

## A COMPARATIVE STUDY OF MINORITY MUSIC IN PRIMARY SCHOOL MUSIC EDUCATION-- TAKE HUACHENG EDITION AND YINGLI EDITION AS EXAMPLES

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**Abstract:** *In the 21st century, global politics, economy and culture are undergoing great changes, national competition is fierce, the demand for talent is increasing, and education reform is imperative. Music as an important art subject and spiritual demand is growing, including in mainland China and Hong Kong. Although the two places belong to the same Chinese cultural circle, there are huge differences in education patterns. In order to meet the needs of cultural education and talents, the mainland and Hong Kong have carried out basic music education reforms in the early 21st century. Two music curriculum documents have been published respectively, the "Standards for Music Curriculum in Full-time Compulsory Education (Experimental Draft)" (2001) (hereinafter referred to as the "Standards") and the "Guidelines for Music Curriculum (Primary 1 to Secondary 3)" (2003) (hereinafter referred to as the "Guidelines"), which have pointed out the teaching direction for the next 10 or even 20 years. Through a comparative study of minority music in the primary school music textbooks in Shenzhen and Hong Kong, this paper explores the similarities and differences in the compilation ideas, learning objectives and content of the music textbooks in the two places, and analyzes the advantages and disadvantages of the music textbooks in Shenzhen and Hong Kong, so as to learn from each other.*

**Keywords:** *music curriculum standards, minority music, HongKong, Shenzhen, comparative study*

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## Introduction

After the founding of New China in 1949, education became the primary issue. With the development of economy, music curriculum has been constantly updated, in 2001 issued the "full-time compulsory education music curriculum Standards (experimental draft)" (hereinafter referred to as "standards") mentioned to improve students' interest in music, enjoy music, and cultivate music aesthetic ability. However, it is still a weak subject in actual teaching, which is often ignored and students are not interested in it. It wasn't until 2022, when China's Ministry of Education included music in the high school entrance exam, that schools and parents began to pay more attention to the subject. (Yang, 2023).

Due to historical reasons, Hong Kong was under British rule for nearly a hundred years, and schools used British teaching materials and sang foreign songs. Until the beginning of the 21st century, Hong Kong carried out some music education reforms, but the effect was not significant, because Hong Kong music education has long been influenced by British music education ideas and policies, and the education system and teaching content are written according to the British music curriculum. With the development of education reform, in order to meet the needs of the rapidly developing society, Hong Kong formulated the "Music Curriculum Guidelines (Primary 1 to Secondary 3)" (hereinafter referred to as the "Guidelines") in 2003. The objectives are increasingly similar to those of the mainland, aiming at cultivating well-rounded talents, including morality, intelligence, physical beauty and group cooperation. (Hong Kong Curriculum Development Council, 2003)

In this paper, the author read a lot of books, periodicals and other literature, watch videos, and interview primary school music teachers and other methods. After collecting and sorting out a large number of materials, it is found that minority music is a very valuable material of Chinese traditional music culture, but it is seriously missing in primary school music education. At the same time, the compilation of primary school music textbooks is relatively old, and the content of minority music is less, so there are very limited articles and references on minority music education in primary school music curriculum. Therefore, the author hopes that through the comparative study of minority music in primary school music education in Hong Kong and Guangdong, scholars can have a clearer understanding of the content of minority music in primary school music education in the two places, and learn from each other's strengths and weaknesses. Finally, it can provide valuable reference materials for other researchers.

## A comparative analysis of music courses in two places

### Teaching ideas

In the new Music Curriculum Standards published in 2011, the Chinese mainland also has a profound understanding of music, which holds that music is an indispensable art for humans to communicate emotions, an ancient and appealing art, and an important part of the human spirit. Therefore, a music course is set as a compulsory course for all students in the stage of basic education and should reflect the humanistic, aesthetic and practical three aspects of the basic teaching ideas. Firstly, it is humanistic. Since music knows no borders or nationalities, all participants have their own independent thoughts, emotions and perceptions of music in the process of music creation, performance and transmission. Music is a manifestation of different countries, nations, customs and cultures. Secondly, aesthetic nature is the basic educational concept of our country to cultivate well-developed talents with virtue, intelligence, physical beauty and labor. And music education can train students' ability to feel, create, appreciate and spread beauty. It can cultivate sentiment, enlighten intelligence, enrich imagination and

stimulate innovative thinking. Finally, it is practical. Music is a practical art, which needs to be demonstrated through the artistic expression forms of listening, singing and playing. In the process of participating in the performance, students can get the most direct emotional experience of music and understand the connotation of music. (Wang, 2013)

