

Artistic Aesthetic Education and Emotional Cultivation in Music Education

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Abstract: In the field of music education, there is a growing recognition of the importance of integrating artistic aesthetics and emotional cultivation. Music education goes beyond skill training and serves as a significant platform for developing aesthetic ability and emotional expression. This study aims to explore the necessity and implementation of this educational strategy. The primary objective is to enhance students' artistic appreciation, stimulate their creativity and imagination, and deepen their understanding and love for music through emotional experiences, ultimately improving their overall quality. The study focuses on evaluating the impact of carefully selecting musical works, employing diverse teaching methods, and creating an environment conducive to art appreciation in promoting aesthetic education. Additionally, it highlights the role of emotional development in music education, emphasizing how it enhances students' emotional experience and expression, leading to a deeper enjoyment of music. The study concludes that music education should prioritize not only artistic expression, understanding, and innovation but also students' emotional experience, expression, and understanding.

Keywords: art aesthetic education; emotion cultivation; music education; teaching methods; evaluation criteria

1. Introduction

With the advancement of society and the evolution of educational ideologies, there is a growing recognition that music education serves a purpose beyond the mere development of musical skills. It plays a crucial role in nurturing students' artistic appreciation and enhancing their ability to express and comprehend emotions. By integrating art aesthetic education and fostering emotional expression and understanding, students' holistic development can be facilitated. This approach not only enhances their capacity to experience aesthetics and emotions, but also cultivates their individual interpretation of beauty and their perceptual abilities..

Artistic aesthetic education plays a crucial role in fostering students' comprehension and admiration of music as an art form. By exposing students to diverse musical genres, styles, and historical periods, they can develop a profound sense of artistic expression and creativity. Moreover, studying music theory, composition, and analysis enables students to acquire a deeper understanding of the structural and aesthetic components of music, thereby enhancing their artistic perception. Therefore, artistic aesthetic education not only enriches students' cultural literacy but also cultivates their capacity to critically engage with and interpret music as an artistic expression.

Emotional development plays a crucial role in music education as it allows students to connect with their inner emotions and express themselves through music. Music possesses a unique power to evoke a wide range of emotions. By exposing students to various musical experiences, they can develop a heightened sensitivity to the emotional subtleties present in music. Furthermore, engaging in performance and creative activities enables students to infuse their musical expression with emotion, fostering a deeper connection with the music they compose or interpret. This emotional involvement not only enhances their musical abilities but also cultivates empathy, self-expression, and emotional intelligence.

The integration of aesthetic education and emotional development in the arts into music education is crucial for nurturing well-rounded individuals who possess a profound appreciation for the arts and a heightened level of emotional intelligence. By offering students opportunities to engage with music on an artistic and emotional level, educators can empower them to become discerning music enthusiasts and adept at expressing their inner emotions. This paper will delve into practical strategies and methods to effectively incorporate artistic aesthetic education and emotional development into music education, thereby enhancing students' educational experience and personal growth.

The purpose of this study is to research art aesthetic education and emotional expression cultivation in music education. This research aims to gain a deeper understanding of the current problems and challenges in music education, and explore effective ways and methods to cultivate students' art appreciation and emotional expression abilities. Additionally, it aims to provide practical guidance and teaching strategies for music educators, and summarize feasible teaching models and methods. The study aims to enrich the teaching means of music education, improve the quality of teaching, and promote the diversified development of students.

2. The importance of artistic aesthetic education and emotional cultivation in music education

2.1 Improvement of students' artistic literacy

The concept of artistic literacy refers to an individual's overall knowledge, skills, and emotional understanding in the field of art. Music education goes beyond teaching notes and melodies; it is a process that helps students develop their ability to perceive, understand, and express beauty. By exposing students to various types and styles of music, they learn to appreciate and analyze the artistic value within different compositions. This refined sensitivity and comprehension are essential aspects of artistic literacy. Through diverse musical experiences, students continuously expand their artistic horizons, exploring new forms and concepts of music. For instance, classical music enables them to recognize the rich history of music, while studying modern music allows them to appreciate the close connection between music and real life. These experiences across time and space enhance their artistic sensibility, enabling them to discover and appreciate beauty in everyday life. Enhancing artistic literacy also involves developing aesthetic judgment and critical thinking skills. Music education should encourage students not only to passively receive music, but also to actively assess and evaluate its artistic value. This process significantly enhances students' individuality and independent thinking skills. Interactions and discussions in the music classroom, post-concert experiences and sharing, and even the creation of their own musical works all contribute to valuable attempts at improving artistic literacy.

