

# Teaching Design of *Who Says Women Enjoy Leisure* from the Perspective of Ideological and Political Education

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**Abstract:** *Compulsory Education Art Curriculum Standards (2022 edition)* emphasizes that art curriculum should be based on moral education as the fundamental task, and junior high school music education as an important gateway to moral education in middle school, exploring the ideological and political elements of music curriculum is a far-reaching and significant work. Through research, it is advantageous to promote ideological and political education in the opera art course. The opera art contains excellent traditional music culture, condenses the traditional virtues of the Chinese nation, and integrates the aesthetic spirit of Chinese art. Taking the drama course *Who Says Women Enjoy Leisure* in junior high school as an example, this paper analyzes and excavates the ideological and political elements of "Moderation and harmony", "freedom and equality", "family and country feelings" and "cultural confidence" contained in the work from multiple perspectives, designs a variety of practical activities to guide students to participate, and proposes the feasible methods to practice curriculum ideological and political teaching in junior high school drama as follows: Teachers should strengthen their own moral cultivation, broaden professional knowledge, be good at exploring ideological and political elements to enrich teaching content, use a variety of teaching methods to stimulate students' interest in learning, and build a subtle and humane teaching process.

**Keywords:** Junior High School Music Education; Opera Teaching Design; Curriculum Ideological and Political.

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## 1. Advantages of Opera Art Course to Promote Civic Education

As a cultural treasure of the Chinese nation, opera integrates dialogue, music, singing, dance, martial arts and acrobatics and other performance methods, and has strong artistic expressiveness. Through the inheritance, innovation and creation of generations of opera artists, opera has gained a rich accumulation, not only inheriting the excellent traditional Chinese culture, but also forming a theatre culture with distinctive national characteristics and unique aesthetic spirit, whose unique and distinctive Chinese cultural qualities, cultural elegance and charisma are irreplaceable valuable assets left by previous masters and artists to the descendants, and thus tapping into the curriculum of opera art in the Civic and political elements in the course, to promote Civic and political education has advantages.

### 1.1. Containing Excellent Traditional Culture

The art of opera has a long history, is one of the important representatives of Chinese culture, contains a wealth of excellent traditional culture, not only carries the changes and development of Chinese society, culture and history over the centuries, but also reflects the ethics and morals of the ancient society, social customs, political life and other aspects. The prototype of opera began in the Tang Dynasty, and entered a prosperous period in the Yuan Dynasty. Through evolution and development, it gradually formed many different types of opera, such as Peking Opera, Kunqu Opera, Yu Opera, Yue Opera and so on, each of which has its own unique artistic style, for example, Peking Opera's singing is based on clapper clappers, recitations and lyrics, and the music is based on gongs and drums and strings, which, through its unique melody and various and flexible rhythms, is able to accurately match with the actors' acting movements and emotional expressions. Through unique melodies and diverse and flexible rhythms, they can accurately match the actors'

performance movements and emotional expressions. At the same time, in the choice of themes, the scripts of the opera are also very rich in literature, including traditional classic literature, historical stories and folk legends, such as *Dream of the Red Chamber*, *The Story of the Western Chamber*, *The Water Margin*, *The Legend of the White Snake*, *The Peony Pavilion* and so on, and through the artistic means of music, singing and performance, the opera vividly presents these classic stories in front of the audience, which passes on and carries forward the excellent traditions of Chinese classical literature. The excellent tradition of Chinese classical literature is inherited and carried forward.

Tapping into the excellent traditional culture contained in the art of opera can, on the one hand, improve the aesthetic level of secondary school students and cultivate the "eyes" and "hearts" that are good at discovering beauty; on the other hand, secondary school students can learn more about traditional Chinese culture, historical stories and humanistic spirit through studying opera, so that they can better understand Chinese traditional culture, history and humanistic spirit, and thus have a better understanding of Chinese culture. On the other hand, secondary school students can learn more about Chinese traditional culture, history and humanistic spirit through learning opera art, so as to better understand and inherit the excellent traditional Chinese culture, which is of great significance to carry forward the national culture and enhance the national self-confidence and pride. Nowadays, the state is actively promoting the protection and inheritance of opera art, exploring the development mode of "Internet + Opera", promoting the art of opera through the Internet and new media platforms, attracting the attention of young audiences, and promoting the innovative development of opera art.

