

The Importance of Piano Accompaniment in Vocal Music Learning

Tianshi Gao

School of Arts and Media, China University of Geosciences, Wuhan, Hubei 430000, China

Keywords: Piano accompaniment, Vocal learning, Importance, Application

Abstract: With the vigorous development of modern music industry and music education, piano accompaniment, as an art form, plays an important role in vocal music learning and is increasingly valued by the education community. Piano accompaniment is an important part of vocal performance. Under the piano accompaniment, students can perform the music more emotionally and accurately. Piano accompaniment plays an important role in vocal music learning. It not only makes vocal works more perfect, but also plays an important part in suggesting and guiding students' vocal music through teacher accompaniment. This paper first introduces the concept of piano accompaniment, then explains the significance, the problems of piano accompaniment as well as and relationship between piano accompaniment and vocal music learning, and finally the importance and application of piano accompaniment in vocal music learning. The summary aims to provide a theoretical basis for the importance of piano accompaniment in vocal music learning, thereby to improve the quality of vocal music learning.

1. Introduction

The piano originated in the western countries and has a history of 300 years since its invention. After being introduced to China, it has not only received strong musical expression, shocking volume, perfect operation performance, and wide music[1]. Many people love it and use it widely. Among them, the piano as a accompaniment instrument combined with traditional Chinese musical instruments can not only enrich the music content, form, etc., but also bring the ultimate music enjoyment to the audience[2]. The development of music has made a positive contribution. Piano Accompaniment is a comprehensive subject that spans the theoretical knowledge of both vocal and piano courses[3]. In the research fields of these two disciplines, there have been countless research results. Piano accompaniment is one of the important learning methods in vocal music learning, and it is also a professional skill that must be mastered in vocal music learning[4]. In the field of vocal music learning, a relatively systematic theoretical system has been formed. As far as the piano accompaniment is concerned, vocal music and piano are the main components [5]. They are both related and different. Many professionals have obtained gratifying research on the two different disciplines of vocal music and piano[6]. Some of the results also form a relatively systematic theoretical system. In the process of vocal music learning, piano accompaniment plays an important role in strengthening the theme, rendering the atmosphere, sublimating emotions, etc. in the prelude, singing process, and the gap and ending re-creation of vocal works[7]. In-depth study of the artistic guiding role of piano accompaniment in vocal music learning is of great significance for improving the effectiveness of vocal music learning, cultivating students' musical talents and promoting students' all-round development.

2. Overview of Piano Accompaniment in Vocal Music Learning

2.1 Overview of Piano Accompaniment

Piano accompaniment means that the player plays freely on the keyboard according to the selected song. It is the beautiful work created by the performer and the singer. "Improvement" is a prominent feature of piano impromptu accompaniment, which puts high demands on the player's solid playing skills and quick understanding of the song[8]. It not only requires the accompanist to perform impromptu allocation according to the climax and transposition part of the song being

sung[9], but also uses the correct processing method to make a subtle connection to the harmony part, so that the singer's emotions can be fully exerted to form the perfect display of vocal music.

2.2 Analysis of the Characteristics of Piano Accompaniment

The instrument of the piano can enrich the playing music on the basis of combining different sounds and bring good music enjoyment to the audience[10]. Therefore, applying the piano as an accompaniment instrument to vocal music learning can positively promote the learning of vocal music for students.

(1) Polytonic. The first feature of piano accompaniment is polyphonicity. Many instruments have the characteristics of polyphony. Among them, the polyphonic performance of the piano is the best, and the meaning of the polyphonic phonology is that it can change the single image of music. The problem, and the elimination of the tedious and boring effects caused by the previous single problem, through the use of the polyphony of the piano accompaniment, to promote the music works to present a different musical image.

(2) Harmony. The second characteristic of piano accompaniment is harmony. In the process of evaluating a certain instrument, harmony is undoubtedly one of the important evaluation indicators. In other words, the level of harmony performance is throughout. The accompaniment process can largely reflect the role played by the instrument, and the music works are rendered more eye-catching, so piano accompaniment is better in harmony performance.

