

DEVELOPING ACADEMIC ADMINISTRATIVE GUIDELINES FOR INTEGRATED DANCE AND MUSIC TEACHING MODULE FOR PRIMARY SCHOOL STUDENTS: A CASE STUDY OF YUELANSHAN EXPERIMENTAL PRIMARY SCHOOL

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ABSTRACT

The objectives of this research were: 1) To investigate problems and needs of academic administrative guidelines for the integration of dance and music for teaching module for primary school students, 2) To develop academic administrative guidelines to Integrate dance and music for teaching module for primary school students. For the investigation of problems and needs, the population were divided into 2 groups; 1) 1000 students, 2) 10 teachers. The sample groups for investigating problems and needs were divided into two groups: 1) 288 students obtained through stratified random sampling techniques at the Yuelanshan experimental primary school in China, and 2) 10 teachers. Furthermore, three experts in dance and music teaching were interviewed through focus group discussions. The research instruments were questionnaires and a set of questions for the focus group discussion. The statistics used for analyzing data include frequency, mean, standard deviation. The Likert rating scales were used to rate the degree or level of problems and needs. The results indicated that: 1) Teacher perceives that the integration of dance elements in music classroom teaching is very useful is at a "highest" level. Additional student perceives incorporating dance elements into your music classroom can increase your classroom engagement is at a "high" level., and 2) Academic administration guidelines were developed to integrate dance and music into the teaching module for primary school students. These guidelines cover the following areas: 1) The nature and value of primary school music courses, 2) Basic concepts of primary school music teaching, 3) Primary school music teaching goals, plans, and teaching methods, and 4) Guidelines for teacher management regarding the integration of dance and music into modules for primary school pupils.

Keywords: Academic Administrative Guidelines, Integrate Dance and Music, Primary School Students, Yuelanshan Experimental Primary School, China

Introduction

Music education in primary school education and teaching is an important way to achieve the all-round development of students. Under the new curriculum reform concept, primary school music education and teaching are constantly changing, and the overall integration of dance and music teaching in the teaching process has opened up a new situation for primary school music teaching. More importantly, students can identify with the expression of art in the study of music and dance and gradually understand the world of music (Bloomfield, & Childs, 2013). Integrating dance elements into primary school music teaching is in line with the loving and curious nature of primary school students. Dance integrates singing, movement, performance and other artistic teachings, and plays a positive role in developing children's intelligence and improving their physical fitness (Fu, 2015). Through music teaching, not only can students' memory and imagination be stimulated, but also students can develop good artistic accomplishment in the process of music learning (Root-Bernstein, 2015) which is conducive to expanding students' thinking space and developing their imagination.

In this survey, it was found that most of the school's music teachers are graduates of music majors. They have excellent professional skills and music education knowledge, but they do not have the ability to teach children dance (Snook, & Buck, 2014). The traditional teaching model in which music teachers only teach music skills and knowledge is no longer satisfied with the new concept of quality education currently advocated in our country. Dance is the most direct and effective means to assist music teaching. Music teachers should actively learn the basic knowledge of children's dance and improve their comprehensive teaching practice ability. If teachers only stay on the existing knowledge reserves and skilled teaching models, they will no longer meet the needs of social development. For teachers, learning to keep pace with the times is an important prerequisite for being competent in their jobs. Only by adapting to the development of the times can we meet the teaching needs of today's society.

Therefore, this study encompasses the development of an academic administrative guideline specifically dedicated to the integration of dance and music within pedagogical units designed for primary school students. Developing a primary school music curriculum guide will help improve the quality of teaching management. A clear set of teaching goals and standards can help teachers better organize teaching content and ensure the effectiveness of classroom teaching. At the same time, it also helps teachers conduct a comprehensive assessment of students' musical literacy, thereby providing students with more targeted guidance and help. By formulating curriculum guidelines that keep pace with the times, music education can be guided to continuously adapt to new development needs. It is of great significance to formulate primary school music curriculum guidelines. Only by ensuring that

music curriculum standards are scientific, reasonable, and practical can we provide students with a good learning environment and help them develop in an all-round way.

