A Systematic Literature Review on Constructivist Music Teaching Reform Based on China National Knowledge Infrastructure (CNKI) Database

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Abstract
The literature review on the constructivism theory of constructing music course teaching against the backdrop of China clearly has a need. This work uses the bibliometrics technique to review the prior research on the reform of music course instruction against the backdrop of design constructivism theory in order to close this gap. It is based on the database of China Music Net. The keyword summary makes the current study areas and intriguing areas in this field clear. To gather pertinent data for this paper, a literature review methodology was used. It has been discovered that the three primary subjects that China's academic community pays particular attention to are the design of the music teaching mode, the music teaching technique, and the music teaching design. Teaching music courses under the constructivism theory is a current research hotspot, and music teaching reform is a significant study direction in the design music field. The findings of the study demonstrate that constructivist teaching is a potent educational strategy that can raise students' engagement, zeal, and comprehension. The success of constructivist education, however, rests on teachers' capacity to successfully integrate this method in the classroom, just like with any other teaching strategy. This paper provides an overview of current research hotspots and future trends in

constructivist theories of teaching and learning, emphasizes the effectiveness of constructivist teaching strategies in improving student engagement, motivation as a contribution to the field of music education.

Keywords: Constructivism, China Music Teaching, Instructional Design, Independent Research, Situational Teaching

Introduction

Teaching design constructivist theory music courses are an integral part of design teaching and learning, and therefore a literature review of design constructivist theory music course teaching reform is a preparatory work for design teaching reform research. Although there are studies related to teaching constructivist theory music curricula in the Web of Science and Scopus databases (Will, 2021; Benjamin, 2021; Gapar, 2019). however, these studies are not directly related to designing constructivist theory music curriculum pedagogical reform in China. Academic databases show that there is little relevant literature review to examine the topic of designing constructivist theory music curriculum pedagogical reform in the Chinese context. As for the research methods in the field of educational reform, there are some studies that can be used as references, such as some scholars using quantitative research methods based on software analysis to review specific topics (Ummihusna & Zairul, 2021; Borges et al., 2018).some scholars using quantitative analysis methods to construct thematic models (Joshi & Alavaikko 2020). and others used citation-based quantitative analysis methods (Rashid et al., 2018; Gremeaux & Coudeyre, 2010). There is less literature on design constructivist theory music curriculum reform using the bibliometric research method; therefore, this research method is used to quantitatively analyse the literature related to music curriculum reform of design constructivist theory music teaching and clustering the research topics. Under the motivation, this study aims to fill the research gaps in the literature review of design constructivism theory music curriculum reform and to clarify current research hotspots and future research trends. The findings indicate that research on the reform of instructional design, research on the application of Western frontier theories, and research on the innovation of high-tech applications in teaching are the three main topics in this research area. Among them, the reform of instructional design leads to other research, the application of Western frontier theories needs to be explored in depth, and the innovative application of high technology in teaching will become a new hot spot for future research. Constructivism is a teaching approach that emphasizes the active role of the learner in the learning process. In this approach, learners construct their own knowledge by integrating new information into their existing mental models. Constructivism will be widely used in future learning scenarios.

Methodology

Bibliometrics is a cross-cutting science that quantitatively analyses all knowledge carriers by using mathematical and statistical methods. It is a comprehensive body of knowledge that integrates mathematics, bibliography, and statistics and focuses on quantification. The main objects of bibliometrics are the volume of literature (various publications, especially journal articles, and citations), number of authors (individuals or groups), and number of words (various documentary markers, among which narrative words are the most common). Literature is usually analyzed using important factors such as authorship, country, and keywords. Some scholars use bibliometrics in social media to describe the evolution of research themes by means of co-citation analysis (Leung et al., 2017). while others use the

