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A Study on the Mechanisms of Influence of High School Music Curriculum Instructional Design on Developing Students' Core Literacy in Music Subject - *Structural Equation Modeling*

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ABSTRACT

The level of high school music curriculum instructional design determines the effectiveness of high school students' music discipline core literacy development. To clarify the mechanism of the influence of high school music curriculum instructional design on the cultivation of students' core literacy in music can help the cultivation of high school students' core literacy in music. The empirical study using structural equation modeling found that there were significant correlations among the four dimensions within the questionnaire: instructional goals, instructional content, instructional implementation, and instructional evaluation in high school music curriculum instructional design; there was no direct effect of instructional content on developing high school music discipline core literacy; there was a significant mediating effect of instructional implementation and instructional evaluation between instructional goals and high school music discipline core literacy There is no direct influence of teaching content on the development of core literacy in high school music; there is a significant mediating influence of teaching implementation and teaching evaluation between teaching objectives and core literacy in high school music; teaching objectives have a significant positive influence of teaching evaluation on teaching content, teaching practice and teaching evaluation. In this regard, in the process of high school music curriculum instructional design, music teachers should further enrich the instructional design system that helps develop students' core literacy in music.

Keywords: music curriculum instructional design; students' music discipline core literacy; influence mechanism; structural way model

1. Problem Formulation

Ministry of Education of the People's Republic of China（2020）claimed that the high school music curriculum is in line with the humanistic, aesthetic and practical nature of the music curriculum in compulsory education, and it is crucial for cultivating students' core literacy in music. Mingyuan Gu (1998) thinks it is not only an important means to effectively implement the high school music curriculum, but also a matter of the effectiveness of cultivating students' core literacy in music. It goes without saying that clarifying the mechanism of the influence of high school music curriculum design on the development of students' core literacy in music will help to improve the means of high school music curriculum design to promote the development of students' core literacy in music.

From the existing literature, there is no shortage of research results about music curriculum instructional design and students' core literacy development in music. For example, Liping Zi (2018) has explained the meaning of "aesthetic perception," artistic expression," and "cultural understanding" in the GSS Music Curriculum Standards (2017 edition) and how they relate to the core literacies. Hongbin Du (2018) elaborated on the relationship between music curriculum teaching design and music discipline core literacy; Weiwei Feng and Xiaoyi Cha(2018) explored the implementation path of core literacy in high school music curriculum; Lu Liu(2019) used core literacy and system theory as the theoretical basis, combined with music discipline core literacy as the analytical framework, used literature research method and graphical analysis method to analyze the core literacy in junior and senior high school music curriculum standards; Yun Fang and Yue Liu(2020) analyzed the relationship between the three-dimensional objectives of the GHS Music Curriculum Standards and the core literacy of the music discipline; Yuanjun Wu and Shuqun Wu (2020) analyzed and elaborated the problem of how to cultivate students' core literacy of the music discipline in limited classroom teaching based on the design of teaching objectives; Yiluo Hu (2021) used the core literacy of the discipline listed in the

GHS Music Curriculum Standards as the basis; Zhongling Han and Miaoyan Zhang (2022) have explored the issue of "large unit teaching design" in high school music curriculum based on the core qualities of the subject listed in the General High School Music Curriculum Standards; Zirui Hao (2022) has specifically explored the teaching design ideas of "cultural understanding", one of the core qualities of music, based on the theory of reverse teaching design. However, unfortunately, there are no results on the impact of high school music curriculum design on the development of music core literacy of high school students from a mechanistic perspective. As a result, many high school music teachers are confused by the lack of theoretical guidance in the process of instructional design, which makes their teaching less effective. This study is based on an empirical research paradigm of structural equation modelling to explore the influence of high school music curriculum design on the development of music subject core literacy of high school students and to provide a reference basis for high school music teachers to practice music curriculum design.