2.2 Cultivating students' creative thinking

Music education plays a unique role in fostering students' creative thinking. Through the process of music creation and interpretation, students are encouraged to explore new forms of expression and employ creative techniques, which encompass both artistic activities and intellectual breakthroughs. Cultivating creative thinking is a gradual process that requires an educational environment that promotes inquiry and embraces the possibility of failure. While studying music theory, students are taught to comprehend the structure and principles of music. However, music teachers should also inspire students to challenge conventions and develop their own distinct musical language. The fusion of different musical styles and genres not only showcases the diversity of music, but also demonstrates the capacity for creative thinking. For instance, the fusion of classical music and modern electronic music represents not only an endeavor in musical innovation, but also a test of students' ability to think innovatively. The cultivation of innovative thinking is also evident in practical activities within music education. By engaging students in the creation of musicals, the formation of bands, and improvisation, students are given the opportunity to unleash their creativity. Throughout this practical process, students make continuous attempts and refinements, learning how to approach problems from various perspectives and transform abstract ideas into concrete musical works. Music, as a rigorous and creative discipline, provides a platform for students to freely express themselves and explore their creativity. With proper guidance from teachers and ample opportunities for practice, students can develop and enhance their creative thinking skills while enjoying the exhilaration of music.

2.3 Stimulating students' imagination

Music education provides a fertile ground for students to expand and nurture their imagination. Imagination is the wellspring of creativity, and music, being an abstract art form, is particularly adept at fostering and inspiring students' inner imagination. Through the interplay of notes and melodies, students are encouraged to construct their own internal world and depict the stories and emotions conveyed by music. Teachers can employ various strategies to stimulate students' imagination during the teaching process. For instance, in an exercise guided by sound, students are prompted to listen to a piece of music without lyrics, close their eyes, and describe the scenario they envision. This exercise not only sharpens students' auditory perception but also encourages them to merge music with their inner emotions. The mental images that students conjure up not only reflect the musical emotions but also visualize their own imagination. Additionally, engaging in music composition activities proves to be an effective method for cultivating imagination. As students create their own melodies and lyrics, they are required to employ their imagination to translate their thoughts and feelings into a specific musical form. In this process, they may envision themselves in different situations or construct musical backgrounds and scenes from various perspectives. This creative endeavor necessitates students to think outside the box and consider a broader context. Music appreciation also serves as a favorable avenue to stimulate the imagination. By listening to musical works of diverse styles and periods, students not only acquire musical knowledge but also construct their own historical palace or uncharted territory within themselves under the guidance of music. Teachers can encourage students to delve deeply into the connection between music and images, poems, stories, and more, thereby expanding their imagination further.

3. Research on Artistic Aesthetic Education in Music Education

3.1 Artistic aesthetic education in music education

3.1.1 Selecting suitable music works

From the perspective of music education, the careful selection of music works is of utmost importance in art aesthetic education.

Appropriate musical works can serve as catalysts for the development of students' aesthetic experience, encouraging them to explore beauty at a deeper level. When choosing music works, it is crucial to consider their artistic value and educational significance, as well as the age and psychological acceptance of the students. In order to create a diverse music aesthetic environment, it is necessary to take into account various factors such as classical and modern, Eastern and Western, and different schools of music. For instance, Bach's polyphonic music with its strict structure can enhance students' understanding of musical forms, Beethoven's symphonic music creates a majestic atmosphere and evokes emotional resonance, and Chinese classical music allows students to experience the unique charm of oriental music. Moreover, modern music, jazz, pop music, etc., can stimulate students' interest and broaden their aesthetic horizons. Teachers should conduct in-depth analyses of each work, exploring its historical background, the creator's intention, and the characteristics of the music style. By providing students with this wealth of information, they can not only appreciate the superficial beauty of the music, but also comprehend the deeper meaning and value of the work, thereby enhancing their aesthetic and cultural literacy.