### 1.2. Condense the Traditional National Virtues

The Ming Dynasty dramatist Gao Zecheng said in the opening words of *Pipa Tale*: "If you don't care about the body,

even if it's good, it's all in vain." The meaning of "culture" and "edification" is similar, which emphasises the edifying role of the opera and the ability to pass on the traditional virtues of the Chinese nation through the opera, and the function of this "edification through literature" is mainly manifested in two ways. The function of "educating through literature" is mainly reflected in two aspects:

Firstly, the traditional virtues of the Chinese nation can be condensed and expressed through the plot, characterisation, lines, etc. In particular, the various characters portrayed in the opera, such as loyal and righteous officials, filial sons and wives, and those who are benevolent and love the people, etc., show the virtues and moral norms of the traditional Chinese culture, so that through appreciating the performances of these characters, one can not only feel the enjoyment of beauty, but also receive a kind of spiritual inculcation and education, and the state of mind can be upgraded and sublimated. The ideological realm can be upgraded and sublimated. For example, the Henan Liuzi "Yue Fei Biography" focuses on the life story of Yue Fei, a famous general of the Southern Song Dynasty who fought against the Jin Dynasty, and shapes his image of loyalty and patriotism, in which Yue Fei's representative cantata "Man Jiang Hong" shows his strong family and national righteousness; the traditional Chinese opera "Fan Wencheng's Three Trips to Tokyo" takes Fan Wencheng as the main character and tells the story of his many trips to the capital to write letters to his father in order to save his father, which shows his filial piety to his father and his pursuit of justice, and also the way in which his father's heart is deeply rooted in his own heart and his pursuit of justice. filial piety, his pursuit of justice, and his benevolent character, which also reflects the important values of filial piety and justice in traditional Chinese culture.

The second is the adherence to "theatre virtues" by theatre practitioners throughout the ages. Mei Lanfang is known as China's "moral and artistic" generation of Peking Opera masters, its "art", he is proficient in a variety of singing, reading, doing, playing performance techniques, drawing on the advantages of absorbing other types of theatre, innovation and reform of the Peking Opera stage performance procedures, costumes, etc., the first to create a graceful, elegant and refreshing "Mei", "elegant and refreshing". He was the first to create the graceful, elegant and refreshing "Mei School" of art, and made painstaking efforts to promote the art of Peking Opera to the international stage, raising the status of national art. In terms of "virtue", during the anti-Japanese period, Mei Lanfang refused to sing for the Japanese, and he did not hesitate to grow a beard for eight years. Not only Mei Lanfang, but also Cheng Yanqiu, Chang Xiangyu and other artists of the older generation, the pursuit of artistic excellence, the pursuit of excellence, the noble national ethos and patriotic sentiment, whether for the younger generation of opera or the audience of opera is a valuable spiritual wealth, but also an important resource for the new era of the curriculum of the Civic and Political Science.

### 1.3. Integration of Chinese Aesthetic Spirit

General Secretary Xi Jinping pointed out at the symposium on the work of literature and art that "we have to combine the conditions of the new era to inherit and carry forward the excellent traditional Chinese culture, and to inherit and carry forward the spirit of Chinese aesthetics." The spirit of Chinese aesthetics refers to the concepts and values of beauty in traditional Chinese culture, which covers the Chinese nation's

understanding, expression and pursuit of beauty, and is mainly embodied in the following aspects: Firstly, it pays attention to harmony and equilibrium, and pursues the beauty of overall harmony. Opera art works embody the harmony of music and dance, the balanced coordination of singing, reading and playing, the harmonious shaping of character and emotion, and the overall design of stage sets and props, in pursuit of the beauty of harmony and balance. Secondly, it pays attention to the connotation and meaning, and pursues the "unity of meaning and action". Opera art works contain profound exploration and expression of life philosophy and cultural connotation, while the performers integrate the meaning and behaviour through superior artistic skills, expressing the traditional aesthetic idea that the reality of opera is born out of reality and the spirit is written in the form, and triggering the audience's emotional experience and resonance. For example, in "Dream of the Red Chamber" of Yueju Opera, "Daiyu Weeping Wall", the performer expresses Daiyu's pain and helplessness by crying, waving her hand and other actions, supplemented by the stage set and music to create a bleak and desolate atmosphere. Thirdly, it attaches importance to national characteristics and historical inheritance. Opera art works from the choice of themes reflects the heritage of historical events, folk stories and other content, while focusing on the different types of language and music to maintain the tradition, such as the Peking Opera's recitation, the word spitting of the Peking Opera, the Yellow Plum Opera's Suzhou accent, etc., these language and music forms represent a part of traditional Chinese culture, which is inherited and carried forward through the performance of the opera.