2. Theoretical Basis and Research Hypothesis

2.1Theoretical Basis and Research Hypothesis of High School Music Curriculum Design

High school music curriculum instructional design is the classroom instructional design of the high school music curriculum. Hongyu Hu（2022）elaborated on Taylor's principle and establishes a four-dimensional (step-by-step) analysis framework of value, content, method and result: taking the curriculum goal as the guide, selecting the curriculum (teaching) content, organizing the teaching content, and finally evaluating the teaching effect of the curriculum, with the four dimensions interlocking, as well as the scholar Liansheng Pi（2011）advocates that the goal-oriented classroom teaching design mainly includes setting and stating the teaching goal; analyzing the learning task; according to the task analysis, Therefore, according to Taylor's curriculum elements and Professor Pi Liansheng's view on goal-based instructional design, the four dimensions of instructional design are determined as instructional goal, instructional content, instructional implementation and instructional evaluation. Instructional design is mainly a process of rational planning and thorough planning of four parts: instructional objectives, instructional content, instructional implementation and instructional evaluation using certain assumptions. This study also considers that the design of a music curriculum mainly covers the design of four dimensions: teaching objectives, teaching content, teaching implementation and teaching evaluation. So how to effectively carry out classroom instructional design for high school music courses? Taylor argues that educational goals become the standard and starting point for curriculum design; through it, FengLi（2010）analyzed curriculum materials are selected, curriculum content is shaped, learning instruction is developed, and assessment is prepared. Professors Nan Guonong and Li Yunlin（1995）, the famous e-learning experts and the pioneers of the enlightenment of educational communication, believe that the process of teaching communication is to determine the teaching information according to the teaching objectives and the training goals of the curriculum, then to choose the media for disseminating the information according to the content of the information, and the students receive and interpret the information and evaluate it according to the specific content of the transmitted information, thus it can be seen that the relationship between the four is expressed as follows: teaching objectives will influence The relationship between the four is as follows: teaching objectives affect teaching content, teaching implementation and teaching evaluation, while teaching content also affects teaching implementation and teaching evaluation. To this end, this study proposes the following five major hypotheses:

H1: Teaching objectives have a significant positive influence on teaching content.

H2: Teaching objectives have a significant positive influence on teaching implementation.

H3: Teaching objectives have a significant positive influence on teaching evaluation.

H4: The content of instruction has a significant positive influence on the implementation of instruction.

H5: The content of teaching has a significant positive influence on the evaluation of teaching.

2.2Theoretical Basis and Research Hypothesis of Core Literacy in High School Music

The core literacy of high school music refers to the concretization of interdisciplinary core literacy in music, which is the key achievement with disciplinary characteristics formed by students after learning music as a discipline (or a specific music learning area), and is the centralized embodiment of the nurturing value of music discipline. Anguo Wang（2022）analyzed and elaborated the three aspects of aesthetic perception, artistic expression, and cultural understanding each representing a fundamental and critical element of the nurturing value of the discipline of music.

Ministry of Education of the People's Republic of China（2022）referred" Aesthetic perception refers to the experience, perception, understanding and grasp of the aural characteristics, expressive forms, expressive elements, expressive means and unique beauty of music art". In terms of teaching objectives, music is a humanities subject with aesthetic nature, and one of the teaching objectives of the music curriculum is undoubtedly to cultivate students' aesthetic perception literacy. Obviously, aesthetic perception is naturally an important element in the design of the teaching objectives of the music curriculum; in terms of teaching content, since the cultural background of music, emotional experience and the aesthetic experience to be expressed by the author all need to be reflected through the curriculum content, thus From the perspective of teaching implementation, the degree of formation of students' aesthetic perception is inextricably linked to the effectiveness of music teachers' teaching, therefore, the scientific and reasonable design of music curriculum teaching implementation is particularly important to improve students' aesthetic perception. In terms of teaching evaluation, it is an important means of providing feedback on the changes in students' aesthetic perceptions before and after teachers' implementation and should be an important aspect for music teachers to pay attention to when designing their teaching.

