

From Auditory Immersion to School-Culture Comprehension: Exploration of New Teaching Pathways for Primary-School Music Education

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Abstract: To implement the requirements of the Aesthetic-Education Immersion Initiative for primary and secondary schools, primary-school music teaching needs to break the single singing-oriented teaching mode and build a layered, progressive and closed-loop educational system. Based on the fundamental teaching of auditory immersion, this paper sorts out the system-construction logic of integrated teaching combining auditory immersion and school culture, explores the implementation pathways of primary-school music teaching from auditory immersion to school-culture comprehension, and puts forward guarantee measures for teaching practice. It provides certain references for primary-school music to integrate campus characteristic culture and carry out digital-oriented aesthetic-education innovation.

Keywords: Auditory immersion; Cultural comprehension; Primary-school music education; Teaching pathways

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1. Introduction

For a long time, primary-school music classrooms have had common problems: emphasis on singing while neglecting listening, and priority given to skills over culture. Teaching is confined to textbook-based song teaching. Students only mechanically memorize melodies and lyrics and can hardly develop in-depth cognition of campus spiritual culture through music, so the educational value of aesthetic education remains superficial. Our school deeply practices the educational philosophy of “Light-Chasing Culture” and establishes three-level educational objectives: “Approach the Light, Chase the Light, and Radiate the Light”. *Approach the Light* guides students to draw positive strength from role models, knowledge and virtues. *Chase the Light* encourages students to set growth goals and take the initiative to explore and forge ahead. *Radiate the Light* cultivates students’ character of willingness to share, pass on kindness and demonstrate self-expression^[1]. To solve the problem of disconnection between music teaching and campus culture, primary-school music teaching adopts auditory immersion as its core teaching method and builds a step-by-step and systematic

teaching pathway. Starting from auditory perception, it progressively promotes aesthetic experience, creative expression and cultural communication. Meanwhile, AI music-creation tools are introduced to lower creation thresholds, enabling students of all grades to compose campus songs that embody the Light-Chasing spirit independently.

2. System-construction logic of integrated teaching combining auditory immersion and school culture

2.1. Auditory immersion: The underlying foundation for cultural comprehension

Hearing is the most direct sensory channel through which students come into contact with music. Auditory immersion is not simply playing music pieces. Instead, it builds an all-time, all-scenario immersive listening environment and gradually trains students' ability to distinguish rhythm, timbre and melodic emotions, laying an emotional foundation for understanding cultural connotations. Lower-grade students mainly rely on concrete auditory perception; they perceive the gentle power of "light" through light-hearted and warm melodies. Middle and upper-grade students can distinguish multi-layered spiritual connotations of perseverance, striving and dedication behind "Light-Chasing" by appreciating musical works of different styles. Cultural explanations without auditory immersion would be empty and abstract. Only when students are immersed for a long time in a musical atmosphere that conforms to the Light-Chasing philosophy can they spontaneously generate emotional resonance and realize the transformation from understanding melodies to comprehending culture ^[2].

2.2. Layered progression: Adapting to the cognitive-growth patterns of primary-school students

The complete teaching pathway sets up a four-level progressive system to form a full educational chain. Level 1 is the auditory-perception layer for lower grades, focusing on building a Light-Chasing musical environment and completing basic auditory enlightenment. Level 2 is the aesthetic-empathy layer for middle grades, interpreting the cultural connotation of Light-Chasing through music appreciation and establishing emotional connections. Level 3 is the AI-driven creative-composition layer for upper grades, where students independently compose songs themed on Light-Chasing to realize internalization of culture. Level 4 is the all-domain cultural-communication layer. Relying on campus stages and campus radio, original works are sung and spread outward to complete cultural transmission. The four levels advance step by step and interlock with each other to form a closed-loop educational system ^[3].