Let students feel the "beauty" of opera art is the first step to stimulate students' interest in learning opera, and it is also a very important step, in the study should pay attention to the cultivation of secondary school students' aesthetic ability is conducive to the inheritance of the spirit of Chinese aesthetics. In this regard, we should actively explore the spirit of Chinese aesthetics in the art of opera, so that more secondary school students can understand and appreciate the art of opera, so that students can enjoy the art of opera, and then promote the inheritance and development of opera.

## 2. Teaching Application of Civic and Political Elements in the Lesson Example "Who Says Women Enjoy Leisure"

### 2.1. Introduction to the Work of "Who Says Women Enjoy Leisure"

"Who Says Women Enjoy Leisure" is a classic cantata in "Mulan", the representative play of Chang Xiangyu's Chang School. The Yu Opera "Hua Mulan" was created during the period of anti-Americanism and aid to North Korea, and was completed by the famous artist Chang Xiangyu and her colleagues in the Xiangyu Theatre Company. Its plot originated from the Northern Dynasty's musical ballad "The Legend of Mulan", which tells the story of China's heroine Hua Mulan, who disguised herself as a man in order to defend herself from foreign invasions and enlisted in the army on her father's behalf. In the stanza "Who says women enjoy leisure", Chang Xiangyu uses an open-minded, generous, vulgar and elegant singing voice and a delicate, vivid, simple and sincere acting style to portray the artistic image of Hua Mulan as a

woman who is not afraid to fight for her father, telling the story of Mulan's enlistment in the army and the story of the soldier Liu Zhong, which expresses a strong patriotic sentiment as well as the ideology of equality between men and women. The lyrics of the work are simple, catchy and straightforward, and the singing voice reflects Chang Xiangyu's artistic pursuit of integrity and innovation, which on the whole represents the aesthetics of mediocrity and harmony in our traditional culture.

Mulan is not only a good play, but also a historical witness. 1950, Beijing held the National Opera Reform Conference, and Mulan was born as a new Yu opera at the time of the outbreak of the War of Resistance against the United States and North Korea, and the change of the core values of the work reflects the needs of the society and the times, and expresses the true feelings of the people, with the power of uplifting the hearts of the people. At the same time, after the completion of the work, in order to support the anti-U.S. war against the Democratic People's Republic of Korea, Chang Xiangyu led the Xiangyu Theatre Company to tour around the country for half a year, performing 180 shows in 175 days, and donated the income from the performances to the "Xiangyu Theatre Company" for the construction of a fighter plane. Actors with exquisite and touching performances, so that this Yu opera has become a classic of the times loved by the masses, and Chang Xiangyu and its theatre company's patriotic feats, but also to inspire more people to participate in patriotic action, the achievement of a touching and deep story.

According to the People's Music Publishing House 2024 edition of junior high school nine grade music textbook in the fifth unit of the "Opera Garden" "Who says women enjoy leisure" to carry out research on teaching design (see Appendix I), mining Yu opera art of the Civic and political elements, enriching the classroom content, exploring the curriculum of Civic and Opera course effective integration methods, to provide students with a better quality of music education. Provide more quality music education, the following is a case study of the teaching design of "Who Says Women Enjoy Leisure":

## 2.2. "Mediocrity and Harmony" - Elements in Regional Culture

Traditional Chinese music has local attributes and is influenced by different regions, geographic climates, natural production conditions, social changes, etc., and is characterised by different cultural traditions, dialects, musical styles and aesthetic interests. Henan Yu Opera, which thrives in the "hinterland of the nine states", shows the spiritual quality of "mediocrity and harmony", which is related to the unique psychological habits of the Central Plains people - neutrality and compatibility. This quality is linked to the unique psychological habits of the Central Plains people - neutrality and compatibility. The idea of "mediocrity and harmony" emphasises the unity of heaven and man, cooperation and integration, and provides guiding principles and practical methods for the inheritance and innovation of Yu Opera, which is specifically expressed in the Yu Opera stanza "Who Says Women Enjoy Leisure", in which the woman image of "a woman who is not inferior to her husband" is portrayed in a vivid manner in authentic Henan dialect. The woman image of "women are not inferior to men", the singing of the western and eastern Yu tunes, "Sheng, Dan" singing used to blend, the story of Hua Mulan, which has been

praised for thousands of years, is interpreted in a colourful way.

