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Preliminary Research the Practical Significance of "Consistency of Teaching-Learning-Assessment" in School Music Curriculum

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Abstract: *"Consistency of Teaching-Learning-Assessment" is a basic principle of effective teaching. With clean goals as the core, teaching-learning-assessment share learning goals, and ultimately achieve consistent in teaching results. In the context of the key competency, clarifying course goals, reverse setting course assessment, prompting course design, and efficient teaching are just around the corner.*

Key words: *"Consistency of Teaching-Learning-Assessment"; Course design; Music curriculum*

The education hotpoint and course standard is going from teacher's teach turn to student's study, recently. This shift requires that education is no longer just about impart so-called knowledge, but instead turning to developing student' key competency. "Consistency of Teaching-Learning-Assessment" is not only the basic requirements of the curriculum principles and the basic rules of curriculum implementation, but also the principle that the national curriculum standard design must be translated into the actual competency of students. The basic elements are: goal, teaching and assessment, and the learning goal is the core of the consistency of the three elements. It reflects the essential requirements of curriculum thinking, that is, thinking about "why to teach", "what to teach", "how to teach", and "how much to teach" as a whole. It also helps us conform to the curriculum perspective in promoting effective teaching. This kind of professionalization of the domain provides a basis and possibility for establishing a "Trinity" relationship with the goal as the soul, and then correcting various deviations and establishing professional consciousness. Teaching does not mean learning, learning does not mean meeting. Teach but don’t learn, learn without assessment, assessment but not teach, teach but not learn. Separation of teaching-learning-assessment is commonplace.

Overview and Basic Logic of "Consistency of Teaching-Learning-Assessment"

Cohen (S.A.), an American educational psychologist, first proposed the concept of "Instructional Alignment." He used the concept of consistency to replace the degree of matching between certain design conditions in teaching and the expected teaching process and teaching results. And through research, if the consistency of teaching goals and assessment is higher, both ordinary students and gifted students can achieve good results. Based on this, Cohen proposed that "the mediocrity of American school education...is more attributed to teacher teaching. Inconsistencies between goals, teaching practices, and teacher assessment. "Weber, a well-known American education evaluation expert, went further on the basis of Cohen's consensus. Analytical

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research. He believes that consistency refers to "the degree of agreement between two or more things, that is, the integration of parts or elements of things into a harmonious whole and pointing to an understanding of the same concept." The fundamental purpose of achieving this consistency is to To better guide teachers 'teaching and students' learning. The research results have been widely recognized by the pedagogical community, and have become a solid foundation for future generations to further promote research. Domestic Professor Cui Yongkuo has proved the rationality of the three-factor model of teaching-learning-assessment consistency through years of theoretical and empirical research. The three factors of assessment-study consistency are integrated as a whole.

The core is the goal. Learning goals are the soul of consistency teaching-learning-assessment. Only when teaching-learning-assessment share learning objectives can they achieve consistency. From the perspective of the curriculum, classroom teaching, as the soul's goal, is both a starting point and a destination, and teaching-learning-assessment is a professional practice based on goals. Without clear goals, there is no professional practice of teaching-learning-assessment; without clear goals, there is no consistency, because the basis for judging whether teaching-learning-assessment is consistent is whether teaching, learning and evaluation are centered on shared goals It is also because of this that some researchers call the consistency of "teaching-learning-evaluation" as the consistency of "goal-teaching-learning-evaluation". This is an existing research idea-"taught, not equal to Learned; learned, does not mean learning."