Ministry of Education of the People's Republic of China（2022）referred " Artistic expression is the practical ability to express the aesthetic and emotional connotations of the art of music through activities such as singing, playing, integrated artistic performance, and musical arrangement." From the viewpoint of teaching objectives, artistic expression is a kind of music practical ability that students should acquire after learning music courses, and it must be one of the important objectives of music course teaching design; from the viewpoint of teaching content, Liping Zi（2018）analyzed and elaborated artistic expression is a kind of practical activity course content, which reflects Dewey's "do-it-yourself" pragmatism curriculum idea and In terms of teaching content, artistic expression is a kind of practical activity course content, which reflects Dewey's "learning by doing" pragmatism curriculum idea and Elliott's practical philosophy idea, focusing on the practical characteristics of the music curriculum, and should be an important aspect for music teachers to pay attention to when designing the teaching content. From the perspective of teaching evaluation, students' artistic expression is a more intuitive reflection of their progress and development through the music curriculum, which makes artistic expression an important component of music curriculum design.

Ministry of Education of the People's Republic of China （2020）referred "Cultural understanding

refers to the understanding of the humanistic connotations of music and art in different cultural contexts through, for example, musical perception and artistic expression". In terms of teaching objectives, Yemao Zhang, Yunnan Xiaoand Fenghua Xu（2022）have explored that cultural understanding is an important component of the core literacy of Chinese students' development, and one of the three core illiteracies of the music discipline, which has a fundamental position among the music disciplines. Based on the General Office of the CPC Central Committee General Office of the State Council（2023）, the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era clearly states that school aesthetic education should "lead students to establish a correct view of history, nation, country, and culture, cultivate noble sentiments, shape beautiful hearts, and enhance cultural confidence." It can be seen that cultural understanding is closely related to the cultural self-confidence advocated in the new era, and should be an indispensable teaching goal of the music curriculum; in terms of teaching content, cultivating students' cultural understanding needs to be based on specific teaching content to guide students to understand the cultural characteristics of music. Since scientific and reasonable teaching content can help promote the development of students' cultural understanding, cultural understanding must be an aspect that music teachers need to design carefully when designing teaching content; from the perspective of teaching implementation, Meng Cai（2018）declared that teachers should try their best to "make students listen to and enjoy music while implicitly accepting the deep ideological connotation of musical works". Yemao Zhang, Yunnan Xiao and Fenghua Xu (2022) analyzed and elaborated something, from the perspective of teaching implementation, teachers should try their best to "make students listen to and enjoy the music and at the same time implicitly accept the inculcation of the profound connotation of music". Obviously, a well-designed implementation process will help to improve students' cultural understanding. From the perspective of teaching evaluation, teachers can adjust their teaching conditions in a more timely manner based on various channels and forms of teaching evaluation, and thus promote the improvement of students' cultural understanding.

Anguo Wang(2020) thinks Music teachers should be adept at using scientific education concepts and effective teaching methods in music teaching to cultivate and enhance students' core literacy in music subjects.

Based on the above analysis, this study suggests that teaching objectives can be used as independent variables, while teaching content, teaching implementation, and teaching evaluation can be used as mediating variables to construct a corresponding theoretical model (see Figure 1), based on which the following hypotheses are proposed:

H6: Teaching content has a significant positive effect on core literacy in high school music.

H7: Teaching implementation has a significant positive influence on the core literacy of high school music.

H8: Teaching evaluation has a significant positive influence on core literacy in high school music.

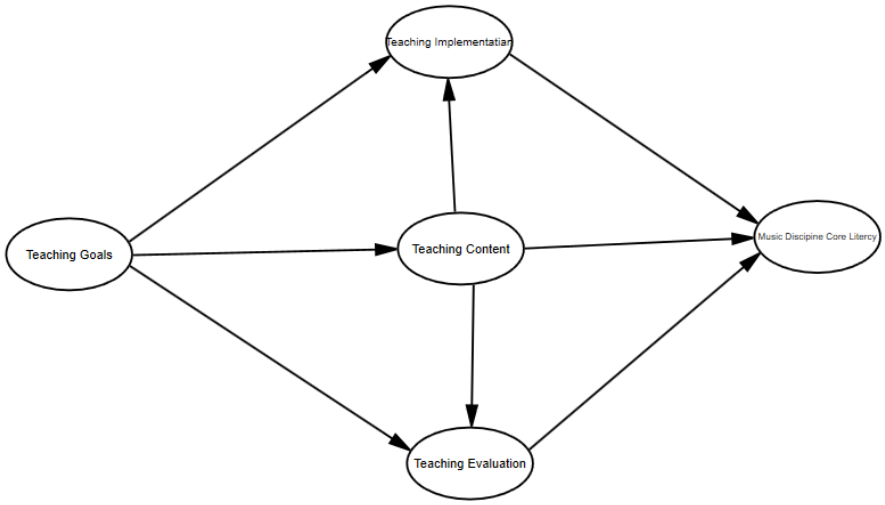

Figure 1: Theoretical model of the influence of high school music curriculum design on the development of students' core literacy in music.