2.3. School culture: Light-chasing culture runs through the main teaching thread

The three-level philosophy of "Approach the Light, Chase the Light, and Radiate the Light" runs through teaching content for every grade. Lower-grade students listen to warm and healing nursery rhymes corresponding to *Approach the Light*, learning from role models and absorbing positive power. Middle-grade students appreciate inspiring and striving-themed musical pieces corresponding to *Chase the Light*, perceiving the growth attitudes of persistence and hard work. Upper-grade students independently compose works with AI tools and sing original songs on campus corresponding to *Radiate the Light*, learning to share goodness and pass on positive energy. In this way, aesthetic education and campus-culture-oriented education advance in the same direction.

3. Implementation pathways for primary-school music teaching: From auditory immersion to school-culture comprehension

3.1. Phase one: Auditory immersion for lower grades — immersively approaching the light

Lower-grade students are characterized by concrete thinking and short attention spans. The core teaching objective at this phase is to build an all-round auditory environment. Students are immersed in Light-Chasing-themed soft and bright music in daily life, so that they can intuitively feel the warm imagery of “light” and finish basic auditory enlightenment. This corresponds to the first-level connotation of the Light-Chasing culture: *Approach the Light* ^[4].

Normalized listening sessions are arranged in class. A five-minute “Light-Chasing Listening Moment” is set before every music class. Light-hearted campus nursery rhymes and light music are selected, matched with footage of sunshine on campus, reading activities and mutual-assistance scenarios. Students are guided to listen quietly and distinguish soft timbres such as piano, wind-chime and recorder. They are encouraged to describe auditory feelings with words such as “warm”, “bright” and “like sunshine”. Dry lectures on music theory are avoided in classroom teaching. Listening-based mini-games are adopted to consolidate perceptual ability. For instance, students distinguish strong-weak rhythms of musical pieces corresponding to auditory images of “faint glimmer” and “dazzling sunlight”. In this way, emotional connections between melodies and the concept of “light” are built through games.

Auditory-immersion scenarios are extended across the whole campus. The campus radio station offers a daily “Quarter-Hour of Light-Chasing Music”, playing Light-Chasing-themed pure music and nursery rhymes suitable for lower-grade students before and after school as well as during breaks. Sound-and-light-integrated listening corners are set in teaching-building corridors and music classrooms, equipped with simple percussion instruments. Students may tap instruments freely during breaks and experience timbre changes, staying immersed in the Light-Chasing musical atmosphere. Combined with listening materials, teachers share short stories about exemplary schoolmates who study diligently and help others, telling students that outstanding peers around them are the “light” worth drawing close to. Auditory feelings are initially combined with the campus Light-Chasing philosophy, completing the first step of cultural perception.

3.2. Phase two: Musical-aesthetic empathy for middle grades — immersively chasing the light

After two years of auditory accumulation in lower grades, middle-grade students acquire basic melody-distinguishing competence. Teaching moves on to the aesthetic-empathy progressive phase. The core objective is to interpret the spiritual strength behind melodies through in-depth music appreciation, understand the connotations of striving, persistence, and continuous growth represented by “Chase the Light”, and build an emotional bridge between auditory experience and campus culture ^[5].

Classroom teaching adopts the three-step method of “Listening — Appreciation — Empathy”. Inspirational and growth-oriented musical pieces are played in segments. Students are guided to capture rhythmic changes: slow preludes represent accumulation before pursuing goals; fast allegro passages stand for persistence in the course of ideal-chasing; bright codas symbolize joy after drawing close to light. In appreciation sessions, discussions are held combined with in-house Light-Chasing-culture cases. Footage of teachers’ and students’ striving efforts, club growth and volunteer services is played. Students share short personal stories of pursuing goals combined with musical melodies. Musical emotions are bonded with their

real-world campus life to deepen understanding of “Chase the Light”.

Immersive aesthetic-practice activities are enriched. A “Light-Chasing Music Appreciation Session” is held every semester. Students in groups listen to musical works of various styles, draw mind-maps of melodic emotions and mark melodic sections that represent “perseverance, courage and hope”. Class chorus activities are organized. Classic growth-themed songs are adapted by integrating school Light-Chasing slogans. Students repeatedly perceive spiritual power brought by inspiring melodies in chorus rehearsals and stage performances. Independent composition is not required at this stage. Emphasis is laid on accumulating emotions and materials, storing cultural cognition and music-aesthetic experience for upper-grade AI-assisted song creation, achieving progress from understanding melodies to comprehending cultural spirits ^[6].