(3) It has multiple sounds. The third feature of piano accompaniment is multi-voice. The piano has a total of 88 keys. With these keys, the piano's range can reach 7 octaves, and the piano is the instrument's range. The widest instrument, and because of this, whether it is bass or treble, the accompaniment of the piano can play a non-negligible role (see in Table 1).

Table 1 Analysis of The Characteristics of Piano Accompaniment

	Polytonic	Harmonic	Multi-voice
Analysis of the characteristics of piano accompaniment	Change the single image of music	One of the important evaluation indicators	The piano has 88 keys
	Eliminate boring, boring and other adverse effects	Reflecting the role played by the instrument	The range can reach 7 octaves
	Presenting different musical images	Musical works are rendered more eye-catching	The broadest musical instrument

2.3 The Role of Piano Accompaniment in Vocal Music Learning

(1) Use the method of synchronizing with music to guide. Through the prelude of vocal music works, the artistic conception of vocal works, the style of vocal works, the emotional state of students are adjusted, and the students are guided into the natural harmonious atmosphere of singing, so that the breathing rhythm and the rhythm of music are synchronized.

(2) Guided by the correct syntax. Because the students need to use the appropriate voice form and breath combination in the piano accompaniment, the use of syntactic undulations to guide students to learn exercise breathing control, in the perfect performance and expression of vocal works, so that students can understand and master the skills of vocal breath.

(3) Use the vocal music ideas to guide. In the piano accompaniment, guide students to analyze and grasp the ideological connotation of specific vocal works in advance, and help students choose a suitable expression for breathing training.

2.4 The Significance of Piano Accompaniment in Vocal Music Learning

Piano accompaniment not only occupies an important position in vocal music learning, but also plays a role that cannot be ignored.

It is beneficial to guide the singer to create a better emotional expression situation, and help the singer to better play his own singing skills in vocal music learning, whether for educators or learners, through scientific vocalization Ways to enhance the appreciation value of music is the key issue of common concern and research, but in the actual learning process, many educators are still accustomed to educate students how to mobilize their enthusiasm from a single, independent

mastery of skills. The unification of “sound and sound”, as well as the full use of various parts of the body to coordinate and cooperate with the sound, but did not notice that the resulting vocal performance is a blunt and unnatural problem, the main cause of such problems in addition to the singer. In addition to mastering the methods and techniques of vocalization, there is also a close connection with piano accompaniment. Since the piano accompaniment can help the singer to create a better emotional expression situation and help the singer to better play his own singing skills, it is beneficial to promote the overall development of the piano accompaniment to the vocal learning.

In other words, vocal music learning can be understood as art learning. One of the requirements of art learning is full of vitality and passion. Therefore, with piano accompaniment, it is conducive to creating a lively classroom art atmosphere in the classroom learning of vocal music, alleviating the tension of students. To improve the quality of vocal learning (see in Figure 1). Piano accompaniment can infect students with their distinct emotional hues. Under the influence of piano accompaniment, students can quickly enter the artistic conception. Piano accompaniment mainly uses musical emotions to render and express the content of vocal music. Therefore, it can be very The enthusiasm of students to learn vocal music is greatly mobilized, and the inspiration of students' artistic creation is inspired to perfectly combine vocal music and accompaniment. Piano accompaniment plays an important guiding role in the learning of vocal music. Under the effect of piano accompaniment, the singer's sound is more standardized, and it can also make up for some inevitable flaws in the singing, thus ensuring the integrity of the artwork.

