

# The significance of dance in primary school music teaching in China

**Ji Yating and Parinya Panyanan**

Bangkokthonburi University, Thailand

Corresponding Author, E-mail: nicha.musiced@gmail.com

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## Abstract

Dance is an art form in which elementary school students express their emotions with their bodies. The perfect combination of music and dance can not only provide a good music learning atmosphere for pupils, but also promote the development of pupils' intelligence. At present, dance has been applied in the primary school music classroom, which has made a great contribution to the effective learning of primary school music. The physical and mental development of primary school students is not mature, not concentrated, to the primary school music education methods and teaching methods have put forward higher requirements. Teachers should guide middle school students to learn music in the process of primary school music teaching, should not adopt a single teaching method, should liberate the students' hands and feet, let the students find the beauty of music in the dance, let the students improvisation, let the students body rhythm and rhythm of music, have become a whole, with dance and rhythm active classroom, stimulate students' positive thinking. Students' interest in learning music has also increased.

**Keywords:** Significance; Dance; Primary School; Music Teaching; China

## Introduction

In the current primary school music teaching, teaching music knowledge and skills is the most common mode. Although this traditional mode can improve the knowledge capacity of classroom teaching, it is difficult to adapt to the development requirements of the new curriculum reform, which requires the majority of music teaching workers to actively reform the existing music teaching mode. In the traditional primary school music classroom teaching, due to the teaching of music knowledge and skills, students' interest in learning is not high, the classroom atmosphere is not active, and the teaching effect is not obvious. But dance is different. Dance, as an art form popular with primary school students, is deeply loved by them. Integrating dance into primary school music teaching can not only activate the classroom atmosphere through dance movements, but also enrich the forms of classroom activities, improve the classroom teaching effect, and make the music class "dance" up. The development of music education in primary and secondary schools in China is more diversified. Traditional music teaching methods can no longer meet the classroom needs of current students, and dance, as one of the ways to integrate with music, plays an important role in enriching music teaching. In the teaching process of primary school music, we should not only pay attention to students' learning of basic music knowledge, but also pay attention to cultivate students' interest in music. Therefore, we should extend the dance to the music classroom of primary schools, respect the personal development of students, so that pupils can learn music in a happy and happy atmosphere. Dance has an important influence on students' physical coordination, artistic emotional expression, and music learning. It shows the rhythm and emotional beauty

of music through its own body language, and promotes students' understanding and learning of music.

### **The application of dance elements in music rhythm training**

In the primary school music class, whether it is singing teaching or appreciation teaching, the learning of music rhythm elements is very important. In the process of learning knowledge points, students' enthusiasm and interest in learning are often not active enough, and the grasp of knowledge is not solid. In the absence of demonstration and guidance by the teacher, the complex rhythm of a song, let the students to apply the rhythm to the song, for example: read the lyrics with rhythm, most of the students will still appear the rhythm is not accurate. Therefore, in view of these problems, the training of combining dance elements and musical elements is designed, mainly to let students can understand the characteristics of musical elements in a relaxed and happy environment, learn the knowledge about music, and finally achieve the purpose of improving musical literacy. Rhythm is everywhere in our daily life, and people will not feel unfamiliar with the rhythm of life, such as the sound of walking, clock sound, subway station sound and so on. Rhythm, as the most basic element of music, is also shared by dance and music. In primary school music classroom teaching, we can use simple rhythm as the basis, without the help of any instrument, with body movements to give students the most intuitive visual experience, and finally let them achieve the purpose of mastering the rhythm. Before class, teachers can present the heavy and difficult rhythm in the form of dance movements according to the course content, and give detailed teaching and guidance, and learn and enjoy the songs under the hands of students, so that it is much easier. The introduction part of a new lesson is this kind of rhythmic dance pace, we must pay attention to leading the students to study together. The teacher lets the students understand the rhythm and action to learn through demonstration and explanation, and then practice. The students feel the characteristics of the segmentation rhythm through their own personal observation and understanding. In this learning process, their brain and body have been well exercised. At the same time, students will feel the novelty and unique with the introduction of dance pace. Because they break the conventional mode of opening classes, they are very willing to participate in it, and fully mobilize the enthusiasm of the children (Yang, 2019).

