

## Complementarity between Solfeggio and Basic Music Theory in Teaching

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**Abstract:** From the perspective of music teaching, basic music theory and solfeggio both occupy the basic position of music teaching. This is because that the above two teaching methods both focus on cultivating a good sense of music and enhancing the overall literacy of music discipline owned by students themselves. At the same time, the basic music theory teaching and the solfeggio teaching are closely related, and they both should be summarized as a mode of complementary relationship. Under this premise, with regard to the current music teaching, it is necessary for schools to pay attention to the teaching of basic music theory and the teaching of solfeggio, so as to ensure improving the comprehensive effect of music theory teaching on the basis of closely combining with solfeggio.

### 1. Introduction

Under the current situation, most music colleges have placed the solfeggio course in the core music teaching position, and are gradually strengthening the daily teaching content related to basic music theory. Therefore, it can be seen that the teaching of music theory and the teaching of solfeggio have both occupied the significant teaching position in higher music colleges. Exploring the root causes, it is that the teaching of basic music theory can provide necessary music theory support for students to carry out solfeggio; on the contrary, using solfeggio can consolidate the basic music theory learned at present, thus achieving the goal of deepening the fundamental objectives of music discipline. The teaching of basic music theory and the teaching of solfeggio are reflected as a complementary and close relationship, so it is necessary for teachers to pay attention to the above two basic teaching points in the daily teaching of music discipline.

### 2. Complementary Relationship between Basic Music Theory Teaching and Solfeggio Teaching

#### 2.1 Commonality of the Two Music Courses

For the current higher and secondary music colleges, the basic music theory course has occupied the core position in the current music discipline system. At the same time, the above-mentioned colleges also need to pay special attention to solfeggio while carrying out the daily teaching of music discipline. It can be seen that solfeggio should also take up a crucial position in music teaching. By analyzing the above two types of course models in the music discipline system in detail, it shows that the basic music theory course focuses on shaping students' good musical literacy and is committed to cultivating students' sense of music.

But in contrast, the solfeggio course focuses on exercising students' auditory sense of music, ability of sight-singing and ability to recognize music melody. Therefore, from the perspective of commonality, the above two types of music courses both focus on the improvement of music literacy, and regard cultivating good sense of music as the core and key element of current music teaching. By analyzing, it can be seen that there are prominent common features between the above-mentioned two courses.

#### 2.2 Difference between the Two Courses

There is a significant commonality between the basic music theory course and the solfeggio course, but if analyzing them in detail, it can be seen that the above two courses also have significant course

differences. Exploring the root causes, it should be that the two types of course have prominent differences in external form. Specifically, the music basis itself covers the basic elements such as music beats and music rhythms, and teachers and students should regard them as the basic knowledge of music theory. However, in contrast, the solfeggio course pays more attention to sight-singing and distinguishing musical tones, so this course has a strong comprehensive feature in nature. Compared with the basic music theory course, it can be seen that the music teaching related to solfeggio pays more attention to the comprehensive improvement of music skills and music abilities.

Therefore, under the premise of comprehensively analyzing the differences of the above-mentioned courses, it is necessary for teachers to guide vocational college students to deeply explore and analyze the basic music theory of music discipline at first, and then transit to the follow-up solfeggio course. This is mainly because students' learning level of solfeggio can only be significantly improved by understanding the basic music theory thoroughly. Under the subtle influence, students can have a better sense of music and gain more inspiration from the process of solfeggio. Meanwhile, the solfeggio course is conducive to deepen the knowledge of basic music theory in nature, and allows students to truly feel the practical connotation and practical value containing in music discipline.