Objectives of Research

1. To investigate problems and needs of academic administrative guidelines for integrated dance and music teaching module for primary school students.
2. To develop academic administrative guidelines for Integrated dance and music teaching module for primary school students.

Research Methodology

The research focuses on academic administrative guidelines for integrated dance and music teaching module for primary school students: A case study of Yuelanshan experimental primary school in China.

1. Research design

In this research, mixed methods research was employed, combining quantitative and qualitative approaches to conduct a comprehensive analysis.

2. Population and sample group

2.1 Population

The population in this research project divided into 2 groups, namely; 1) 1,000 students; 2) 10 music teachers that work in Yuelanshan experimental primary school in China

2.2 Sample Group

In this research, we will utilize two sample groups: 1) 286 students, selected through stratified random sampling and calculated using Yamane's formula (1973), and 2) 10 music teachers.

3. Research tools

The tools used for research are as follows:

3.1. Questionnaires

The questionnaires were divided into two parts as follow:

In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 sets; namely, 1) students set and 2) teachers set. For this part the questionnaire was evaluated for the Index of Congruence scores (IOC scores) by the three specialists. The reliability coefficient of the questionnaire were 0.893 that evaluated with Cronbach' Alpha coefficient.

3.2. A set of focus group discussions was used to collect data from experts in dance and music teaching to create guidelines for academic administration.

4. Data Collection

Data were collected by distributing questionnaires to participants over a one-week period (September 18 to September 25, 2023) and collecting them. The data analysis process took about one week. A total of 296 questionnaires were distributed and collected from YueLanShan Experimental Primary School. Focus group discussions were used to collect data from three Experts.

5. Data Analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency court, percentage, mean, standard deviation. The Five Point Likert Rating Scale was used to evaluate the respondents' problems and needs of integrate dance and music for teaching module.

Research Results

The research results can be aligned with the following objectives:

1. Problems and needs of academic administrative teaching dance and music for primary school students.

Table 1 Descriptive analysis of the teacher's problems and needs of academic administrative teaching dance and music for primary school students.

Questions	Interpretation		Level of problems and needs
	\bar{x}	<i>S. D.</i>	
Problems			
Curriculum			
1. There is no teacher-student interaction in the classroom, that makes you not enjoy.	4.80	0.42	Highest
2. You don't usually have students perform dances in your elementary music classroom.	4.00	0.47	High
Teaching process			
1. You think that the incorporation of dance elements in the music classroom leads to a bias in the teacher's instructional focus.	4.20	0.63	High
2. You think it is difficult to incorporate dance elements in elementary music classroom instruction.	3.90	0.57	High
Needs			
Curriculum development			
1. You think that the integration of dance elements in music classroom teaching is very useful.	4.60	0.70	Highest

Questions	Interpretation		Level of problems and needs
	\bar{x}	<i>S. D.</i>	
2. You think that incorporating dance elements in the music classroom advances students' intellectual, emotional, and aesthetic development. Teaching and learning process	4.50	0.71	Highest
1. You think your choreography skills need to be improved by incorporating dance elements in elementary music classrooms.	4.80	0.42	Highest
2. You think teachers should be trained in dance so that they can better integrate dance elements into the music classroom.	4.80	0.42	Highest

According to Table 1, it is evident that questions related to the curriculum exhibit varying degrees of agreement among respondents. The statement "There is no teacher-student interaction in the classroom, which makes you not enjoy" received the highest level of agreement (\bar{x} = 4.80, *S. D.*= 0.42), while "You don't usually have students perform dances in your elementary music classroom" showed a high level of agreement (\bar{x} = 4.00, *S. D.*= 0.47).

"You think that the incorporation of dance elements in the music classroom leads to a bias in the teacher's instructional focus" It indicated that the 10 teachers had high agreed with these questions (\bar{x} =4.20, *S. D.*=0.63). In reality, however, it is not the incorporation of dance elements that leads to a deviation in the pedagogical focus of music classes, but a variety of other reasons. "You think it is difficult to incorporate dance elements in elementary music classroom instruction" It showed the high degree (\bar{x} =3.90, *S. D.*=0.57). "You think that the integration of dance elements in music classroom teaching is very useful" It showed the highest degree (\bar{x} =4.60, *S. D.*=0.70). "You think that incorporating dance elements in the music classroom advances students' intellectual, emotional, and aesthetic development" It showed the highest degree (\bar{x} =4.50, *S. D.*=0.71). And "You think your choreography skills need to be improved by incorporating dance elements in elementary music classrooms" It showed the highest degree (\bar{x} =4.80, *S. D.*=0.42). "You think teachers should be trained in dance so that they can better integrate dance elements into the music classroom" It showed the highest degree. (\bar{x} =4.80, *S. D.*=0.42). Most teachers felt that dance training should be conducted to better integrate dance lessons into the music classroom.

