
Original Research Article

Research on performance evaluation of music subject based on core literacy

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Abstract: In education and teaching activities, student evaluation directly affects the teaching effect of teachers and students, so it is the main direction of the new curriculum reform education exploration. Under the influence of the traditional test-taking idea, both teaching work and student evaluation pay more attention to knowledge and neglect skills. Performance evaluation, as a qualitative evaluation method, can better meet the development trend of students' evaluation from knowledge to quality. Therefore, starting from the teaching of music in primary schools, this paper defines the performance evaluation method of music in primary schools with core literacy as the core of the performance evaluation theory, so as to provide reference for practical teaching guidance.

Keywords: Practical teaching guidance; Core literacy; Primary music subject

1. Introduction

The present article begins with the teaching of music in primary education and, based on the theory of performance-based assessment centered around core competencies, clarifies the methods for evaluating these competencies within the context of primary school music education. This serves as a reference for guiding practical teaching approaches.

2. Define diversified evaluation subjects

The performance assessment in the field of music education serves as a crucial evaluative approach to understanding students' competencies and qualities within musical activities. Under the guidance of quality-oriented education, it is essential to focus not only on students' knowledge and skills but also to recognize their unique emotional experiences and practical creative abilities. Therefore, this paper begins with the teaching of music in primary schools and, based on the theory of performance evaluation centered around core disciplinary competencies, clarifies methods for assessing these core competencies within primary school music education. This aims to provide a reference basis for guiding practical teaching. As an important form of understanding students' ability and quality in the performance evaluation of music activities, under the guidance of quality education, we should not only pay attention to students' knowledge and skills, but also clarify their unique emotional experience and practical creation ability. Therefore, this paper starts with the teaching of primary school music, according to the performance evaluation theory of the core literacy as the core, and defines the performance evaluation method of the core literacy music discipline, so as to provide a reference for practical teaching guidance. In the current educational reform and development, diversified evaluation subjects have become an important way to cultivate students' core literacy of disciplines, which can deeply understand students' knowledge mastery, actively cultivate students' thinking ability, practical ability and emotional attitude, encourage and support the use of multiple evaluation methods to participate in teaching work, and jointly guide students to shape a good core literacy of disciplines. On the one hand, as the main body of the existing teaching evaluation, teachers always assume the dual roles of teaching knowledge and evaluating the classroom. Therefore, in the construction and development of the integration of teaching and learning, teachers should clarify their

important position in teaching implementation and teaching management, observe and record the changes in students' academic level based on the expressive evaluation theory of formative feedback, and provide students with timely evaluation suggestions. Actively guide students to adjust their own learning strategies to provide effective direction for the next learning and teaching; On the other hand, as the main body of classroom teaching, the student-led evaluation method has not been widely recognized and orderly implemented at present. How to show the main role of students' performance evaluation in music discipline can not only enhance students' knowledge and understanding of art learning, but also improve students' interest in learning and exploration. In students' independent evaluation, encouraging and supporting students to evaluate their own tasks can cultivate students' self-evaluation and self-reflection ability, enable them to make reasonable use of evaluation, and change their learning attitude and learning method as a result, so as to improve learning effect. In the mutual evaluation of students, it can increase the communication between students, deepen the understanding of the evaluation criteria, clarify the learning objectives and expected results, and strengthen the incentive role of evaluation.

3. Clarify the content of multi-dimensional evaluation

According to the art curriculum standards of compulsory education, the content of music curriculum includes four kinds of art practices: appreciation, expression, creation and connection, which need to be learned, as shown in **Table 1** below:

Table 1. Framework diagram of the course content of the music discipline.

Art Practice	Learning Content
Appreciation	Musical Emotion
	Musical Expression
	Musical Form
	Musical Genre
Expression	Vocal Performance
	Instrumental Performance
	Comprehensive Performance
	Musical Interpretation
Creation	Sound and Music Appreciation
	Improvisation
	Music Composition
Connection	Music and Society
	Music and Technology
	Music and Other Arts

Combined with the analysis of the performance evaluation content of music discipline under the core quality, it can be seen that the dimension of the evaluation content of practical education directly affects the objectivity and comprehensiveness of the evaluation work. Therefore, in order to better show the core quality of the discipline, the evaluation content should be selected from the following aspects: First, appreciation. In music teaching, it helps to guide students to participate in music learning independently, constantly stimulate their aesthetic ability, strengthen their artistic professional quality, actively guide students ;all-round development, and cultivate students; unique cultural confidence and national pride; secondly, performance. As the core content of music learning, music performance determines the students ;mastery of music knowledge and skills, and affects the formation and development of students; future music aesthetic concept. Generally speaking, it focuses on

performance evaluation content, including singing, performance, comprehensive art performance, music score and other aspects. Its purpose is to observe and understand students; experience, exploration and expression ability of musical art; again, creation. Focusing on the expressive task of creation, including the creation of lyrics, rhythm, melody and action, etc. Corresponding evaluation work, can systematically understand students; music creation skills, so that students can improve their own creative awareness and ability in continuous practice; finally, contact. Music and related culture are several manifestations of humanities attributes in music learning. The purpose of teaching evaluation of these contents is to guide students to better master the essential laws of music, strengthen students; musical cultural literacy, and lay a solid foundation for the following learning and creation.

4. Provide multi-level evaluation criteria

Combined with SOLO classification theory of primary school English subject performance evaluation formulate corresponding evaluation criteria, help teachers for different stages of students learning needs put forward appropriate teaching content and evaluation method, actively promote students; learning growth, make teachers master more accurate academic information, provide reference for the next teaching optimization, and improve the quality of classroom teaching. For example, in the performance evaluation of students, the skills, performance methods, historical background, and the comprehensive quality; in the evaluation of abstract extension structure, students; innovative thinking, awareness of problem solving and historical and cultural background of music can be applied to their own learning practice. To sum up, the performance evaluation of music discipline based on the core quality comprehensively evaluates students; music literacy, which provides an effective basis for the implementation of quality education in the new era. Therefore, the research and application of related aspects should be strengthened in the future education field.

5. Conclusion

In summary, the comprehensive evaluation of students' music literacy based on the expressive evaluation of music subjects under core quality provides an effective basis for the implementation of quality education in the new era. Therefore, the research and application of relevant aspects should be strengthened in the field of education in the future.

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