The key is assessment. Clear goals and efficient teaching have completed most of the consistency, and the final closed loop of teaching lies in-assessment feedback. Popham (W. J.) has pointed out that the consistency of teaching-learning-assessment is an important aspect of achieving education specialization. According to Duncan, R.G. and others, the consistency of teaching and evaluation is an important part of revealing the learning process of students. What is taught should be judged, and what is taught must be judged. The assessment in the practical and specific teaching links is the evaluation of cultural values based on the core idea of knowledge ontology. The assessment in this background seems to use cold scores and the subjective experience of teachers to measure the transfer of knowledge, and there are no traces of student-based curriculum standards. After discarding cultural values based on the core idea of knowledge and competence, cultural values based on the harmonious development of personality are gradually being established, becoming promising, and cultural values that can be universally observed with the whole society.

Process in the course. The body with a soul is considered a real person, and a course with clear goals can constitute a good teaching relationship and achieve high-quality teaching results. The teaching process is an important part of the "teaching-learning-assessment". Carrying out teaching arrangements and designs under the guidance of specific goals not only guides the teachers in the direction of advancement, but also provides a guarantee for students to efficiently absorb knowledge and nutrition in a short time. A good course requires careful design by the teacher when preparing the lesson. From the introduction to the explanation of the difficult points, from the inspiration to the students' active knowledge, there is a clue in series. Each class has a small class goal, each semester has a college plan, and each semester has a macro direction. The knowledge and physical and mental health that students should acquire will be developed subtly.

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"Consistency of Teaching-Learning-Assessment" Promotes Efficient Course Design

After understanding the basic logic and three elements of "teaching-learning-assessment consistency", the practice spearheaded directly to instructional design. The course design of "teaching-learning-assessment consistency" is highly efficient in its precise target design, effective assessment design, and applicable instructional design. Assume that there is no target course design. Maybe the teacher has no direction to prepare the lesson. There is no focus on the class. The students are not interested. Assuming there is no course design for assessment, perhaps each class and each class uses numbers to measure its value. Cultivation of literacy; assuming there is no course for instructional design, perhaps teachers look down at textbooks, students look down to read extracurricular books, and the originally harmonious classroom becomes the two worlds with clear boundaries. Every link reflects the importance of this "teaching-learning-assessment consistency".

Based on the curriculum standards, students are the main target design. Curriculum standards are programmatic teaching documents that are in line with China's actual conditions and have an international perspective. Among them, the core literacy and course goals are the directions that each teacher needs to keep looking up while preparing for the class for a long time. If teachers ignore the development of core literacy on weekdays, it will be too late to examine the academic character of students in the future. Each child has only one childhood, and his learning career cannot be reversed. This requires teachers to carefully study the curriculum standards before preparing lessons, and to design curriculum goals with the students' real harvest as the destination. The speciality of the music discipline is that it requires teachers to help students build a music-aware world in the classroom, and then display the output through a series of practical activities, and finally develop the potential of innovative music, achieve a sound personality, enrich the spiritual life, and improve happiness series effects.

Improve the target design and give timely feedback to assessment the design. Whether it can reach the target destination accurately and timely requires assessment and design to measure. First, teachers need to consider the rationality, feasibility, and effectiveness of the target design many times during the design assessment process. If the target design is found to be unreasonable, stop the loss in time to lay a safe foundation for subsequent teaching practice. Secondly, in the process of design assessment, it is also necessary to maintain the evaluation design that takes learning goals as the destination, and form a two-way "teaching-assessment agreement" with the target design. Finally, in the process of design evaluation, it is necessary to bring in the structure of instructional design and build a skeleton for subsequent instructional design. Music discipline focuses on practice, and the effectiveness of practice depends on the process of practice. After the teacher understands the goals, the classroom feedback is designed in the course design in advance, and the learning goals will be immediate.

Instructional design that respects objective laws and integrates assessment into the process. First of all, before designing teaching, it is necessary to understand and grasp in advance the basic physiological laws of life such as the academic situation and age of the students being taught, so as to better design teaching with students as the main body. Secondly, study the teaching materials under the guidance of the goals, choose appropriate teaching methods, and design practical and efficient classroom activities. Finally, the assessment

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design should be gradually arranged in the teaching process to truly achieve the consistency of teaching-learning-assessment. Musical practice requires designing different programs based on the student's age and school age. If the design is too simple, students will lose their attention and slowly lose their interest in music; if the design is too difficult, it will discourage students' curiosity and even dislike music. At this time, the teacher is like a director, carefully designing each shot, climax and transition, not only the content but also the depth, it is not easy.