Scopus database as a basis for bibliometric analysis of global research trends in the field of Internet Word of Mouth (IWOM) (Abbas et al., 2020). Although bibliometric research methods are not a new approach to the literature review, no scholars have specifically applied this quantitative analysis to a literature review of curriculum reform in designing constructivist theoretical music. CNKI, China. In addition, CNKI, one of the most comprehensive domestic databases in China, contains a large amount of literature on curriculum reform of constructivist theory taught by domestic scholars in recent years. Since CNKI data can only be analyzed through Citespace, the authors chose Citespace, a dedicated software, to conduct the analysis. Unlike the commonly used software VosViewer, Citespace restricts the determinants of literary analysis to authors, keywords, and countries. The main research procedure can be divided into three phases and seven steps, as shown in Figure 1: first, the planning phase, in which suitable research methods and relevant keywords are identified according to the research topic and suitable data are retrieved; second, the bootstrapping phase includes reviewing the retrieved data, eliminating irrelevant literature, and importing the selected literature into the CiteSpace for keyword analysis; finally, the analysis phase includes exporting a report of the clustering diagram to illustrate significance through classification and evaluation
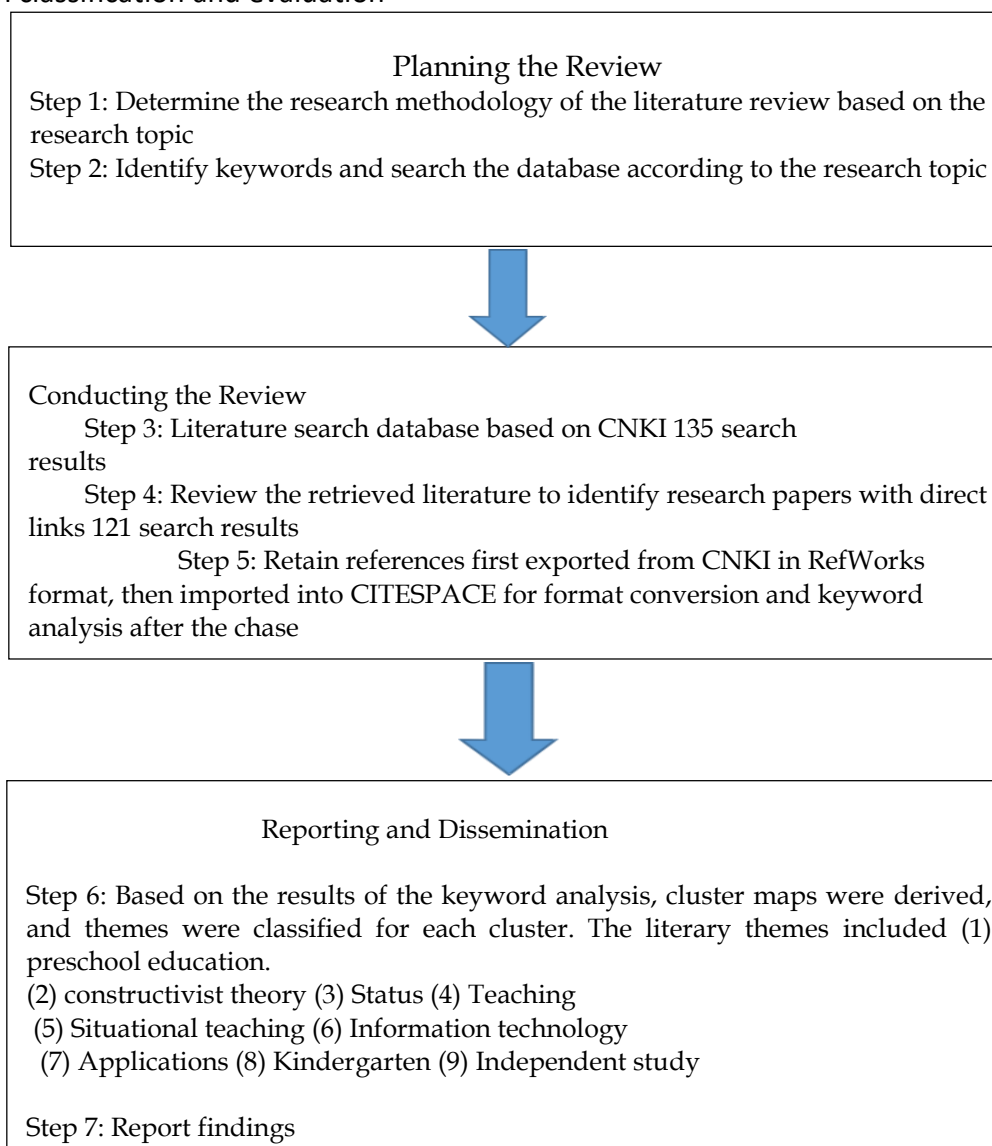
Planning the Review
Step 1: Determine the research methodology of the literature review based on the research topic
Step 2: Identify keywords and search the database according to the research topic