### **3. Complementarity of the Two Courses**

The core and purpose of the basic music theory course is to stimulate students' strong enthusiasm towards the music discipline, and then to fully tap students' music potential. In this process, the whole music literacy of students will be improved significantly. Moreover, if teachers can closely combine the above two music course in the music class at the current stage, it will play an important role in enhancing the intonation as well as improving it. It can be seen that although the music theory teaching and solfeggio have prominent differences in course connotation, the two also have a complementary relationship. Therefore, in the whole process of music class, the course of solfeggio should be integrated into the basic teaching process of music theory to ensure that the optimal music teaching effectiveness can be realized.

However, from the current situation, there are still many teachers and students who have not yet realized the internal relation between the above two types of courses, and have not been able to fully understand the complementary features of the two courses. Under this circumstance, there are still many music teachers who are limited to a relatively narrow music teaching perspective, and are tended to separate the connection between the two music courses. Therefore, it can be seen that music teachers have not been able to extend the existing music course teaching to a wider field and scope. If it wants to optimize and improve the above-mentioned situation, it needs to pay more attention to the above-mentioned complementary feature, and ensure that the measures of music solfeggio can be fully integrated into the teaching of basic music theory.

### **4. Necessity of Combining the Teaching of Solfeggio and Basic Music Theory**

Music theory teaching has a non-negligible and fundamental significance in improving students' comprehensive music literacy, but at the same time, solfeggio also occupies a prominent position in the current music class. Therefore, in the current music class, neither of the above two core music courses can be neglected, and the music classroom practice needs to be connected and integrated with the music theory. Only in this way can students gradually achieve a better comprehensive literacy of music discipline. Therefore, in the whole system of music course, the above music teaching points should be integrated as a whole. Specifically speaking, the comprehensively integration of basic music theory and practical solfeggio has the following necessities:

### **5. Significant Improvement of Students' Music Literacy**

At present, the music departments of many colleges have set up the solfeggio course, and have

integrated the solfeggio practices in the related course of basic music theory. In the existing course system of colleges, the basic music theory course focuses on the Western music basis. At the same time, basic music theory should also contain some typical traditional music and folk music. It shows that the daily teaching of basic music theory should take solfeggio as the core teaching element. This is mainly because the measures and methods used by solfeggio can give students a thorough understanding on the basic music theory, and prominently improve the comprehensive literacy of music discipline that students can achieve at present.

For example, when teaching the basic music theory related to folk music, it is necessary for teachers to appropriately intersperse the sight-singing practice into the teaching of music theory. On the basis of interspersing the solfeggio practice, students can truly realize the charm and attraction containing in the folk music itself, and have a strong affection on it. In the meantime, if teachers can use the above-mentioned teaching methods of music to increase the appeal of music lessons, the good effect of mobilizing and inspiring the interest of music learning can be achieved.

## **6. Ensuring the Sound According with the Intonation**

Generally speaking, the solfeggio teaching covers music rhythms, music vocal exercises and other classroom exercises. Therefore, if the solfeggio can be fully integrated into the existing music class, it will be helpful to correct some pronunciation with errors, thus ensuring that students' pronunciation can meet the specific intonation. In terms of the pronunciation practice, it is necessary for teachers to guide students to properly control the basic elements such as tones and rhythms, so as to achieve the effect of improving students' intonation. In addition, some vocal exercises have strong complexity in nature, so it is necessary to pay special attention to the rhythm changes related to them, and design the corresponding content of solfeggio.

From the current situation, there are still many students who have not been able to accurately master the rhythm of music, so it is difficult to comprehensively improve their own intonation. It shows that the current daily teaching and practice of solfeggio should pay special attention to students' hearing ability and music distinguishing ability. For example, when distinguishing and differentiating the music beats and tones, it should pay attention to cultivating excellent musical perception ability, that is, to gradually cultivating students' own good sense of music. Under this premise, a higher level of music creative ability and musical expression ability for students will be gradually achieved.