Practical Significance of "Consistency of Teaching-Learning-Assessment" Based on the Key Competence of Music Discipline

Disciplinary core literacy is a key link connecting national educational goals, school training goals, and the curriculum and teaching of various disciplines. It is a concentrated reflection of the unique educational value of each discipline. It is a correct value, basic character and discipline ability that students gradually form through discipline learning. The core literacy of the music discipline mainly includes three aspects: aesthetic perception, artistic expression and cultural understanding. Music is different from the basics of the major liberal arts. It is an auditory art that combines time and space, and is an integral part of the human spiritual world. Therefore, the "teaching-learning-assessment consistency" based on the core literacy of the music discipline will also have a unique performance.

Aesthetic perception. Aesthetic perception is the students' experience, understanding, and grasp of the elements of music, the means of expression, and the unique artistic beauty. Taking aesthetic perception as one of the course goals, it is helpful for teachers to pay attention to the ontology of music when preparing lessons, select music works suitable for students' ages, and use the charm of auditory art to influence students; in class activities, pay attention to student feedback on auditory music in time, And give a response to form a good "process assessment" system; in the teaching process, actively guide students' sensitivity to music elements and performance methods, and improve their different perception of music art.

Artistic performance. Artistic expression is the practical ability to express the artistic beauty and emotional connotation of music through singing, performance, comprehensive art performance, and music editing and other activities. Taking artistic expression as one of the curriculum goals, teachers should deeply understand the special practicality of music art education, which is beneficial to teachers in the preparation of the course to change from the original textbooks, bravely break the rules, prepare some licenses to stimulate students' desire for performance art; Create an art practice atmosphere in which everyone can participate in classroom activities, so that students can enjoy it, feel fun, and enhance their artistic accomplishment; evaluation in the process enhances students' performance self-confidence, creative ability and teamwork ability, and promotes in the final evaluation Understand that any musical work or musical instrument of a student needs to be patiently learned step by step, and gradually form a correct outlook on growth.

Cultural understanding. Cultural understanding refers to understanding the humanistic connotation of music and art in different cultural contexts through channels such as music perception and artistic expression. Taking cultural understanding as one of the course goals, teachers need to work hard to discover the cultural creation behind the music itself before class. This not only promotes students' cultural perceptions, but also a good medicine to urge teachers to continuously learn and progress. Diverse teaching methods to guide

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students to pay attention to the source of music art, understand that art comes from life, make them feel the profoundness of Chinese culture and excellent music works of other countries, gradually strengthen cultural confidence, and cultivate an open, diverse and inclusive world view.

Conclusion

"Teaching" is consistent with "assessment", and "assessment" is consistent with "learning". Therefore, teaching-learning-assessment has very close internal consistency. Consistency of learning and learning goals are in the entire "teaching-learning" process. When an assessment task is completed, it will be centered on the next assessment task. Therefore, "teaching, learning, and assessment" is a continuous "chain", a unity of "teaching chain", "learning chain" and "assessment chain" is the cycle of "consistency in teaching, learning, and assessment". The core standard of music curriculum standards, need such a complete, rigorous and efficient teaching cycle. This also requires teachers' understanding of this teaching principle, learning and practical application, in order to adapt to local conditions to produce more reasonable assessments and more vivid designs. The national high-level curriculum standard planning is no longer just empty words, but truly falls on each The artistic literacy that accompanies a child throughout his life. This article is just a preliminary exploration. The follow-up research still needs a lot of theoretical and practical support. The author will continue to take the motivation of a happy life with music, and will not forget the starting point.

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