

The Application of Body Movement Teaching in Primary School Music Education

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Abstract

Music education can inspire students' emotional experiences and aesthetic understanding, and it is an important carrier for carrying out aesthetic education. As a primary means of carrying out aesthetic education and cultivating core literacy, music education is also undergoing continuous reform in the implementation of new curriculum reforms and new curriculum standards. Body movement as an effective and highly participatory method has been widely used in primary school music education. However, there is still a lack of in-depth research on the scientific use of this strategy in primary school music education. Therefore, this article will combine the characteristics and theoretical content of body movement to study various problems that arise in primary school music activities, and propose suggestions for better use of body movement methods in primary school music classes.

Keywords

Body movement
Music education
Primary school music

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1. Introduction

Music is an art form that combines sensibility and rationality, with personalized and diversified characteristics. The subject of primary school music is an important subject for enhancing students' aesthetic ability and cultivating their artistic sentiments. In the teaching process of primary school music, according to the lively and active age and personality traits of primary school students, integrating body movement teaching methods can effectively attract students' interest in learning, increase the fun in the classroom, enhance student participation and enthusiasm^[1]. It can also effectively liven

up the classroom atmosphere of primary school music lessons, ensuring that the educational effect of primary school music can further enhance students' artistic accomplishment and core literacy. While improving the effectiveness of primary school music education, it also helps students to grow better. This article takes this as a point for discussion to lay a theoretical foundation for better application of body movement in the process of primary school music education.

The teaching of physical rhythm embodies three core principles: Following, Rhythm, and Balance. "Following" means moving with the music, and it is the starting point

of the teaching method, serving as an inductive factor^[2]. Firstly, the purpose of physical rhythm teaching is to train primary school students' auditory perception by requiring them to use their bodies as instruments and make different movements in response to different rhythms and melodies in music songs to express what they hear. Secondly, physical rhythm teaching primarily focuses on rich and diverse music experiences to stimulate students' auditory senses through diverse musical expressions, leaving a deep impression on them regarding the music songs which they can then express through corresponding bodily movements. Lastly, in terms of the pace of curriculum teaching, primary school students are required to walk or move their bodies at a certain speed while maintaining consistent speed when emotions fluctuate in order to feel changes in musical rhythms. Therefore, this teaching method is more suitable for application in primary school music education. In this regard, teachers can explain these rhythmic phenomena contained within these habitual movements during primary school music classes and incorporate them into their teaching plans at various stages of the curriculum. Through guided musical bodily movements combined with Life contents, music education can help students discover beauty in life which can then inspire a love for life itself^[3].

2. Overview of Body Movement

The theory of physical rhythm has shown good effects in music teaching practice, yet it has not been widely applied in China and is still in the stage of exploration. The concept of physical rhythm was proposed by the renowned composer and music educator Dalcroze, forming the basis for establishing a specialized educational system. Originating from abroad, physical rhythm mainly combines body movements with music, expressing music through bodily movements under rhythmic melody. The fundamental concept is that in the process of music education, simply teaching children to play musical instruments with their fingers is far from sufficient; they must truly step into the world of music and use the passionate beats and melodies in songs to express emotions through actions, rhythms, and sounds. This approach combines body language with musical notes. Through body language, it helps students gain

a deeper understanding of the essence of music and experience relaxation and joy. If children are merely taught about musical knowledge without integrating it with bodily movements, their learning will lack vitality^[4]. Physical rhythm perfectly integrates music with the body to convey one's understanding of music through body language for better mastery of it. Currently, although the theory of physical rhythm has shown good effects in practical application within music teaching, there are still some shallow aspects that require further exploration and improvement regarding teaching methods.

3. The Problems of Physical Rhythm in primary school Music Education

The problems facing the teaching of physical rhythm in primary school music education are multi-faceted and require careful consideration for effective resolution are as follows:

Firstly, lack of expertise. Many primary school music teachers may not have sufficient training or expertise in incorporating physical rhythm into their teaching methods, leading to the under utilization of this effective approach. Secondly, resource constraints. Limited availability of resources, such as appropriate music and instructional materials tailored to physical rhythm teaching, poses a challenge to implementing this method effectively in primary school music education. Beside, resistance to change. Traditional teaching methods and curriculum structures may present resistance to the introduction and integration of physical rhythm into primary school music education, hindering its widespread adoption. Finally, evaluation standards. The absence of standardized evaluation criteria and assessment methods for physical rhythm teaching in the context of primary school music education may impede its proper implementation and assessment.

4. The effective application of physical rhythm teaching in primary school

Certainly, here are expanded details for the solutions to the problems facing the teaching of physical rhythm in primary school music education:

Professional development: Providing specialized training and professional development opportunities for primary school music teachers can entail workshops, seminars, and courses focused on incorporating physical rhythm into teaching methods^[5]. These sessions can cover topics such as understanding rhythmic movement, integrating movement-based activities into lessons, and strategies for effective implementation. Ongoing support through mentoring or peer collaboration can further enhance teachers' expertise and confidence in utilizing physical rhythm as an approach to music education.

Resource allocation: Investing in resources tailored to physical rhythm teaching involves procuring appropriate musical compositions that emphasize rhythmic elements, acquiring instructional materials such as visual aids or props for movement activities, and providing equipment like percussion instruments or dance accessories^[6]. Additionally, allocating funds for the creation of educational materials specifically designed to support physical rhythm instruction will help alleviate constraints and ensure that teachers have access to essential resources for effective implementation.

Curriculum adaptation: Encouraging curriculum adaptation requires collaboration among educators to integrate physical rhythm into existing music education programs^[7]. This may involve revising lesson plans to incorporate rhythmic movement activities, identifying opportunities within the curriculum where body percussion or dance can complement musical concepts being taught, and promoting interdisciplinary connections between music and other subjects through rhythmic integration. Providing guidelines or model lesson plans demonstrating successful integration of physical rhythm into the curriculum can assist teachers in overcoming resistance to change while fostering a more inclusive

approach.

Development of assessment tools: Establishing standardized evaluation criteria specific to physical rhythm teaching entails creating rubrics designed specifically for assessing students' proficiency in rhythmic movements or body percussion techniques within a musical context^[8]. Additionally, implementing assessment methods that capture students' engagement with rhythmic activities while gauging their understanding of musical concepts linked with body movements will ensure proper monitoring and evaluation of their progress within this aspect of primary school music education.

By focusing on these areas—professional development opportunities tailored to incorporating physical rhythm techniques into instruction; allocation of resources essential for successful implementation; encouraging adaptable curriculums that integrate this approach seamlessly; creation standardized assessment tools specific to this method—effective integration of physical rhythms becomes more achievable within primary school music education programs^[9].

5. Conclusion

In summary, integrating body movements with musical rhythms and effectively applying them in music education can stimulate students' visual and auditory senses, evoke emotional resonance, and constitute a beneficial teaching method. The effective use of physical rhythm injects a fresh vitality into the dull classroom environment, providing students with unique experiences^[10]. Based on the current application status, as educators, we should apply physical rhythm in teaching according to students' characteristics to truly enhance the quality of music education.

Disclosure statement

The author declares no conflict of interest.

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