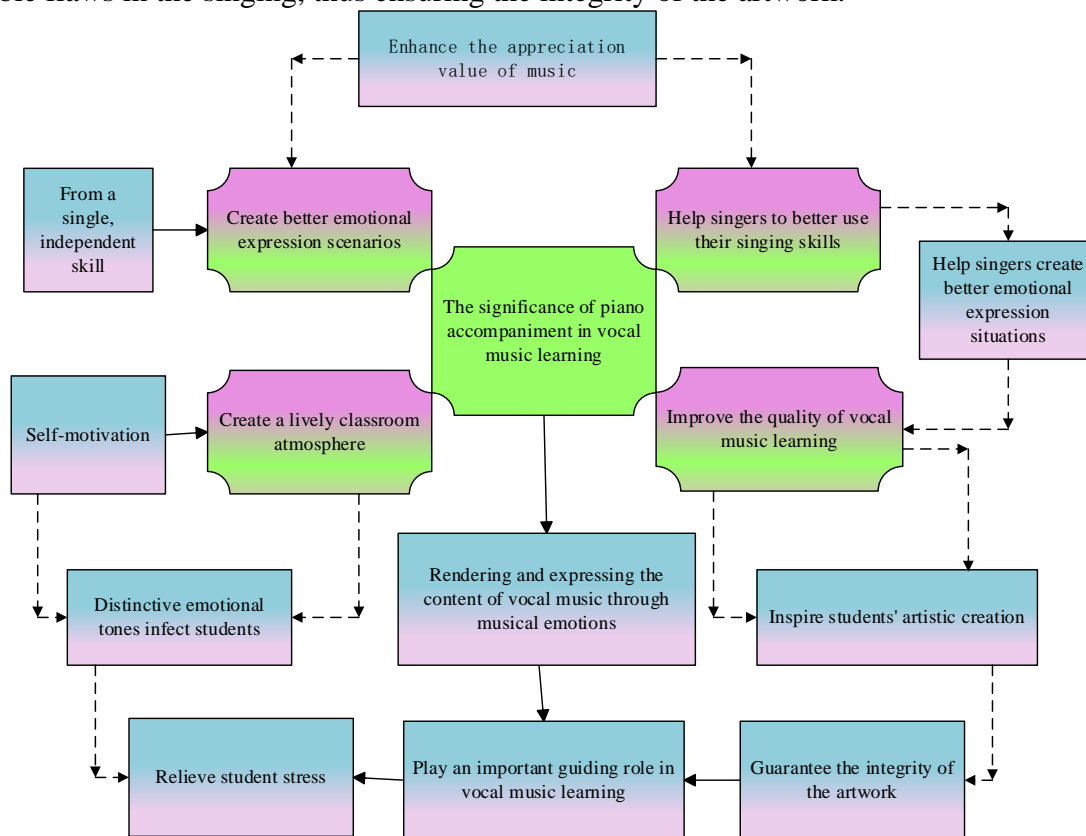


Fig.1 the Significance of Piano Accompaniment in Vocal Music Learning

3. Problems in Piano Accompaniment and Relationship between Piano Accompaniment and Vocal Music Learning

3.1 Problems in Piano Accompaniment in Vocal Music Learning

(1) The student's piano foundation is weak. In recent years, with the increase in the number of art candidates, the quality of students has been declining. It is very common to enter a university through a musical piece, which determines that the students' musical literacy is not high. Most of the music candidates did not have piano study before entering the school. The two-year piano study

can only reach the level of almost 3 or 4, which is unsatisfactory for the piano accompaniment.

(2) The student's harmony foundation is weak. Through two years of learning and investigation, the author found that the harmony of students is also weak. Due to the weakness of the basic music theory and the difficulty in learning acoustics, the weak theory of harmony also affects the analysis and harmony of the works. Some students can't even tell if I, IV, and V are sounds of a few levels. If you change one tone, you don't know it. If you can't find the new ones, re, and mi, how can you talk about it? With accompaniment?

(3) The perception of vocal works is weak. Most of the students are not very good at the cultural class. Later they switched to music, so the cultivation of music is very limited, and the knowledge of music is relatively narrow. For example, students of vocal music will sing one or two songs. Piano majors or other instrumental music students have not learned vocal music. How can they play piano accompaniment without knowing vocal music works? So less understanding of vocal works becomes a very deadly weakness. If you don't understand the melody characteristics of the work, you can't give a relatively appropriate accompaniment pattern. If you don't know the emotion of the work, you can't choose the appropriate accompaniment texture. Therefore, it is absolutely necessary for students to increase their understanding of vocal works while learning accompaniment.