3.1.2 Utilize diversified teaching methods

The implementation of art aesthetic education relies on utilizing diverse teaching methods. These strategies can help cultivate students' interest in learning, cater to the diverse learning needs of students, and enhance their aesthetic ability and creativity. Effective teaching methods may include exploration, cooperation, practice, and comparative analysis. Teachers can encourage students to share their personal feelings during music appreciation sessions, which can improve communication and interaction among students. Through collective discussions, students can listen to various perspectives and ideas, thereby broadening their thinking and deepening their understanding of musical works. This process also aids in the development of students' expressive language skills and critical thinking. In addition to classroom discussions, cooperative learning is a highly effective teaching approach. Students can collaborate in groups for music composition or performance practice, completing assignments in a teamwork-oriented manner. This not only enhances their understanding of music but also fosters their teamwork skills. By combining theoretical knowledge with practical skills through hands-on practice, students can experience the enchantment of music on a deeper level. Comparative analysis is also a valuable method for promoting students' aesthetic education. Teachers can prompt students to compare different versions of the same piece of music or explore how various artists interpret it, guiding students to identify unique characteristics and differences.

3.1.3 Creating a rich artistic environment

To enhance students' artistic aesthetics in music education, it is crucial to create a rich artistic environment. This environment should engage students emotionally, stimulate their aesthetic senses, and encourage their artistic self-expression and innovation. One effective approach is to incorporate artistic elements into the physical spaces on campus. This can include displaying replicas of famous paintings, showcasing student artwork and music-related posters on the walls. In addition to the necessary teaching facilities, classrooms can have designated areas to exhibit various musical instruments. These areas can also feature rotating displays of sheet music and portraits of musicians, exposing students to diverse aspects of music and art throughout their studies. Moreover, the school can organize regular concerts and art festivals, inviting external artists to perform and showcasing students' works. These events not only provide students with authentic music performance experiences, but also inspire them to explore art at a higher level. By participating in such events, students have the opportunity to interact closely with professional artists, witness high-quality performances, and gain inspiration and motivation. School libraries also play a vital role in creating an artistic environment. Libraries can curate a wide range of music books, music education magazines, sheet music, music history and theory books, as well as music-themed video materials. Here, students can freely explore and study, deepening their understanding of music and art at different levels. Additionally, leveraging internet resources is an integral part of modern music education. Teachers can guide students to utilize the internet to access global music resources, such as virtual museums, online music courses, and professional music software, thereby expanding students' music learning beyond the confines of the classroom.

3.2 Evaluation Criteria of Art Aesthetic Education

3.2.1 Students' artistic expression ability

Evaluation of students' artistic performance ability is a crucial aspect of artistic aesthetic education. This assessment encompasses students' proficiency in technical skills in music, such as vocal or instrumental performance, as well as their ability to convey emotions and character during their performances. In the field of music education, teachers need to observe students' participation, creativity, and expression of their musical ideas to evaluate their artistic expression effectively. When evaluating students' artistic expression, teachers specifically focus on their ability to accurately grasp rhythm, melody, and dynamics in their playing or singing. Furthermore, the evaluation should also consider whether students can effectively convey the emotional essence of the piece through their artistic expression, as well as their confidence and stage presence during the performance. Additionally, students' ability to coordinate and interact in group work, such as chorus and ensemble performances, is also an important aspect of evaluation. Evaluation methods can be diverse, including traditional

performance exams, live performances, and recording students' regular participation in music classes.

3.2.2 Students' artistic understanding

Students' artistic comprehension refers to their understanding of the historical, cultural, theoretical, and compositional background of a musical work, as well as their ability to analyze and evaluate it. This ability is crucial in music education as it involves a deeper knowledge and comprehensive thinking about music. When assessing students' artistic comprehension, teachers consider their demonstration of musical literacy, including the ability to identify characteristics of different musical styles and genres, analyze the structure and form of a work, and interpret and critically evaluate its meaning. Additionally, teachers observe whether students engage in insightful post-concert reflection and discussion, and whether they can clearly articulate their understanding of music in writing or other forms of expression. Various assessment methods, such as reports on musical work analysis, written examinations on music history and theory, and group discussions, can be used to accurately assess students' artistic understanding.

