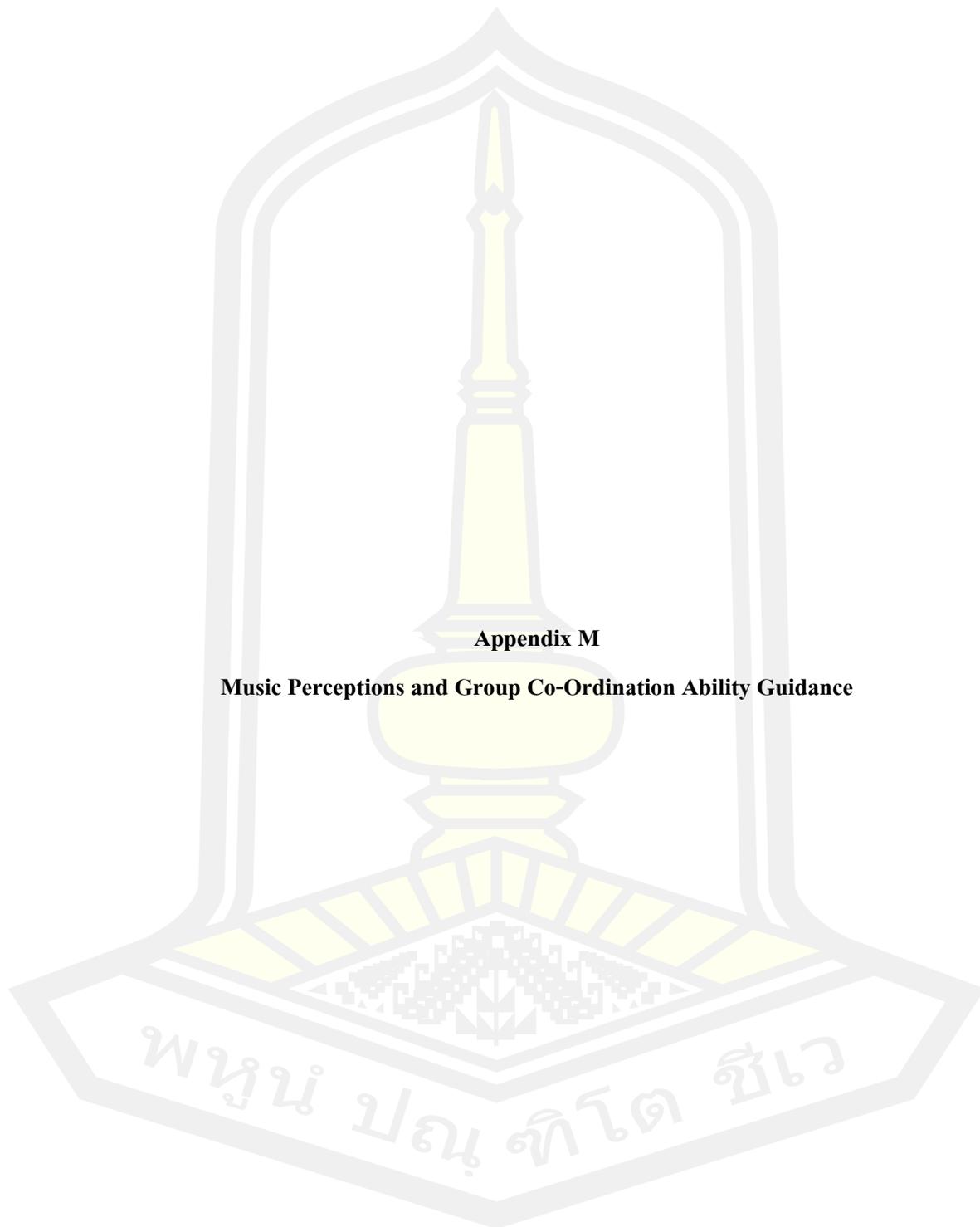






Appendix L
Performance Pictures





Appendix M

Music Perceptions and Group Co-Ordination Ability Guidance

Music Perceptions and Group Co-Ordination Ability



Prepare teaching materials,
create music scenes
and introduce new courses.

1. 泡泡不见了 (韵律)

吹呀吹泡泡，有大又有小。
飞呀飞上天，飞呀飞上天。
泡泡，泡泡，咦？泡泡不见了。



Practice and discover,
experience new knowledge
小叮咛：学习有间奏和休止符的歌曲。



Interactive game teaching/Music activity creation
我是小小休止符，看见我要停下来，然后接着往下唱，啦啦啦啦啦啦。



 **亲爱的爸爸妈妈：** Extension of home cooperation activities

你们吹过泡泡吗？泡泡是什么样子的呢？在今天的活动中，我们一起回忆了自己曾经吹过的泡泡，并学习了《泡泡不见了》这首歌曲：“吹呀吹泡泡，有大又有小。飞呀飞上天，飞呀飞上天。泡泡，泡泡，咦？泡泡不见了。”在这个好玩的活动中，我们不仅尝试着用各种各样的动作表现泡泡的样子，还学会了在间奏时和有休止符的地方控制自己略作停顿。

在天气晴朗的时候，您可以带领孩子一起到户外玩一玩吹泡泡的游戏，进一步观察泡泡的不同形态。如果有条件的话，您还可以跟孩子一起探索如何调制泡泡水，通过使用不同浓度的泡泡水进行试吹，鼓励孩子发现肥皂水的浓度对泡泡成形的影响。另外，您也可以引导孩子阳光下观察泡泡颜色的变化。相信，通过这一系列的活动，一定能增加孩子对吹泡泡活动的兴趣，同时更能促进孩子对科学现象的好奇心与探究欲望哦！

◆ 你看过吹泡泡的魔术表演吗？在那样的表演中，演员可以吹出一个很大很大的泡泡，大到足以把一个人装进泡泡里啦！很神奇吧！请你自己动手画一个大泡泡，然后给它涂上漂亮的颜色吧！



5

 Prepare teaching materials, create music scenes and introduce new courses.