The "Music Curriculum Guide (Primary 1 to Secondary 3)" of the Hong Kong Curriculum Development Council clearly mentions the basic teaching ideas that education can help everyone develop their potential, build knowledge and enhance personal quality. The school has an important mission to train well-rounded students with a broad vision, innovative thinking and rich knowledge to cope with future challenges. Music, on the other hand, is one of the most important subjects in education. People have the opportunity to come into contact with music every day, and music has become an inseparable and important part of human daily life. The Guidelines also have a clear understanding of this. First, music education contributes greatly to the development of human beauty, intelligence and moral education, and can cultivate students' creative thinking, national consciousness and flexible, open and respectful attitude towards others. Second, music also plays an important role in changing the moral climate of society. Third, music is an important and basic way for human beings to communicate, express their emotions and cultural characteristics, and is the key to children's intellectual and physical development. Fourthly, every student has the potential of music and the ability to learn music. By participating in music activities, students can stimulate creativity and cultivate the values of perseverance, self-improvement and self-discipline. The above teaching ideas are very close to the views of the Mainland "Music Curriculum Standards", which emphasize the aesthetic as the core and cultivate students' ability to perceive and appreciate beauty. (Ling, 2020).

### **Basic Ideas**

The basic ideas of music courses in mainland China include the following five aspects: First, take music aesthetics as the core and interests as the driving force. The idea of music education is not only to increase the cultivation of music quality and the study of basic music knowledge, but also to combine with the aesthetic experience of music art. At the same time, it is very important to cultivate and stimulate students' interest in music. According to the age and psychological development of students, vivid teaching forms and colorful teaching content should be adopted. Second, emphasize music practice and encourage music creation. Music is a practical and creative art. The purpose of music creation in the music course is to enrich students' thinking and develop their creative potential and consciousness through music. Third, highlight the characteristics of music and pay attention to the integration of disciplines. Music course is a comprehensive subject combining dance, drama, film, fine arts and other different arts. Therefore, in teaching, it is necessary to establish connections with other subjects through specific music materials, so as to deepen students' understanding and cognition of music art. Fourth, carry forward folk music and understand the diversity of music culture. China is a multi-ethnic country, and each ethnic group has excellent traditional music culture. Through learning music, students can be familiar with and love Chinese music culture, and enhance their national consciousness. Fifth, for all students, pay attention to the development of personality. China's nine-year compulsory education consists of six years in primary school and three years in middle school. During this period, music is open to all students, so that every student can develop and benefit from his musical potential. In music teaching, teachers should encourage students to actively participate in music activities and find out each student's advantages and strengths. (Gao, 2011).

The basic ideas of the Hong Kong music curriculum is as follows: First, it focuses on developing students' singing, music reading and music listening skills. Second, it focuses on musical activities, including singing, music reading, listening, instrumental performance, rhythm and creation in the primary school curriculum. Third, content-based, for each grade or stage listed teaching content suggestions, such as song selection, music reading rhythm and solfeggio material, music listening range. At the same time, teachers encourage students to participate in the creation, performance and comprehensive activities to obtain a rich and comprehensive music experience. Student-centered flexible teaching model to stimulate students' interest. In addition, students' music learning is evaluated to make students attach importance to music courses. With the support of schools, parents and the community, we will be able to provide quality music education to our students, lay a good foundation for their lifelong love and learning of music, and enhance the musical and cultural quality of Hong Kong. The basic concept of the Hong Kong music curriculum is also similar to that of the mainland. It is for all students to stimulate students interest in music and encourage students to create music, but it lacks the part of learning and promoting folk music culture. (Ling, 2020).

### **Learning Objectives**

The "Music Curriculum Standards" in mainland China also have clear expressions on the learning objectives. First, in the aspects of emotion, attitude and values. Enrich the emotional experience of students, make their emotional world influenced and influenced by imperceptibly, build up the love for human beings, nature and all good things, and then develop students' positive and optimistic attitude towards life and yearning for a better future. In addition, through various effective ways and means, students are guided to enter the music world, participate in music activities, master the basic knowledge and skills of music, and cultivate students' ability to appreciate music by training students to master the author and background knowledge of music works, understand the emotional color of music works, and understand the music culture of different nationalities, countries and styles of different times. At the same time, through the music to the motherland, to the people and to the history and culture of praise and praise, cultivate students' patriotism, let students learn tolerance, mutual respect and collective consciousness. Second, process and method. Through listening to music works, one can deeply experience and understand the connotation of music, and personally participate in practical activities such as singing or playing, which can lay the foundation for further creating music. At the same time, cultivate students' curiosity and desire to explore music, so that students can actively participate in and freely play the creation of works. In the process of collective performance and practice of music art, I learn to communicate and cooperate with others and enhance collective consciousness. Finally, through the music-oriented art practice, the knowledge of relevant disciplines is comprehensively applied to better understand the meaning of music and its special expression form and value in human art activities. Third, knowledge and skills. Learn and master the basic knowledge of music, such as rhythm, speed, timbre, mode, melody, etc. To master a singing or playing skill, such as singing a song or playing an instrument. At the same time, it is necessary to have a brief understanding of the development history of Chinese and foreign music, representative musicians or works, and know the characteristics of music in different periods and representative figures. (Guo, 2021).

