DEVELOPING SCHOOL-BASED CURRICULUM OF PINGXIANG OPERA 
AND PROMOTING THE INHERITANCE ABILITY OF MUSICAL 
PERFORMANCE IN JIANGXI PROVINCE, CHINA 

Hongxia Luo¹, Dr. Prasong S.Saihong²  
¹Ph.D.Student, Faculty of Education Mahasarakham University, Thailand  
²Assist. Prof. Dr. Prasong Saihong, Faculty of Education Mahasarakham 

ABSTRACT 

Since the 21st century, with the impact and shock that is brought by globalization and modernization, a huge number of Chinese local musical culture has been lost or even disappeared, which makes a negative influence on the ecological environment where the Chinese local opera culture is hatched and cultivated. In the wave of curriculum reforms, the mainstream of Chinese local operas have been edited into music textbooks for primary and secondary schools, so that the students studying at the beginning of basic education level would get a root-deep knowledge of the mainstream operas. Ping Xiang local opera is listed among those unlucky ones. Ping Xiang local opera is composed by four parts: Ping Xiang local folk songs, Pingxiang Tea-Picking Opera, Pingxiang Chun Luo, and Pingxiang Lian Hua Lao. According to the study of Ping Xiang local opera, the students would be improved a lot on aspect of their musical performance. In this research, a researcher uses Taylor's principle and research and development methods to develop school-based courses. There are 100 parents of students and 180 respondents from elementary school, from grade one to grade six. This thesis also consulted and talked with music teachers, school administrators, Pingxiang City Basic Education Committee, curriculum and expert teaching through qualitative research, and members of the academic committee, aiming to develop the "Pingxiang Local Opera" school-based curriculum effectiveness. The results showed that the students’ music performance ability and the Pingxiang local opera inheritance ability in the school-based curriculum are equal to 64.00%, and the result is at a high level (X= 4.43), which is at the statistically significant level of 0.01. 

Key words: School Based Curriculum of Pingxiang Opera, Pingxiang Local Opera, Music Performance ability, Inheritance ability, Curriculum development. 

I. INTRODUCTION 

Chinese culture has a history of more than 5,000 years and has a wide variety of types, which can be divided into: folk songs, song and dance music, and rap music, also known as Quyi, opera music, national instrumental music, and comprehensive music. Original opera services as an important media for our national cultural to pass on generations, it is also influential on the inheritance, protection and development of Chinese folk art cultural heritage. In the wave of curriculum reforms, the mainstream of Chinese local opera have been edited into music textbooks for primary and secondary schools, so that the students studying at the beginning of basic education level would get a root-deep knowledge of the mainstream operas. Ping Xiang local opera is listed among those
unlucky ones. Ping Xiang local opera is composed by four parts: Ping Xiang local folk songs, Pingxiang Tea-Picking Opera, Pingxiang Chun Luo, and Pingxiang Lian Hua Lao. According to the study of Ping Xiang local opera, the students would be improved a lot on aspect of their musical performance. Students would gain particular progress through the study of Ping Xiang Tea-picking opera, as this type of opera merged together songs, dances and performances. In the course of study, students would get imperceptible as well as influential inherit on Ping Xiang local opera. The course of teaching, with the application of diversified teaching measures and social art practices, the music teachers help the students gain the knowledge on Xiang Ping local opera both from multiple sides. In the classroom, teach lead students to study through textbooks and collaborative performances; outside of class room, the teachers instructed students by social art practice activities, field surveys, museums, "intangible cultural heritage exhibitions", Concert hall, etc.