2. 头发、肩膀、膝盖、脚（歌唱）

 头发、肩膀、膝盖脚，膝盖脚，膝盖脚。

 头发、肩膀、膝盖脚，眼睛耳朵鼻子嘴。



6





亲爱的爸爸妈妈: Extension of home cooperation activities

今天我们一起学习了《头发、肩膀、膝盖、脚》这首歌曲，还跟着音乐一边演唱一边做动作呢！在表演时，我们发现有些身体部位孩子总是来不及指，比如唱到“眼睛、耳朵、鼻子、嘴”的时候。请爸爸妈妈在家继续帮助孩子练习一下吧！

我们的身体由各种各样不同的部位组成，每个部位都有不同的功能和作用。比如，我们的眼睛是用来观察周围的世界的，用它可以看到美丽的花花草草，看到蓝天白云和大海，看到许多美好的东西。可是在日常生活中，我们偶尔会感觉到眼睛痒或疼，这是为什么呢？我们怎样才能更好地保护自己的眼睛呢？爸爸妈妈可以通过一些具体的事例，引导孩子了解身体不同部位的重要性，以及自我保护的方法。

◆ 我们身体的有些部位是不能让别人看到的哦！看看下面的幅图中，哪些部位是要藏起来的呢？



9



Prepare teaching materials,
create music scenes
and introduce new courses.

3. 猫捉老鼠（欣赏）

-  小小老鼠，跑来跑去，跑来跑去，找吃的东西。
-  小小老鼠，现在吃米，现在吃米，现在吃完了。
-  小小老鼠，现在睡觉，现在睡觉，现在睡着了。
-  一只大猫，跑上来了，跑上来了，来捉老鼠了。



10





亲爱的爸爸妈妈: Extension of home cooperation activities

一群小小的老鼠正在欢快地跑来跑去，发现地上的米粒后，一拥而上，吃了个精光。当它们把肚子填饱后，开始舒服地睡起觉来！这时，一只大猫正悄悄靠近，忽然“喵——”的一声扑了过去，小老鼠们吓得四处逃窜。伴随着这个有趣的故事情节，我们一起玩了《猫捉老鼠》的音乐游戏，通过一下一下地跺脚跑和一下一下地吃米的动作表现小老鼠的样子，等大猫出现的时候，我们就快速地逃回自己的座位上，真好玩呀！

在家中，您可以继续与孩子一起玩《猫捉老鼠》的游戏哦！另外，您可以通过观看图片、播放相关视频资料等方式，向孩子介绍猫和老鼠不同的生活习性，了解它们对人类生活的影响，让孩子对动物产生浓厚的兴趣。

◆小老鼠们肚子好饿呀！请你用绘画的方式给它们每人分一块甜饼干吧！然后数一数，一共需要几块饼干呢？



Prepare teaching materials, create music scenes and introduce new courses.

4. 大象和小蚊子 (打击乐)