Therefore, in the first listening session, the teacher guides the students to enjoy the video of "Who Says Women Enjoy Leisure" performed by Chang Xiangyu, and sets the question of "Think about the storyline and the characteristics of the lyrics", so that the students can appreciate the work in a targeted way and initially perceive the charm of the Chang School of Art. Subsequently, the teacher recited the lyrics in Henan dialect, so that the students experienced the pure accent of the Yu opera works, and fully felt the characteristics of the Henan dialect, "the tone of the big ups and downs, and more than four voices", which further deepened the students' aesthetic feeling of the lyrics of the Yu opera, "the language is plain and simple, catchy, and straight to the heart. This further deepens the students' aesthetic feeling of "simple language, catchy and straightforward" for the lyrics of Yu opera, highlighting the influence of regional culture on the works of Yu opera.

In the teaching design of the re-listening link, by enjoying the video "Who says women enjoy leisure" again, the teacher guides the students to observe the characters' performance and feel the character image of Hua Mulan, "bold and rugged, domineering and powerful", and buries in the students' hearts the question "Should Hua Mulan be sung in a Dan or Sheng character's voice? " The doubt, and through this to develop the introduction of the Yu Opera line of students, Dan and its singing characteristics and through practical activities to experience, feel the Chang School singing "strong and soft" character and singing fusion brought about by the "harmony" of the United States. At the same time, the teacher guides the students to practice and show the performance of the singing section "Who says women enjoy leisure" through co-operation, subconsciously cultivating the students' sense of co-operation and teamwork, which also reflects the beauty of "harmony".

## 2.3. "Freedom and Equality" - Elements in the Lyrics of the Work

The Yu Opera "Mulan" was born in a special period, when the new China was not long established, the state promulgated a series of laws and regulations to protect women, such as the Constitution of the People's Republic of China and the Law of the People's Republic of China on the Protection of Women's Rights and Interests, which highlighted the ideological concepts of "equality of rights between men and women, freedom and equality". The creation of the Yu Opera "Hua Mulan" was influenced by the times. In the cantata "Who Says Women Enjoy Leisure", the dialogue between Mulan and Liu Zhong, "Men go to the border to fight in wars, but women weave in the homeland; they go to plant in the daytime, spin cotton at night, and work hard day and night, so that the generals and soldiers can have this to eat and to wear", affirms the contribution and value of women, and promotes "freedom and equality". "The teacher used the following words in the first listening session.

In the first listening session, when the teacher recites the lyrics in Henan dialect and tells the storyline, the teacher will emphasise the ideology of "freedom and equality" embodied in the lyrics, in which "freedom" is mainly expressed in the phrase "both men and women have the right to participate in the defence of the country". The main expression of "freedom" is that "both men and women have the right and ability to participate in the defence of the country", and

"equality" is reflected in the affirmation of women's contribution and value in the lyrics, so that women are treated with equality and respect. In the game of "Competition" in the re-listening section, students are allowed to recite the lyrics and role-play to promote the internalisation of the idea of "freedom and equality" in a subtle way.

#### **2.4. "Family and National Sentiments" - Elements Embodied by the Singers**

Since the 18th Party Congress, General Secretary Xi Jinping, on important occasions, has repeatedly emphasised that the whole society should promote family and national sentiments, pay attention to mining the family and national sentiments of heroic figures, form a good atmosphere of family and national sentiments in the whole society, and gather strength for the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