In the basic education documents of "Music Curriculum Standards" (Ministry of Education of the People’s Republic of China, 2001), it clearly indicates that a pyramid structure with three levels of curriculum management should be implemented. Nation’s policies on is on the structure top, region’s policies follow behind, schools’ rules lay on the bottom of the structure. Besides the curriculum developed by nation, curriculum with original or school-based development is also allowed. The curriculum of original or school-based development should reflect local humanities, geographical environment and ethnic cultural traditions"; in China’s basic education (Ministry of Education of the People’s Republic of China, 2011). "Local and school should consider local humanities, geographical environment and ethnic cultural traditions into developing music courses, the document also indicates: "Every school and teacher should always think of the specific conditions of the local, ethnic and school, and make full use of local curriculum resources to create a good internal and external music environment for schools, enrich the teaching content with regional and national cultural characteristics, grasp the flexible scale of the curriculum content in each teaching field, and implement the music curriculum standards according to local conditions"; in the document of "Opinions on Further Strengthening Art Education in Primary and Secondary Schools" (Ministry of Education of the People’s Republic of China, 2008). Encourage various schools develop local art courses with ethnic and regional characteristics"; the overall goal of the "Guide to Primary and Secondary School Moral Education" (Ministry of Education of the People's Republic of China, 2017a), document states: "In the middle and upper grades of elementary schools, various themes of practical education should be carried out. Activities to guide students to understand the historical origin, development context, and spiritual connotation of Chinese excellent traditional culture, enhance students’ cultural self-confidence, and promote the overall development of students’ core literacy"; in the "National Primary and Secondary Schools to carry out the establishment of Chinese outstanding cultural and artistic heritage schools" (Ministry of Education of the People's Republic of China, 2017), The document states: "To allow every student to receive education in Chinese excellent traditional culture, we must adhere to local conditions, integrate resources, based on local conditions, and fully tap and utilize local cultural environment, historical and cultural traditions and other educational resources to form a "One school, one product" and "one school with multiple products" curriculum situation." Since the 21st century, China has promulgated the "National Art Curriculum Standard for Compulsory Education" and "National School Art Education 2001-2010 Development Plan" guidelines, which are in the document It clearly incorporates "drama" and "dance" into the music curriculum standards, and art education also shows a trend of integration. The development of local opera courses can not only allow students to understand their hometown culture, but also cultivate their cultural self-confidence. The transmission of local operas should be cultivated from an early age, otherwise more and more local operas will disappear.

II. LITERATURE REVIEW

1) Domestic research
1.1) The meaning of local culture

The knowledge system provided by people independently, was appreciated and transmitted in people’s long-term life, the historical process is the basis for the legalization of local people's daily life and the source of strength that condenses the local society. Their existence is due to the diversity of human knowledge. It is confirmed that local culture contains the wisdom accumulated by local people for thousands of years.

1.2) The value of local opera school-based curriculum

In the goal of the new curriculum reform, it is proposed: "change the concept of excessive emphasis on test-oriented education, enhance the applicableness of knowledge to life " By realizing that the curriculum reflecting life is inseparable from our local culture, and students have been influenced by the local culture since childhood. They are the viewers of regional culture and the practitioners of regional culture. They regard local culture as an important resource of school-based courses, and naturally realize the life of courses. The new curriculum reform pays special attention to the development and utilization of off-campus curriculum resources, and local opera is undoubtedly an important resource for curriculum development, especially school-based curriculum development. Materialist dialectics believes that everything has particularity and universality, and operas in any place have dual values. It is national and global, and the two are inseparable. The use of local opera to develop school-based courses can not only fully dig out the cultural characteristics of the place, but also enable students to truly return to life through school-based courses.

1.3) The connotation of Pingxiang local opera

The themes of local operas in Pingxiang mostly focus on the production and life of the people at the bottom and the sufferings of the people's livelihood. It’s derived from the daily of the people and depends on the daily life of the people. In the geographical location of Pingxiang City and its special revolutionary historical position, Pingxiang’s local opera has a unique historical and cultural heritage and aesthetic connotations of musical performance. The school-based curriculum based on Pingxiang's local opera is essentially an important manifestation of returning to the individual life world. Anthropologists point out that local culture faces the general public, and it represents a life culture. Not only is it closely related to students' study and life, it also has an important influence on students' growth and development.

2) International research

2.1) Definition of culture

Taylor (2008) Stated in the book "Primitive Culture" published in 1871: "The so-called culture or civilization includes knowledge, beliefs, art, morals, laws, customs, and other human beings as members of society. A kinds of complex combination including the various abilities and habits of people." Taylor believes: "Culture is something related to the unique state of human beings in social life." Education is an activity of cultural inheritance and creation, and curriculum is undoubtedly an expression of culture.