Conducting the Review
 Step 3: Literature search database based on CNKI 135 search results
 Step 4: Review the retrieved literature to identify research papers with direct links 121 search results
 Step 5: Retain references first exported from CNKI in RefWorks format, then imported into CITESPACE for format conversion and keyword analysis after the chase

Reporting and Dissemination

Step 6: Based on the results of the keyword analysis, cluster maps were derived, and themes were classified for each cluster. The literary themes included (1) preschool education.
(2) constructivist theory (3) Status (4) Teaching
 (5) Situational teaching (6) Information technology
 (7) Applications (8) Kindergarten (9) Independent study

Step 7: Report findings

Figure1：Diagram of research procedure

Bibliometric Analysis
Keyword Analysis

As mentioned earlier, this study used a bibliometric approach and the whole process can be described as follows. The authors searched the CNKI database from January to December 2022. In this process, they used carefully selected keywords my search results were limited to specific areas of constructivist theoretical design music curriculum reform, with the time span set from the year 2018 to 2022. Details of other search criteria, such as keywords, databases, intervention comparisons, and output methods are presented in Table 1. 135 results were included for the keywords music curriculum teaching * constructivist theory * current status of music curriculum teaching and teaching strategies * music teaching or "situated teaching * self-directed learning". Then, the results were evaluated according to their relevance and irrelevant results were manually deleted. After comprehensive comparison and evaluation, 121 documents were retained.

Keyword-based clustering

CiteSpace enables Researchers to use the output of visual clustering networks for keyword analysis and to explore the relationships between different clusters. In our study, these clusters represent research topics in the area of constructivist theory music curriculum reform. The detailed process of using CiteSpace is as follows. First, the data retrieved from CNKI were downloaded in RefWorks format and imported into CiteSpace to be converted into an analyzable format. The next step was to add the data to CiteSpace.

Table 1

Logical grid based on keyword recognition. ∗ denotes the word "and"

| Keywords	Database	Output
	Interference Comparison	Method
Constructivist Theory∗ BasicEducation CNKI	Constructivist theory of music curriculum education	Technology
		Applications
	Constructivist theory of music curriculum learning	Teaching Model
Constructivist Music Theory∗Course	Constructivist Theory MusicCourse Instructional Design	Teaching Method
Constructivist Theory Music Curriculum∗ Foundation	Constructivist Theory Music Curriculum	Educational Theory
Basic Education∗ Course	Constructivist theory of music education	Teaching Features
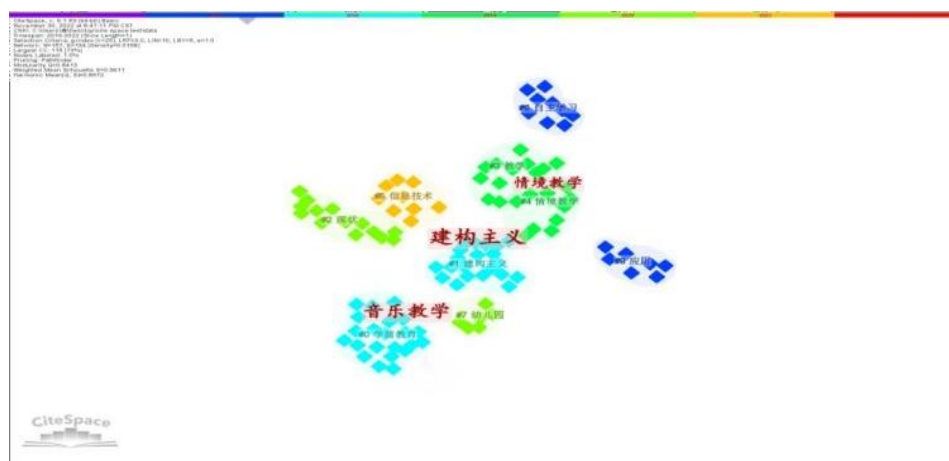
Figure 2: Keyword Cluster Related Design Constructivism Theory Music (CiteSpace Software Generation)