In the teaching design, I character Chang Xiangyu embodied the spirit of national sentiment as the main line, linking the entire teaching process, and in the expansion of Chang Xiangyu embodied the "national sentiment" idea to sum up, so that the students draw spiritual strength from it, to enhance their patriotic feelings and sense of social responsibility. Firstly, in the introductory session, Chang Xiangyu is linked to the character "Hua Mulan", and students reflect Chang Xiangyu's personal character through the "patriotism" and "perseverance and bravery" shown in Hua Mulan. The students reflect Chang Xiangyu's personal character through the "patriotism" and "perseverance and bravery" of Hua Mulan. Secondly, in the new teaching link, through the introduction of the story of Chang Xiangyu for the Yu opera art excellence, hard training and the Yu opera "Chang School", guide the students to initially feel the "spirit of Xiangyu" of "the play is bigger than the sky" artistic spirit. Through appreciating, learning to sing, analysing and performing the singing section "Who Says Women Enjoy Leisure", students learn about the important contribution made by Chang Xiangyu to the development of Yu opera, and feel the artistic pursuit of "observing the right and innovating"; they also learn about the representative repertoire of the Chang School and the typical female roles that Chang Xiangyu has created to keep up with the times, so as to appreciate her artistic value. Through the introduction of the representative plays of the Chang School and the typical female roles created by Chang Xiangyu in keeping with the times, the teacher will appreciate the contemporary nature of Chang Xiangyu's artistic creation. Then, in the expansion section, the teacher tells the story of Chang Xiangyu's donation of the "Xiangyu Theatre Company" to fight and cultivate opera talents, and her founding of the "Xiangyu Cup" fund, so as to appreciate her artistic sentiments of "loving the country and serving the people". The teacher will also appreciate her artistic character of "love for the country and for the people" and "willingness to dedicate". Finally, the teacher briefly sums up the contribution of Chang Xiangyu to the art of Yu opera, and again points out the theme of "Kegel's ambition and the art of the fragrance, a hundred years of great masters of jade". The whole teaching design makes students understand the idea of "family and country" embodied by Chang Xiangyu from all angles, promotes the patriotic spirit, and inspires young students to study hard and strive for the prosperity of the motherland.

#### **2.5. "Cultural Confidence"-Yu Opera on the World Stage**

General Secretary Xi Jinping emphasised that "cultural confidence is a more basic, broader and deeper confidence, and a more fundamental, deeper and more enduring power." In 2006, Yu Opera became the first batch of national intangible cultural heritage in China, and today, more and more people are willing to inherit and innovate the art of Yu Opera, to inherit and carry forward the excellent traditional Chinese culture, at the same time, Yu Opera, which is the "Chinese Opera", is becoming more and more influential overseas, and is praised by Westerners as the "Oriental Aria". At the same time, the influence of "Chinese opera" is getting more and more far-reaching overseas, and it is praised by westerners as "Oriental aria", we can feel the vigorous vitality of Yu opera.

In the expansion link, the teacher played the video of "Yu Opera to the World Stage", which introduced the development history of Yu Opera and the experience of foreign performances, such as in December 1952, Yu Opera artist Chang Xiangyu went to Austria to participate in the "World People's Congress for the Defence of Peace", etc. The background music was rich in music. "The background music is infectious and enhances the students' love and self-confidence in China's traditional music and culture.

### **3. Insights about Junior High School Opera Teaching**

#### **3.1. Good at Tapping the Elements of Civics to Enrich the Teaching Content**

Through the previous analysis of the advantages of the opera art course to promote political education, we can find that the art of opera contains a wealth of political teaching elements, teachers as a bridge between students and knowledge links, should take the initiative to tap into the course of political elements, moral education, aesthetic education and the combination of opera art, so as to enrich the content of opera teaching, stimulate students' interest in learning, and subtle cultivation of the students' cultural literacy and moral sentiments.

In this regard, teachers should establish the concept of lifelong learning, constantly improve their own cultivation of opera and excellent traditional cultural literacy, improve the understanding and analysis of opera works through reading, condense the thematic ideology of the works, and excavate the elements of ideology and politics; teachers need to pay attention to the learning process of the students and the choice of teaching materials, and combine them with the teaching objectives, strengthen the integration of opera and ideology and politics education, and design reasonable teaching links to achieve the integration of knowledge and value. Teaching links, to achieve the double transmission of knowledge and value. At the same time, teachers can also combine the art of opera with current events and social phenomena in teaching design, linking students' practical life, enhancing students' learning interest and participation, so as to promote ideological and political education and comprehensive development. In addition, teachers can also participate in teachers' seminars, teaching observation activities and other activities, and other teachers learn from each other, exchange learning, and jointly improve the ability to tap the elements of ideology and politics into the opera curriculum.