The "Music Curriculum Guide" in Hong Kong sets learning objectives as follows: First, to cultivate creativity and imagination. Develop musical ideas and creative skills in concert with performance and listening to foster creativity and imagination. Second, develop musical skills and processes. Develop playing skills to experience and express music, and emphasize the cultivation of musical imagination and musicality in practice. Thirdly, cultivate the ability to

appreciate music. To understand and respond to music in order to develop aesthetic ability. Fourth, understand the music context. Understand the function of music and understand the relationship between music and culture. "Music Course Guide" mentions that music is an important tool for human beings to convey emotions. In the process of learning music, students use creativity, playing skills and listening ability to express the characteristics of music and the emotions contained therein. Through the comprehensive activities of composition, performance and listening, students gain a rich and comprehensive music learning experience and achieve the four learning objectives of the music programme. These four goals are interrelated and complement each other. They are the core of the music curriculum, so they should be developed synchronously. However, in the course design and learning process, the proportion of the four learning objectives will not be completely consistent, so teachers can adjust flexibly according to students' learning needs and abilities. The above goals for music courses in Hong Kong are almost the same as those in the mainland. Students can participate in singing or playing in person to arouse their love for music. Students are encouraged to master a skill, such as singing and playing an instrument, and to have a basic knowledge of musical cultures, such as famous musicians and representative works. (Ling, 2020).

**A comparative analysis of the content of music textbooks and minority music in the two places.**

The total number of courses in each grade of the two textbooks is shown in Table 1.

**Table 1: The total number of courses in each grade of the two textbooks**

	Grade 1 (Sem I & II)	Grade 2 (Sem I & II)	Grade 3 (Sem I & II)	Grade 4 (Sem I & II)	Grade 5 (Sem I & II)	Grade 6 (Sem I & II)
Mainland Huacheng Press	16+16	11+13	12+13	10+12	14+14	12+11
Hong Kong Ying Lee Music	6+5	5+5	5+5	5+5	5+5	5+5

Source: Hong Kong Curriculum Development Council(2003), Ministry of Education of the People's Republic of China(2004)

The textbook Huacheng Edition is arranged by class, there are 12 books in total, two in each academic year. The number of courses in each semester ranges from 10 to 16. The course content is based on singing, playing, listening and music knowledge, supplemented by music practice, creation and games. Yingli Edition of the textbook is arranged in units, a complete set of 12 volumes, each school year has two volumes, except for the first grade, the rest of the five units, add a few bonus songs at the end. Each unit revolves around a musical theme, with singing, playing, listening and music knowledge as the main teaching content, as well as music creation and games. The Huacheng version has more than twice as many courses as the Yingli version, with a wide range of colorful songs. Although there are fewer courses in the Yingli version, the learning objectives and focus of each unit are clearly stated at the beginning of the course, and each unit cultivates different common abilities and values and attitudes.



The total number of songs in the two textbooks is shown in Table 2.

**Table 2: The total number of songs in the two textbooks**

	Grade 1 (Sem I & II)	Grade 2 (Sem I & II)	Grade 3 (Sem I & II)	Grade 4 (Sem I & II)	Grade 5 (Sem I & II)	Grade 6 (Sem I & II)
Mainland Huacheng Press	24+25	23+29	30+23	30+31	36+34	28+21
Hong Kong Ying Lee Music	21+22	23+24	29+27	24+30	30+30	23+24


Source: Hong Kong Curriculum Development Council(2003), Ministry of Education of the People's Republic of China(2004)

The songs of the textbook are composed of folk songs from different provinces and regions, nursery rhymes, revolutionary songs, patriotic songs, poetry soundtracks, famous foreign nursery rhymes and classical music. There are a total of 334 songs in 12 books of six grades in primary school, including musical instrument appreciation repertoire and singing repertoire. Among them, 73 are foreign songs, 228 are Han and poetry songs, and only 33 are songs of ethnic minorities, including Inner Mongolian, Yao, Uygur, Tibetan, Kazak, Dai, Korean, Yi, Oroqen, Dahaner, etc. The music of the 11 Dajik ethnic groups. There are 307 songs in the Yingli edition, including world-famous folk songs, Chinese and foreign folk songs and local excellent songs. Among them, 194 are foreign songs, 85 are local and Chinese songs, only 4 are ethnic minority songs, 3 are Mongolian songs and 1 is Uyghur songs. As can be seen from the number of repertoires, the mainland is dominated by Han songs, including nursery rhymes, revolutionary songs and patriotic songs. At the same time, both foreign songs and poetry with music also attach great importance to ethnic minority music. On the other hand, Yingli textbooks mainly focus on foreign songs and classical music, with local music and some Chinese songs, and very little ethnic music.