Teaching Curriculum Reform Study

After completing the preparation work, keyword options were set in the CiteSpace for analyzing the literature data as well as for graphical rendering. Finally, a visual network of clusters was derived and examples of the themes of each cluster were given. Based on the procedure, a diagram can be obtained as shown in Figure 2, which shows the keyword clusters related to the design constructivist curriculum reform study, which can be divided into three thematic clusters and nine thematic sub-clusters in the Chinese context. These clusters will be analyzed and discussed after the output report. Since the language of the literature entered into Citespace for analysis was Chinese and could not be converted to English in the software, the authors retained the original Chinese version of the output chart to illustrate the specific meaning of the categories represented by the colors and numbers in Table 3.

Survey Results and Discussion

Three thematic clusters and nine thematic sub-clusters can be divided according to the keyword clusters related to the study of constructivist teaching curriculum reform. Table 2 shows the three thematic clusters, which are constructivism, music education and instructional models, and self-directed learning. Table 3 shows nine sub-thematic clusters. For example, constructivism, status quo, teaching and learning, situational teaching and learning, teaching and learning, music education, self-directed learning, kindergarten, and applications. These themes are the topics for designing music teaching reform under constructivist theory in the Chinese context.

In terms of colour, #0 light blue, #1 light blue, and #4 green represent the three main thematic clusters respectively, while other colours represent other sub-clusters. The #0 light blue thematic cluster 'Preschool Education' contains the subcluster '#0 Music Teaching', the #1 light blue thematic cluster 'Constructivism' contains the subcluster '#1 Constructivism', and the #4 green thematic cluster 'Situated Teaching and Learning' contains the subcluster '#4 'Situated Teaching and Learning'. As for the groupings, #2 light green for 'Status Quo', #3 green for 'Teaching and Learning', #5 yellow for 'Information Technology', #6 blue for 'Self-directed Learning', and #7 green for 'Self-directed Learning'. Self-directed learning", #7 green for "Kindergarten", #8 blue for "Applications". All the thematic and sub-thematic

clusters are discussed in the following sections.

Table 2
Topic clustering based on keyword analysis (based on CiteSpace topic analysis)

Topics	Color	Keywords (2016-2022)
Preschool Education	Green	Current Status Preschool Education Kindergarten
Constructivism	Light Blue	Constructivism Self-directed learning
Scenario-based teaching	Light Blue	Teaching Scenario-based teaching Applications Information Technology

Table 3
Sub-topics grouped by color or number. (According to Figure 2, Chinese translation and English explanation)

Theme	Color number
preschool education	Light blue #0
constructivism	Light blue #1
current state	Light green #2
teaching	Green #3
situational teaching	Green #4
information technology	Yellow #5
Self-directed learning	Blue #6
kindergarten	Light green #7
application program	Blue #8

Cluster 1: #0 Preschool Instruction
This study focuses on the application of constructivism theory in preschool music teaching. Preschool music education is the initial stage of children's learning music, and the knowledge of music established by children at this stage has a decisive influence on their future study and development (Wan, 2019). Preschool Constructivism theory contains the

view of knowledge. Learning view and student view (Yin, 2019) .According to Li bin2022, preschool education is an effective way to adjust emotions, tries to use the method of "expected learning", and suggests that education should be tailored to the needs of children with different musical levels. (Li, 2022) Therefore, the dominant position of constructivism learning theory in the teaching theory of children's music courses requires teachers to clarify the basic characteristics and objectives of constructivism learning theory and build a new music classroom for children's quality development.