### 3.2. Conducting Civic and Political Education Using Various Teaching Methods

Opera is a comprehensive art form that combines music, dance, literature, fine arts, acrobatics and other disciplines. In order to carry out Civic and Political Education, teachers need to conceptualise a variety of teaching methods when designing opera courses, and the following methods can be adopted:

First, break the routine, "oral teaching" to learn opera. In the regular music class to learn to sing works, often by the teacher to use the piano to teach singing, students sing along, imitation and other ways to learn the song, but this mode of teaching is not applicable to the study of opera, the teacher can be the main inheritance of traditional Chinese music - "oral teaching", "teaching" to teach opera. "Teachers can carry out teaching opera through teachers' demonstration and students' imitation, as well as interaction and communication between both sides, so that students can gradually understand, master and express the singing and performance of opera art.

Secondly, they dare to innovate and seek development through "creation and adaptation". In the teaching objectives of opera, it is stressed that "inherit and carry forward the excellent traditional Chinese culture", in-depth study and analysis of opera works that is "inheritance", and for "innovation", teachers can encourage students to For "innovation", teachers can encourage students to write new scripts independently, the content of which is students' daily life or reinterpretation and rewriting of classic operas. At the same time, students should be guided to combine operas with other forms of art, explore new ways of performance, and create brand-new operas, which not only enhances the creativity and imagination of students, but also deepens their understanding of the value of moral education and cultural inheritance, so as to enhance the respect and love for traditional culture. love.

Thirdly, extracurricular extension, "rich activities" moisten the soul. Extra-curricular practical activities are effective derivatives of classroom teaching content. Taking classes, grades and schools as units, through organising opera art performance competitions, carrying out opera cultural festivals, building opera art corners and other activities, students can obtain more platforms for learning and displaying, and through participating in practical activities, students can experience the practical application of Civic and Political theories, gradually form a correct world view, outlook on life and values, and at the same time cultivate students' interest and enthusiasm in learning opera, and pass on and promote the culture of opera. and promote the culture of opera.

### 3.3. Creating a Teaching Process of Subtle and Moral Education

Moral education in music class should not be a compulsory and indoctrinating process, rather, it should be a natural and entertaining experience, so that students can subconsciously absorb moral values while enjoying and learning music.

In this regard, in the teaching of junior high school opera, teachers should focus on creating a teaching process of subtle moral education, pay attention to the emotional needs of students, and harvest knowledge in a relaxed, happy and positive classroom environment. At the same time, teachers should fully examine the students' learning situation before teaching design, especially the psychological characteristics

of students of this age group, and design targeted and distinctive teaching activities, such as role-playing, thematic seminars, etc., to influence the students' thoughts and behaviours in a subtle way, so as to make them accept moral education in a relaxed and pleasant atmosphere and achieve all-round development.

## 4. Conclusion

Opera culture contains rich elements of Civic and political education, which is the crystallisation of the wisdom of the Chinese nation for thousands of years. The integration of Civic and Political Education in junior high school opera music curriculum is conducive to the inheritance and promotion of excellent traditional culture, the cultivation and practice of traditional national virtues, and the shaping and development of the spirit of Chinese aesthetics.

The author focuses on the classic cantata "Who says women enjoy leisure" in the Yu opera "Hua Mulan" to launch the teaching design research, and explores the "mediocrity and harmony", "freedom and equality", "national sentiment", "cultural confidence", "cultural confidence", "freedom and equality" and "national sentiment" from various angles. From multiple perspectives, the study explores the elements of "harmony in the middle", "freedom and equality", "family and national sentiment" and "cultural self-confidence" embedded in it, designs a variety of practical activities to guide students' participation, and puts forward suggestions for the teaching of Chinese opera. To a certain extent, this study has enriched the teaching resources of the opera course, integrated and provided the perspective of mining the elements of ideology and politics in the opera course, and achieved certain results in exploring the method of integrating the opera course with ideology and politics.

However, due to the author's limited research level, the research in this paper still has many deficiencies. On the one hand, there is limited theoretical research on the integration of Civic-Political education in the design of the opera art curriculum; on the other hand, further junior high school opera music teaching practice and enrichment of lesson examples are needed to make the conclusions more persuasive and more widely supported. In future teaching and research, the author will continue to study and research in depth to explore ways to promote the teaching of junior high school opera music and create a better-quality music classroom.

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