#### **Teaching content of ethnic minority songs**

Since the two sets of textbooks are for the third grade, the number and variety of ethnic minority songs are the largest. Therefore, the first two volumes of Huacheng and Yingli Edition for the third grade are taken as examples to introduce the course content to readers. Huacheng version of the third grade of ethnic minority songs a total of 8, including Uygur, Yi, Kazak, Korean, Dai, Tibetan, Yao, and Mongolian songs of the 8 ethnic groups. The Yingli version has only 2 songs, which are from the Uygur ethnic group.

The first song in Semester I is "Our School is Yakxi", an Uyghur nationality song. Uyghur music is characterized by clear melody, an outburst of enthusiasm, beauty and sweetness. This course teaches students to know three kinds of musical instruments, namely drum, sand hammer and triangle iron, learn the rhythm patterns of half beat, one beat and two beats, and select musical instruments to play for appropriate parts. Then the teacher will lead the students to play musical instruments together, sing and dance.



# 我们的学校亚克西

## Our school is Yakxi

1 = F  $\frac{2}{4}$

中速 活泼、风趣地 贾世骏 词曲

**Medium Speed, Lively, Funny**

5 5 1 2 | 3 3 3 0 | 5 5 5 4 3 | 2 0 | 5 5 7 1 | 2 2 2 |

1.2. 我们学校 亚克西, 亚克西, 亚克西。 要问什么亚克西,

4 4 3 2 | 3 0 | 5 5 5 4 4 | 3 3 | 5 5 5 4 3 | 2 0 |

什么亚克西? { 我们学校的老师亚克西, 亚克西。  
我们学校的同学们亚克西, 亚克西。






5 5 7 1 | 2 0 | 4 4 3 2 | 3 0 |

老师像妈妈, 老师我爱你。  
同学们在 一起, 团结像兄弟。

5 5 5 4 3 | 2 0 | 4 4 3 2 | 1 0 ||

亚克西, 亚克西, 老师亚克西!  
亚克西, 亚克西, 同学们亚克西! (喊) 亚克西!

注: 在维吾尔语中, “亚克西”就是“好”的意思。  
In the Uyghur language, Yakxi means good

基本舞步:  
第一拍抬跺右脚,  
第二拍轻抬落左脚,  
上身的动作由自己随歌曲编创。

$\frac{2}{4}$ 

x x x x	x x x x
x x	x x
x -	x -

The second song is a dance song from the Yi nationality called "Happy Wordy". As the sixth largest ethnic group in China, the Yi nationality has a population of 9.8 million as of 2021, mainly living in southwest China. The music of the Yi nationality originates from traditional poetry, which is rich and colorful, full of ethnic characteristics and simple aesthetic feeling. The teaching content of this course is to let students have a simple understanding of the music style of the Yi nationality, learn the rhythm pattern of this piece of music, understand the numbered musical notation and the solfege name, and achieve the ultimate goal of saying the solfege name immediately after seeing the numbered musical notation. In the class, firstly, the teacher led the students to train the rhythm with ti and ta, then added the notes to sing the solfege, and finally practiced singing the song while beating time.

# 快乐的罗嗦

## Happy Wordy

Yi Nationality  
 Dance Music

彝族舞曲  
 杨玉生编曲

1=C  $\frac{2}{4}$

快速 欢快地 Quickly, Happily

X X X | X X X | X X X X | X X X |  
 ti ti ta ti ti ta ti ti ti ti ti ti ta

||: 5 5 3 | 5 5 3 | 3 5 5 1 | 3 3 3 |  
 sol sol mi sol sol mi mi sol sol do mi mi mi

1 3 3 2 | 1 2 6̣ | 6̣ 2 1 6̣ | 1 1 6̣ :|| 1 1 6̣ || <sup>结束句</sup>  
 do mi mi re do re la la re do la do do la do'do' la

X X X | X X X | X X X X | X X X |  
 ti ti ta ti ti ta ti ti ti ti ti ti ta

视唱 Solfeggio 5 5 3 | 5 5 3 | 3 5 5 1 | 3 3 3 |  
 sol sol mi sol sol mi mi sol soldo mi mi mi