1.Children are active learners: Constructivism in preschool education recognizes that children have a natural curiosity and are capable of constructing their own knowledge. Instead of passively receiving information, children actively engage with their environment, exploring and experimenting to build their understanding. 2. Learning through exploration and interaction: Constructivist preschool education emphasizes the importance of hands-on experiences and interactions with the environment. Children learn best when they can actively engage with materials, objects, and people around them. Through these experiences, they develop cognitive skills, such as problem-solving and critical thinking, and also enhance their social emotional and language development. 3. Social interaction promotes cognitive development: Preschoolers' social interactions with their peers and adults play a crucial role in their cognitive development. By engaging in discussions, sharing ideas, and collaborating on activities, children gain new perspectives and learn from others. These interactions help them internalize knowledge and establish shared understandings. 4. Game activities in preschool education: Play is an integral part of constructivist preschool education. Through games, children can explore various materials, concepts, and roles. This allows for hands-on learning experiences that foster problem-solving skills and creativity. Furthermore, game-based teaching provides opportunities for peer interaction and cooperation, promoting children's social-emotional development. 5. Challenges for educators: Implementing constructivist preschool education poses challenges for educators. They must create environments that facilitate children's active learning, provide support and guidance when needed, and ensure that a balance is maintained between play and structured learning activities. Educators also need to assess children's learning progress in a way that aligns with constructivist principles. In conclusion, constructivist preschool education recognizes children as active learners who construct their own knowledge through exploration, experimentation, and interaction. It values play as a means of learning and social-emotional development. However, its implementation requires educators to overcome challenges in creating supportive learning environments and assessing children's progress. Overall, constructivist preschool education can effectively support children's learning and development.

Proposal 1A: It requires educators to create a supportive learning environment and encourage children to explore and try.
Proposal 1B: Educators should respond flexibly to children's interests and needs and provide appropriate support for their study.

Cluster 2: #1 Constructivism
Constructivism learning theory is the basic content of constructivism learning theory. We can explain "what learning means" ("what is learning") and "how learning is done" ("how to learn") in two different ways, so as to clarify the meaning of learning and prescribe the right medicine through the four main elements of the learning environment: "context",

"cooperation", "dialogue" and "meaning construction". There are also ways to understand and learn and attack them one by one (Li, 2017). The application of constructivism in music theory teaching is an inevitable trend in the reform and development of music curriculum teaching (Yang, 2018). Teachers should change the traditional teaching concept, adopt diversified teaching methods to help students construct knowledge, and improve and perfect the learning evaluation mechanism (Yuan, 2019). Cooperative teaching is a teaching activity based on constructivism theory. Compared with traditional teaching, it emphasizes the interaction between teachers and students, which encourages students to gain insights and form a positive learning attitude in cooperative activities, and also mobilizes students' learning autonomy (Xie, 2021). Therefore, by strengthening the mastery of constructivism learning theory, students' understanding of autonomous music learning can be improved. Based on this, the author puts forward the following propositions:

Proposal 2A: Personalized learning experience Constructivism self-directed learning allows learners to customize their learning experience according to their own interests and learning styles, which can bring more meaningful and personalized learning experiences.

Proposal 2B: Constructivist learning assessment is a continuous process to assess students' progress and understanding in the whole learning process. Constructivist music teaching promotes continuous formative evaluation and feedback to support students' learning. Reflection is also an important part of constructivist music teaching, which encourages students to reflect on their learning experiences and clarify their thoughts and ideas about the musical journey.