3.2.3 Students' artistic innovation ability

The evaluation system of art aesthetic education places great emphasis on students' artistic innovation ability. This ability reflects the originality of students' artistic practice and their capacity to express their personal feelings and knowledge. In assessing students' artistic innovation ability, teachers observe whether they can break free from traditional thinking and demonstrate novel artistic ideas and creations. To gauge the level of artistic innovation ability, teachers typically evaluate whether students can showcase their unique perspectives in music composition, improvisation, or arrangement. The willingness of students to experiment with different combinations of musical elements, as well as their ability to propose and implement innovations based on their knowledge of traditional music, are key assessment criteria. Moreover, teachers also assess students' problem-solving skills in the face of musical creativity challenges and their adaptability to new situations. Various methods can be employed by teachers to evaluate students' artistic creativity, such as organizing creative music workshops that involve students in the entire process of music creation, from conception to final performance. Additionally, students can be encouraged to participate in interdisciplinary programs that combine music with other art forms to test their comprehensive application ability and creative thinking. Through these real-world processes, students' creativity, imagination, and their ability to translate their personal artistic understanding into tangible works are thoroughly scrutinized and nurtured.

4. Research on Emotional Cultivation in Music Education

4.1 Implementation Strategies of Emotion Cultivation in Music Education

4.1.1 Guiding students to feel the emotions of music

Teachers in music education employ effective strategies to guide students in experiencing the emotional depth of musical works, which plays a crucial role in fostering students' emotional intelligence. To achieve this goal, teachers employ various methods to help students fully grasp the emotional nuances embedded in music. One approach is to incorporate storytelling, where educators contextualize the historical background, the composer's life, and the emotional inspiration behind the musical piece, thereby enabling students to establish a connection between emotion and music. This approach allows students to not only comprehend the theoretical aspects of music but also experience the intricate interplay between music and human emotions. Additionally, teachers can design interactive activities centered around listening to songs, encouraging students to observe and record the changes in their own emotions. Building upon this, students can then share their personal feelings and experiences, enabling them to recognize that music transcends mere sound and tone, serving as a conduit for emotional expression. Moreover, teachers should be mindful of the individual differences among students and encourage them to explore music that resonates with their own emotions. This personalized experience facilitates a more accurate comprehension and understanding of the emotional aspects inherent in music.

4.1.2 Encourage students to express their inner feelings

Music education not only guides students to experience the emotions of music but also encourages them to express their own emotions. In the teaching process, music teachers can employ various strategies to inspire students to communicate their experiences and emotions through music. One effective strategy is to facilitate emotional expression during creative activities. For instance, teachers can allow students to compose music or write lyrics, enabling them to incorporate their emotions into their musical compositions. Through this process, students not only learn musical techniques but also express their personal experiences and feelings. Another effective strategy is improvisation, which prompts students to express their current emotional state through spontaneous playing or singing. This uninhibited artistic activity stimulates creativity and helps students connect music with their inner emotions. Role-playing or musical theater can also be used to invite students to participate, allowing them to experience and express a range of emotions by taking on different roles. This not only enhances students' understanding of musical emotions but also improves their performance skills and self-confidence. Lastly, feedback and communication

play a crucial role. Teachers should create a safe environment where students can freely share their compositions and performances, while receiving constructive feedback from peers and teachers. This interaction not only enhances students' ability to express their emotions but also strengthens their social skills and teamwork.

4.1.3 Cultivate students' love of music

A key principle of music education is to cultivate a love for music, which can inspire students and positively impact their lives. To achieve this, teachers employ various teaching strategies to create an engaging and passionate learning environment. One way is through organizing concerts and music festivals in schools, allowing students to not only enjoy high-quality performances but also experience the magic of music in real life. Additionally, music competitions and programs provide a platform for students to showcase their talents, further motivating them to learn music. Encouraging students to actively participate in music creation, such as arranging, composing lyrics, or improvisation, can deeply immerse them in the process and foster a strong connection with music. Furthermore, music teachers can select repertoire that is age-appropriate and aligns with students' interests and cultural backgrounds. By carefully choosing music styles and works that resonate with students, teachers can better engage and motivate them to learn. For example, introducing elements of popular music to young students can enhance their knowledge and love for music in familiar styles. In addition, teachers can enhance students' interest in learning music by incorporating modern technology means such as music software and apps. This can help create convenience and joy in music learning for students.