击拍 Slap 1 1 1 | 1 1 1 | 1 1 1 1 | 1 1 1 |  
 do do do do do do do do do do do do do

||: 1 3 3 2 | 1 2 6̣ | 6̣ 2 1 6̣ | 1 1 6̣ :|| 1 1 6̣ || <sup>结束句</sup>  
 do mi mi re do re la la re do la do do la do'do' la

6̣ 6̣ 6̣ | 6̣ 6̣ 6̣ | 6̣ 6̣ 6̣ 6̣ | 6̣ 6̣ 6̣ :|| [3 3 3 / 6̣ 6̣ 6̣] ||  
 la la la la la la la la la la la la la { mi mi mi / la la la





## 识读乐谱 (一) Understand Music Score

$1=C \quad \frac{2}{4}$

**See** 👁️ (眼睛看) 5 5 3 | 5 5 3 | 3 5 5 1 | 3 3 3 ||

**Sing** 🗨️ (嘴巴唱) sol sol mi sol sol mi mi sol sol do mi mi mi

**Clap** 🖐️ (手击拍) ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘




当看见音符



就唱

3	→	mi	
5	→	sol	
6	→	la	
1	→	do	
2	→	re	
6̣	→	la	

The third song "The Shepherd Boy's Song," is from the Kazakh nationality, a people who worship nature and gods and believe in Shamanism and Islam. Kazakh people live a nomadic life on the vast prairie, and love singing, songs relaxed and cheerful, loud and clear, and rich grassland flavor, the main instrument is Dongbula. The traditional dance is characterized by imitating the movements of birds and animals, which is exaggerated and humorous and vivid. The teaching content of this course should understand the customs and musical characteristics of the Kazakh people, and focus on the strong and weak characteristics of the two-quarter beat and three-quarter beat. Besides, while listening to the music, you can hit the strong beat with both hands and gently beat the weak beat.



# 牧童之歌

## The Shepherd Boy's Song

Kazak Nationality  
哈萨克族民歌  
石夫编词曲

$1 = F \frac{2}{4}$   
中速 悠扬地 Medium Speed, Melodious

6 6 3 | 2 1 2 | 1 2 1 7 | 6 5 6 |

红太阳 从天山 慢慢地 爬上，

6 6 | 5 3 4 | 3 4 3 2 | 1 - |


风吹绿草 草儿把头扬。

3 4 5 6 | 5 4 3 2 | 1 2 3 4 | 3 2 1 7 |

骑上骏马扬起鞭， 赶着牛羊下河滩，

6 7 1 2 | 3 3 | 1 1 7 5 | 6 - :||

唱上一首歌呀 心开花开放。



**?** 说说下列两组图式和拍号分别适于表示本课所学两首歌曲中的哪首？

1.     $\frac{3}{4}$

2.    $\frac{2}{4}$

The fourth song is the Korean nationality song "Platycodon Ballad", which is mainly lived in northeast China and gradually moved into China from the Korean Peninsula. The folk music of the Korean nationality is in the same line with that of the Korean Peninsula. Folk music is the ancient national culture and art of the Korean nationality. The elegant music is Korean music with folk songs as the foundation. The music is characterized by fresh, soft, bright, light melody and colorful rhythm. The main instrument is Gayageum. The teaching focus of this course is to understand the basic information of the Korean ethnic group, appreciate the song, perceive the

mood of the song, and analyze the beat, rhythm, strength and speed. Learn about music, such as appoggiatura.



朝鲜族人民能歌善舞。  
我们来学唱一首朝鲜族民歌  
《桔梗谣》。



## 桔梗谣

Platycodon Ballad

Korean Song

朝鲜族民歌  
李云璇译词  
屠威若配歌

1 = F  $\frac{3}{4}$

中速 喜悦地 Medium Speed, Joyfully

*mf*

3 3 3 | 3 3 2 3 | 5 5 6 5 | 3. 2 1 |  $\frac{2}{3}$  3 - 3 | 2 3 2 1 6 5 |  
桔梗哟, 桔梗哟, 桔梗哟, 桔梗, 白白的桔梗哟

6 1. 6 | 5 - - | 3 3 - | 3 3 2 3 | 5 5 6 5 | 3. 2 1 |  
长满山野。 只要挖出一两棵,

$\frac{2}{3}$  3 3 3 | 2 3 2 1 6 5 | 6 1. 6 | 5 - - | 6 5 6 1 6 5 |  
就可以满满地装上一大筐。 哎咳哎咳哟,

6 5 6 1 6 5 | 1 1. 2 | 1 - - | 3 3 3 | 3. 2 1 |  
哎咳哎咳哟, 哎咳哟! 这多么美丽,

5 5 6 5 | 3. 2 1 | 3 3 3 | 2 3 2 1 6 5 | 6 1. 6 | 5 - - ||  
多么可爱哟, 这也是我们的劳动生产。

The fifth song is "The Golden Peacock Jumps Lightly," a song and dance by the Dai nationality, who live in western and southern Yunnan in China and believe in Buddhism and ancestral deities. Dai nationality music has its unique national style, including folk songs, dance music, rap music, opera music in four categories. The song in this lesson is about peacocks, and the peacock dance is the most famous dance of the Dai people. The goal of this lesson is to learn the basic steps of the song and peacock dance, including calf bending, foot walking and body swaying along with the dance. Finally, under the leadership of the teacher, dance and sing again.





