

Research on the Teaching Practice of Red-Themed Song Creation from the Perspective of Courses with Ideological-Political Elements: Taking the Creation of the Long March-Themed Song Straw Shoes as an Example

Qiongjuan Zeng

Zhaoqing University, School of Music, Zhaoqing 526061, China
Email: 786412923@qq.com

How to cite this paper: Zeng, Q. J. (2026). Research on the teaching practice of red-themed song creation from the perspective of courses with ideological-political elements: Taking the creation of the Long March-themed song Straw Shoes as an example. *Art Horizons*, 3(1), 62–70. ISSN Print: 3079-5176, ISSN Online: 3079-5184.

<https://doi.org/10.63313/ah.9051>

Published: 2026-05-28

Copyright © 2026 by author(s) and Erytis Publishing Limited. This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Abstract

Against the background of the comprehensive advancement of the construction of courses with ideological-political elements, the *Song Writing* course for music majors in colleges and universities urgently needs to deeply integrate ideological and political elements with professional teaching. Taking the creation of the Long March-themed song *Straw Shoes* as an example, this paper analyzes the integration strategies of red cultural elements in each teaching link, explores the practical path of red-themed song creation teaching and the innovative application methods of courses with ideological-political elements in teaching, aiming to realize the organic unity of professional skill training and ideological and political education, and enhance students' cultural confidence and patriotism.

Keywords

Courses with Ideological-Political Elements; Red Song Creation; *Straw Shoes*; Teaching Practice

1. Introduction

The *Guidelines for the Construction of Curriculum Ideological and Political Education in Colleges and Universities* put forward relevant requirements for art majors: it is necessary to educate and guide students to base themselves on the times, take root in the people, and go deep into life in course teaching, so as to establish a correct outlook on art and creation. We should adhere to educating people with beauty and cultivating people with beauty, actively carry forward the Chinese spirit of aesthetic education, guide students to consciously inherit and carry forward the fine traditional Chinese culture, comprehensively improve students' aesthetic and humanistic qualities, and enhance cultural confidence.

However, the current teaching of this course has some problems, such as insufficient integration of curriculum ideological and political elements, insufficient sensitivity of teachers to creation, and lack of students' independent creation motivation. Under the dual goals of inheriting red culture and fostering virtue through education, integrating red themes into song writing teaching and realizing ideological and political education through excellent red works has become an inevitable direction of curriculum reform. Combined with the teaching practice of the creation of the Long March-themed song *Straw Shoes*, this paper explores the innovative path of red-themed song creation teaching from the perspective of courses with ideological-political elements.

2. Optimization and Reconstruction of the Curriculum Objectives of *Song Writing* Course under the Guidance of Courses with Ideological-Political Elements

The *Song Writing* course, with the addition of lyrics and the unique advantage of emotional transmission of songs, is the easiest course to integrate ideological-political elements among composition courses. Therefore, the teaching objective of this course is not only to enable students to create songs, but also to create excellent song works that reflect patriotism, noble sentiments and cultural literacy, to carry forward the fine traditional Chinese culture with songs, and to reflect the advanced socialist culture with songs.

2.1. Knowledge and Skill Objectives: Consolidating the Creation Foundation and Cultivating Cultural Heritage

Taking the creation process of the work *Straw Shoes* as an example, students need to master professional knowledge such as lyric analysis, melody writing, and musical form structure, while deeply exploring the cultural connotation of red-themed lyrics, and being familiar with Chinese revolutionary history and traditional music culture. After deeply understanding the historical background of the Long March and understanding the red symbolic meanings of images such as "straw shoes" and "red soil", creators also need to learn the melody characteristics of Gannan Hakka folk songs and the skills of combining lyrics and music, so as to realize the dual accumulation of professional skills and red cultural knowledge.

2.2. Process and Method Objectives: Deepening Creation Practice and Cultivating Ideological and Political Literacy

The song *Straw Shoes* was created by the lyricist based on the story of "Chen Fagu, the first military wife of the Republic" during the "Training for Young Creative Talents of Long March-themed Music". To create works of this theme, we must first guide creators to understand the Long March, a great miracle in human history. It is not only a magnificent military epic, but also a spiritual river converged by the fate,

emotions and beliefs of countless individuals, and an inexhaustible artistic treasure. How to avoid conceptualized and sloganized writing in the music creation of Long March themes? How to make the young generation of today have real emotional resonance with that history more than 80 years ago? The author's thinking is that we must sink down, take the grand historical background as the stage, and focus the spotlight of the stage on ordinary people who are flesh and blood, with love and pain. Based on this, the song *Straw Shoes* is a personalized and artistic response to this theme. It is not a magnificent symphonic poem, but more like a folk tune that grows out of the red soil of southern Jiangxi, with the fragrance of dew and soil.