For music memory training, we have to choose according to the course content, there are some song lyrics is difficult to remember, training method can according to the content of the lyrics to join dance, this way can make students quickly remember the lyrics, more let the students realize the song into the dance elements. Dance is good at lyrical action art, it through a series of coherent action, through people to show the inner feelings. The reason why the dance is moving is not because of its large dance range and difficult skills, because the dance is the collision between the heart and the heart, but also the true feelings of emotion, emotion is also the most easy to hit the heart. When listening to a piece of music, because music is an abstract carrier, it is difficult to understand the emotions it wants to express. At this time, we need to use some dance elements to join the music through dynamic dance to achieve real emotional catharsis. Dance is not spoken, we can also add rich facial expressions to stimulate the inner emotions. When you are happy, when you are sad, you are sad. Rich facial expression must inevitably the expression of the eyes. When the heart is happy, the eyes will squint like a crescent moon, and when the eyes will stare when the heart is angry. It is difficult for students to express their emotions only by singing, and adding dance elements plays a driving role in music emotion. The mutual cooperation between students makes them feel the fun of

cooperative learning. Only through cooperation with each other can the movements be visually aesthetic. Dance can also be inspired by music to play the imagination of music to truly reach the depths of people. The addition of dance elements should be compared with the music. In musical works, dance language and music language are extremely important, the theme and development of music are the overall elements of music language, the theme of music refers to the image, structure and other aspects of music works, and the development of the theme is expressed through change, repetition, reproduction and other means. Attention should be paid to the addition of dance elements in music editing activities, not the neglect of the integrity of the original music works. In the process of adding dance elements, the added dance elements can be adjusted according to the characteristics of the musical works, so that the mood, speed and style of the musical works and the added dance elements are appropriate. Truth is the characteristic of a good musical work, and the dance elements must also have authenticity. The Russian writer Leo Tolstoy once said: art is not a skill, but the transmission of the feelings experienced by the artist. Dance and music convey their true feelings in different ways of expression in their respective fields, and their respective expression techniques are different and equal. Through a series of body language movements let students first feel music, then understand music, finally can according to music to join dance movement, not only spread the students 'thinking, but also cultivate the students' creative ability and the ability of cooperative learning, it also makes the original music become full of vitality, more colorful. In the case of students familiar with music works, we should pay more attention to the students in the process of grouping and teachers, guidance to students according to different content to feasibility, according to the character characteristics of students, some students in this link will be shy, will not positive, then the teacher can't turn a blind eye, to use their language charm and enthusiasm to encourage, let each student can participate, arouse the enthusiasm of students, to know the children's imagination is very rich. Through the cooperation between students and the communication between teachers and students, students will do better in the future, which also has a positive effect on their growth (Yang, 2019).

### **The significance of dance in primary school music teaching**

In primary school music class, students 'learning state and acceptance ability are important standards to measure the teaching quality of teachers. Therefore, teachers should pay full attention to students' expression in the classroom. As an important teaching method and method, dance plays a vital role in cultivating students' sense of music and art. Dance refers to a way of teaching with students 'limbs according to the knowledge logic of music subject and the law of students' physical and mental development. Dance teaching can be traced back to the nature education advocated by Pestellozzi. He advocated that in the process of education and teaching, children's psychology should be fully respected, and students should be provided with appropriate teaching methods and teaching content according to the law of children's physical and mental development. Dance teaching can better carry out music teaching on the basis of respecting students 'real needs and interests, which can greatly enhance students' interest in learning, improve students 'learning habits, and cultivate students' learning ability. Therefore, dance teaching plays a vital role in music classroom teaching in primary schools (Fang, 2023).