## 金孔雀轻轻跳

The Golden Peacock Jumps Lightly

1 = F  $\frac{2}{4}$

中速 歌唱地 Medium Speed, Singing

翁向新 词  
任明 曲

$\underline{3\ 1}$   $\underline{3\ 5}$  | 5 - |  $\underline{3\ 6}$   $\underline{1\ 2}$  | 2 - |  $\underline{3\ 1}$   $\underline{3\ 5}$  |  $\underline{1\ 6}$   $\underline{6}$  |

金孔雀，轻轻地跳，雪白的羽毛  
小卜少，小卜冒，跟着孔雀

$\underline{2\ 1}$   $\underline{6\ 1}$  | 1 - |  $\underline{5\ 3}$   $\underline{5\ 6}$  | 6 - | 3 1 | 5 - |  $\underline{6}$   $\underline{3\ 3}$  |

金光照。展翅开屏河边走，傣家的  
一起跳。阳光洒满小溪边，小朋

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

竹楼彩虹绕，傣家的竹楼彩虹绕。  
友们拍手笑，小朋友们拍手笑。



基本舞步：

小腿弯曲，勾脚走步，  
身体随舞步晃动。

The above are the five minority songs in the Semester I of Grade Three. The first song in Semester II is from the Tibetan nationality. The Tibetan people live on the Qinghai-Tibet Plateau and it is one of the oldest nationalities in China, with a long and splendid folk music culture. "On the Golden Hill of Beijing" is a very famous Tibetan song, its characteristics are beautiful melody, loud and clear, a long tone, wide range, and free rhythm. The songs mainly praise mountains and rivers, praise production and labor, and express the love between men and women, love and hate feelings about life. This lesson is about learning the names and times of musical notes through songs. The first is to learn the song "On the Golden Mountain in Beijing", to understand what a note is - that is, the symbol to record the length and height of the note, and to learn the concept of the whole note in the simplified notation, meaning that when a quarter note is one beat, it has four beats. (" 5 -- "is the whole note in the picture below). In the second



part, the teacher led the students to feel the length of the whole note by reading the score "ta a a". At the same time, they beat time with their hands and got familiar with the rhythm of the whole note by practicing two-quarter beats. Finally, a table of note names and time values teaches students to use five note types, whole, half, quarter, eighth and sixteenth notes, and to read the beat using ti, ta, di and li.

## 第3课 认知音的时值 (二)

Lesson 3 Know the Time of the Sound

### 音符、全音符

Note, Whole Note



## 在北京的金山上

On the Golden Mountain in Beijing

藏族歌曲  
Tibetan Songs

1=G  $\frac{4}{4}$   
中速 Intermediate Speed

(6 1̇ 2̇ 3̇ 6 1̇ 2̇ 3̇ | 3 5 6 1̇ 2̇ 2̇ 1̇ 1̇ 6 | 6 - - - ) |

6 6 1̇ 3̇ 3̇ 2̇ | 1̇ 2̇ 3̇ 2̇ 2̇ 1̇ 1̇ 6 | 6 - - 1̇ |

北 京 的 金 山 上 光 芒 照 四 方 ，

3̇ 2̇ 1̇ 6 1̇ 2̇ 3̇ | 6 1̇ 2̇ 6 6 5 5 3 | 3 - - - |

毛 主 席 就 是 那 金 色 的 太 阳 。




6 6 5 3 6 6 5 3 | 6 6 1̇ 3̇ 2̇ 2̇ 2̇ 1̇ 1̇ 6 | 6 - - - |

多 么 温 暖 多 么 慈 祥 ， 把 我 们 农 奴 的 心 儿 照 亮 。

1̇ 6 1̇ 2̇ 3̇ 6 6 5 3 | 3 5 6 1̇ 2̇ 2̇ 2̇ 1̇ 1̇ 6 | 6 - - 0 2̇ 1̇ | 6 6 6 ||

我 们 迈 步 走 在 社 会 主 义 幸 福 的 大 道 上 。 咳 ， 巴 扎 咳 ！

■ “5 - - -”为全音符。当四分音符为一拍时，它共有四拍。

$\frac{4}{4}$	5 - - -
	ta a a a
	

■ 在上表中，见到“x - - -”  
读“ta a a a”，手击拍，做相  
应的动作（见右图）。



ta

a

■ 拍拍：

1.  $\frac{4}{4}$

x x x x | x - - - | x - x - | x - - - ||

2.  $\frac{4}{4}$

x - - - | x - x x | x - x - | x - - - ||

### 音符的名称与时值对照表

音 符	名 称	读		拍	
5 - - -	全音符	ta 	a 	a 	a 
5 -	二分音符	ta 	a 		
5	四分音符	ta 			
$\frac{5}{8}$ (5 5)	八分音符	ti ti 			
$\frac{5}{16}$ (5555)	十六分音符	di li di li 			