Practice and discover,
experience new knowledge



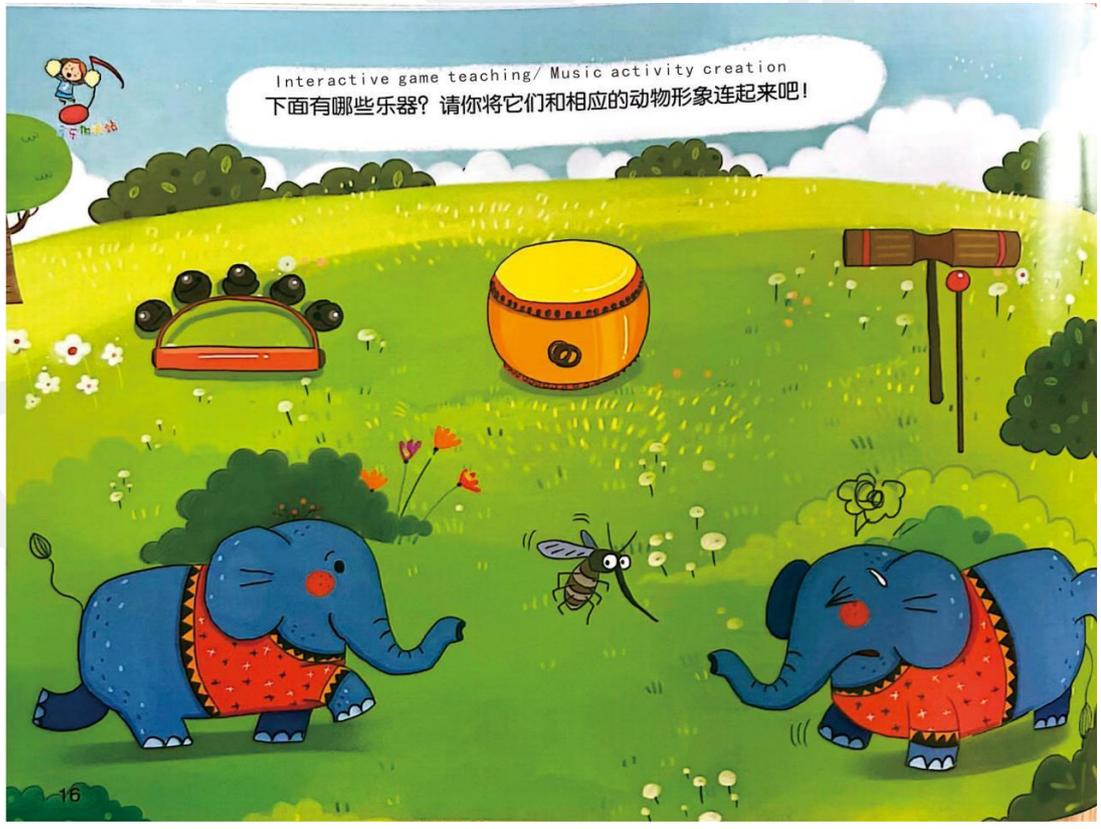
大象觉得好痒啊！它用力甩起了尾巴：“呼、呼、呼”。小蚊子吓得赶快逃走了。



大象伸了个懒腰继续睡觉，调皮的小蚊子可不甘心，它们一起又飞回来：“嗡嗡、嗡嗡”，对准大象的屁股狠狠地叮了下去。



大象终于发怒了，它站起身，使劲儿一跺脚：“咚！”所有的小蚊子都被震得昏死在地上！





亲爱的爸爸妈妈: Extension of home cooperation activities

在今天的活动中, 我们一起听了《大象和小蚊子》的故事, 故事中的大象走路来“咚、咚、咚”, 小蚊子飞的时候会发出“嗡嗡、嗡嗡”的声音, 大象甩尾巴的时候则发出“呼、呼、呼”的声音, 我们还给这三种声音分别配了大鼓、手摇铃和蛙鸣筒进行演奏呢!

在家中, 爸爸妈妈可以跟孩子一起讲一讲、演一演《大象和小蚊子》的故事哦! 还可以在家里找来各种各样的物品, 通过敲击、碰撞、拍打、摩擦等方式, 模拟故事中的声音。

◆ 谁走路的声音像大象? 谁飞来飞去的声音像小蚊子? 请你说一说并将它们画出来吧!



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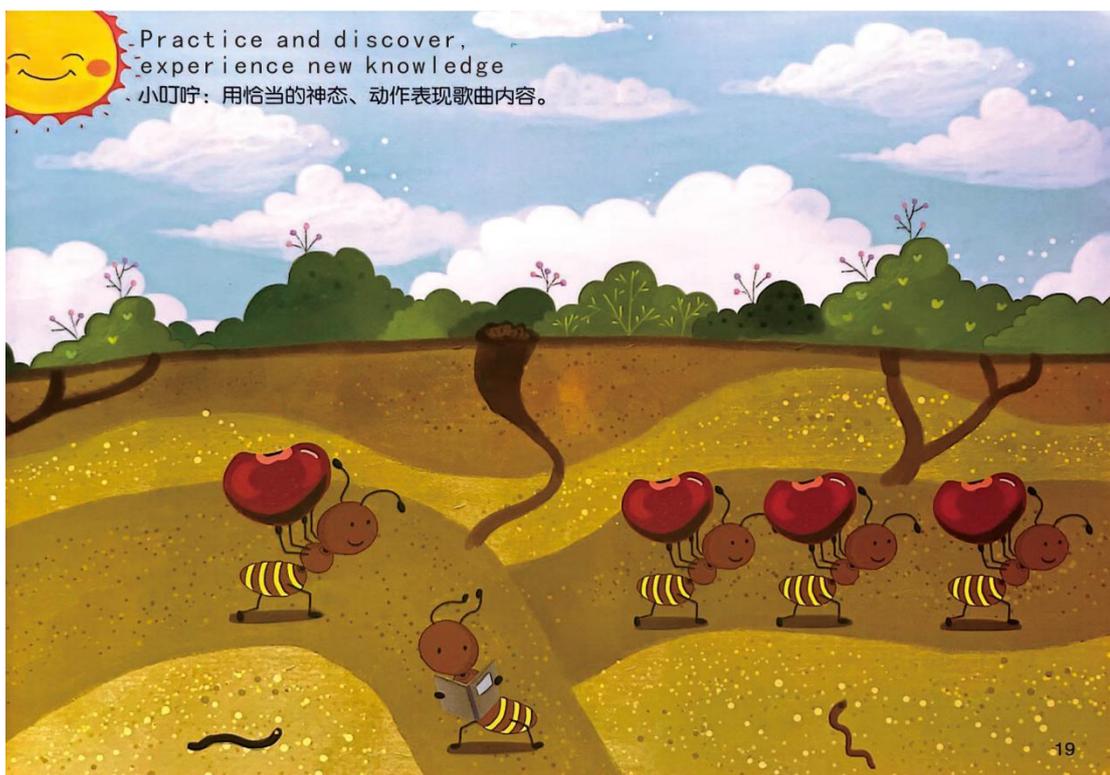
Prepare teaching materials,
create music scenes
and introduce new courses.