2.3. Emotional Attitude and Value Objectives: Establishing the Outlook on Art Creation and Cultivating Patriotism

As students wrote after creation: at the end of the song, "Chasing the Big Dipper, accompanied by the Red Star shining on the hometown", the Big Dipper and the Red Star have profound symbolic meanings. Since ancient times, the Big Dipper has been a sign to guide the direction, guiding the Red Army soldiers to move forward during the Long March and helping them get out of difficulties. Here, the Big Dipper symbolizes firm faith and correct direction. No matter how many difficulties and setbacks the Red Army soldiers encounter, they firmly believe in their faith and move forward in the correct direction. The Red Star is a symbol of the Communist Party of China, representing hope and light. In the dark years, the Red Star illuminated the road ahead and brought hope and strength to people. The elder brother accompanied the Red Star to shine on his hometown, which implies that he has the faith of revolutionary victory, struggles for the people's happy life, and at the same time expresses his nostalgia for his hometown and yearning for a better life in the future.

3. Teaching Design and Ideological-Political Integration Path of Red-themed Song Creation with *Straw Shoes* as the Carrier

Combined with the characteristics of music courses, the ideological and political elements are integrated into the whole process of song writing course teaching through the popularization, learning and practice of specific knowledge and skills in music courses, so as to achieve the combination of explicit education and implicit education, and achieve the educational effect of moistening things silently. Taking the creation of *Straw Shoes* as the practice carrier, this paper constructs the ideological-political integration path of red-themed song creation teaching from three dimensions: teaching content, teaching methods and teaching evaluation, so as to achieve the educational effect of "fostering virtue through education".

3.1. Integration and Innovation of Teaching Content and Ideological-Political Education

The design of the teaching content of the *Song Writing* course is the most influential factor and link for the effect of the combination of music professional education and ideological-political education in colleges and universities. From the perspective of the teaching content of the creation of the work *Straw Shoes*, how to realize the organic integration with ideological-political elements.

The core innovative concept of this work in music technique creation is: taking root in tradition and serving modern times. That is, deeply absorbing the nutrition of folk music in Gannan area of Jiangxi Province, learning from the melody characteristics of Gannan Hakka folk songs and Gannan Tea-Picking Opera, how to deal with the folkization of melody lines? It is not rigidly copying, but refining and transforming its core elements, and integrating them into the creation framework of modern songs, so that it not only has a strong local flavor and historical authenticity, but also conforms to the aesthetic habits of contemporary audiences. According to the style of the lyrics "The mountain is high and the road is far and vast" and "Straw shoes are accompanied by the fragrance of red soil", students can be guided to combine the chapter of "combination of lyrics and music" in the teaching content, adopt the technique of "adjusting the melody according to the pronunciation of words", so that the trend of the melody fits the tone of the language, the words are correct and the pronunciation is round, the meaning is clear, and the melody line fluctuates naturally with the pronunciation and intonation of words. For example, the character "tu" (soil) in "Straw shoes are accompanied by the fragrance of red soil" is the third tone "shangsheng" in Chinese character tone. The melody should be arranged at a relatively low point to match the deep and heavy semantic meaning of the lyrics. At the same time, it should have the wide range and large leaps often used in large main melody songs to express "small figures" and "great feelings". This processing can not only make the audience clearly recognize the lyrics, but also directly reach the heart in emotional expression.

mp

6̣7̣ 1̣7̣ 6̣ 3̣ 2̣3̣ | #44 42 3 - | 36̣ 63̣ 322̣ 02̣3̣ | #4·4 45 3 - |

歌声 飘过山岗阿妹 送哥 去前方。 送了一山又一山，想 说的话儿长。

66 63 67̣1̣ 1̣2̣1̣ | 75 055 3 - | 63 033 262̣ 232̣ | 7· 1 6 - |

山高路远苍 茫，阿哥 保重 莫受凉。 草鞋 沾着红土香，别把 妹儿忘。

Figure 1. The Verse Part of *Straw Shoes*

3.2. Integration and Innovation of Teaching Methods and Ideological-Political Elements

The *Song Writing* course needs to flexibly use teaching methods to integrate with ideological-political elements, so as to achieve the educational purpose of songs.

First of all, broaden students' creative thinking from the aspect of social cognitive ability. For example, to create the work *Straw Shoes*, through the analysis of learning situation, it is found that students have insufficient reserves of red-themed songs, and the reserve style is single, mostly pop music. To solve this problem, this course can require students to form groups, collect and watch documentaries, concerts, operas and other works on the theme of "Long March", list, classify, analyze and discuss classic music programs. Through similar assignments, each student can accumulate reserves of hundreds of red-themed songs. Teachers can screen out these classic works for analysis and explanation in class, and also imperceptibly provide creative guidance for students.