The second song is “Yao Mountain Music” from the Yao nationality, one of the oldest and longest-lived ethnic minorities in China and the most widespread in southern China. The Yao people are polytheistic and worship nature and totems. Singing is a popular hobby among the Yao people. Many folk singers compose words and export them into songs, leaving a large number of songs. Duet between men and women are often singing overnight. These unaccompanied ballads are based on a wide range of materials, including the “Creation Song”, which describes the changes in heaven and earth in prehistoric times, the “Biography Song” and the historical migration song, the “Love Song” about men and women falling in love, the “Production Song” about production labor, the “Historical Struggle Song” about resistance to

national oppression, and the "Custom Song", which reflects traditional customs. There are "Plate Song" in which people cross-interrogate and answer each other, "Funny Songs" with humorous content, "Letter songs" in which people substitute songs for letters, and "Amusing God songs" by the master and the Taoist officials do things. The goal of this course is to let students have a simple understanding of Yao songs and train their creative thinking. After learning the songs, students can create their own lyrics according to the melody of the songs and sing and dance along with the music.



**瑶山乐**  
Yao Mountain Music

刘铁山 原曲  
茅 沅 改编  
王晓岭 填词  
袁经楣 改词

$1=G \frac{2}{4}$   
中速 优美、欢快地 Medium Speed, Beautifully, Merrily

1.  $\underline{\underline{6}} \underline{\underline{3}} \underline{\underline{3}} \underline{\underline{6}} \mid \underline{\underline{2}} \cdot \underline{\underline{1}} \mid \underline{\underline{7}} \underline{\underline{2}} \underline{\underline{1}} \underline{\underline{7}} \mid \underline{\underline{6}} \cdot \underline{\underline{5}} \underline{\underline{3}} \mid$   
长鼓 咚咚 响, 大锣 声声 敲,

2.  $\underline{\underline{6}} \cdot \underline{\underline{7}} \underline{\underline{1}} \underline{\underline{2}} \mid \underline{\underline{3}} \underline{\underline{5}} \underline{\widehat{3}} \underline{\widehat{2}} \mid \underline{\widehat{1}} \underline{\widehat{2}} \underline{\widehat{3}} \underline{\widehat{2}} \underline{\widehat{1}} \mid \underline{\widehat{6}} \quad 0 \mid$   
瑶山喜庆丰收年, 人人乐陶陶。

$\underline{\underline{5}} \underline{\underline{5}} \underline{\underline{6}} \underline{\underline{1}} \underline{\underline{6}} \mid \underline{\underline{1}} \underline{\underline{1}} \underline{\underline{2}} \underline{\underline{3}} \underline{\underline{5}} \mid \underline{\widehat{3}} \underline{\widehat{3}} \underline{\widehat{5}} \underline{\widehat{2}} \underline{\widehat{3}} \underline{\widehat{5}} \mid \underline{\widehat{3}} \quad 0 \mid$   
小伙子们哪 敲起了长鼓 笑得 多自 豪,

$\underline{\underline{6}} \underline{\underline{3}} \underline{\underline{6}} \underline{\underline{3}} \underline{\underline{3}} \mid \underline{\underline{6}} \underline{\underline{2}} \underline{\underline{6}} \underline{\underline{2}} \mid \underline{\underline{1}} \underline{\underline{2}} \underline{\underline{3}} \underline{\underline{2}} \underline{\underline{1}} \mid \underline{\widehat{6}} \quad - \parallel$   
一群美丽的 好姑娘们 围成圈来舞 蹈。

The last song is the Mongolian song "Grassland is My Home". Mongolian music can be divided into three categories: folk music, classical music, religious music and sacrificial music. Its music is related to nomadic life and mainly rap, with a distinct national style, beautiful melody, wide atmosphere, deep feelings, and strong grassland atmosphere. This course mainly focuses on appreciating Mongolian songs and dances, understanding their musical characteristics, perceiving the music in four beats, and mastering the rhythm in four-quarters beats. After enjoying the song, there is a game. The four beats are broken down. The first clap is the leg, the second clap is the finger, the third clap is the hand, and the fourth clap is the finger. After learning to sing under the leadership of the teacher while playing rhythm.