5. 蚂蚁搬豆 (韵律)

小小蚂蚁在洞口, 看见一粒豆,
用力搬也搬不动, 急得直摇头。
小小蚂蚁想一想, 想个好办法,
回洞请来好朋友, 抬着一起走。



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亲爱的爸爸妈妈: Extension of home cooperation activities

一只可爱的小蚂蚁在洞口发现了一粒豆，以它小小的身躯怎么也搬不动这么大的豆子。怎么办呢？于是，经过一番冥思苦想，它终于想到了一个好办法——请来好朋友帮忙，一起抬着往前走。我们在今天的活动中，不仅尝试了用各种各样的神情、动作表演小蚂蚁的样子，还了解到一个很重要的道理——人多力量大！

在家中，父母可以鼓励孩子大胆地进行表演。如果孩子还不能够完整地表演整首歌曲，您也不用着急，可以重点引导他表演几处关键的动作，如：“用力搬也搬不动”、“急得直摇头”、“抬着一起走”，等等。在生活中，孩子也会像歌曲中的小蚂蚁那样，偶尔遇到一些困难，父母要多鼓励孩子自己动脑解决问题，逐渐形成独立自主的个性。

◆小蚂蚁想出去玩玩了，它要从哪条路才能走出洞穴呢？请你帮它找出来吧！





亲爱的爸爸妈妈: Extension of home cooperation activities

“什么是懒惰虫?为什么懒惰虫到处都痛?”当孩子们欣赏完《懒惰虫》这首歌时,内心充满了这样的好奇和疑惑。活动中,我们边唱歌边依次点孩子,最后一个被点到的孩子都会被问到同样的问题:“你愿意当懒惰虫吗?”孩子们的答案非常一致——不愿意!通过这个有趣的游戏,我们很快就学会了这首弱起节奏的歌曲,也知道了“懒惰”可不是一个好习惯。

在家中,您可以鼓励孩子自己的事情自己做,实在没有办法独立完成时再请大人帮忙,实现不当“懒惰虫”的愿望。另外,您还可以根据生活中的实际情况,带领孩子一起改编歌词。比如当孩子总喜欢生气的时候,我们可以唱“你是生气虫,你是生气虫……”当孩子不能及时把玩具收拾整齐时,我们可以唱“你是糊涂虫,你是糊涂虫……”需要注意的是,用唱歌这种幽默的方式委婉地提出批评,有时比简单说教更能让孩子接受哦!

◆在家中,哪些事情你会自己独立完成?请画出其中的两件事情吧!

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Prepare teaching materials, create music scenes and introduce new courses.

7. 快乐的小鞋匠 (欣赏)

我是一个快乐的小鞋匠,
叮叮叮——咚咚咚——我做的鞋子漂亮又结实,
大家都喜欢!

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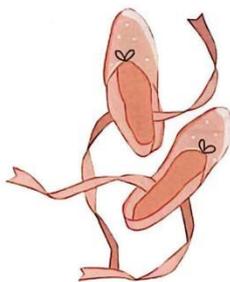


亲爱的爸爸妈妈: Extension of home cooperation activities

鞋匠是怎样为别人做鞋子的呢? 在今天的活动中, 我们一起认识了一位可爱的小鞋匠, 他每天都要帮很多人做鞋子。瞧! 钉鞋面、擦鞋子、钉鞋帮、缝鞋底、钉鞋底, 一双鞋子很快就做好了! 干活虽然辛苦, 但是看着漂亮的鞋子, 小鞋匠别提有多开心啦! 今天我们通过模仿小鞋匠做鞋子的一系列动作, 感受了乐曲中ABACA的回旋式结构。

在家中, 您可以与孩子一起玩《快乐的小鞋匠》的音乐游戏哦! 在日常生活中, 您还可以跟孩子一起观察几双不同的鞋子, 认识鞋子的基本结构(鞋面、鞋帮、鞋底、鞋跟等等), 了解鞋子不同的颜色、大小、功能等等, 让孩子自己动手整理一次鞋柜, 体验劳动的乐趣。

◆ 有些是什么鞋子? 你知道它们的用途吗?



Prepare teaching materials, create music scenes and introduce new courses.

8. 小看戏 (打击乐)

打击乐节奏谱 (Rhythm notation for percussion):

×	×		×	<u>×</u> <u>×</u>		×	×		×	<u>×</u> <u>×</u>
×	×		×	<u>×</u> <u>×</u>		×	×		×	<u>×</u> <u>×</u>
×	×		×	<u>×</u> <u>×</u>		×	×		×	<u>×</u> <u>×</u>
<u>×</u> <u>×</u>	<u>×</u> <u>×</u>		<u>×</u> <u>×</u>	<u>×</u> <u>×</u>		<u>×</u> <u>×</u>	<u>×</u> <u>×</u>		<u>×</u> <u>×</u>	<u>×</u> <u>×</u>

Illustration of children in a field with flowers and a red ribbon banner.

小叮咛：根据乐器的节奏型做出合适的动作。
Practice and discover, experience new knowledge



× ×	× ××		
× ×	× ××		
× ×	× ××	× ×	× ×

Interactive game teaching/Music activity creation
你知道画面中的小朋友手上拿的是什么乐器吗？这个乐器会发出什么声音呢？
请你模仿出来吧！



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亲爱的爸爸妈妈: Extension of home cooperation activities

在今天的活动中，我们一起听了《小看戏》的音乐，这是一首东北风格的民族音乐。我们伴随着音乐的节奏，创编了不同的拍打动作，并且为乐曲选择了三种乐器进行打击乐演奏：铃鼓、圆舞板、小锣。其中，小锣是我国传统的民族乐器，在很多民乐演奏中都可以看到它的身影哦！

在家中，您可以通过故事、图片或影像资料等，向孩子介绍不同的民族，以及各民族的典型服饰和不同的生活习俗，增强孩子对少数民族的了解和认知。如果有机会的话，您还可以利用假期带孩子前往某个少数民族地区，让孩子亲身感受民族特色和少数民族的节日气氛，让孩子了解我们这个多民族的国家，并逐步产生热爱祖国的情感。

◆ 仔细观察画面中小朋友的服饰，说一说他们穿的衣服有什么不一样，再猜一猜他们是哪个少数民族的。



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Prepare teaching materials,
create music scenes
and introduce new courses.