Group 3: #4 Situational Teaching
Situational teaching is a teaching method that uses the external environment and students' psychological state to achieve empathy. The scientific and reasonable setting of teaching situations can improve students' interest in learning, emotion, and thirst for knowledge so that students can be placed in a specific music situation (Li, 2018) . Situational teaching also meets the requirements of the new curriculum, fully mobilizes students' learning motivation, stimulates them to study and explore independently, and further realizes the harmony and unity of teaching and learning (Tang, 2022) . Context teaching helps students to move from concrete thinking in images to abstract dimensional efficiency and learning efficiency (Sun, 2018) . Constructivism, as a theoretical support to guide music context teaching, is conducive to stimulating interval conversion (Li 2021). In short, students' learning can be stimulated through vivid situations and their learning motivation can be fully mobilized. Situational music teaching uses real-world situations or cases to promote learning. In this method, learners are faced with a complex situation, which requires them to integrate new information into existing mental models, identify problems and solutions, and make decisions based on available information. Based on this, the author puts forward the following propositions:

Proposal 3A: Implementing scenario-based teaching will also bring challenges to educators. For example, it requires educators to design realistic and challenging scenes related to learners' goals and interests. In addition, it requires educators to provide appropriate guidance and feedback to support learners' understanding and decision-making.

Proposal 3B: Scene-based teaching is an effective constructivist method, which can promote

learning in various educational environments. However, it requires skilled educators to be able to design and implement effective scenarios and provide appropriate guidance and feedback to support learners' understanding and decision-making.

Group 4: #2 Status quo

At present, the present situation of music teaching in China In the current music classroom teaching process, teachers do not pay much attention to music teaching, and all of them teach in a spoon-feeding way (How, 2017). There is little research on the innovation of music teaching under the core literacy, and people who study music teaching study in a single way (Yu et al., 2017). The traditional teaching method under the concept of exam-oriented education is relatively simple in form and boring in content, which affects the improvement of students' interest in learning (Sun et al., 2017). The indoctrination paradigm of music teaching causes students to lose interest in music learning, and the result is that "students like music but don't like music classes" (Liu, 2022). According to research, music teaching in China needs to improve the teaching quality of music courses and cultivate students' interest in learning music. It is necessary to establish a set of music course teaching methods that conform to the inner characteristics of students at this stage and promote their interest in music courses. Based on this, the author puts forward the following propositions:

Proposal 4a: The present situation of music teaching emphasizes the importance of creativity and self-expression in the learning process. Encourage students to explore their own musical ideas, try different skills and styles, and express themselves through music.

Proposal 4b: Students' interests can be improved through interdisciplinary, and music education can be combined with other disciplines such as language arts, mathematics, science, and social studies so that students can establish contacts between different disciplines and understand the interdisciplinary nature of learning.

Group 5: #5 Information Technology

Information technology is the most widely used and popular modern tool. Information technology has its unique features and advantages as a widely used auxiliary means of modern teaching. Among the different understandings of the application of information technology in music education, it has the particularity of music course teaching (Pan, 2017). Theoretical analysis of information technology and music education. By discussing the related concepts and theoretical basis of information technology, this paper expounds on the functions of various information technologies in music education and discusses the feasibility of information technology in music teaching (Zhang, 2022). It is of great practical significance to use appropriate modern information technology in music teaching activities to achieve teaching objectives (Liang, 2021). Through the auxiliary application of information technology in music teaching activities, it is recommended to use various teaching equipment to better complete the teaching in music teaching activities and improve the quality of music teaching. In the teaching environment, constructivism can be applied to the design and development of technical solutions. This method emphasizes the importance of involving the final students in the design process to ensure that the technical solutions are suitable for their needs and preferences.

Constructivism also emphasizes the importance of continuous learning music and

development. With the rapid development of technology, teaching staff needs to keep up with the latest development and trends. By applying the principles of constructivism to their study, teachers can develop the skills and knowledge needed to adapt to new technologies and apply their professional knowledge to new challenges and opportunities. Based on this, the author puts forward the following propositions:

Proposal 5A: It is suggested that learners actively construct knowledge and meaning based on existing knowledge and experience. Under the background of information technology, constructivism emphasizes the importance of practical learning and problem-solving to construct meaningful and effective technical solutions.