Primary school students think mainly to image thinking, it is difficult to thoroughly understand the abstract content. Under the influence of mindset, students in learning music cannot fully master knowledge and song connotation, in the classroom enjoy a sense of accomplishment, over time to music course rejection, think learning music is a very difficult thing, affect the long-term study in the future, is not conducive to the improvement of music literacy. In view of the above situation, teachers can use dance to stimulate students' interest in participation, present abstract songs in front of students in the form of dance, reduce the difficulty of learning, make students realize that they can also participate in music class, play their personal value, and gradually develop research interest in songs. In addition, the dance can also concentrate students' attention. For some cases, although some students are not interested in the song, they are attracted by the dance content displayed by the teacher, and feel the connotation of the song in practice, which plays an unexpected teaching effect. Through the above discussion, there are commonalities between music and dance, which makes it feasible to integrate dance into primary school music teaching. At the same time, there are also differences between music and dance, which can make dance better supplement the shortcomings of music teaching, and thus improve, The effect of primary school music teaching. Due to the close connection between dance and music, coupled with the advantages of dance, the integration of primary school music and dance teaching can not only effectively solve the above problems, but also improve the efficiency and quality of primary school music classroom teaching, which is of important value (Fang, 2023).

Under the background of quality education, the comprehensive talents with the comprehensive development of morality, intelligence, physique, beauty and labor have become the training goal of teachers, and the importance of music courses has been highlighted. In primary school music teaching, dance rhythm is an important link that cannot be ignored, which is conducive to stimulating students' interest in learning, creating an active class atmosphere, cultivating students' imagination and creativity in practice, meeting the development needs of students, and promoting the improvement of comprehensive music literacy. This paper briefly analyzes the significance and application of dance rhythm in primary school music teaching (Wang, 2018).

### **Stimulate students' interest in learning music, Promote the physical and mental health development of students**

Interest is very important to students' learning, such as a key to open the door of students' wisdom. In the traditional primary school music classroom teaching, teachers mainly teach boring music theory knowledge and train boring music skills, which makes many students lack enough interest in learning music. If the music and dance are combined, then the situation will change greatly. Although dance has many similarities with music, it also has the advantages that music cannot match. Dance can mobilize students' multiple senses, but also can bring multiple sensory stimulation to students. Therefore, the integration of music and dance teaching in primary schools can greatly stimulate students' interest in learning music. Music is the spiritual food of human beings, but also an important means to cultivate students' national pride and self-confidence. Under the background of the development of modern society, music education has become an indispensable part of school teaching work. In the primary school music class, the students' learning process is a gradual, natural movement process, and continuous absorption of new knowledge and skills. Teachers will dance primary school music teaching, can better stimulate students' interest in learning, enhance the interest

of the classroom. Interest is the motivation and source of students to learn knowledge and skills. Only when students have more interest in certain things can they have better learning quality. Integrating the dance into the primary school music class can fully mobilize the students' visual, auditory and physical functions, so that the body function can be fully used in the music class, and finally stimulate the students to produce their interest in music courses. By integrating dance into music class, students can not be exposed to boring symbols in the process of learning music, but give symbols with dynamic meaning, and finally continuously improve the interest of the class (Xie, 2018).

The addition of dance in primary school music teaching can inject vitality and vitality into the classroom, mobilize students' enthusiasm for learning, and make them actively participate in the interaction. Considering the age characteristics of primary school students, interest is their learning motivation. If the music class activities are very rich, the students will take the initiative to join them and cooperate with the tasks assigned by the teachers. On the contrary, if the whole process is monotonous, the students will not be fully interested in the music. Therefore, in order to ensure the teaching effect, students' enthusiasm for learning should be mobilized as the primary task, and dance rhythm should become one of the effective ways. By applying dance to music classroom teaching, students can feel the diversity of music theory knowledge, know that songs are not a single form of singing, and dance can highlight the connotation of music with the cooperation of body movements. In addition, dance is in line with the characteristics of "active" of primary school students, which can not only solve the problem of students' love to move, but also mobilize the enthusiasm of learning virtually, paving the way for improving musical quality (Xie, 2018).