9. 开火车 (韵律)

我的小小火车，轰隆隆响，
小火车呀，小火车，我呀我爱你。
我的小小火车，轰隆隆响，
请你快快上来，我把火车开。



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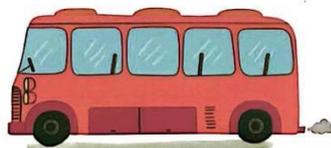


亲爱的爸爸妈妈: Extension of home cooperation activities

“轰隆隆隆——轰隆隆隆——”这是谁发出的声音呢？对啦！这是长长的火车！在今天的活动中，我们一起跟着《开火车》的音乐，模仿开火车的动作，在火车发出“轰隆隆隆”的声音时，我们还会用不同的方式拍出 $\times \times \times \times | \times - |$ 的节奏哦！

爸爸妈妈在家中也可以跟孩子一起玩一玩拍节奏的游戏哦！在游戏过程中，多鼓励孩子想一想：除了拍手、拍腿，还可以拍身体的哪些部位呢？在生活中，孩子一定接触过不同的交通工具，您可以通过图片、绘画等方式，跟孩子一起认识出租车、公共汽车、飞机等更多的交通工具，并引导孩子说一说自己经常使用的交通工具是什么，发展孩子的语言表达能力。

◆ 你平常乘坐什么交通工具上幼儿园？请在下面的图中找一找吧！

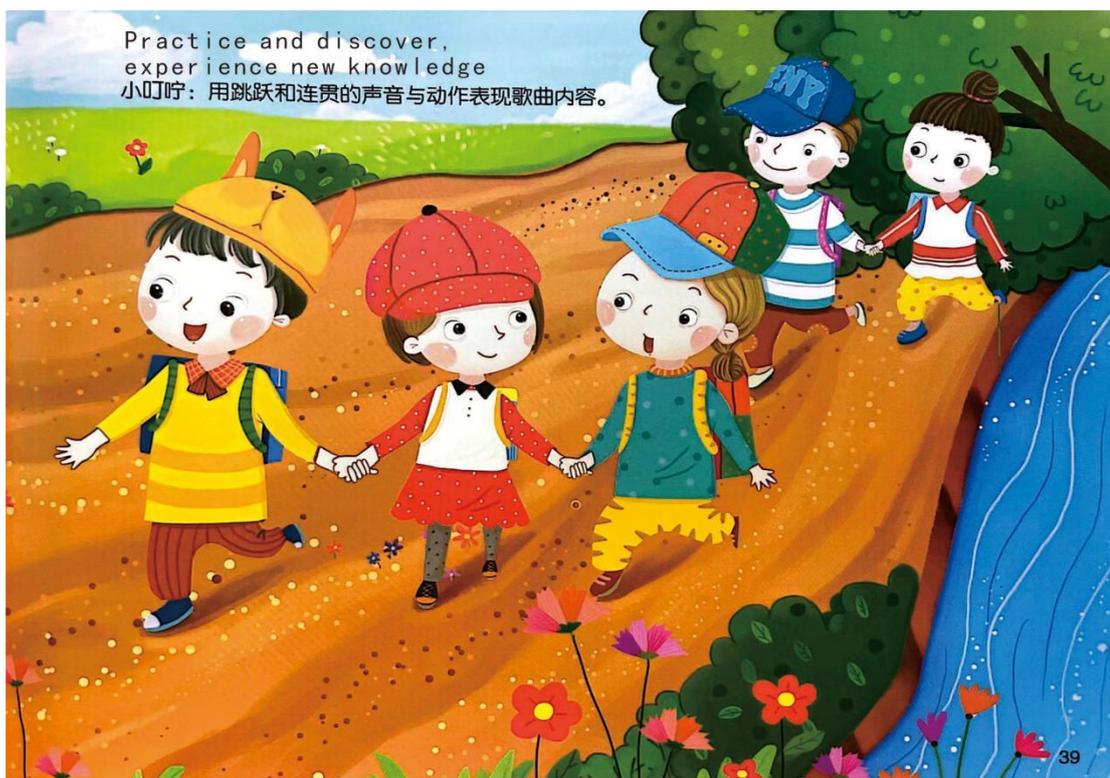


Prepare teaching materials, create music scenes and introduce new courses.

10. 郊游（一）（歌唱）

走走走走走，我们小手拉小手，
走走走走走，一同去郊游。
白云悠悠阳光柔柔，
绿水青山一片锦绣。
走走走走走，
我们小手拉小手，
走走走走走，一同去郊游。

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亲爱的爸爸妈妈： Extension of home cooperation activities

郊游是孩子们特别期待的事情！在天气晴朗的日子里，我们和小伙伴一起背着小书包，手拉着手去郊外游玩，一边走路，一边欣赏路边美好的风景，真开心呀！今天，我们一起学习了《郊游》这首歌曲，歌里唱到“走走走走走，我们小手拉小手”，还有“白云悠悠阳光柔柔，绿水青山一片锦绣”，要分别用跳跃的和连贯的声音来演唱哦！

在家中，您可以和孩子一起欣赏以前出游时的照片，在唤醒美好记忆的同时，鼓励孩子说一说照片中有谁，在什么地方，做了哪些事情，借此发展孩子的语言表达能力。如果有机会的话，也可以再带孩子出游一次，不过要记得让孩子学会整理自己的物品哦！这可是锻炼孩子自理能力的好机会！

◆ 下面的小朋友在郊游时做的哪些事情是对的？哪些事情是不对的？为什么？



Prepare teaching materials,
create music scenes
and introduce new courses.