Proposal 5B: Constructivism in information technology encourages learners to participate in the collaborative learning experience, in which they can work together to identify problems, develop solutions and apply their knowledge to real-world scenarios. This learning method emphasizes the importance of inquiry, experimentation, and reflection in the learning process.

Group 6: #3 Teaching

The research of this group focuses on the application of constructivism theory in music teaching. In-depth analysis of the four decisive factors affecting the constructivist music teaching theory, namely, teaching methods, student's individual characteristics, social environment, and technical means. Based on these four key factors, this paper puts forward the path analysis of innovative music course teaching (Yu, 2022). The combination of music technology media and constructivism theory education concept in music course teaching will play an active and effective role in music teaching if it is applied under the background of information visualization (Xia, 2021). Applying constructivism theory to music curriculum education, improving students' music learning effect, and strengthening students' music quality cultivation has a positive and far-reaching impact on students' music practice ability (Pan 2017). Li bing 2017 mentioned that teachers need to have updated teaching concepts, excellent teaching designs, diverse teaching methods, and professional teaching skills in teaching (How, 2017) . Therefore, the music curriculum teaching theory of constructivism theory must truly understand the core concepts. Music teachers should combine theory with teaching, practice boldly, encounter problems, compare with relevant theories, and practice again, so as to find teaching methods and models that meet students' cognitive characteristics.

Proposal 6A: Enhance the teaching ability of collaboration and communication. Learning often involves collaboration and communication with peers, which can enhance learners' interpersonal and communication skills.

Proposal 6B: Using technology: Technology can be a powerful tool for constructivism teaching. Use online resources, virtual simulations, or social media platforms to help students connect with others and explore ideas in innovative ways.

Group 7: #6 Independent Study

What are the advantages of autonomous learning under the constructivism theory? Cultivating students' autonomous learning ability can improve students' migration ability and ability to solve complex problems (Zhao, 2017). Autonomous learning is a way of learning that

takes students as the main body and actively experiences, practices, and creates music (Bi, 2018). proposed that autonomous learning can improve students' autonomous learning ability, and also enable them to "rehearse" some musical behaviors in their minds, that is, "imagine" (Zhai, 2022) .In short, students' autonomous learning ability can be improved by using the constructivism theory. In addition, students' performance and imagination can also be improved.

Proposal 7A: Constructivist music teaching can emphasize active learning by actively learning music, letting students participate in practical activities and experiences, and letting them explore music concepts and create their own understanding of music concepts. You can also learn music through collaboration so that students can work together in groups, share ideas and opinions, and participate in creative problem-solving.

Proposal 7B: Constructivist teaching self-directed learning is a learning method that emphasizes the positive role of learners in building their own knowledge and understanding through self-directed inquiry, reflection, and cooperation.

Group 8: #7 Kindergarten
The situations in the teaching of constructivism theory can be diversified, which is of great significance to the construction of the aesthetic cognitive experience mode of music art for preschool students and the growth and development of their good quality (Fan, 2018). Under the guidance of constructivism theory, unreasonable phenomena in kindergarten music teaching can be effectively improved. It can improve children's ability to experience music teaching (Chen, 2017). Constructivism teaching in early childhood can enhance cooperation among students, thus promoting learning (Chen, 2020). Therefore, the music course of constructivism theory has many advantages for children's teaching. Combining the constructivist theory and the requirements of "Kindergarten Education Know Outline" for art education, "give full play to the emotional education function of art and promote the formation of children's sound personality", music teaching should provide children with a space to understand beautiful music, create a certain personalized learning space, respect their different understanding of music and conduct creative learning. Teachers should provide children with a space to feel beautiful, create a certain personalized learning space, respect their different understandings of music, and carry out creative learning. Therefore, teachers must not impose their subjective consciousness on children in the teaching process but should reflect the openness and freedom of music teaching, so that music classrooms can become a classroom of equal communication and interaction between teachers and students.

Proposal 8A: Use teaching based on music games. Games are an important part of children's development and can be used to support constructivist learning. Provide opportunities for children to play and explore in a safe and supportive environment.