《草原就是我的家》

**草原就是我的家**  
 The Prairie is My Home

Mongolian Song

蒙古族民歌

红岚填词

1 = D  $\frac{4}{4}$

稍快 深情地 **Faster and More Affectionately**

3 3 6 6 | 5.6 3 5 6 - | 2 2 3 5 6 7 | 6.5 3 5 3 - |

草原就是我的家，一望无边多宽大，

||: 6 6 1 2 3 | 2.1 6 1 2. 5 | 3 6 1 2 3 | 2.1 6 1 6 -:||

温暖舒适的白毡房，想到哪里搬到哪。



$\frac{4}{4}$  拍:

**First Beat**  
 第一拍

**Second Beat**  
 第二拍

**Third Beat**  
 第三拍

**Fourth Beat**  
 第四拍



拍腿  
**Slap legs**

捻指  
**Finger snap**

拍手  
**Slap hands**

捻指  
**Finger snap**

After the introduction of the minority music course in the third grade of Huicheng Edition of Mainland, we will analyze the content of the minority music course in the Yingli Edition of Hong Kong. There were only two minority songs in the third grade, and one in each of Semester I and II, both of which were Uyghur songs. The first song "Dancing Under the Clouds" is the first lesson of the first unit of Semester I. The teaching focus of this unit is to develop singing skills by reciting music and reading music, identifying four-meter music, using simple music terms to describe its characteristics and creating rhythm sentences by using basic musical skills and simple musical ideas. The goal of this lesson is to learn how to sing this Uyghur song and learn the law of strong, weak, sub-strong and weak four-quarter beats. To understand the concept of four beats is to take a quarter note as a beat, there are four beats in each measure, and to be able to do rhythm according to the rhythm of four beats. Finally, students can choose an instrument of their own and play a four-meter rhythm to accompany the song.



**單元一**  
**風中起舞**

**齊學四拍子**  
 1 一起唱歌。  
**Dancing Under the Clouds**  
**在白雲下起舞**

**Uyghur Song**  
 維吾爾族民歌  
 芷翎、鳳翔詞  
 陳健華編

愉快地  
**Merrily**

雲兒在天空悠悠飄，揮手扭腰跳跳舞。  
 拍拍拍雙手圍圓圈，伸腳轉身拍拍拍。

快樂跳出新的舞步，你與我開心笑。  
 拍拍拍雙手圍圓圈，伸腳轉身拍拍拍。

3 自選樂器，奏出四拍子節拍，伴奏歌曲。

2 再唱歌曲，並依節拍做律動。

1 2 3 4

強 弱 次強 弱

4/4 (2/4) 每小節有四拍 以 ♩ 為一拍

The Uyghur song of Semester II is "Raise Your Veil", which is the final additional song part, mainly to enrich the songs in this volume, and has no other teaching purpose except listening to and singing the songs.



## Raise Your Veil

### 掀起你的蓋頭來

**Uyghur Song**  
新疆民歌  
陳健華編

輕快地  
**Trippingly**

D' G B A C' V D' V

B V A C' G D' V

B V A

Through the comparison of the number of pieces and some contents above, it is found that the two versions of the textbook are quite different in the presentation of content and pieces. Because of the different educational laws and regulations and the educational background of the textbook editors, the two sets of textbooks have their own characteristics. Huacheng press is based on the main theme of humanity, replacing the structure of knowledge with the structure of humanity, emphasizing the connection between music and people, music and society, music and ethnic groups, and music and nature. When adding foreign music, they pay more attention to the inheritance of ethnic music culture, and pay more attention to the appreciation of ethnic minority music and the thought of integrating multi-culture, so that students not only develop their own ethnic music culture, but also integrate the creative ideas of foreign music culture, and inspire the development of students' individuality. Through the appreciation and learning of music from different regions and styles at home and abroad, students can understand the music direction they are interested in and improve their aesthetic and creative ability. At the same time, the songs in the textbook of Huacheng edition are rich in material selection, beautiful in tune, and easy to learn and sing, stimulating students' interest in learning.

The Yingli Edition directly expresses the theme and teaching focus of each unit with unit content. The Huacheng Edition does not contain knowledge and skills in the catalog, but the Yingli Edition textbooks clearly present music knowledge and skills. Each unit is composed of music knowledge, songs and listening materials selection. Make the goals of both teaching and learning clearer. The selections are mostly foreign, ranging from pop to classical. From popular songs that meet the interests of modern students to classical music that improves their musical

accomplishment and appreciation ability, Yingli Edition also has Chinese songs and English songs, it can also comprehensively improve their musical knowledge and appreciation ability.

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