3. Research Methodology

3.1 Research Tools

Based on the literature, the preliminary scale on the influence of high school music curriculum design on high school students' core literacy in music subjects was developed based on the scale design specifications. It is worth mentioning that in order to ensure the rationality and validity of the scale items, a total of 100 students in grades 1-3 of a high school in central China were randomly selected for a pre-survey, and then SPSS statistical software was used to conduct item analysis, reliability testing and exploratory factor analysis based on the pre-survey data, which resulted in the official measurement scale. The scale consists of two questionnaires: the design of the high school music curriculum and the core literacy of the high school music discipline.

1. High School Music Curriculum Instructional Objectives Questionnaire. The dimension of "teaching objectives" includes five aspects: enriching emotional experience, cultivating musical hobbies, improving aesthetic ability, improving musical culture and learning basic knowledge and skills, corresponding to questions 1-5; and

2. High school music curriculum implementation questionnaire. "Teaching implementation" is based on five aspects including perception and appreciation, expression, creation and music-related culture, corresponding to questions 6-9

3. High school music curriculum content questionnaire. The "teaching content" dimension includes six aspects: music appreciation, singing, performance, music composition, music and dance, and music and opera, corresponding to 10-15 questions.

4. High school music curriculum evaluation questionnaire. The dimension of "teaching evaluation" includes five aspects: evaluation of teaching objectives, evaluation of teaching contents, evaluation of teaching implementation process, evaluation of teaching ideas and evaluation of teachers' quality, corresponding to 16-20 questions.

5. High school music core literacy questionnaire. This study is based on the general framework of core literacy in high school music and focuses on the three core literacy dimensions of aesthetic perception, cultural understanding and artistic expression. Among them, the dimension of "aesthetic perception" includes four aspects of music's cultural background, music's emotional experience, music's aesthetic attitude, and music perception, corresponding to questions 1-4; the dimension of "artistic expression" includes music singing, music performance, cooperative performance, and music creation, The dimension of "artistic performance" includes five aspects: music singing, music performance, music performance, music composition, and music expression, corresponding to questions 5-9; the dimension of "cultural understanding" includes four aspects: music material connotation, music cultural connotation, music ideology, and music cultural system, corresponding to questions 9-13.

The above five parts of the questionnaire are in the form of a Likert7 scale, from 1 "not at all" to 7 "completely".

3.2 Research Subjects

This study was conducted in 24 provinces (cities), including Hubei, Guangdong, Beijing, Chongqing, Zhejiang, Hainan, Fujian, Shaanxi, Inner Mongolia, and Gansu, with high school students as the respondents. A total of 1500 questionnaires were distributed and 1449 valid questionnaires were collected, with a valid questionnaire return rate of 96.6%.

3.3 Research Procedure

1. Exploratory Factor Analysis and Reliability

The KMO values of the questionnaires on teaching objectives, teaching content, teaching implementation and teaching evaluation of high school music curriculum were 0.908, 0.895, 0.841 and 0.881 respectively. The chi-square value of Bartlett's sphericity test was 0.000 ＜0.01, which indicated the suitability for exploratory factor analysis. The cumulative explanations of the four questionnaires of "teaching objectives", "teaching content", "teaching implementation" and "teaching evaluation" were The total variance was 91.286%, 82.842%, 89.217%, and 90.952%; the factor loadings after orthogonal rotation were all greater than 0.50. The internal consistency coefficients of "teaching objectives", "teaching content", "teaching implementation" and "teaching evaluation" were 0.976, 0.951, 0.959 and 0.975, respectively. "In addition, the CITC values of the analyzed items were all greater than 0.4, indicating that there was a good correlation between the analyzed items. This shows that the reliability indexes of each questionnaire of the four major dimensions in the design of high school music curriculum teaching have reached a sufficiently high level.