Secondly, guide students to integrate the old and the new from the aspect of professional creation ability, and combine the knowledge in books with the current popular creation orientation and techniques. How to blend Jiangxi charm and modern characteristics in the melody. On the one hand, as the starting point of the Long March, Jiangxi is rich in folk music, and the creation of this work can learn from local folk songs. For example, Xingguo folk songs are good materials, based on the pentatonic scale, advancing slowly in a stepwise way, "Singing floating over the hill", starting from the middle tone la and talking slowly. In the chorus part, the melodious and high-pitched characteristics of folk songs can be brought into play, using large leaps to outline the magnificent scenery of the mountain area. In the melody development, modern music techniques should also be integrated, such as flexible changes of rhythm, alternating speed, clever use of altered chords, polyphonic design, symphonic thinking in orchestration, etc., which are both flexible and expressive, endowing the works with the flavor of the times. It improves the appeal and memory of the song, making the traditional charm and modern style coexist harmoniously in the melody.

Finally, the creation of this work can also refer to the two knowledge modules of "musical form structure layout" and "tonality layout" in the course. Each paragraph is written with a double period structure, which has both repetition and change, both contrast and unity, both inheritance and development.

草鞋涉过 千江水, 草鞋踏过 万道岗, 草鞋追着

北 斗 星 ,伴我 阿野 阿野 向 前 闯。

Figure 2. The Climax Sentence of the Chorus Part of *Straw Shoes*

3.3. Integration Design of Teaching Evaluation and Ideological-Political Elements

The teaching evaluation of the creation course of this work follows the

student-centered teaching concept to enhance students' enthusiasm for professional learning. Through the processes of students correcting each other's works, cooperating in rehearsing works, and displaying, process evaluation is implemented from multiple angles. In order to make the course proceed smoothly, before class, the "flipped classroom" is used to carry out "cultural special topic" teaching and learning situation analysis, to understand students' current knowledge reserve of "Long March" special topic music, master students' learning difficulties in creation, and adjust teaching strategies.

First of all, the ideological-political expression of red emotions is implemented through rhythm techniques. In the creation teaching of **Straw Shoes**, how to deeply bind rhythm design with the red emotional connotation in lyrics is the core assessment dimension of the integration degree of technique application and ideological-political expression in teaching evaluation. Through teaching evaluation, it not only inspects students' ability of rhythm change design, but also evaluates their ability to convey the Red Army's revolutionary will and struggle spirit from rhythm. The verse part adopts regular, slow, low-density and narrative rhythm to let students feel the atmosphere of memories and narration in the revolutionary years. The rhythm of dotted quarter notes and half notes is widened, matched with the interspersion of syncopated rhythm and sixteenth notes, which vividly shows the image of the Red Army soldiers who are not afraid of difficulties and keep running for the revolutionary cause. The chorus part uses dynamic dense rhythm, matched with the progressive speed, necessary *adagio* treatment, and free extended catharsis, to strengthen the emotional outbreak and sublimation. At the same time, the ability to intentionally process the rhythm of multiple reduplicated words such as "shuang shuang" and "duan duan" in the lyrics realizes the two-way integration of professional technique evaluation and the understanding of red ideological-political connotation, which is also an important combination point of professional quality and ideological-political cognition in teaching evaluation.

Secondly, the integration of accompaniment techniques and red emotional ideological-political expression is also the key content in teaching evaluation. In the creation teaching of **Straw Shoes**, teaching evaluation should assess students' professional application ability of adopting the "traditional + modern" harmony setting and integrating it into the accompaniment design, whether it fits the scene style. For example, the climax part of the whole work uses the rich harmony color of seventh chords, matched with the continuous upward accompaniment texture, which enhances the emotional tension and drama of the music. Through the design of accompaniment and harmony, students can master the professional techniques of harmony application and texture design, while deepening the understanding of the progressive red emotions and the gradual sublimation of revolutionary faith from the sound atmosphere. Teaching evaluation takes "the creation of accompaniment sound effect" and "the transmission and sublimation of red ideological-political

emotions" as the core evaluation dimensions, realizing the organic unity of professional technique assessment and ideological-political literacy evaluation.

The image displays two staves of a musical score. The top staff is for the voice (Vo.) and the bottom staff is for the piano (Pno.). The key signature is one sharp (F#) and the time signature is 4/4. The first system starts at measure 51. The vocal line features a melodic phrase with a slur and a fermata, with the Chinese characters '啊' (A) written above it. The piano accompaniment consists of chords and arpeggiated figures. The second system starts at measure 55. The vocal line has lyrics: '一双双 草鞋， 一年年 光景， 伴着 红 星 照故 乡。 红 星' (A pair of pair of straw shoes, year by year, accompanied by the Red Star shining on the hometown. Red Star). The piano accompaniment includes a first ending (1. mp) and a second ending (2.).