Proposal 8B: Constructivist kindergarten music teaching is a music education method that emphasizes children's active participation in the learning process. The constructivist approach is based on the view that children construct knowledge and understanding through their own experience, rather than simply receiving information from teachers.

Group 9: #8 Applications
What are the applications of constructivism theory in music teaching? "Assimilation-Adaptation-Assimilation-Adaptation" is a continuous cycle, and "balance-imbalance-

imbalance" alternates with each other. In this cycle, the cognitive level of human beings is constantly improving and developing (Wang, 2021). The combination of music technology media and constructivism theory education concept can play an active and effective role in music teaching (Xia, 2021) . Cooperative learning, inquiry learning, and situational learning advocated by constructivism theory can effectively solve the problems existing in current teaching (Liu, 2021). From the article, the application of constructivism theory in teaching is: that strict logic is needed, teaching attaches importance to "self-construction", and the promotion of each link is based on self-knowledge. Project-based learning: Project-based learning is a teaching method that emphasizes student-centered inquiry learning. This is an application of constructivism because it allows students to explore their own interests and build their own knowledge through inquiry, thinking, and cooperation.

Proposal 9A: Strengthening inquiry learning is a teaching method that emphasizes asking questions and seeking answers through inquiry and investigation. It is an application of constructivism because it allows students to construct their own knowledge and understanding through inquiry and reflection.
Proposal 9B: Strengthening experiential learning is a teaching method that emphasizes learning through direct experience, reflection, and application. This is an application of constructivism because it allows students to build their own knowledge and understanding through personal experience, reflection, and cooperation.

Further Consideration
There are many domestic academic databases, but due to time constraints and the research focus, the most accessible and representative CNKI in China is used in this research for the collection of relevant data. Although a single data library is able to reveal the problems existing in the constructivist theory of music curriculum reform in China, a thorough combing through existing studies means that this study does not analyse other databases to publish relevant studies. This is the first limitation of the study. Chinese knowledge networks are not only in China, but also in English, but most of the studies on the teaching constructivist theory music curriculum in China were published only in China and have not been included in the Web of Science and Scopus databases. This clearly shows that there are no foreign scholars have conducted studies on designing constructivist theory music curriculum reform in the Chinese context. Therefore, the papers analysed in this study were all in Chinese, which is the second limitation of this study.

Conclusion
This literature review comprehensively analyses the current status of constructivist theory in music education in China, identifies research hotspots and future trends, and provides a reference for educators and policymakers to effectively incorporate constructivist theory to improve the quality of music education. The bibliometric analysis of the research on music curriculum reform with constructivist theory allowed for the identification of current research hotspots and future research trends. The results of the study showed that preschool education, constructivist theory, and contextualised teaching were three important themes. Among them, constructivist theory is a broad name that includes preschool education, constructivist theory, and contextual teaching. Constructivist theory has received much attention as a teaching method in the music curriculum and is considered a hot topic in the teaching discipline. Teaching constructivist theory in the music curriculum is an influential

research topic, and scholars in the field focus on improvements and innovations in the teaching and learning process as well as independent learning and teaching in context. The analysis reveals an overlap between Cluster 1 (Semester Education), Cluster 2 (Constructivism), Cluster 4 (Teaching in Context), Cluster 5 (Status Quo), and Cluster 7 (Teaching and Learning) in the category of music curricula, which all belong to the discipline of designing a constructivist-theoretical music curriculum. Whereas Cluster 3 (Information Technology), Cluster 6 (Independent Learning), Cluster 8 (Kindergarten), and Cluster 9 (Application) overlapped with each other, they belonged to the theme of pedagogical reform in the implementation of constructivist theory music curriculum. However, the analyses revealed that there is currently limited domestic research on the specific status and teaching models of constructivist theory teaching reform. Future research trends show that the use of new media will be the development direction of classroom teaching. More scholars will use modern technology to reform and design the constructivist theory music classroom to enhance students' learning effect and interest.

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