2.2) Overview of the content of the "21st Century Skills Guide (Art)" in the United States

The American "21st Century Skills Guide (Art)" is one of the 9 core subjects. It includes four categories of specific art subjects. It is divided into dance, music, drama and visual arts (called art in China). This guide makes a definition for each specific ability, and enumerates the teaching cases of 4th, 8th and 12th grades respectively. At the same time, it proposes how teachers can teach the 21st century framework ability in art subjects. This
ability it needs to be connected with other disciplines and applied in practice. The "Art Guide" summarizes the basic skills that students need to master in the 21st century for educators. It provides practical examples for the teaching of each skill in the "Art Guide" and integrates the skills into the art subject. This "Art Guide" is classified into different subjects: 1) The classification of art. Art is divided into dance, music, drama and visual art, including media art. All categories are recognized as "core subjects". 2) The function of art education. Art can improve work habits, cultivate curiosity, imagination, creativity and evaluation ability, while art education can cultivate students’ interest, improve students’ skills in the 21st century, and have the courage to express their thoughts and feelings.

III. METHOD

Participant

Participants in this study came from 100 students in 3 classes of grade 5 in Pingxiang Normal Primary School, 80 students in 2 classes of grade 5 in PingxiangDeng'an Primary School, and 80 students in 2 classes of grade 5 in Pingxiang Red Army Primary School, totaling 260 students. Among them, there are 170 boys and 90 girls, with an average age of 11 years old. There are several music teachers. The performance and grades of students in learning subjects are obtained. Questionnaire surveys and interviews with music teachers and students' parents are conducted in the academic performance of music courses.

Program

In this study, a total of 100 fifth-grade students participated in the experiment of the course. The researchers will use random sampling to draw samples. Students will complete 30 class hours of learning. There are 6 units in this course. Students will take a test after each unit. The test content has 2 parts. One part is a sub-test on local opera knowledge and students’ learning in class. Performance, the other part is the social and artistic practice of the unit content. Researchers will randomly select 36 students and ask 5 questions about learning school-based courses. And to the 2 music teachers, 1 school administrator, and 3 course developers who have taught the school-based curriculum, they respectively asked 5 questions about the implementation of the school-based curriculum. Through the measurement of various indicators, we can obtain whether students have passed the school-based course of "Pingxiang Local Opera", which has improved their music performance ability and inheritance ability of Pingxiang Local Opera.

Measure

The researchers conducted a teaching experiment of the school-based curriculum of "Pingxiang Local Opera" from August to November 2020. The objects of study were 100 students from the fifth grade of Pingxiang Normal Primary School. Researchers will have interviews with music teachers and researchers in Pingxiang Basic Education Center in July 2020 to prepare for the implementation of the curriculum. Use the developed "Pingxiang Local Opera" school-based curriculum in the fifth grades music classroom. The sample of the experimental program has 2 music teachers, 100 fifth grade students, and 4 music classrooms are needed at the same time. Researchers organize teaching activities according to the teaching plan. Through measurement and evaluation, the "three-dimensional goals" of China's basic education "Music Curriculum Standards" (2011), namely: knowledge and skills, process and methods, emotional attitudes and values, and "Measures for the Evaluation of Primary and Secondary School Students' Artistic Quality" (2017) The general requirements, namely: improving the teaching of aesthetic education, improving students' aesthetic and humanistic literacy, as well as the content of each chapter of the "Guide to Primary and Secondary School Moral Education" (2018), such as: Chapter 3 Moral Education Content (P25) in the third section "China Excellent Traditional Culture Education", the second section "Moral Education of Subject Curriculum" in Chapter 4 Curriculum Education (P41), namely: Moral Education in the disciplines of physical, artistic and beautiful, "Local and School-based" in
Section 3 (P57) Moral Education Curriculum", the first section of the theme education practice activities in Chapter 7 Practice Education (P139) will be measured and evaluated in the "Practical Activities of Chinese Excellent Traditional Culture Education". Pass the sub-tests (10 points) and classroom performance (10 points) of each chapter content of the school-based "Pingxiang Local Opera" and the social and artistic practice activities (40 points) that students participate in, and compare students in various tests Use the music performance ability before and after the school-based course of "Pingxiang Local Opera" and the level of ability to inherit Pingxiang Local Opera, and analyze the experimental results of the "Pingxiang Local Opera" school-based course.

IV. ANALYSIS

Use statistics to analyze the development and experimental results of the school-based curriculum of "Pingxiang Local Opera".

1) Qualitative method

1.1) Through interviews with music teachers, school administrators, Pingxiang City Basic Education Committee, curriculum and teaching experts, and academic committee members, obtain their suggestions on the development of the school-based curriculum of "Pingxiang Local Opera".