Table 2 Descriptive analysis of the student's problems and needs of academic administrative teaching dance and music for primary school students.

Questions	Interpretation		Level of problems and needs
	\bar{x}	<i>S. D.</i>	
Problems			
Curriculum			
1. You think the music classroom is out of touch with reality.	4.03	0.77	High
2. You are not satisfied with the structure of the music program.	3.67	0.98	High
Teaching process			
1. You believe that the music program has a single teaching method.	3.87	0.99	High
2. You are not interested in what is being taught in the music program.	3.75	0.94	High
Needs			
Curriculum development			
1. You think incorporating dance elements into your music classroom can increase your classroom engagement.	4.00	0.64	High
2. If you have the opportunity to participate in activities that incorporate dance into your music class, you will regularly participate in.	3.98	0.91	High
<u>Learning process</u>			
1. You like to dance.	3.99	0.90	High
2. You want to learn to dance in your music class.	3.89	0.92	High

According to Table 2, Shows the results of a descriptive analysis of students' problems and needs. "You think the music classroom is out of touch with reality" (\bar{x} =4.03, *S. D.*=0.77). and "You are not satisfied with the structure of the music program" (\bar{x} =3.67, *S. D.*=0.98). These questions indicated that students perceive the design of the music program as somewhat monotonous and in need of more creativity and variation, and that most of the students believe that there is a disconnect between the music classroom and the real world. Thus students were still dissatisfied with the structure of the music program as a whole. "You believe that the music program has a single teaching method" (\bar{x} =3.87, *S. D.*=0.99). This showed that students believe that integrating dance into the music classroom may have made learning more difficult. "You are not interested in what is being taught in the music program" (\bar{x} =3.75, *S. D.*=0.94). This indicated that students generally lacked interest in the content of the music program and may need more engaging and

interactive content design. "You think incorporating dance elements into your music classroom can increase your classroom engagement" (\bar{x} =4.00, $S.D.$ =0.64). This indicated that students believed that incorporating dance elements would increase their participation in music class. "If you have the opportunity to participate in activities that incorporate dance into your music class, you will regularly participate in" (\bar{x} =3.98, $S.D.$ =0.91). This showed that students have a relatively high willingness to participate in such activities, indicating that they would like to do so on a regular basis. "You like to dance" (\bar{x} =3.99, $S.D.$ =0.90). This indicates that most of the students like dance. "You want to learn to dance in your music class" (\bar{x} =3.89, $S.D.$ =0.92). This showed that most students want to learn dance in music class.

2. Develop academic administrative guidelines to Integrate dance and music for teaching module for primary school students

From the analysis of focus group results, the following guidelines can be derived from the quality management of education at YueLanShan experimental primary school:

- a) Nature and value of primary school music courses.
- b) Basic concepts of primary school music teaching.
- c) Primary school music teaching goals, plans and teaching method.
- d) Guidelines for teachers management on integration of dance and music in modules for primary school pupils.

Research Discussion

1. Problems and needs of academic administrative teaching dance and music for primary school students.

This study investigated the current state of issues and needs at YueLanShan Experimental Elementary School and identified problems in managing the quality of classroom education in the school's music program. The results of the data analysis revealed the need to update the classroom management style and educational and teaching methods. This study proposes appropriate solutions and recommendations for the problems and needs to provide guidance for the development of educational quality management in the music classroom at YueLanShan Experimental Primary School.

