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Beyond Mechanical Practice: Reshaping Future Instrumental Education Through the MusicX Module

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Abstract

In an era increasingly shaped by artificial intelligence and shifting educational paradigms, traditional instrumental music education faces a growing disconnect between technical precision and expressive meaning. Grounded in Taiwan's literacy-oriented 108 Curriculum Guidelines, this study develops and evaluates the MusicX Module—a cross-disciplinary framework that reconnects technical learning with narrative meaning and socio-emotional understanding in foundational piano education. Conducted through two phases of action research—Peter and the Wolf and The Boy and the Heron—the study examines how integrating music with storytelling, visual arts, and multisensory metaphors supports deeper musical understanding. The MusicX Module comprises five interconnected tiers: storytelling, visualization, multisensory simulation, multimedia creation, and technical grounding, forming a coherent pathway from embodied experience to technical execution. Findings drawn from classroom observations, student artifacts, and expert evaluations indicate that this cross-disciplinary approach enhances rhythmic awareness, interpretive agency, and socio-emotional competence. By shifting instrumental practice from repetitive drilling to a syntegrated mode of narrative meaning-making, learners develop embodied resonance and critical interpretive capacities that remain distinctly human in the post-AI educational landscape. This study offers a scalable pedagogical reference for global educators seeking to bridge technical training with cross-subject integration. The MusicX framework positions the teacher as a composer of curriculum, facilitating meaningful connections between learners, artistic practice, and contemporary educational futures.

Keywords: Action Research; Embodied Cognition; Literacy-Oriented Education; Multisensory Learning; Socio-Emotional Competence