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Exploration of Integrating Qin Opera into Primary School Music Education from the Perspective of Intangible Cultural Heritage

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Abstract: In reality, lively and accessible forms of popular music are more readily embraced by the broader student population, while the continuity of traditional intangible cultural heritage faces certain challenges, with some even gradually fading from public view. In light of this, this paper adopts the perspective of "intangible cultural heritage" and focuses on Shaanxi Opera (Qinqiang) as a case study to analyze the relationship between Qinqiang and primary school music education. It elaborates on the educational functions of Qinqiang within primary school music education, explores diverse approaches to integrating Qinqiang into music education, and highlights the charm of cultural heritage. The aim is to promote the inheritance and preservation of intangible cultural heritage, leaving valuable spiritual wealth for future generations.

Keywords: intangible cultural heritage; Qin opera; elementary school; music education

1. Qinqiang Opera and Primary School Music Education

Research shows that these unique characteristics of primary school music education are closely related to the traditional theatrical form of Qin opera.

Primary school music education focuses on fun and entertainment, emphasizing the development of foundational knowledge and skills. It also prioritizes students' holistic growth, individual development, and the cultivation of talents, alongside fostering good moral character and values.

First, primary school music education aims to promote the holistic development of students. Qin opera, as a unique art form, possesses not only irreplaceable aesthetic value but also profound and rich cultural connotations. By integrating Qin opera

into primary school music education, students can better understand the essence of traditional culture and enhance their comprehensive abilities.

Secondly, primary school music education emphasizes diversity, encompassing music of different styles, cultures, and regions. Qin Opera boasts profound historical and cultural heritage as well as unique artistic charm, featuring a rich repertoire, distinctive vocal techniques, and performance forms. Introducing Qin Opera into primary school music education allows students to exposure to and understand this traditional art form, experiencing its unique charm.

Furthermore, primary school music education aims to help students establish correct values and moral principles, influencing their thoughts and behaviors through emotional resonance. By learning Qin opera, primary school students can understand traditional



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virtues and positive behavioral norms, such as loyalty, courage, honesty, and kindness. These qualities play a pivotal role in students' growth and social development, not only fostering their individuality and sense of responsibility but also promoting social stability and progress.

2. The Educational Function of Qinqiang Opera in Primary School Music Education

2.1 Qin Opera Possesses Moral Education Function

Qin opera repertoires often embody rich Confucian ideas and moral concepts, perfectly illustrating traditional Chinese virtues such as "benevolence, righteousness, propriety, wisdom, and trustworthiness," possessing strong educational power. Through the unfolding of plots, Qin opera can impart these traditional virtues and principles of conduct to students, guiding primary school students to establish correct moral values. The impeccable storylines and character portrayals in Qin opera repertoires serve an instructive role. By showcasing the deeds and moral exemplars of historical figures, Qin opera helps students cultivate sound moral standards, promoting social harmony and progress. For instance, plays like **The Execution of Chen Shimei** and **Bao Zheng's Apology** reflect the towering image of Bao Zheng impartial, upright, and unwavering who has long been revered as the ideal official for rooting out evil, punishing wrongdoing, and upholding justice for the people. These plays convey to students the principles that justice will triumph, laws must be strictly enforced, and one must uphold fairness and impartiality even in the face of family and personal emotions. Through appreciating, studying, and performing Qin opera repertoires, students subtly cultivate their character, enhance their aesthetic appreciation, and receive moral education and cultural enrichment.

2.2 Qin Opera Serves an Intellectual Education

Qin Opera reflects the historical and cultural background of ancient Chinese society. Through learning and appreciating Qin Opera, one can gain insights into historical events and social phenomena, enhance historical cognition, foster creative thinking, develop critical thinking, improve listening skills, deepen understanding and empathy for others, cultivate cooperation and respect within groups, and support a positive self-perception. Qin Opera As one of China's

oldest operatic forms, Qin opera requires performers and musicians to possess advanced cognitive abilities and creativity in both its staging and musical composition. Studying and appreciating Qin opera can cultivate these very qualities. Qin opera repertoire conveys knowledge and wisdom through its plots and character portrayals. For example, **The Second Entrance into the Palace** recounts the story of two ministers, Yang Bo and Xu Yanzhao, who save the emperor and the Ming dynasty. Through their wisdom and courage, they successfully persuade Consort Li to relinquish the throne to the crown prince, thereby securing the nation's welfare. This production imparts to students the importance of wisdom and courage, as well as the principle of taking responsibility and making resolute decisions in the face of adversity. Drawing from the **History of Ming•Biography of Ma Bao**, the opera not only familiarizes students with the historical context, political systems, and social customs of the Ming dynasty but also encourages deep reflection and analysis of its complex narrative. This process hones critical thinking and logical reasoning skills, enabling students to discern the essence beyond surface appearances

