

# "Ten Ones" Project and Classroom Curriculum Construction

## Practice and Research on "Flute Sound Nurtures Childhood"

### curriculum

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#### 1. Introduction

Music education stands as a vital component of the humanities. With the deepening implementation of the new curriculum reform, cultivating students' musical literacy has become an essential part of quality-oriented education. In 2021, the State Council introduced the "Double Reduction" policy, which not only alleviated students' academic burdens but also created rare opportunities for school aesthetic education development. How can we build platforms for aesthetic education? What aspects should we focus on? How can we implement these initiatives effectively? These questions have sparked our reflection and discussion. As policies take effect, our strategies have become more refined and our direction clearer. Ultimately, aligning with the "Ten Ones" initiative——aimed at "helping every student master one artistic skill" ——we have identified the ceramic flute as the primary instrument[1][2]. This approach provides comprehensive aesthetic education environments, diverse classroom teaching methods, and multi-level performance stages, ultimately enhancing all students' aesthetic literacy.

#### 2. Main approaches

##### (1) The school builds an environment to make aesthetic education full of every place in the school

The classroom serves as the primary platform for educational development. At our school, over 80% of students are children of migrant families. Newcomers often appear timid, speaking softly in class and avoiding eye contact with teachers... Guided by this observation, we have established "Sunshine" as our core educational philosophy. This quality is rooted in kindness, nurtured through confidence, and cultivated through open-mindedness. To help children thrive in their colorful childhoods with confidence, we've developed a four-tiered performance system: 1) Class Stage: During music lessons, students

perform on stage within two minutes of each session. Daily practice helps them gain self-confidence through microphone exposure while building public-facing stage presence. 2) Mini Theater: Our dedicated music space provides a platform for skill-sharing and growth. 3) Talent Plaza: The playground's musical area features a central stage where monthly talent shows showcase individual talents. Unlike previous stages, this expansive space challenges participants to demonstrate skills, leverage strengths, and captivate audiences —— a high-level affirmation of confidence. 4) Pearl Grand Stage: Our 500-seat auditorium offers an even broader platform for exceptional performances. Standing on the stage as a host, a young performer, an award winner and so on, under the attention of 500 people, is a higher level of confidence cultivation for children.



Figure 1 Qingdao Binchuan Road Primary School Shell Theater (Guan Ke)

The clay flute is cheap, small and portable, with beautiful tone and easy to learn, so it is very

easy to popularize[3]. The application of the clay flute teaching method in classroom teaching and club teaching has achieved remarkable results.

The introduction of the clay flute into classrooms aligns with the school's educational philosophy "Shuoshuo Zhu Hua, Aihui Bin Chuan" (Radiant Pearls, Love Filling Binchuan). Following the teaching process of "Nurturing-Growth-Radiance", we employ scientific and effective instructional strategies as cultivation tools. Through pyramid-style multi-level platforms, we shape aesthetic education outcomes[4]. Nurturing Stage: Targeting first and second graders for comprehensive exposure, utilizing music classes and school-based courses to enhance learning interest. Growth Stage: Selecting students with advanced skills for concentrated training, establishing class, grade, and school-level platforms to explore diverse artistic expressions. Radiance Stage: Organizing or participating in various exhibition activities and competitions including clay flute class concerts, departmental concerts, school New Year's Eve cultural evenings, and district/municipal art exhibitions to evaluate curriculum achievements[5]. Meanwhile, teachers have developed a distinctive pedagogical strategy: the "One Blowing, Two Techniques, Three Emotions" tiered learning method.



Figure 2 Class pottery flute exhibition activity of Qingdao Bincuan Road Primary School (Guan Ke)

To cultivate multidimensional musical literacy, our department not only delivers regular clay flute instruction but also expands through extracurricular clubs. For grade 1-6 students, we select those demonstrating exceptional classroom performance, strong passion for the instrument, and parental support to join tiered programs (beginner, intermediate, advanced). These structured levels progressively increase technical demands and repertoire complexity. We regularly invite experts for specialized coaching, ultimately building a competitive school band team.

**The school platform is built to pave the way for the development of students and teachers**

Since launching the ceramic flute program, our school has established multi-level platforms for both teachers and students to showcase their talents. In the teacher development arena, our music faculty members have participated in the national research project "Chinese Poetry, Music and Dance" and led sub-project studies. Educators have demonstrated exceptional skills through various platforms including exemplary lesson demonstrations, experience-sharing sessions, open classes, and master teacher workshops. For student growth, the school organizes annual competitions like the Ceramic Flute Festival and hosts large-scale performances featuring thousands of participants. Through these activities, students have experienced the aesthetic appeal and confidence-building opportunities that the ceramic flute provides under China's "Double Reduction" policy (a national education reform initiative).