1.2) Interviews with course and teaching experts for their suggestions on selecting evaluation tools of the course outline and course implementation plan.

1.3) By using the semi-structured interview table of curriculum and teaching experts, the consistency value (0.71-1.00) between the school-based curriculum of "Pingxiang Local Opera" and the curriculum scope of Pingxiang Basic Education Center is obtained.

2) Quantitative method

2.1) In the form of percentage, present the survey data of the questionnaire on the demand for music courses of Pingxiang City Basic Education Center and the necessity of developing the school-based curriculum of "Pingxiang Local Opera", using analysis of variance (ANOVA), to validate the effectiveness of the school-based curriculum.

2.2) Based on the Likert scale method and the 5 levels of the Rating scale; calculate the results provided by the curriculum and teaching experts’ evaluation on the school-based outline.

2.3) Use the statistical t-test to test the pre- and post-study results of the school-based courses of "Pingxiang Local Opera", and use the average and standard deviation to calculate the good or bad of the school-based courses of "Pingxiang Local Opera", it’s to show Whether the students’ musical performance ability and the ability to inherit Pingxiang’s local opera in the school-based curriculum of "Pingxiang Local Opera" are significant.

| Table 1 Effectiveness of School-based Curriculum Implementation of "Pingxiang Local Opera" |
|----------------------------------|---------------|-----------|-------------|---------|
| Content                          | Total score   | X         | S.D.        | P.C.    |
| Subtests and performance scores  |               |           |             |         |
| for learning behavior$E_1$)      | 100           | 90.6      | 2.58        | 90.61   |
| Academic performance score       | 40            | 34.18     | 1.96        | 85.45   |

www.turkjphysiotherrehabil.org
The data in Table 1 shows that the average score of the subtests in each chapter of the school-based curriculum and the students' performance in the music classroom is 90.6 points (total score is 100 points), and the standard deviation is 2.58, accounting for 90.6% of the percentage. The average score of students participating in social and artistic practice activities (motor skill, personality, temperament) is 34.18 (total score is 40), and the standard deviation is 1.96, accounting for 85.48% of the total score. The results show that the effectiveness of implementing the school-based curriculum "Pingxiang Local Opera" is 90.6/85.45, which is higher on the basis of the established value of 80/80.

Table 2 The Effectiveness Index of the Implementation of the School-based Curriculum of "Pingxiang Local Opera"

<table>
<thead>
<tr>
<th>N</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>E.I</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>2330</td>
<td>3418</td>
<td>0.65</td>
</tr>
</tbody>
</table>

The data in table 2 that the effectiveness index of the school-based curriculum is 0.65, it shows that students’ performance in the repertoire, group collaboration, local language expression, musical creativity, and the perception and recognition of Pingxiang’s local opera inheritance have increased by 65%.

Table 3 Students' music scores before and after the school-based lesson of "Pingxiang Local Opera"

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>Total score</th>
<th>X</th>
<th>S.D.</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>100</td>
<td>100</td>
<td>23.3</td>
<td>1.97</td>
<td>39.12*</td>
<td>.000</td>
</tr>
<tr>
<td>Post-test</td>
<td>100</td>
<td>100</td>
<td>34.18</td>
<td>1.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Statistical Sig .01

It can be seen from Table 3 that 100 fifth-grade students of Pingxiang Normal Primary School accepted the Pingxiang local opera school-based course at the Pingxiang Basic Education Center. The students' music performance has been improved. The test result of inheritance ability reached a significant level of 0.01.