11. 挪威舞曲（欣赏）

在茂密的大森林里住着各种各样的树，它们每天都在努力地生长，有的使劲儿伸出自己的枝杈，有的轻轻扭动自己的树干，还有的跟旁边的树伙伴紧紧缠绕在一起。突然，一阵大风吹来，大树们吓得谁也不敢乱动了。也许是太喜欢这里的绿色了，大风在树林里不停地穿梭，一会儿抱抱大树，一会儿轻轻抚摸着树叶，开心极了。不一会儿，大风玩累了，只能离开这片树林了。大树们又继续生长着、游戏着。







亲爱的爸爸妈妈: Extension of home cooperation activities

在一片茂密的树林里,生长着各式各样的大树,它们姿态各异,有的使劲儿伸出自己的枝杈,有的轻轻扭动自己的树干,还有的跟旁边的树伙伴紧紧缠绕在一起。突然一阵大风吹来,接下来会发生什么事情呢?在今天的活动中,我们一起欣赏了《挪威舞曲》这首ABA结构的乐曲,并分别扮演“大树”和“大风”跟着音乐进行表演。

父母可以利用节假日带领孩子去附近的公园、山林等地郊游,让孩子观察树的姿态、枝杈生长的方向等等,为动作创编积累经验。另外,您还可以鼓励孩子捡一捡地上的落叶,看一看、摸一摸树叶上的叶脉,把这些落叶带回家擦干净后,还可以做成树叶标本和树叶贴画哦!

◆ 你知道怎样制作树叶标本吗?按照下面的步骤试一试吧!



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Prepare teaching materials,
create music scenes
and introduce new courses.

12. 瑶族舞曲 (打击乐)



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Practice and discover,
experience new knowledge

小叮咛：感受乐曲优美的旋律，并尝试用身体动作和乐器表现音乐的节奏。

Interactive game teaching/Music activity creation

请你试着用下面的乐器跟着音乐的节奏进行演奏吧!



亲爱的爸爸妈妈: Extension of home cooperation activities

夜幕降临了,美丽的姑娘们身穿盛装,打着长鼓,在月光下舞动着温婉、柔美的身姿。在今天的活动中,我们一起欣赏了具有民族特色的《瑶族舞曲》,并用身体动作和小铃、蛙鸣筒等乐器,为这首好听的乐曲伴奏。

父母可与孩子共同创编新的身体动作,如拍腿、跺脚等等,并跟随音乐合拍地进行律动。另外,父母还可以与孩子一起搜集与瑶族相关的图文资料,借此机会了解瑶族的传统节日、民族传统服饰等的特征,增加孩子对少数民族的了解与热爱。

- ◆ 是瑶族典型的乐器——长鼓。仔细看一看、说一说,长鼓是什么样子的?



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Prepare teaching materials,
create music scenes
and introduce new courses.

13. 伦敦桥 (韵律)

-  伦敦大桥倒塌了,
-  倒塌了,倒塌了。
-  伦敦大桥倒塌了,
-  大家快跑。



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Extension of home cooperation activities





亲爱的爸爸妈妈： Extension of home cooperation activities

伦敦大桥是一座非常古老的桥，如果告诉你“伦敦大桥倒塌了”，你一定不会相信吧？哈哈！不用担心，这只是一首有趣又幽默的歌曲《伦敦桥》中的歌词！在今天的活动中，我们通过用不同的身体动作创编出“桥”和“小船”的造型，并且跟着音乐的节奏玩钻桥洞的游戏。当唱到最后一个音的时候，扮演“桥”的孩子就会扣下双手，如果扮演“小船”的孩子刚好经过这里，就要被扣住哦！

在家中，您可以跟孩子共同玩这个有趣的游戏，由爸爸和妈妈扮演“桥”，孩子扮演“小船”，跟随音乐的节奏在“桥洞”下面钻进去、钻出来；也可以跟孩子共同探索家中的桌椅等物品搭一座“桥”，父母和孩子一起依次钻“桥洞”。如果有机会的话，您还可以带着孩子外出参观各种不同的桥，了解桥的名称、结构等等，丰富孩子的知识经验。

◆你知道下面一座桥的名字吗？说一说它像什么？



Prepare teaching materials,
create music scenes
and introduce new courses.