Music is a kind of art with high value, which can not only edify students' sentiment, but also calm their mood. Primary school stage is the key period for students' spiritual development, so learning music is conducive to the development of pupils' mental health. Dance can not only let students strengthen their body, but also help students to shape a beautiful posture, which is conducive to the healthy development of students. Therefore, the integration of music and dance teaching in primary schools can promote the healthy development of students' body and mind. With the development of society and the continuous advancement of education, students are more and more interested in learning music. In primary school, children have a strong curiosity and desire for knowledge for new things. Therefore, teachers can integrate dance rhythm factors into the primary school music class to better promote students to actively participate in the classroom learning. In order to better integrate dance rhythm elements into primary school music class, teachers should stimulate students' interest and enthusiasm for learning in the process of education and teaching. Teachers should in the process of education teaching, through the way of dance, let the students to follow the rhythm in classroom learning, the students' hearing, visual, body senses, break the traditional monotonous music and music boring state, enable the students to truly feel the charm and mystery of music, music teaching can truly create a pleasant and relaxed artistic conception, eventually improve students' aesthetic ability and artistic interest, make the students learn in the interest (Xie, 2018).

With the continuous implementation of the new curriculum reform policy, teachers gradually increase their attention to music, and create an active class atmosphere for students by increasing interactive opportunities. In the traditional music classroom, teachers usually use multimedia equipment to play video or audio to mobilize the enthusiasm of students, but it is difficult to ensure the teaching quality of active and difficult concentration, and it is difficult to highlight the significance of music curriculum in primary school. In order to improve the current situation in time, teachers can integrate dance rhythm into classroom teaching, improve students' love for music, and create a high-quality music class in the combination of songs and dance. In the dance rhythm, teachers can create a good atmosphere for students, let them fully feel the charm of dance, take the initiative in learning, to form a deep understanding of the content of the song, so as to improve the effectiveness of music teaching. Taking "We all Jump Up" as an example, the teaching goal is to ask students to sing songs with natural and bright voices, guide students to feel the style of minuet through practical activities, and perform a group dance in the situation created by the teacher, so as to experience the sense of rhythm of the three-beat steps. First, the teacher showed Bach's musical work "Minuet in G Major" on the big screen, asked the students about their feelings and described them in their own language. Secondly, in order to let the students strengthen the understanding of the minuet, the teacher personally demonstrated the jumping method, the first beat the left foot to the left front step, the center of gravity in the left foot. Second beat the right foot to follow, the left foot heel point, the center of gravity moved to the right foot. Third pat left foot a small step forward, the center of gravity moved to the left foot. Let the students form a certain understanding of the minuet in the real demet. Finally, the teacher guided the whole class to stand up, practice the minuet together, and selected two outstanding student representatives to lead the dance on the platform. In the good atmosphere created by teachers, more students are encouraged to join the dance, improve their personal skills in the group dance performance, shorten the distance between teachers and students in a subtle way, and enhance the cohesion of the class (Chen, 2023).

Learning psychology shows that the more channels individuals perceive and mobilize more senses in cognitive behavior, the better they can recognize things. For primary school students, "play" is their normal state, and how to combine "play" and "learn" together is the problem that teachers should think about. In primary school music courses, the penetration of dance elements is a teaching method recognized by teachers, which is because for primary school students, using body rhythm and body language to learn music can add fun. First, the experience of dance is in line with the active nature of primary school students. Lively and active is one of the psychological characteristics of primary school students, music and the human body heart is interlinked, happy people will clap hands, not happy people will stamp feet. The "moving" dance is connected with active children, let children's body rhythm with the rhythm of music, and adjust the rhythm of the body by the rhythm of music. The two can infect each other, transform the "body movement" into "heart", so that children can taste music in the dance activity experience (Chen, 2023).

Second, the game of dance is in line with children's physical and mental development of children, which is conducive to attracting students to participate in music learning. Dance is the interaction between teachers and students in the music class. From the psychology of children, dance is actually "playing games". Students play games through songs, which is not just a simple activity but the expression of students' emotions and thinking. In the dance game, children's trust between each other and between children and teachers will be deepened, and children's listening ability, creative ability and performance ability will be deepened. It can be

said that the addition of dance elements in primary school music class not only enhances students' enthusiasm to participate in learning music, but also makes it easier for students to master music knowledge in dance games (Li, 2020).