V. DISCUSSION

The investigation on the demand for music courses and the necessity of developing a school-based curriculum of "Pingxiang Local Opera" found: the objects of the research and investigation agreed that it is necessary to develop a school-based curriculum related to Pingxiang Local Opera by the Pingxiang Basic Education Center, and the majority of these objects brought out this demand, the overall average level is 4.33, accounting for 80.92% of the total score. Local opera is the product of Chinese spiritual civilization, and is the "intangible cultural heritage" that China currently focuses on protection and inheritance. The results of the research show that the students' music performance (Pingxiang Tea Picking Opera, Pingxiang Folk Songs, PingxiangChungong, PingxiangLianhualao) and music history and culture in the "Protection and Inheritance of Pingxiang Local Opera" are at a relatively high level, which is in line with the current regulations and policies of Intangible Cultural Heritage Protection Association in China. Researchers have investigated the current development of social and artistic practice activities in communities and schools. Researchers and music teachers found : by having courses and taking parting the group collaboration activities, the music skills obtained by students in the
course are unable to meet the needs of local communities. Therefore, researchers should take into account the differences in learners’ ability levels, so that students can reasonably and appropriately select a number of knowledge content in the school-based curriculum of "Pingxiang Local Opera" for targeted learning. This content is in line with the first item in the specific work of the "Quality Education Plan for Primary and Secondary Schools" (2019) "Insist on connotative development, the requirements for comprehensive promotion of quality education is consistent. During the time of implementation of the "Pingxiang Local Opera" school-based curriculum, the results of the research on the students' musical performance ability and the ability to inherit Pingxiang local operas show that the developed "Pingxiang Local Opera" school-based curriculum has completed teaching content and teaching activities, which cover the description of curriculum implementation, curriculum vision, curriculum objectives, curriculum principles and social art practice activities, etc. Students can acquire ideal musical characteristics in school-based curriculum.

The development of the school-based curriculum of "Pingxiang Local Opera" originated from the questions and needs put forward by the surveyed objects. The surveyed objects include school administrators, music teachers, students, parents, communities, curriculum and teaching experts, thesis academic committee. These questions and needs are repeatedly researched before being used as an information base to develop the school-based curriculum outline. Through the use of educational philosophy and psychology and other theories to analyze the collected materials, the school curriculum When choosing goals, it is necessary to start with the actual situation of students, social life and subjects, and to find an appropriate balance between students, social life and subjects. In the course of curriculum development, systematic research and development should be carried out step by step (Guo Yueqi, 2015). The teaching materials should be regarded as part of the interaction environment between students and students. Both of the selection of teaching materials and the reasonable arrangement of teaching materials should be taken into careful consideration. The third is to organize learning experience. Evaluation, as an important component throughout the development of school-based curriculum, is not only a prerequisite to ensure the quality of school-based curriculum development, but also fully reflects the pioneering spirit of schools and teachers. This requires schools and teachers to strengthen their sense of self-responsibility, improve their adaptability to new curriculum reforms. According to Taylor's thinking, evaluation should run through every part of curriculum development and implementation. It is necessary to form its own independent evaluation system, but also to improve the connotation quality and personality of school-based curriculum, so that to better meet the needs of student development. The researchers used Taylor’s goal evaluation model to evaluate students’ musical performance ability and the inheritance ability of Pingxiang’s local operas, as well as various checklist in the "Chinese Public Cultural Confidence Index Survey" (2017). In the evaluation, the content of the evaluation covers multiple subject areas. The evaluation found that the musical performance ability and the ability to inherit Pingxiang local opera in the school-based curriculum of "Pingxiang Local Opera" are the most academically valuable. These tow type of abilities are also in line with the learning requirements of fifth-grade students, and are consistent with the "emotional attitudes and values" of the "Three-dimensional Goals" of "Music Curriculum Standards" (2011).

Conclusion

Music Teachers pass the quality assessment of teaching content, and the results show that students are able to achieve the expected goals of the school-based curriculum. The overall average score of the school-based curriculum's experimental results is 4.43. The school-based curriculum of "Pingxiang Local Opera" meets the
needs of students and the community. Through the learning of the school-based curriculum, students understand the importance of China's intangible cultural heritage and the value of local opera. This is also the knowledge that each of us must know, because the product of spiritual civilization is the highest state that people pursue in their hearts. When implementing the school-based curriculum, music teachers explained in detail the chord analysis, pitch changes, music memory, rhythm changes, harmony effects, music melody, opera stage performances and other knowledge content of music theory knowledge. The "Course Cases" in the Guide are consistent. According to the learning content of the school-based course of "Pingxiang Local Opera", a study group was formed according to the students' learning characteristics, music expertise, and course objectives to complete the teaching work of chapters in the school-based course. The social and artistic practice activities in the curriculum outline need to be completed by students individually or in groups.

The social and artistic practice activities of the school-based curriculum have also exercised students' collaborative ability. Researchers have studied the relevant information of the 2020 Chinese Art Specialty Examination. The content of the examination content of the artistic specialty students in the "National General College Entrance Examination" (2020) is the content of the "local opera" professional the number of enrollment is large, so learners who have taken local operas are eligible to take the exam. China's national culture and art is the most important education direction of my country's current "quality education" and "cultural confidence".

REFERENCE