The KMO value of the high school music subject core literacy questionnaire was 0.958, and Bartlett's spherical test chi-square value of significance was 0.000 < 0.01, indicating that it is suitable for exploratory factor analysis. The cumulative explained total variance of the questionnaire was 84.642%; the factor loadings after orthogonal rotation were greater than 0.50, and the internal consistency coefficient of the questionnaire Cronbach was 0.985, thus it can be seen that the reliability index of the high school music subject core literacy questionnaire also reached a sufficiently high level.

2. Analysis of validation factors

The results of the validation factor analysis of each questionnaire in the four dimensions of the teaching design of high school music curriculum were: the factor loadings of the potential variables corresponding to each question measure were satisfactory and all reached the significant level ($P < 0.01$), indicating that the measures could better reflect the qualities of the potential variables; the reliability of the four questionnaire measures of teaching objectives, teaching content, teaching implementation and teaching evaluation were The reliability of the four questionnaire measures were 0.920, 0.930, 0.883, and 0.923, and the corresponding convergent validity (mean extracted variance) were 0.793, 0.817, 0.715, and 0.800, respectively; similarly, the analysis of the validation factors of the core literacy questionnaire for high school music subjects showed that the factor loading data of the potential variables corresponding to each question item measure were also relatively In addition, the structural equation model fit analysis showed that the CMIN/DF was 3.858; RMSEA was 0.076; GFI and AGFI were 0.917 and 0.882, respectively; and CFI was 0.996.

4. Research Results

4.1Correlation Analysis of Structural Equation Modeling

Before using structural equation modelling to analyze the mechanism of the four questionnaires (instructional objectives, instructional implementation, instructional content and instructional evaluation) of the high school music curriculum instructional design on the core literacy of high school students in the subject of music, the path test was first conducted between the variables, and the structural equation modelling was necessary only when there was a reasonable correlation coefficient between two variables. The correlation coefficients were (0.667, 0.744, 0.652) for instructional objectives, (0.318, 0.256, 0.031) for instructional content, (0.532) for instructional implementation on the instructional design of high school curriculum, and (0.516) for instructional evaluation on the instructional design of high school curriculum. Among them, except for the correlation coefficients of instructional content on the instructional design of high school music curriculum C.R value was 0.947 less than 1.96 (p-value was 0.344>0.05) (as shown in Figure 2).