2. Academic administrative Guidelines to Integrate dance and music for teaching module for primary school students.

2.1 Nature and value of primary school music courses.

Music education is centered on aesthetics and mainly affects the emotional world of students. Help students to develop a healthy and noble aesthetic interest and positive and optimistic attitude towards life. Lay a good foundation for students' lifelong love of music, art and life (Hallam, & Himonides, 2021). In the music classroom, through lively music appreciation, performance and creative activities, students' desire for expression and creative

impulse can be activated, and students' personalities and creative talents can be displayed in active participation, so that students' imagination and creative thinking can be given full play. Music is in many cases a group activity that helps to develop a sense of community and a cooperative spirit of mutual respect. Successful music education takes place not only in the school classroom, but also in the wider social environment. Music is an important carrier of human cultural inheritance, a precious cultural heritage and a crystallization of human wisdom. Spreading the powerful cohesion generated by Chinese national music helps to cultivate students' patriotism.

2.2 Basic concepts of primary school music teaching.

The music classroom should give full play to the unique charm of the art of music. At different stages of teaching, students' interest in learning should be stimulated and cultivated with colorful teaching content and lively teaching forms in accordance with the laws of physical and mental development of students and their aesthetic and psychological characteristics. Teaching content should be combined with students' life experience, and the connection between the music classroom and social life should be strengthened. Music lessons at the compulsory education stage should be geared to all students, so that every student's musical potential can be developed and benefited from. All teaching activities in music class should be student-centered, with teacher-student interaction, putting the students' feeling for music and participation in musical activities in an important position. Creating lively, flexible and diverse forms of teaching provides students with the possibility and space for personality development. Through the practice of music and art, enhance students' self-confidence in music performance and cultivate a good sense of cooperation and team spirit. Encourage music creation. Integrate subject synthesis. Schools should regularly involve teachers in dance courses, workshops and seminars of different styles and genres for more interactive exchanges.

2.3 Primary school music teaching goals, plans and teaching method.

Enrich emotional experience and cultivate a positive and optimistic attitude towards life. Cultivate interest in music and establish a desire for lifelong learning. Improve music aesthetic ability and cultivate noble sentiments. Cultivate the spirit of patriotism and collectivism.

To learn and understand the basic elements of musical expression and common musical structures, musical genres and other basic knowledge, and effectively promote the formation and development of students' aesthetic ability in music. Basic Music Skills To develop students' ability to sing confidently, naturally and expressively; Music Composition and Historical Background To express their emotions in a free and improvisational manner, and to learn simple general knowledge and skills of music composition. To understand the connection between music and the art of dance, to perceive the main

expressive techniques and art form characteristics of the art discipline of dance, and to understand the connection between music and other disciplines other than fine arts. To understand the social functions of music and the relationship between music and social life according to one's own life experience and what one has learned.

To advocate complete and full listening to musical works, so that students can obtain pleasant feelings and experiences in the process of music aesthetics; to inspire students to fully develop their imaginations in a state of active experience; to protect and encourage students' independent opinions in their musical experiences. Effective penetration and use of dance artistic expression in music teaching, through the comprehensive art practice with music and dance as the main line, to help students understand more intuitively the connotation of music and its value in human artistic activities.

2.4 Guidelines for teachers management on integration of dance and music in modules for primary school pupils.

Schools should organize special training courses to introduce to teachers the methods and techniques of teaching dance and music together. Provide relevant teaching resources, etc. Encourage teachers to experiment with different dance styles and music genres to stimulate students' interest and creativity. At the same time, teachers are given sufficient freedom and space to innovate according to their own teaching concepts and methods. To provide teachers with opportunities to demonstrate the results of integrating dance into music teaching, so that more teachers can understand the advantages of this teaching method and draw inspiration and reference from it.

Research Body of Knowledge

The Research Body of Knowledge is about academic administrative for integrated dance and music teaching module for primary school students. Including nature and value of primary school music courses, basic concepts of primary school music teaching, primary school music teaching goals, plans and teaching method, guidelines for teachers management on integration of dance and music in modules for primary school pupils. These are essential factors to construct the guidelines, which is shown in the Figure 1 as follow.