2.3 Qin Opera Possesses Aesthetic Education Function

2.3.1 Enhancing Primary School Students' Aesthetic Perception

On the one hand, the rhythmic beauty of Qinqiang Opera can stimulate primary school students' musical sensibility. The singing and music of Qinqiang Opera possess a unique rhythm and cadence, employing two distinct melodic styles: the cheerful and lively "huanyin" and the sorrowful and heavy "kuyin," each composed of six major rhythmic patterns. The singing in "The Orphan of Zhao" is impassioned and heroic, with performances full of fervor, excelling in singing, recitation, acting, and acrobatics, and featuring rich and beautiful melodies that fully showcase the rhythmic beauty of Qinqiang Opera. Primary school students can appreciate the rhythmic beauty and musicality during their viewing, thereby cultivating their sensitivity to music and rhythm. This sensitivity not only helps them better appreciate music but also enhances their aesthetic perception. On the other hand, the performance techniques of Qinqiang Opera can develop observation and expressive skills. Qinqiang performances

encompass singing, recitation, acting, acrobatics, and more, requiring actors to possess solid performance skills and expressiveness. In "The Flame Colt," when Ai Qian delivers the message, he uses the "three whips" technique to demonstrate the skill of whipping and galloping on horseback, conveying a sense of burning urgency and the supernatural speed of the Flame Colt. By observing Qinqiang performances, primary school students learn how to express emotions and shape characters through facial expressions, movements, and voice, thereby improving their aesthetic perception and performance skills.

2.3.2 Stimulating Aesthetic Imagination in Primary School Students

First, Qin Opera, with its unique expression and rich stage effects, provides elementary school students with an infinite aesthetic space. The singing and performance styles of Qin Opera offer students an intuitive artistic experience, with its music being passionate and stirring, and its performances vivid and lively, which can strongly capture their attention and interest. By observing and experiencing Qin Opera performances, students can fully unleash their imagination and gain a deeper understanding and appreciation of artistic forms and techniques.

Second, as a comprehensive art form, Qin Opera integrates multiple fields such as music, dance, and stagecraft. Through observing and participating in Qin Opera performances, elementary school students can develop their multifaceted imagination. For example, in the classic traditional play **San Duimian**, characters like Bao Zheng, Princess, and Qin Xianglian, with their sincere emotions and distinct personalities, allow students to experience justice, kindness, and courage, and other fine qualities. When appreciating and participating in Qin opera performances, children are encouraged to immerse themselves in the storyline, and proactive guidance is provided to help them demonstrate their understanding of the story or theme through practical actions. This process motivates children to exhibit critical and creative thinking during expression. By learning about and experiencing the artistic style and characteristics of Qin opera, elementary school students can stimulate their aesthetic imagination and cultural literacy, exercise their diverse imagination, and unleash their creativity and artistic talents.

3. Ways to Integrate Qinqiang Opera into Primary School

3.1 Appreciation of Qinqiang Music: In the Classroom

At Xi'an High-Tech Seventh Primary School, the "Ancient Charm of Qin Melody" Qinqiang opera club was established in September 2017. The club has attracted over 60 students to join and has produced classic repertoires such as "Diplomatic Mission on the Silk Road," "Three Drops of Blood," "Twelve Sickles," and "Peach Blossom Face." These students have won awards in multiple competitions, truly achieving the rooting, inheritance, and development of Qinqiang opera at the school. In addition, the Qinqiang opera club at Sanyuan County Primary School has enabled more children to access and understand Qinqiang opera through various forms of practical activities, such as rehearsals, performances, and lectures. This has fostered children's interest in and love for traditional

culture, making positive contributions to the preservation and development of Qinqiang opera as an intangible cultural heritage. It is evident that pilot work on "Qinqiang Opera in the Classroom" can be initiated in Shaanxi Province, gradually expanding its scope and ultimately promoting the project to primary education units across the country. For example, by incorporating intangible cultural heritage inheritance content into music club classes, students can learn about and appreciate the unique charm of Qinqiang opera as an intangible cultural heritage through classroom learning. Disseminating intangible cultural heritage through primary school music education can express the cultural genes and spiritual characteristics deeply embedded in intangible cultural heritage through the form of music. For instance, by appreciating and analyzing the lyrics of the aria "Zhaojin This Land Holding Back Tears of Grief" in primary school music club classes, students can learn about the story of Zhaojin, understand the true spirit of the red revolution, and grasp the ideological connotations conveyed by the protagonist's lyrics in this aria. They can feel the difficult choice between maternal love and revolutionary spirit embodied by the character Yang Huaihua in the work, ultimately sacrificing familial bonds for the victory of the revolution. Through Qinqiang opera appreciation classes, students can come to understand that the of today was earned through the

sacrifices of revolutionary predecessors.