## **7. Exploring the Potential of Music Creation and Exploration**

In essence, many students have some potential in music creation, but teachers have not been able to fully tap their potential. Therefore, in the short term, the daily teaching of basic music theory is to focus more on tapping students' potential in music creation, and to achieve the goal of stimulating potential by corresponding ways and means. For example, in the process of carrying out the solfeggio, students can experience the enjoyment of music creation, and consciously explore the underlying music knowledge. Excavating the creative potential of music discipline through subtle ways is in line with the objective of music teaching.

## **8. Exploring Improvement Measures**

At present, it is necessary to closely integrate the teaching of basic music theory with the daily teaching of solfeggio. At the same time, the daily teaching of solfeggio cannot be separated from the basic music theory as a support. For solfeggio in most cases, teachers and students should focus on mastering the basic elements of music beats, music melodies and music tuning, so that the purpose and objective of improving students' basic music literacy can be achieved. Specifically in practice, the following measures should be focused on comprehensively promoting the complementarity of music theory teaching and solfeggio teaching.

## **9. Formulating the Unified Music Teaching Objective**

From the perspective of music teaching, the fundamental purpose of music teaching should be to improve the comprehensive music literacy that students have, and to cultivate a correct aesthetic perspective of music. Under this premise, teachers should draw up a unified objective of music teaching for the current teaching of basic music theory and solfeggio, so as to ensure the above music teaching contents have been included in the same framework. Only in this way can music teaching truly achieve the purpose and objective of enhancing the music creative ability and improving students' feeling ability.

Therefore, aiming at the daily teaching of music at the present stage, it should draw up a consistent music teaching objective to closely combine with the above two core music courses. This is because the music theory and the solfeggio in the music class are not isolated, but should be closely integrated as a whole. Only by infiltrating and integrating the elements of above two courses can students themselves have a higher level of understanding on music discipline.

## **10. Ensuring the Integration of Solfeggio Practice and Basic Music Theory**

Fundamentally speaking, basic music theory should be included in the scope of music theory, while solfeggio should be included in the field of discipline practice. The music discipline itself is prominently practical, so it is necessary to closely connect the above music theory and music practice in the daily teaching of music discipline at present. Specifically in the music class, teachers and students should be able to recognize the necessity of integrating music practice and basic music theory.

Under this premise, basic music theory can be used to guide the practice of solfeggio, while the classroom practice of solfeggio can consolidate and deepen the impression of students on basic music theory. It can be seen that the above-mentioned process of music teaching is basically characterized by persistence, ensuring that the related practice of solfeggio is used to test the level of music teaching at current stage.

## **11. Choosing Diverse and Flexible Music Teaching Methods**

For the traditional teaching mode of music class, many teachers are accustomed to choosing a single mode for music teaching. However, in essence, teachers should distinguish the teaching of basic music theory and the teaching of music practice, and choose different methods of music teaching for this. Only in this way can the teaching method of music reflect its due diversity, so as to carry out current music teaching according to the gradual and progressive purposes and ideas. For example, aiming at some typical music used by solfeggio, teachers can choose the multimedia mode to present the related music background for students, and use visualized means to present the relevant classroom points of solfeggio.

As music, it is necessary to not only integrate practice and theory, but also consider the solfeggio as a necessary assistance of daily teaching. In the music class, teachers are essential to flexibly choose diversified teaching modes about solfeggio, thus achieving the purpose and objective of effectively infiltrating the basic music theory of music discipline in them. Through the above-mentioned progressive and cyclical music teaching, students can gradually have better literacy of music practice, and then consciously try new ways of music learning.

## **12. Summary**

By analyzing, it can be seen that the two types of teaching modules: basic music theory and solfeggio, have complementary internal relations. Therefore, in the music teaching at current stage, teachers and students should pay more attention to the above-mentioned basic contents of music discipline. Aiming at the daily teaching of solfeggio specifically, teachers should pay special attention to the combination of music beats, music rhythms, tunes, chords and melodies. At the same

time, the teaching of music theory should not be limited to the narrow teaching range of music theory, but should gradually broaden students' music learning horizons, thus to ensure the excellent effectiveness of music teaching.

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