14. 雪花和雨滴（歌唱）

是谁敲着窗户，沙沙沙沙沙，是我，我是我，我是小雪花。

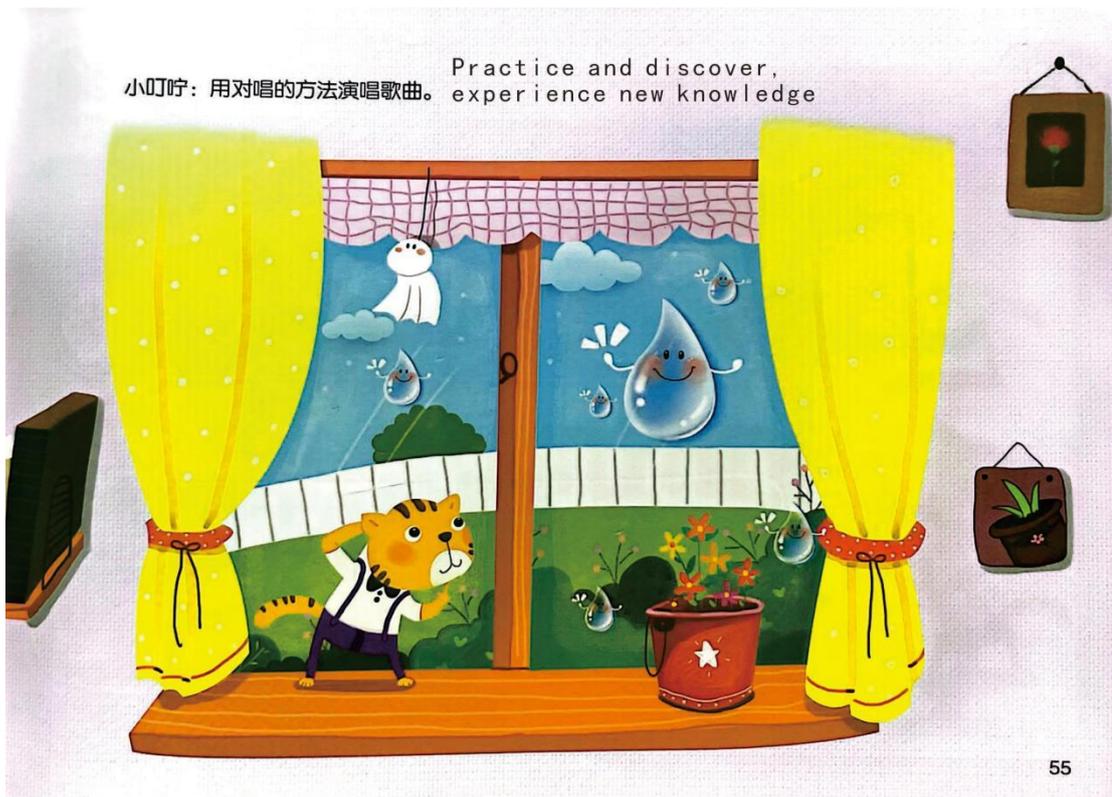
我从天空中飘下来，告诉你，告诉他，冬天来到啦！

是谁敲着窗户，滴滴滴滴滴，是我，我是我，我是小雨滴。

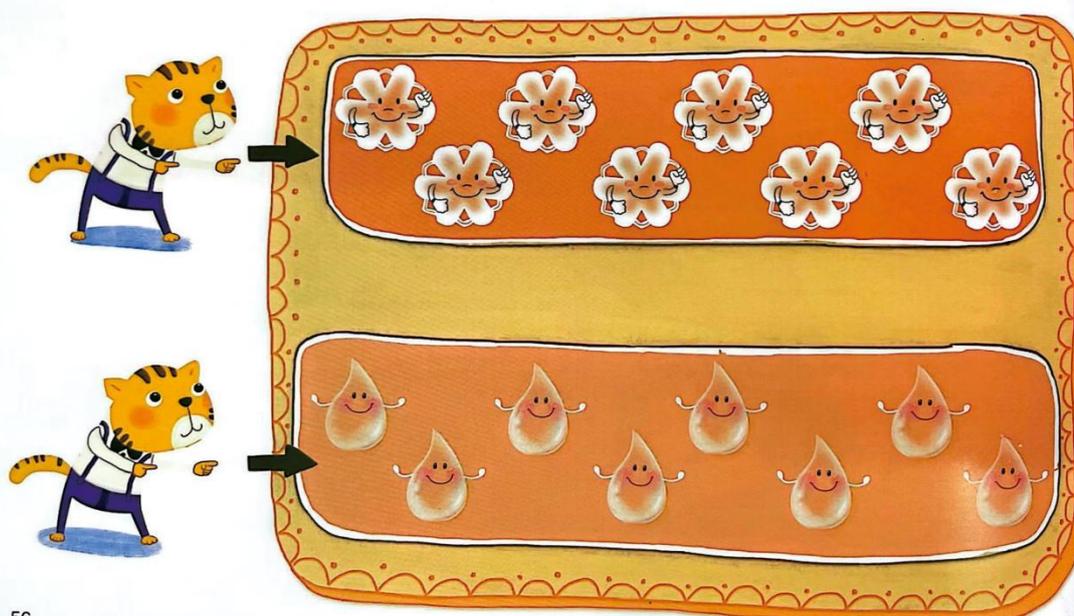
我从天空中落下来，告诉你，告诉他，冬天来到啦！



小叮叮：用对唱的方法演唱歌曲。 Practice and discover, experience new knowledge



Interactive game teaching/Music activity creation
请你跟着音乐一边唱歌，一边指一指画面中的角色吧!





亲爱的爸爸妈妈: Extension of home cooperation activities

沙沙沙沙沙, 沙沙沙沙沙。这是谁敲打窗户的声音呢? 哦, 原来是美丽的小雪花!

滴滴滴滴滴, 滴滴滴滴滴。这是谁敲打窗户的声音呢? 哦, 原来是可爱的小雨滴!

在今天的活动中, 我们一起认识了冬天的小雪花和春天的小雨滴, 并学会演唱《雪花和雨滴》这首歌曲。在表演的时候, 还可以用对唱的方式来演唱哦!

在日常生活中, 您可以结合孩子自身的经验, 有意识地引导他们关注春夏秋冬四个季节不同的特征, 比如服饰的变化、树叶颜色的变化等等, 丰富孩子的知识经验。您还可以带领孩子一起用泡沫、白色的纸片等共同制作“雪花”, 模仿冬天下雪的场景, 体验游戏的乐趣。

◆ 下面的几幅图分别表现的是哪个季节?



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Prepare teaching materials,
create music scenes
and introduce new courses.