Figure 3. The Third Part of *Straw Shoes*

The teaching evaluation of the creation teaching of *Straw Shoes* highlights the practical characteristics of art professional teaching, and cultivates students' innovative courage to explore and develop, as well as the ability and skills of problem handling. By displaying students' works, students can conduct self-evaluation and mutual evaluation. At the same time, combined with teachers' classroom observation and assessment on students' learning status and behavior performance, the type of cooperation and task allocation among classmates, and the contribution degree of task completion, we can get the achievement of students' teaching objectives, let teachers and students know the individual learning status of students together, further clarify the possible problems and deficiencies, and analyze and solve specific problems according to specific conditions, so as to strengthen effective communication between teachers and students and improve teaching efficiency.

As an achievement of the "Training for Young Creative Talents of Long March-themed Music", the work *Straw Shoes* has carried out active innovative exploration in theme expression, technique innovation, artistic treatment and cultural symbolism. In terms of theme expression, it focuses on micro emotions from the small to the big, highlights the female perspective, integrates the elements of the times, narrows the distance between the Long March theme and contemporary life, and arouses the audience's resonance. In terms of technique innovation, it boldly tries from melody construction, rhythm design to harmony

application, integrates regional characteristics and the style of the times, fits emotions and plots, and creates rich sound and emotional atmosphere. The artistic treatment is exquisite, from the positioning of singing style, emotional level to the use of orchestration sound effects, which makes the work vivid and appealing. It deeply excavates the cultural symbolic meaning, making elements such as straw shoes, red soil, the Big Dipper and the Red Star become symbols of the Long March spirit, revolutionary base areas, faith and hope, endowing the work with profound cultural connotation. In the teaching design of red-themed song creation, guide students to deeply excavate the connotation of the Long March spirit, combine the needs and aesthetic characteristics of contemporary society, continue to explore and innovate, create more excellent Long March-themed music works, let the Long March spirit shine in the new era, and contribute to the inheritance and development of red culture.

4. Effects and Reflections on the Teaching Practice of *Straw Shoes* Creation

4.1. Effects of Teaching Practice

The red-themed creation teaching with *Straw Shoes* as the carrier has achieved a win-win situation of professional teaching and ideological-political education. On the one hand, students' song creation ability has been significantly improved, and they can skillfully use folk music techniques for modern creation. The work *Straw Shoes* has won wide praise in the campus red music performance with the "national + popular" singing style. On the other hand, students' red cultural literacy and patriotism have been enhanced. In the creation reflection, students generally said that they had a more concrete understanding of the Long March spirit, and established the creation belief of "telling red stories well with music".

4.2. Teaching Reflection and Prospect

This teaching practice also exposed some problems, such as some students did not dig deep enough into folk music materials, and the integration of red themes and creation techniques was slightly stiff. In the future teaching, we need to further strengthen the following two aspects of work:

1. Deepen school-local cooperation, establish practice bases with cultural centers and intangible cultural heritage protection centers in the old revolutionary areas, provide students with richer folk custom collection resources, and let students feel the charm of red culture and folk music in field research.
2. Strengthen the construction of the teaching team, improve teachers' ability of curriculum ideological-political design and red cultural literacy, encourage teachers to participate in red-themed music creation, and guide students with their own creation practice experience.

The teaching of red-themed song creation from the perspective of courses with

ideological-political elements is an effective way to achieve the goal of fostering virtue through education for music majors in colleges and universities. The teaching practice taking the creation of *Straw Shoes* as an example proves that integrating red culture into the objective design, teaching content and evaluation system of the *Song Writing* course can enable students to master professional skills while cultivating patriotism and strengthening cultural confidence. In the future, music majors in colleges and universities need to continuously explore the integration mechanism of curriculum ideological-political education and professional teaching, and cultivate more music creation talents who can inherit the red gene and assume the mission of the times.

Acknowledgments

Note: This dissertation is a phase result of the 2024 Zhaoqing College Quality Project and Teaching Reform Project, Higher Education Teaching Reform Project, "Application Research on AIGC Enabling ICH Music Creation in the Perspective of Intelligent Classroom" (zlgc 2024063).

References

- [1] Ding, S. (2024) The Melody and Thematic Function of *Symphony of the Long March*. Music Art.
- [2] Fan, Z. (2022) Course of Song Writing. People's Music Publishing House & Shanghai Music Publishing House, Shanghai.
- [3] Tian, H. (2021) Teaching and Learning of Curriculum Ideological and Political Education from the Perspective of Critical Thinking. Law Press, Beijing.
- [4] Ju, Q. and Feng, X. (2007) Writing of Musicological Essays. Nanjing University Press, Nanjing.
- [5] Yang, R. (1995) Analysis and Creation of Music. People's Music Publishing House, Beijing.