Figure 3. Thousand-person pottery flute exhibition activity in Qingdao Bincuan Road Primary School (Guan Ke)



Figure 4 Class pottery flute exhibition activity of Qingdao Bincuan Road Primary School (Guan Ke)



Figure 5 Qingdao Bincuan Road Primary School national project "Chinese Poetry, Music and Dance" 100-day countdown to the Winter Olympics exhibition (Guan Ke)

## 6. Results and discussion

Build a new system of pottery flute curriculum



In this new system of pottery flute courses, universal popularization is the foundation. We expand the influence of pottery flute through the school platform and promote the vigorous development of pottery flute activities in the whole school. On the basis of meeting the needs of all members, we provide strength for quality development.

The new music curriculum standards emphasize that educators should tailor their teaching methods to students' developmental needs. In our class flute program, we develop lesson plans and content based on students' actual learning capacities across different grade levels, with adjustments made according to each class's specific capabilities. Teachers progressively introduce musical pieces from simple to complex, gradually building up the difficulty of playing. Additionally, they incorporate easy-to-play folk songs from music textbooks into lessons, which not only boosts students' enthusiasm for singing but also reduces learning challenges.

On the ceramic flute stage, students from different grades compete in singing duets through peer evaluations and self-assessment, enhancing both their practical skills and artistic appreciation. The "Thousand Students Singing to the Motherland" event held in late September

saw teachers and students collaborating across disciplines. By integrating traditional instruments like the guzheng, choral performances, and poetic recitations with ceramic flute artistry, this initiative showcased children's passion, dedication, and natural expression. The melodious flute melodies resonated throughout the campus, nurturing growth through artistic immersion. Our relentless pursuit of excellence drives students to refine themselves, ultimately radiating brilliant brilliance.

Construct effective teaching strategies with the characteristics of pottery flute

Since the implementation and exploration of the clay flute curriculum, teachers have gradually developed a relatively scientific and effective teaching strategy: the "One Blowing, Two Techniques, Three Emotions" step-by-step learning method. The clay flute course should be progressive and tailored to individual needs. The school has carefully selected high-quality clay flute textbooks to guide beginners in lower grades step by step, helping students master playing techniques. After a period of study, students quickly mastered basic note-playing skills and could perform simple nursery rhymes with correct posture, such as "Little Donkey", "Dance of Dolls and Bear", and "Drizzling Rain". Their interest was ignited by their small achievements, motivating them to strive for higher-level skills. Technical practice mainly focused on "finger dexterity", "tongue coordination", and "breath control". As skills improved, teachers raised higher requirements—performing with emotion, grasping the style of works, and enhancing students' comprehensive aesthetic literacy through emotional expression.

From the classroom, a magnificent return

During our ceramic flute instruction program, we were pleasantly surprised to observe significant improvements in students' music notation skills. This progress has made classroom teaching smoother for music teachers, as students can now independently complete the vocal score sections of new songs with minimal pitch or intonation errors. In terms of musical expression, students have developed greater precision in phrasing and can perform songs with emotional depth while understanding their musical essence. Teachers now have more energy to guide students in exploring the unknown realms of music during lessons, resulting in a substantial boost in both learners' and educators' enthusiasm for the subject.

## 7. Conclusion

Through practical implementation and exploration of the clay flute curriculum, we have recognized that introducing this instrument into primary school music education can enhance students' musical aesthetics, expressive abilities, and creative capabilities, enrich their emotional experiences, and promote comprehensive development of core musical competencies. We will continue to conduct in-depth discussions on these aspects. 1. Investigate objective differences in students' learning abilities regarding clay flute proficiency. How to enable high-achieving students to "play well" while helping struggling learners "master the instrument", ensuring all students achieve substantial progress based on their original foundations. 2. Explore effective evaluation methods to provide accurate assessments through diversified approaches, enabling students to recognize and affirm their own strengths. 3. Further explore diverse artistic expressions of clay flute performance, implement varied teaching models, refine the curriculum meticulously, and strive to achieve the ultimate goal of aesthetic education. School aesthetic education acts like fresh oxygen, bringing new vitality to students under the "double reduction" policy, while the practice and research of clay flute pedagogy serve as nourishing dew, allowing students to flourish in the realm of aesthetic education. Only through continuous innovation and reform can school aesthetic education seize development opportunities, meet new challenges, ride the wave of progress, and truly fulfill its educational mission and responsibilities in the new era.

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