Third, the fun of the dance makes the students more interested in learning music. Dalcroz's pedagogy theory emphasizes that "teachers should teach the music that students like", which requires teachers to design music teaching into an interesting and efficient classroom. When using dance language, teachers should adopt diversified teaching methods to stimulate students' fun of learning. For example, students can use music to relax the rhythm to make different body movements, etc. The interest of this music will also increase students' interest in learning music. Fourth, the creative performance of dance can satisfy students' thirst for knowledge and curiosity, which can make students devote themselves to music learning. Primary school students are in the psychological age of curiosity about the world. Music teaching should also start from the psychological characteristics of primary school students, and use the creativity of dance to stimulate children's thirst for knowledge. Such as the previously mentioned alff music teaching system, there is a part of the dance performance using our usual common props-a water bottle, a book, etc., use these props in the classroom through the students endless imagination music classroom, in the process of combining dance and music, guide the students consciously reveal music knowledge, let the students devote themselves to the cognition of music knowledge (Li, 2020).

With the in-depth development of the new curriculum reform, the cultivation of students' innovative ability is placed in a more prominent position. The cultivation of primary school students' innovation ability needs reasonable methods to stimulate it, and dance is undoubtedly a very effective means. Primary school stage, in the hearts of students is a lively, full of vigor and vitality of the beautiful world. Because students basically use body language to imitate the teacher's movements when learning dance, through these body words, students can understand and feel the music more intuitively. Especially when letting students create improvised dance, it can promote the development of students' imagination and innovation. Therefore, as an important part of quality education in the new period, primary and secondary schools have special requirements for art classes. Under the background of the new curriculum reform, in order to better promote the music reform, most teachers often adopt the teaching method of dance rhythm in the music class. The teaching method of dance can activate students' thinking and stimulate their imagination ability. Primary school students often have a strong curiosity, imagination and thirst for knowledge. Therefore, teachers should better release students 'nature and liberate students' thoughts by means of dance rhythm. Only when students can better release their nature and activate their thinking in the music class, can they can better stimulate their interest in music and feel the charm of music. Most students, because of their own age characteristics, are often more active in the music class. Therefore, teachers should fully combine the characteristics of students, adopt the way of rhythmic teaching, so that students can fully integrate into the classroom learning, so as to constantly stimulate students 'creativity and imagination, and finally enhance students' aesthetic education ability. To sum up, the integration of music and dance teaching in primary schools can cultivate students' innovative ability (Fan, 2021).

There is a close connection between music and dance. Integrating dance into primary school music teaching can make students have a more intuitive cognition of music, so that students can realize different types of music presentation methods, so as to broaden their music vision. In addition, teachers' integration of primary school music and dance teaching can create a more appropriate learning situation for students. In this situation, students can have a more profound understanding of the rich connotation of music, and can also learn more knowledge about music, which is also of great benefit to broaden students' music vision (Fan, 2021).

Music primary school is a required course, and it is also an important subject for students to accept new knowledge and master new skills. Music can better stimulate students' interest in learning and improve students' aesthetic ability. In music classroom teaching, in order to integrate the elements of dance rhythm, teachers should pay attention to students' emotional guidance and emotional stimulation in the process of education and teaching, so that students can have artistic experience in abundant emotion. Will dance into the music appreciation, the teacher random music, students with the music rhythm of the body, at this point, has nothing to do with the body movement flexible coordination or not, only pay attention to the students' love is devoted, only the students' emotion into it, to better help students touch the true meaning of art. In the study of music class, students swing with the rhythm, which can transform invisible music into tangible physical movements. At this time, it are completely endowed with music soul. Students need to combine their emotions and music soul, so that they can really play the real role of dance into the music class. The coordination of the action or not, only pay attention to whether the students' emotion is fully devotion, only the students' emotion into it, can better help students to touch the true meaning of art. In the study of music class, students swing with the rhythm, which can transform the invisible music into tangible physical movements. At this time, it has been completely endowed with music soul. Students need to combine their emotions and music soul, so that they can really play the real role of dance into the music class (Fan, 2021).