3.3. Phase three: AI-driven creative song composition for upper grades — independently interpreting light-chasing culture

Upper-grade students possess independent-thinking and written-expression capabilities. They enter the core creative progressive link of the teaching system. With AI music-creation tools, they independently compose campus songs under the creative thread of “Approach the Light, Chase the Light, and Radiate the Light”. Auditory feelings and cultural understanding accumulated in the previous two phases are transformed into original musical works, realizing true internalization of Light-Chasing-cultural connotations.

A complete four-session progressive AI-creation curriculum is designed. Session 1: Cultural sorting. Students work in groups to sort out campus scenarios corresponding to the three Light-Chasing concepts. *Approach the Light* corresponds to classroom learning and guidance from teachers. *Chase the Light* corresponds to sports-meet striving and club competitions. *Radiate the Light* corresponds to volunteer services and peer-to-peer assistance. Each group extracts core imagery and drafts original lyrics. Session 2: AI-aided melody adaptation. Teachers simplify operating procedures for AI music tools. Students input lyrics and independently select folk, nursery-rhyme or pop-campus musical styles. AI generates basic melodies. Students intuitively perceive emotions conveyed by different styles and adjust rhythm tempo to match lyrical moods. Session 3: Polishing and optimization. Drawing on years of accumulated aesthetic experience from auditory immersion, students fine-tune AI-generated melodies and instrument arrangements, remove stiff passages, and add soft timbres such as wind-chime and piano that symbolize “light”, so as to fit the warm and positive tone of Light-Chasing culture. Session 4: Work polishing and trial singing. Groups fully perform self-composed songs. Revisions are made through intra-class peer evaluation to refine lyrics and melody details and produce complete original musical pieces ^[7].

Layered creation scaffolds are built to lower creation difficulty. Students with weak foundations may finish a full arrangement via AI and only take charge of lyric writing. Students with solid music foundations set main melodies on their own and use AI for auxiliary arrangement. The creation demands of students at different proficiency levels are both satisfied. Students remain the principal subjects throughout the creation process, while teachers only provide technical and cultural guidance. In the course of conceiving ideas and adjusting melodies, students actively sort out their understanding of Light-Chasing culture. Campus spirits are transformed into exclusive musical melodies, completing the key leap from cultural reception to cultural creation.

3.4. Phase four: Campus-wide singing and dissemination — completing the closed-loop music teaching

Composition is not the terminal point of teaching. As the final link of the system, this phase focuses on

campus-wide dissemination of original Light-Chasing songs. It practices the cultural concept of “Radiate the Light”. Students pass on positive campus spirits through songs, realizing the radiation of individual cultural understanding to the whole-campus cultural atmosphere and forming a complete teaching closed loop.

Multi-level campus performance and singing platforms are constructed. An annual “Light-Chasing Original-Music Festival” is held on campus, where each class presents AI-composed songs in various forms, including class chorus, group vocal performance, and instrumental accompaniment. Excellent original tracks are included in fixed campus-radio programs and played on a daily basis for all teachers and students. Representative works are selected as fixed performance items for art festivals, opening ceremonies and graduation ceremonies, letting Light-Chasing-themed melodies fill every corner of the campus. Meanwhile, linkage is established with class moral-education activities. Each class learns and sings outstanding original campus songs during class meetings and pre-class singing sessions. Lower-grade students sing along with upper-grade peers. Upper-grade creation is shared by students of all grades, spreading warm positive power through songs.