3.2 The Relationship between Piano Accompaniment and Vocal Music Learning

3.2.1 Piano Impromptu Accompaniment is an Important Part of Vocal Music Learning

In the practice of vocal art, piano accompaniment is an integral part of the entire learning activity. In the process of vocal music learning, no matter the prelude of the work, the piano accompaniment during the sing, the gap or the end, the piano accompaniment plays an important role in sublimation theme, emotional expression, and transition, and is also a re-creation of vocal works. In the development of music curriculum in schools such as large, medium, small and kindergarten, piano accompaniment is still a necessary learning method in practical learning, and it plays the role of art guidance.

3.2.2 Piano Accompaniment and Vocal Music Learning Complement Each Other Organic Combination

In the process of vocal music learning, the piano accompaniment students have jointly created a perfect musical image, and the prelude, gap, singing process and ending of the music works all determine the pitch, guide the rhythm, render the atmosphere, strengthen the subject and sublimate. The important role of emotions also makes the re-creation of music works more perfect, effectively stimulating students' enthusiasm for learning and igniting the passion of singing; and in the process of music learning, piano accompaniment helps singers to better express their emotions while teachers are giving students You can also get exercise when playing piano accompaniment, which is a accumulation of practical experience of piano accompaniment. The combination of piano accompaniment and vocal music complements each other. Students are more likely to understand the emotional expression of the deep content of the work because of the good piano accompaniment, so that the learning level and learning quality of the teacher are also improved.

4. The Importance and Application of Piano Accompaniment in Vocal Music Learning

4.1 The Importance of Piano Accompaniment in Vocal Music Learning

4.1.1 The Role of Piano Impromptu Accompaniment in Musical Works

Piano accompaniment enriches the content of the work and shapes the artistic image of music. In the process of vocal music learning, piano accompaniment helps students to enrich the content of the work while singing, and creates a complete and perfect musical image. In the piano accompaniment, the theme of music is strengthened, and the singer and art are sublimated. The emotion of the work. A good piano accompanist can make a second creation of a musical piece, making the music work more perfect, perfect, and rich in connotation.

Piano accompaniment plays a vital role in stimulating students' enthusiasm and subjective

initiative in vocal learning. In the process of vocal music learning, the accompaniment of teachers and students are closely combined to form an interdependent whole. The whole vocal music works have strong vitality and artistic appeal. Through the accompaniment of the piano, the teacher evokes the enthusiasm of the students for the creation of music works, and uses the accompaniment to arouse the students' yearning for artistic beauty and musical beauty, thus cultivating the students' artistic sentiments, enabling students to love music, love art and enrich students' artistic emotions. Encourage students to create passion for music works, improve students' enthusiasm in vocal music learning and mobilize students' subjective initiative. Thereby improving students' musical appreciation ability send students the artistic creativity.

4.1.2 The Dominant Role of Piano Accompaniment in Vocal Music Classroom

In vocal music learning, it is necessary to cultivate students' artistic appreciation ability, artistic appreciation ability and artistic creation ability, so that students can integrate their rich emotions by mobilizing the expression of music, and create through their own unique musical characteristics and images. Out of your own music. In the vocal music class, students are the main body of the class, so they should mobilize the enthusiasm of the students so that they can participate in the classroom effectively, instead of blindly following and accommodating teachers. A good classroom environment is conducive to improving students' enthusiasm and participation, so as to improve students' learning ability (see in Figure 2). Piano accompaniment can effectively promote students' enthusiasm and enthusiasm for learning in class, improve students' participation in class, and, due to the flexibility of piano accompaniment mode, it is beneficial to improve the learning atmosphere in the classroom and make students truly integrate into music. In the world. Most different from other disciplines, due to the particularity of art disciplines, artistic skills are an essential skill for students to go to work in a socially comfortable manner. Therefore, improving students' learning skills is the guarantee for successful employment. There are a lot of skills and skills in vocal music learning that need to be perfected through certain practices. Therefore, in the process of learning, students should be able to have enough time to exercise, which can promote students to practice effectively and find their own problems. Insufficient and problem-solving, paving the way for future study, employment, and artistic activities.