3.2 Qinqiang Inheritors Enter Campus: Stepping Inside

Invite local professional inheritors of the intangible cultural heritage, Qin Opera, to campus to perform and teach students, allowing them to personally experience and learn the performance and singing techniques of Qin Opera. Guide students to fully understand the unique charm of Qin Opera art and cultivate their ability to perform Qin Opera singing, fully showcasing the profound essence of this art form. In addition to teaching various singing styles, Qin Opera artists can also demonstrate common costumes and props used in different Qin Opera repertoires, broadening students' horizons and knowledge while stimulating their interest in learning and innovative spirit. Appropriate educational and performance plans should be developed based on the age, interests, and cognitive abilities of elementary school students. Ensure the content aligns with students' needs and interests while emphasizing both the depth and breadth of education. Beyond traditional Qin Opera performances, modern elements and creativity can be introduced to capture students' attention. This may include incorporating multimedia technology into performances or creating simple, engaging dance movements and interactive activities.

Session to enhance student engagement. Strike a balance between education and performance, ensuring students gain knowledge and skills while enjoying the show. A brief knowledge introduction can be provided before the performance, followed by discussions and interactive sessions afterward for students to share their feelings and ideas. Parents are crucial companions in primary school students' growth. Inviting them to participate in such activities can boost their sense of involvement and identification. Offer parents relevant knowledge and appreciation opportunities of Qinqiang music to better support their children's learning and development. Post-event summarization and feedback are essential. Collect students' feedback and suggestions to improve and refine future activities. Additionally, upload photos, videos, and other materials from the event to the school or relevant websites to raise awareness and attention regarding the educational and performance role of Qinqiang music in primary school settings.

3.3 Dynamic Inheritance, Achieving Positive Interaction: Stepping Out

Organize students to participate in off-campus intangible cultural heritage activities related to the inheritance of Qin opera, such as Qin opera competitions, exhibitions, rehearsals, and dubbing, allowing students to gain an in-depth understanding of the origins and development of Qin opera. Regularly engage in Qin opera art and cultural activities, and intentionally set Qin opera art as a campus cultural theme, encouraging students to learn and perform Qin opera programs, thereby ensuring that students effectively perceive the school's emphasis on promoting Qin opera art. Simultaneously, create a Qin opera learning platform where students can exchange learning experiences, share performance techniques, and showcase their works. Through mutual exchange and sharing, students' learning potential and motivation can be fully stimulated. Collaborate with other schools or communities to jointly organize Qin opera cultural exchange activities. Based on factors such as students' age, ability, and interests, select appropriate Qin opera segments and establish a group interaction participation mechanism. Flexibly employ methods such as improvisation, character interpretation, imitation performance, and interactive games to encourage more communication and interaction, thereby stimulating students' imagination. Students use language and physical expression to convey inner thoughts and release emotions, thereby enhancing their perception of beauty. In this process of learning and performance, students not only develop correct values through in-depth observation of real society but also discover their own potential through self-reflection and cognition, gaining self-esteem and joy, thus cultivating noble character.

3.4 Integration of Tradition and Modernity: A Harmonious Blend

First, we can innovate the performance form of Qin Opera by incorporating elements of popular music to enhance its expressiveness. For instance, using electronic music, rock music, etc. Create a tense and exciting atmosphere, or enrich the stage performance with dynamic dance styles like modern dance and street dance. Secondly, incorporate rhythms, melodies, or harmonies from popular music into Qinqiang teaching to enhance its vocal and musical arrangements, or

add elements such as electronic music and jazz to create a unique stage ambience. Additionally, compare the similarities and differences between Qinqiang and popular music to help students understand the characteristics and distinctions of both art forms, thereby fostering greater familiarity and appreciation for Qinqiang while boosting their learning interest and engagement. Finally, strengthen practical sessions by having students perform popular songs or excerpts from Qinqiang, or encouraging them to experiment with integrating both art forms in their performances. This approach enhances students' practical skills and creativity while promoting exchange and fusion between the two art forms.

Conclusion

In the context of promoting the continuity and prosperity of China's excellent traditional culture, intangible cultural heritage holds significant potential for development within school music education. Schools also bear corresponding responsibilities and missions to inherit and promote such cultural relics. Primary school students, being young and with their outlook on life and values not yet fully formed, possess a malleability that is unparalleled by high school and college students. Therefore, cultivating an appreciation for Qinqiang opera during this period will benefit

students throughout their lives, forming a lifelong habit. Integrating Qinqiang opera into primary school music education can help students understand and learn more about musical intangible cultural heritage, enrich the content and forms of music education, enhance their awareness and understanding of traditional culture, and stimulate interest and enthusiasm for cultural heritage protection. This will foster a greater reserve of talent for the preservation and transmission of intangible cultural heritage.

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