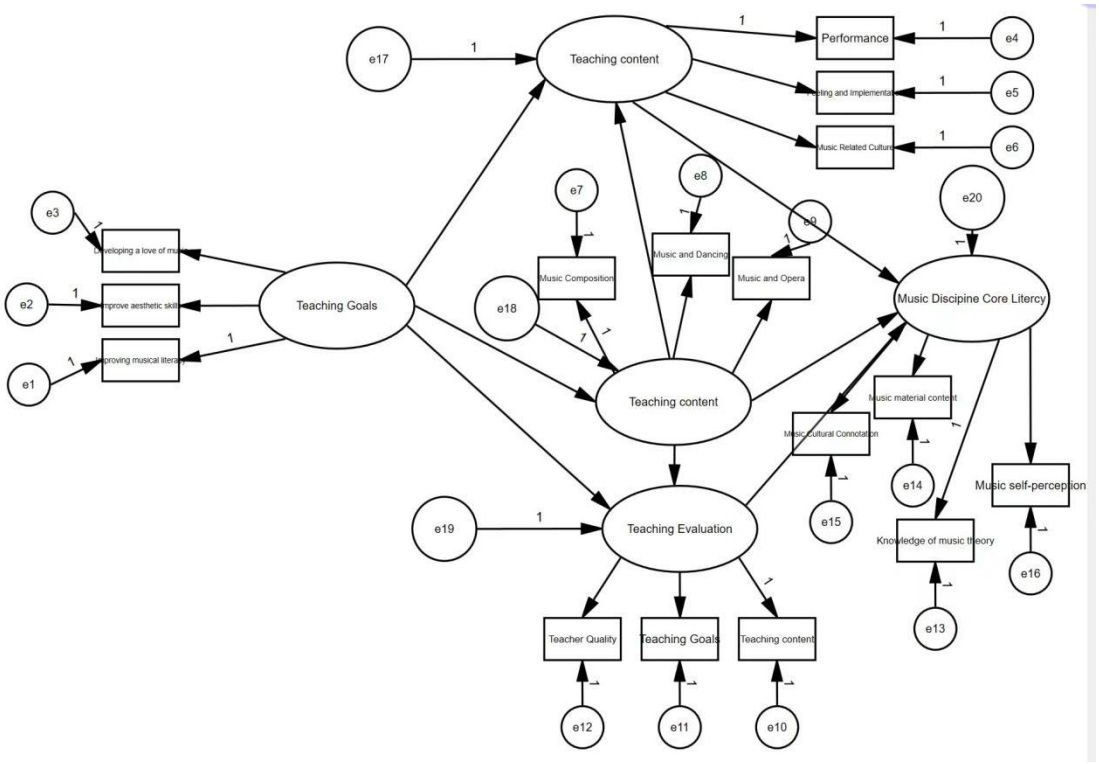

Figure 2. Structural equation model of the impact of high school music curriculum instructional design on developing students' core literacy

4.2 Testing and Correction of the Structural Equation Model

After the validation analysis of the above initial theoretical model and the removal of some inappropriate question items, it was found that it could be used for further structural equation model testing. The initial theoretical model had five latent variables and 33 explicit variables of teaching objectives, teaching content, teaching implementation, teaching evaluation, and core literacy of high school music subjects, and the structural equation model after removing some of the question items had five latent variables and 12 explicit variables (as shown in Table 1).

Table 1. Model testing and correction

Path	Standardized path coefficient	Path factor	S. E.	C.R.	P	Is the hypothesis valid?
Teaching content <--Teaching Goals	.651	.904	.056	16.197	***	**yes**
Teaching implementation <--Teaching Goals	.711	.766	.034	22.376	***	**yes**
Teaching evaluation <--Teaching Goals	.695	.712	.038	18.527	***	**yes**
Teaching implementation	.320	.248	.02	10.44	**	**yes**

<--Teaching content			4	2	*	
Teaching evaluation <--Teaching content	.225	.166	.027	6.035	***	**yes**
Music Discipline Core Literacy <--Teaching content	.046	.036	.035	1.022	.307	**no**
Music Discipline Core Literacy <--Teaching implementation	.438	.439	.062	7.060	***	**yes**
Music Discipline Core Literacy <--Teaching evaluation	.439	.463	.053	8.732	***	**yes**

After the correction, the model fitting results are: the final model cardinality value is 157.746 (degrees of freedom df=46), the cardinality ratio of degrees of freedom is 3.357, 3 < 4.953 < 5, which reaches the acceptable range of model fitting; the value of RMSEA is 0.073＜0.08, which indicates that the model fitting is reasonable, and the relative fitting indices CFI, TLI and NFI are 0.986, 0.980 and 0.980 respectively, 0.980 and 0.980, respectively. The indicators in the revised model are more optimized and all meet the model fit criteria. The values of C.R. for the remaining paths after the correction are all greater than 1.96 and meet the significance requirement at the p < 0.01 level.

Therefore, the hypotheses of this study are all valid except for H6 (teaching content has a significant positive effect on core literacy in high school music) (as shown in Figure 3).