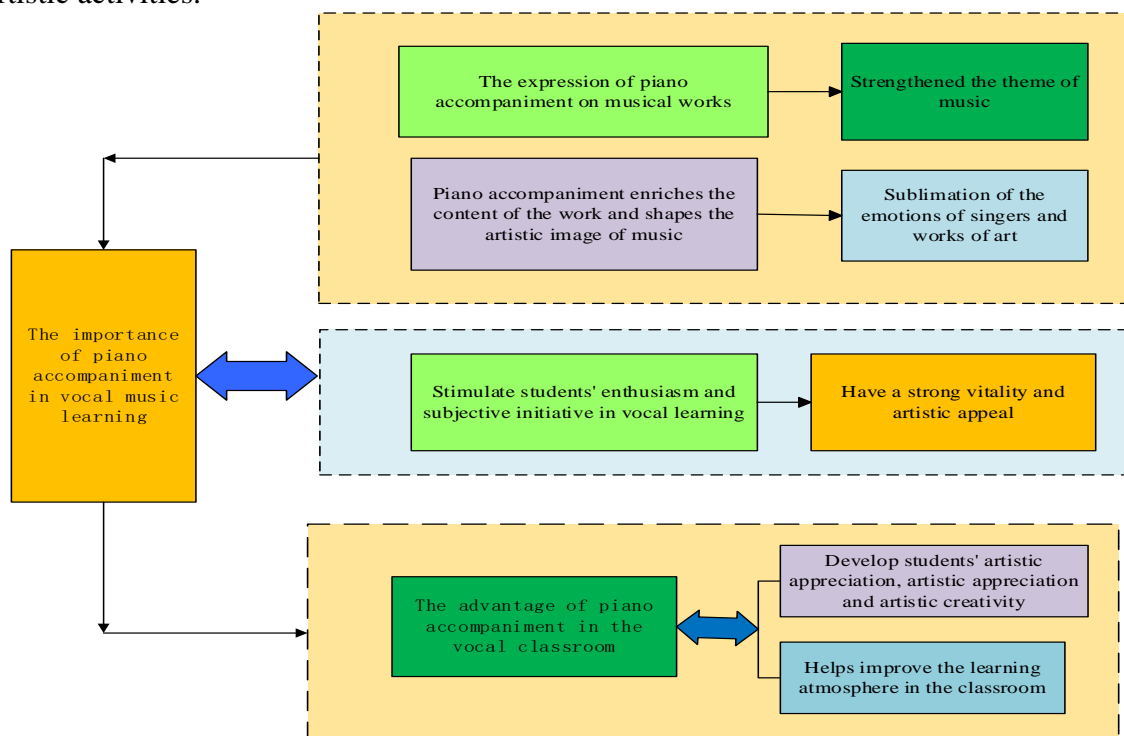


Fig.2 the Importance of Piano Accompaniment in Vocal Music Learning

4.2 Application of Piano Accompaniment in Vocal Music Learning

4.2.1 Excellent Piano Performance Skills

The importance of piano accompaniment in vocal music learning, so if you want the piano impromptu accompaniment to play its due role, you must first have a strong piano playing skills. Excellent piano playing skills need to have a good vocal theory foundation and piano playing skills. You need a lot of playing experience, and you can change according to different music styles and singing styles and environments. Therefore, pay attention to good performance in peacetime training.

4.2.2 Rich Music Theory and Artistic Imagination

Piano accompaniment also requires a rich music theory. Different singing styles and different singing styles require different impromptu accompaniment. Therefore, piano accompanists need to have rich knowledge of music theory in order to match the singing properly. This is not just a simple performance skill. In order to perfectly match the piano performance with the song, the player also needs a rich artistic imagination to add his own understanding of the work in the art work. To measure the success of the accompaniment, it is to see whether the accompanist can Quickly cooperate with the singer in a short time to find out the impromptu point of music, so that the music has a rich sense of connotation and appeal.