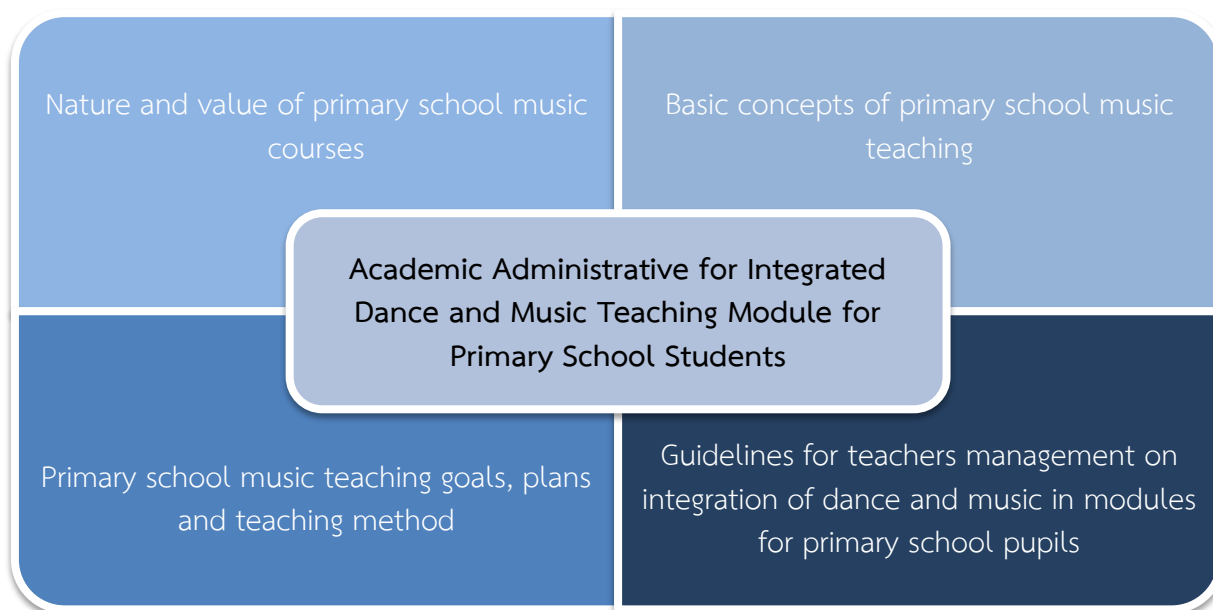


Figure 1 Research Body of Knowledge

Research Suggestion

1. Suggestions for practice.

The integration of the language of dance into the elementary school music curriculum as a special resource is conducive to the cultivation of students' aesthetic, creative and independent learning abilities (De Vries, 2010). Strengthening the importance of art education in schools, paying more attention to the cultivation of children's balanced abilities, and taking the road of healthy growth, so that children can have a sound personality and a positive mindset in a harmonious society (Lobo, & Winsler, 2006). In elementary school music teaching, teachers should integrate music and dance organically, and show the music content through intuitive and concrete action language in music teaching, which can enhance students' understanding of music knowledge and is also helpful for cultivating students' aesthetic emotions. Schools should carry out regular teacher training, improve hardware measures, and create a campus artistic atmosphere. The use of dance language in elementary school music teaching not only adapts to the requirements of the Compulsory Education Music Curriculum Standards, but also improves the interest of primary school students in music teaching.

2. Suggestions for research.

First of all, we should consciously abandon the concept of "teaching to the test" and should pay more attention to the balanced development of children's abilities and their healthy growth, so that they can have a sound personality and a positive mindset in a harmonious society. Elementary school music classrooms will pay more attention to personalized teaching. Teachers will formulate personalized teaching plans according to each

student's interests, strengths and development potential, and put more attention on the students. With the development of technology, music education will be integrated with modern technology, such as the use of multimedia, virtual reality and other technological means to provide students with a richer and more vivid music learning experience. It allowing students to experience different music cultures through virtual reality technology, or providing personalized music learning resources for each student through artificial intelligence technology (Kim, 2013). Elementary school music classrooms will pay more attention to practical teaching, encouraging students to participate in a variety of musical activities, so that they can improve their musical skills and aesthetic ability in practice.

In conclusion, the vision for the future elementary school music classroom is open, innovative and interactive. Researcher believe that as long as administrators keep trying and exploring, we will be able to make the music classroom more lively and interesting, and stimulate students' interest and potential in music.

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