4.2 Evaluation Criteria of Emotional Cultivation in Music Education

4.2.1 Students' ability to experience emotions

Evaluation criteria should consider students' perception, understanding, and internalization of music emotion. The ability to experience emotions in music reflects students' depth of perception and understanding, which directly impacts their appreciation and creation of music. To assess students' emotional experience ability, teachers can observe their responses to music of different styles and emotional tones. Teachers can gauge students' ability to recognize and describe emotions such as sadness, joy, serenity, or excitement evoked by music. Discussion sessions and journal entries can provide insights into students' emotional experiences with music. Sensitivity to recognizing and understanding the emotional elements of music, including melody, harmony, and rhythm, is also taken into account during the assessment process. By analyzing students' responses and interpretations of musical details, teachers can assess their ability to experience emotions. Furthermore, teachers should observe student-student interactions during group musical activities to determine if students can empathize with the emotions of others through collaboration, an essential aspect of emotional experience ability. What students learn through group ensembles and choirs encompasses not only musical knowledge but also the invaluable skill of synchronizing their feelings and measuring their emotional experiences with others. This is achieved through collaborative efforts in creating beautiful music together.

4.2.2 Students' ability to express their emotions

Music serves as both a medium for experiencing emotions and a means of expressing them. The evaluation of music education heavily relies on students' capacity to convey emotions. This involves their use of sound and music to communicate their inner feelings. When assessing this ability, teachers should observe how students incorporate their personal emotions into their compositions, performances, and singing, as well as how effectively they convey these emotions to the audience. To gauge students' aptitude in expressing emotions, teachers can examine the level of emotional input when students play music and how they convey their personal feelings through music. The key aspect of the current evaluation is whether students can effectively convey the emotional essence of a musical piece through their control of timbre, intensity, and rhythm while playing or singing. Additionally, the process of composing music plays a crucial role in evaluating students' ability to express emotions. The ability to create original musical works and skillfully employ the language of music to express personal thoughts and feelings reflects the depth and breadth of their emotional expression. The capacity of the work to touch and resonate with the listener is also a pivotal factor in the evaluation criteria. Students can also demonstrate their ability to express emotions by interpreting and analyzing musical works. The extent of the student's comprehension of the musical piece, their mastery of its emotional nuances, and their ability to articulate these emotions in words are essential components of the evaluation system. Lastly, teachers should encourage students to freely express their emotions in informal musical situations, such as improvisation or singing, as these situations can more naturally showcase their ability to convey emotions.

4.2.3 Students' Emotional Comprehension

Teachers can assess students' emotional comprehension from various angles. One way is to observe whether students can recognize the composer's intention and the emotional clues of the music during the listening process. After listening to a particular piece of music, teachers can assess whether students can accurately depict the intended feeling of the piece and convey that feeling through the combination of musical elements. Another approach is to teach students about the historical and cultural context of music, which helps assess their

understanding of the emotional connotations embedded in works from different musical styles and periods. For instance, when introducing Baroque music, teachers can evaluate whether students can feel the grandeur and passion of the music from that era, or if they can sense the lyricism and excitement in the analysis of romantic period works. Furthermore, student participation in musical theater or opera can be an effective way to assess emotional understanding. These forms of music often incorporate dramatic elements and provide ample emotional experiences. A student's ability to comprehend the emotional relationships between characters and how these relationships are expressed through music serves as an indicator of their emotional understanding. Music appreciation programs play a crucial role in developing students' emotional understanding. Such courses encourage students to analyze and explore the emotional qualities of different musical works, and teachers can assess their emotional understanding based on the depth of their analysis and the quality of their exploration. Lastly, emotional understanding can be fostered through music composition and performance. When students create their own musical works, they must incorporate their personal emotions. In this process, it is important for creators to not only express their emotions but also understand the emotional response that the listener may have. Teachers can evaluate the emotional understanding of the students by examining the depth and breadth of their compositions as well as considering the reflections of other students on those compositions.

Conclusion □ The value of music education extends beyond teaching technical skills; it involves fostering artistic aesthetics and emotional depth. By providing students with exquisite and profound musical experiences, they are exposed to the emotional richness and cultural depth inherent in music, while also appreciating its charm. Looking ahead, teachers should devote themselves to developing a wider range of innovative teaching strategies that aim to stimulate students' potential and encourage them to explore, experience, and freely create in the vast world of music. This type of education not only enriches students' inner world but also lays a solid foundation for them to become critical thinkers with strong senses and creativity in the future.

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