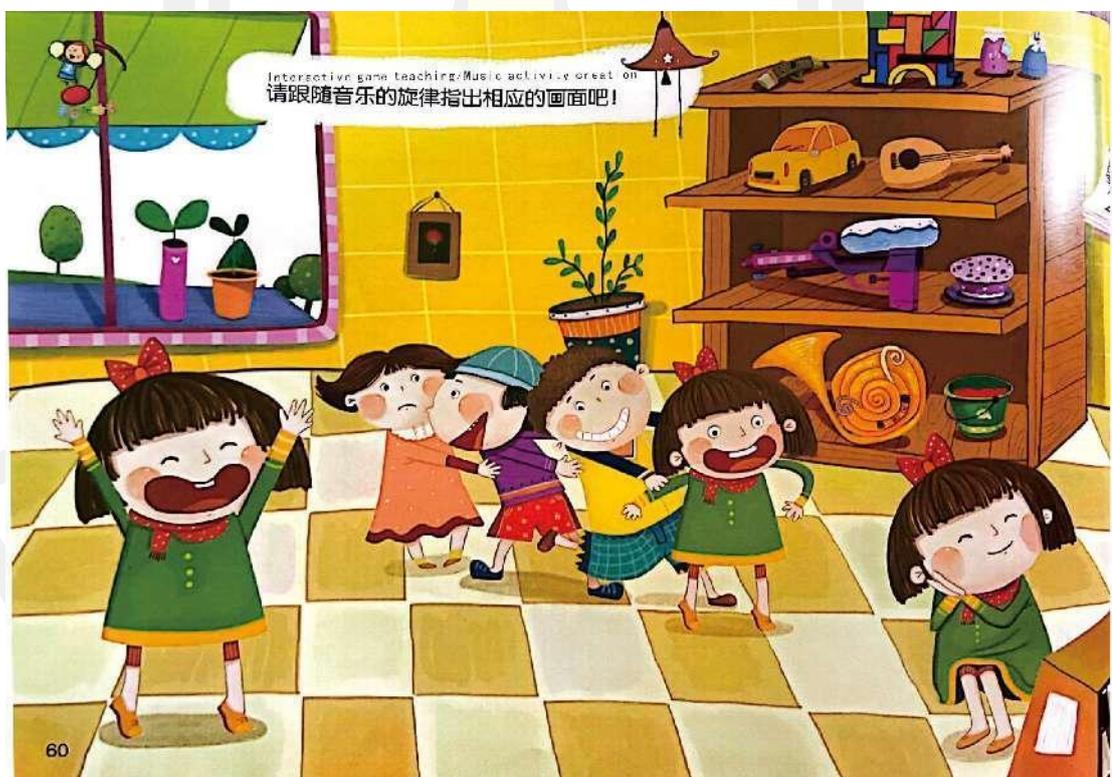
15. 葡萄牙舞曲 (欣赏)



让我们一起穿上节日的盛装, 尽情地载歌载舞吧!



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亲爱的爸爸妈妈: Extension of home cooperation activities

《葡萄牙舞曲》是一首旋律欢快的乐曲，全曲由一个旋律回旋重复八次而组成。在今天的活动中，我们通过玩“领头人”的游戏，一起欣赏了这首好听的音乐，并且创编了很多有趣的动作，有蹲下来做的低姿势的动作，还有踮起脚做的高姿势的动作，跟着音乐一起跳一跳、玩一玩，真开心啊！

在日常生活中，您可以跟孩子一起一边听音乐，一边玩“领头人”的游戏哦！先由爸爸或妈妈做出一个动作，请孩子模仿出来，或者由孩子先做出一个动作，请爸爸或妈妈模仿。通过类似的游戏，培养孩子细致的观察能力，促进身体各部位的协调能力。

◆ 请模仿出画面中两个人物的动作吧！



Prepare teaching materials, create music scenes and introduce new courses.

16. 郊游 (二) (打击乐)

让我们用小手拍出歌曲的节奏吧！

Practice and discover,
experience new knowledge

x x x | x x | x x x |
 x — | x x | x — |
 x — | x x | x x x |
 x x x | x x | x x x |

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Interactive game teaching/Music activity creation
请说一说下面这个乐器的名称，并用它敲出《郊游》这首歌的节奏。

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亲爱的爸爸妈妈: Extension of home cooperation activities

在前一次活动中, 我们已经学会演唱《郊游》这首歌曲。这是一首ABA结构的歌曲, 节奏明晰, 充分表现了孩子在郊游过程中轻松、愉快的情绪。今天, 我们试着给这首歌曲创编了不同的拍打动作, 还用圆舞板、小铃和铃鼓三种乐器为这首歌曲伴奏呢!

父母在家时可以跟孩子一起边听音乐边做不同的拍打身体的动作哦! 您还可以鼓励孩子跟爸爸或妈妈合作创编动作, 启发孩子想一想: 两个人一起可以做哪些拍打动作呢? 以此培养孩子合作的能力。

◆ 请用不同的节奏念一念这首儿歌吧!

听声音

小河流水哗啦啦, 风吹树叶响沙沙。
雨滴落下滴嗒嗒, 鸟儿唱歌叽喳喳。
青蛙开心叫呱呱, 娃娃拍手笑哈哈。



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Rhythm

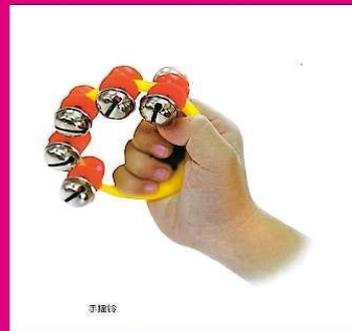
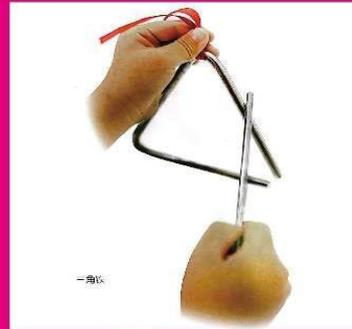
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× × | × ×

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Percussion Instrument



BIOGRAPHY

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พหุบัณฑิต ชีวะ