Boundaries of cultural communication are expanded. Students are encouraged to record audio clips and short-video footage of original songs, which are released on campus bulletin boards and official campus WeChat accounts. Students act as campus-culture communicators, telling the school’s Light-Chasing stories with self-composed melodies. Volunteer campus-cultural activities are organized: students perform original songs in communities and sister schools to pass on the school’s educational philosophy of “Approach the Light, Chase the Light, and Radiate the Light” outward. In the process of singing, performing and sharing, students voluntarily become carriers of campus-culture expression, truly understanding the profound meaning of “Radiate the Light” and accomplishing the full-growth progression from listening, empathy and creation to communication ^[8].

4. Guarantee measures for teaching implementation: From auditory immersion to school-culture comprehension

4.1. Build a grade-specific light-chasing music resource library to consolidate auditory-immersion materials

The teaching-research group organizes and sorts layered music materials and builds a dedicated campus-music resource library classified by lower, middle and upper grades. The lower-grade section collects warm pure music and Light-Chasing-themed nursery rhymes. The middle-grade section collects inspiring growth-oriented musical pieces and adapted chorus works. The upper-grade section collects campus folk songs and light music for creation reference. All materials conform to the three-layer cultural connotation of “Approach the Light, Chase the Light, and Radiate the Light”. Teachers may directly access resources for classroom listening-and-appreciation teaching to guarantee regular auditory-immersion practice. Meanwhile, students’ past AI-composed songs are collected and included in the resource library for cyclic singing, continuously enriching campus-characteristic music materials.

4.2. Improve digital-teaching hardware support and standardize AI-creation classroom application

Music classrooms on campus are equipped with tablet computers, smart loudspeakers and simple recording devices. Light-weight AI music-creation tools are uniformly adapted, with operation interfaces simplified and

complex professional functions hidden to fit primary-school students' operational capabilities^[9]. Codes of practice for AI-music-classroom use are formulated. Teachers' guiding responsibilities are clarified: student independent conception shall be primary while AI tools serve as auxiliary creation support. Total reliance on tools that leads to loss of independent thinking shall be avoided. Records of students' creation procedures are preserved for each class, including lyric manuscripts and melody-revision logs, to fully document the whole process from cultural understanding to work generation.

4.3. Build campus light-chasing music-culture positions and expand immersion space

Characteristic aesthetic-education positions are built by making use of campus spaces. A "Light-Chasing Listening Wall" is set up in music classrooms, displaying students' listening reflections and original-song music scores. A music-exhibition gallery is established in teaching buildings, posting students' AI-composed works and music-festival event photos. A special "Light-Chasing Music Column" is launched on the campus radio station, playing original songs and appreciation pieces at fixed hours. All-round auditory-immersion scenarios covering in-class, after-class and whole-campus settings are created. Students can access campus-culture-themed music at any time to continuously deepen their sense of cultural identity^[10].

4.4. Establish a progressive multi-dimensional evaluation mechanism balancing aesthetic appreciation and cultural comprehension

Single singing-score evaluation is discarded, and a multi-dimensional evaluation system matching the four-level progressive pathway is constructed. For lower grades, evaluation focuses on auditory perception, centering on listening-discrimination tasks and sharing of listening reflections. For middle grades, evaluation emphasizes aesthetic empathy, with comprehensive scoring combining music-appreciation reflections and chorus performances. For upper-grade AI composition, evaluation takes into account lyrical-cultural connotation, melody fitness and independent revision procedures, focusing on students' ability to interpret Light-Chasing culture. For the all-domain communication phase, performance in presentation, singing and sharing is adopted as extended evaluation indicators. Evaluations place stress on positive incentives. Awards such as "Light-Chasing Young Musician" and "Best Original-Creation Group" are set to drive students' in-depth participation in music-and-culture learning.

5. Conclusion

To sum up, by building a four-level progressive music-education pathway rooted in campus culture, primary-school music teaching can guide students to *Approach the Light, Chase the Light, and Radiate the Light*. Combined with guarantee strategies concerning resources, hardware, cultural positions and multi-dimensional evaluation, it can realize the integration of music aesthetic education and campus culture. Students internalize campus spirit under the influence of melodies, achieving the educational goals of nurturing minds with beauty and cultivating people through culture.

Disclosure statement

The author declares no conflict of interest.

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