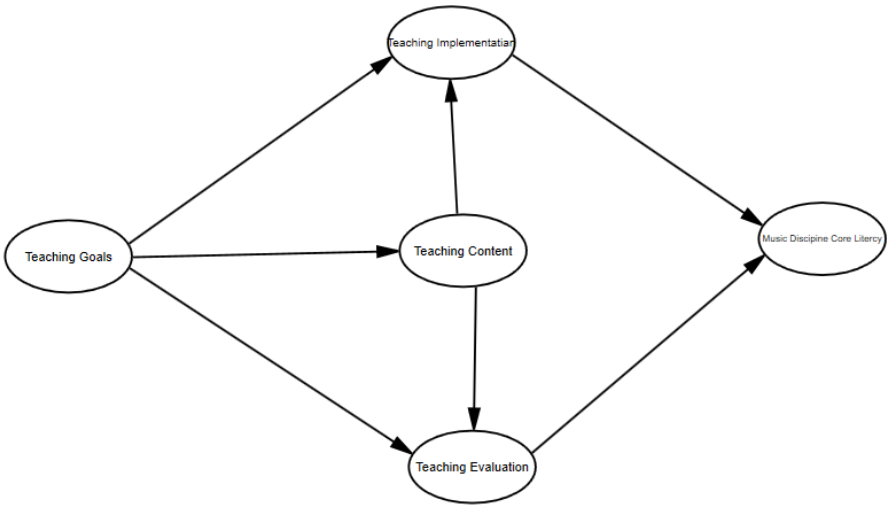

Figure 3: Model of factors influencing high school music curriculum teaching design on developing students' core literacy in music subjects

5. Research Conclusions and Suggestions

5.1 Discussion

1. *The teaching design of high school music curriculum consists of teaching objectives, teaching*

content, teaching implementation, and teaching evaluation

The four dimensions of instructional objectives, instructional content, instructional implementation, and instructional evaluation comprise the four major high school music teachers' classroom operational aspects of high school music curriculum instructional design. This study is based on Taylor's curriculum elements and Professor Pi Liensheng's view of goal-based instructional design and identifies the four dimensions of instructional design as instructional goals, instructional content, instructional implementation, and instructional evaluation. In this study, an exploratory factor analysis was conducted on each of the four dimensions of instructional design in high school music curriculum during the empirical analysis, and according to the results of the analysis, the internal consistency among the dimensions of the four dimensions was above 0.9 (Cronbach 0.976, 0.951, 0.959, 0.975); and the KMO values were 0.908, 0.895, 0.841, and 0.881, proving that the significance is also extremely outstanding; the CITC values of the analyzed terms are all greater than 0.4, indicating a good correlation between the analyzed terms. This shows that the reliability indices of the high school music curriculum instructional design questionnaire all reached a sufficiently high level. The results of each structural element in the four dimensions were also found to be satisfactory after the validation factor analysis, which further confirmed that the division of the high school music curriculum instructional design into instructional objectives, instructional content, instructional implementation, and instructional evaluation according to certain theories in this study is reasonable and effective. This also reflects that the questionnaire designed in this study can provide a set of reference indicators for measuring and evaluating music classroom teaching.

2. *Teaching content does not have a direct influence on the development of core literacy in high school music subjects*

The standardized path coefficient of content on core literacy in high school music was 0.046. In the design of the curriculum of high school music courses, music teachers should expand the content of "music composition", "music and dance" and "music and dance". Music teachers should expand their knowledge of "music composition", "music and dance" and "music and opera", and appropriately increase their knowledge of "music composition", "music and dance" and "music and opera". Music and dance" and "music and opera" as the theme of the music class, and belong to the six modules of the compulsory high school music textbook, high school music teachers should raise the importance of these three modules in the process of teaching content design to cultivate the core literacy of high school students in music subjects.

3. *Teaching implementation and evaluation have a significant mediating effect between teaching objectives and high school music core literacy*

Teaching objectives have a significant mediating effect on high school music core literacy through teaching implementation and teaching evaluation. Hypotheses H1, H2, H3, H7, and H8 hold, while H6 is rejected, which indicates that instructional implementation and instructional evaluation are mediators of the influence of instructional objectives on core literacy in high school music subjects, while instructional content cannot be used as a mediator to directly and positively influence core literacy in high school music subjects. Qunli Sheng, Lan Ma and Xianhua Chu (2010) have explored that teaching objectives are the different levels of learning outcomes that the designer (teacher) wants the learners (students) to achieve after the teaching activities, and the teacher's "teaching" and students' "learning" activities usually revolve around the teaching objectives; teaching objective orientation is Different teaching objectives can guide teachers and students to carry out different contents and forms of teaching activities, thus bringing different teaching results. At the same time, the majority of high school music

teachers should update the concept of teaching evaluation, pay more attention to formative evaluation, pay attention to the learning process of students, and promote students to master the corresponding knowledge and skills taught by teachers through performance evaluation and other means to better cultivate students' core literacy in music subjects.