### **Improve the students' musical aesthetics, and express their musical emotions**

Under the background of the new curriculum reform, the primary school music reform has gradually received valued. As an important teaching means of music classroom, dance rhythm plays a vital role in improving students' artistic sentiment, cultivating students' aesthetic ability, improving students' learning habits and improving students' comprehensive quality. More importantly, integrating the dance rhythm into the music class can delight the students' body and mind, so that the students can improve their aesthetic ability in a relaxed and pleasant atmosphere. Learning in a relaxed and pleasant atmosphere is the expectation of every teacher and student, etc. Integrating dance rhythm factors in the music class can better meet the needs of teachers and students. In the process of learning, students can make their physical function and psychological state in a state of relaxation and pleasure, which can better improve the quality of learning and learning interest. Integrating the dance rhythm factors into the primary school music class can create a warm, good, relaxed and pleasant teaching atmosphere, students in this atmosphere to dance rhythm, can maximize the pleasure of body and mind, emotional regulation. Primary school music teaching includes not only basic music knowledge and skills, but also music aesthetic and appreciation, and music aesthetic and appreciation are relatively difficult to learn, it is difficult for primary school students to fully understand the profound connotation of music. However, if teachers integrate music and dance teaching together, they can create a more intuitive artistic image for students, so that they can better

perceive the emotions contained in the process of learning music. This can not only enhance students' emotional experience, but also improve students' music aesthetic and appreciation ability (Fan, 2021).

In primary school music classroom teaching, the role of teachers is not only to impart knowledge, more importantly, to cultivate students with a correct and comprehensive understanding of the learning content. In order to help students better understand the basic concepts such as rhythm and rhythm, teachers need to integrate dance rhythm elements in the classroom, so that students can be in a relaxed state to learn knowledge. Primary school music can be said to be the second class for students, and music education can also lay a foundation for primary school students' moral, intellectual, physical, beauty and labor. In order to better integrate the dance rhythm elements in the primary school music class, teachers should guide students to actively participate in the music practice in the process of learning, so that students can actively participate in the study of music. Teachers should adopt appropriate teaching methods and teaching methods, enable students to fully feel the artistic charm in the process of dance rhythm, and after the dance rhythm to encourage and stimulate students to show themselves and self creation, music is not limited in feeling stage, also reflected in the creative stage, in order to better will dance rhythm into elementary school music classroom, teachers should encourage students to bold creation and display, in good state to better into the study of music, can better promote the dance rhythm in the classroom (Zhang, 2022).

Teachers can use the dance rhythm to help students focus on analyzing the expression of movements, such as the management of facial expression, improve the coordination of students' limbs, and then improve their dance level. After learning, students can dance to the accompaniment of music, which is the deep aesthetic experience and the sublimation of emotional consciousness. At the same time, dance rhythm can also cultivate students' musical literacy. When students learn dance movements, they can not only have the rhythm on the body, but also improve their aesthetic taste through the rhythm. In dance teaching, teachers should give full consideration to students' interests and hobbies, use interest points to practice dance, and lay a solid foundation for the construction of efficient classroom. "Harvest gongs", for example, the teaching goal is to ask students to listen to, discrimination, imitation, play common Chinese national percussion instruments, such as gong, drums, wooden fish, bell, gong, etc., understand the music characteristics of musical instrument, and enjoy songs feel percussion on the mood of mood, at the same time join the dance movements to express their understanding of the song. Teachers can use the multimedia equipment to play the audio data of the song, guide the students to think about what kind of emotions they feel in the sound of the music, and follow the speed and mood of the music, and imitate the performance action of the instrument. Many Musical Instruments in reality is less contact, teachers can play video for students to deepen the understanding of the instrument, and then imitate playing movements, form a set of simple dance, in practice exercise students' creative ability, ensure the smooth implementation of classroom activities in practice, promote the improvement of students' comprehensive music quality. From the artistic point of view, whether in music or dance, the ultimate goal is to express their emotions and express their true feelings. For music, from the melody to the lyrics can reflect the emotion the author wants to convey. For dance, it mainly expresses its thoughts and feelings through body movements. Therefore, in the primary school music teaching, teachers should combine the two, join their own emotions, lead the students to express their inner emotions in the personal experience, vividly show the connotation of the music works, and form a more profound experience. The types of music are diverse, and the

emotions contained in them are also relatively complex. Teachers can arrange rich dance movements in teaching, guide students to join them, express their true feelings in the music with different connotations, make them produce the feeling of "release", and highlight the importance of dance rhythm (Zhang, 2022).