4. *Teaching objectives have a significant positive influence on teaching content, implementation and evaluation*

The standardized path coefficients of teaching goals on content, implementation and evaluation were 0.651, 0.711 and 0.695, respectively, indicating that teaching goals have a significant positive influence on content and evaluation. Roseman I, Wiest C and Swartz T (1994) think that goal orientation refers to the different forms of response to the environment made by individuals under the interaction with the environment. The goal orientation of teaching is the ideal result of teaching activities set by the designer of teaching activities (teachers) after systematically studying the corresponding human, financial, material and time in the teaching environment in order to enhance the effectiveness of teaching activities. Obviously, in the teaching process, how teachers orient their teaching goals is not only about the effectiveness of teachers' "teaching" but also about the effectiveness of students' "learning". In this study, there is a plausible fact that teaching objectives have a significant positive effect on teaching content, implementation, and evaluation. Specifically, high school music teachers should design the teaching objectives based on the characteristics of the high school music curriculum and the characteristics of high school students' music learning, and reasonably position the teaching objectives in terms of high school students' cultural understanding and literacy, and teach students with music content and music styles that are consistent with the characteristics of high school, so that students can understand the humanistic connotations of music and art in different cultural contexts through musical experiences. The content of the music course is tailored to the characteristics of high school music and the way it is taught. When setting corresponding teaching objectives, high school teachers can set specific "teaching" and "learning" objectives based on the requirements of the "high school music curriculum standards" for the development of core literacy in high school music. The objectives of teaching and learning

5. *Content has a significant positive impact on the implementation and evaluation of teaching and learning*

The standardized path coefficients of teaching content on teaching implementation and teaching evaluation were 0.320 and 0.325, respectively. The research results showed that the setting of teaching content has a significant positive influence on teaching implementation and teaching evaluation. When the quality level of teaching content is high, it is easier for teachers to grasp the core points in the process of teaching implementation, and the teaching content will be implemented more smoothly. When the content is concise and easy to understand, the music teacher is more operational in the implementation process. When the teaching content affects the teaching evaluation, the teaching content usually has a heavy and difficult design, if the teaching content design is too difficult, the students' learning effectiveness of the teaching content will be reduced. The results of the teaching evaluation test in this study show that the good or bad design of the teaching content and the difficulty directly affect the teachers' teaching implementation process and the students' learning effectiveness. If the content is too easy, the overall learning effectiveness score of students will be particularly high, and the easier the content is, the higher the evaluation will be.

5.2 Suggestions

This study clarifies the concepts of music curriculum design and students' music core literacy and clarifies the mechanism of the influence of high school music curriculum design on the development of students' music core literacy. In order to improve the core literacy skills in high school music, we need to take the teaching objectives as the guide, adjust the level of difficulty in the design of teaching content, make students feel the unique "musicality" of music in the operation of teaching implementation, and improve the quality of teaching by reflecting on teaching in the evaluation process. The essence of teaching is a uniquely human talent cultivation activity consisting of teachers' teaching and students' learning, and the quality of teaching activities, the quality of teaching, and the quality of teaching will directly affect the quality of talent cultivation.

6. Conclusion

The structural equation modeling method was used to analyze the influence mechanism of high school music curriculum instructional design on cultivating students' core literacy in music subjects, and it was found that (1) there are significant correlations among the four dimensions within the questionnaire of instructional objectives, instructional content, instructional implementation, and instructional evaluation in high school music curriculum instructional design; (2) there is no direct influence effect of instructional content on cultivating core literacy in high school music subjects; (3) Teaching implementation and teaching evaluation had a significant mediating influence between teaching objectives and core literacy in high school music discipline; (4) teaching objectives had a significant positive influence on teaching content, teaching practice and teaching evaluation teaching evaluation; (5) teaching content had a significant positive influence on teaching implementation and teaching evaluation.

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