Taking "Turning the Circle" as an example, the teaching goal is to require students to master the national characteristics and musical characteristics of the three tunes, actively participate in singing and dance activities, strengthen the ability of music perception and expression ability, and further experience the rich and colorful folk music in China. First of all, teachers can play the audio and video materials of the people together on the big screen, so that students can feel the mood of the song and understand the life of the people. Secondly, listen to the song again, hum the melody softly, and design the corresponding dance movements by myself to express the understanding of the connotation of the song. Teachers can divide the students into groups of five people, create a set of dance movements according to their own understanding of the musical works, and make the movements uniform after practice. Finally, the teacher decides the performance order of each group, and makes unified comments after the students finish the performance. The evaluation criterion is whether to express the emotion of the music. Visible, in the primary school music teaching application dance rhythm, can provide students with ways to express emotion, make the connotation of the song to form unique insights and use simple body movements to express, highlight the advantages of dance rhythm, ensure the students' music learning results, to promote the development of the core quality (Zhang, 2022).

### **Adapted to the requirements of the "compulsory education music curriculum standard", Help to the development of teaching activity**

"Compulsory Education Music Curriculum Standard (2011 edition)" is the criterion and basis for the implementation of primary school music teaching, and the integration of dance elements into primary school music teaching conforms to the requirements of "Compulsory Education Music Curriculum Standard" to some extent. First, the combination of dance and music, in line with the interest of primary school students, is conducive to the interest, improve students' musical aesthetic ability. It is generally recognized in the education circle that interest is the foundation of learning ", and Yin Aiqing also clearly stated in his book *Primary School Music Teaching Method*:" When someone needs it, they will pay attention to this thing and then develop interest in learning." In the *Compulsory Education Music Curriculum Standards (2011 edition)*, it is pointed out that " music education should be driven by students' interests and hobbies ". For primary school students, their abstract thinking ability and understanding ability are relatively lacking. Only through concrete and intuitive image experience can they understand music faster. The premise of making students willing to experience and understand music is to love the music learned, and dance is just a kind of door path, through this door path, students can feel the music through the body, and thus enhance the students' love for music (Wang, 2019).

The second is the combination of dance and music, which complies with the curriculum concept of "music aesthetics as the core" put forward in the Music Curriculum Standards for Compulsory Education (2011 edition). In the Music Curriculum Standards for Compulsory Education (2011 edition), it is clearly stated: " Music education is to enhance and cultivate students' ability to create, appreciate, express and feel beauty."Dance can just improve the boring music class, which is crucial to activate the classroom atmosphere and let students feel the beauty of music. This is because dance is a kind of emotional and rhythmic physical rhythm, and dance emphasizes the coordination, softness and coherence of body movements. The rhythmic and aesthetic dance makes the viewer not only experience the visual beauty, but also stimulate the students' enthusiasm for learning. The in-situ movements and spatial movements, such as stepping, rocking, running and jumping, not only strengthen the beauty of body movements, but also an activity that uses the body as a musical instrument and uses body movements to express the change of musical speed, strength and rhythm. It is in the intuitive activities of dance that primary school students can more thoroughly feel the beauty of music, experience the natural beauty, character beauty and other contents rich in music, so that students are influenced by the beauty, and become a person who can taste the beauty (Wang, 2019).

## Conclusion

Dance is a novel teaching method, which can help teachers to integrate rich practical activities into the classroom and create high-quality music teaching. Teachers can join the dance design when introduction song, make the classroom content is no longer limited to cultural knowledge learning, but through diversified practice to enhance students 'understanding of music, not only can bring students on the vision, arouse enthusiasm for participation, also can be more fit with the beat of the song, exercise the students' music. For example, musicals are an activity mode that students are more interested in. Students choose their favorite characters to play, study the movements of the dance carefully under the guidance of the teacher, feel the presence of the accompaniment, further integrate the characters' emotions, use the body movements to express their understanding of the song, and complete the sublimation of ideology. It can be seen that dance rhythm enriches classroom activities, provides more learning paths for primary school students to choose from, and promotes the improvement of comprehensive music literacy.

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