4.2.3 Requires the Tacit Cooperation between Teachers and Students

The accompaniment of the piano is still the degree of tacit cooperation between the teacher and the student. Whether or not the complete interpretation of a work can be done depends mainly on whether the teacher and the student can cooperate with each other. If the singing skills of the vocal class in the vocal class are very high and the piano accompaniment is weak, then the song cannot be completely and perfectly interpreted; if the skill of the piano accompanist is very good, the singing skill of the singer can not be matched. The feeling of being a master of the game will also affect the performance of this work, so the tacit cooperation between teachers and students is a way to correctly express the two. In the classroom, teachers should focus on the correct guidance of students, pay attention to the dynamics of students, so that they can accurately express music, thereby improving the classroom effect of vocal learning.

5. Conclusions

In summary, vocal music education is not only art education, but also emotional education. Piano accompaniment has the characteristics of shaping the music image, portraying the character and artistic characteristics of the vocal music works, highlighting the music atmosphere, learning singing and so on. Combining the works in the vocal music learning materials, it is conducive to discovering the deficiencies in the vocal music learning and correcting them. Piano accompaniment plays an important role in the interpretation and performance of vocal music textbooks. Good piano accompaniment not only plays a role in vocal singers, but more importantly, through the close cooperation of the two artists, the artistic charm of the works is reflected. Artistic thinking. There is a complementary relationship between vocal music learning and piano accompaniment, and both are indispensable. This requires us to constantly sum up experience and improve in vocal music learning to improve the role of piano impromptu accompaniment in vocal music learning. The importance of piano accompaniment in vocal singing learning will be reflected in our usual vocal learning classroom. In the actual learning, we should constantly explore new theoretical knowledge and apply it to the actual vocal learning classroom. In the vocal music learning of higher music colleges in China, piano accompaniment plays a very important role in supplementing the classroom content and improving the overall quality of students. Moreover, piano accompaniment and vocal music learning are inseparable, which constitute a model for cultivating vocal talents, and support the healthy development of vocal music learning.

References

- [1] Yucetoker I. The Proposed Model of Writing with Accompaniment of Music Education for Students and Its Prospect in Application. *Educational Research & Reviews*, 2015, 10(20):2684-2687.
- [2] Arnold D. A Treasure Trove from Radio's Bygone Days: The WFAA And WBAP Sheet-Music Collections at the University of North Texas Music Library. *Notes*, 2016, 73(1):22-32.
- [3] Chan T S T, Yang Y H. Informed Group-Sparse Representation for Singing Voice Separation. *IEEE Signal Processing Letters*, 2017, 24(2):156-160.
- [4] Chien Y R, Wang H M, Jeng S K. An acoustic-phonetic model of F0 likelihood for vocal melody extraction. *IEEE/ACM Transactions on Audio Speech & Language Processing*, 2015, 23(9):1457-1468.
- [5] Therese E. The British Isles and Beyond: The Performance of Instrumental Music by William Sterndale Bennett during the Long Nineteenth Century. *Nineteenth-Century Music Review*, 2016, 13(2):233-255.
- [6] Geringer J M, Macleod R B, Sasanfar J K. In Tune or out of Tune: Are Different Instruments and Voice Heard Differently? *Journal of Research in Music Education*, 2015, 63(1):89-101.
- [7] Arnold D. A Treasure Trove from Radio's Bygone Days: The WFAA And WBAP Sheet-Music Collections at the University of North Texas Music Library. *Notes*, 2016, 73(1):22-32.
- [8] Lehner B, Schlüter J, Widmer G. Online, Loudness-Invariant Vocal Detection in Mixed Music Signals. *IEEE/ACM Transactions on Audio Speech & Language Processing*, 2018, 26(8):1-1.
- [9] Yang C, Zhang H. Singing voice separation with pre-learned dictionary and reconstructed voice spectrogram. *Neural Computing and Applications*, 2018(5):1-12.
- [10] Windisch A K, Tieber C. "Silent" Films, Singing Voices: Vocal Accompaniment in Viennese Moving Picture Exhibition, 1913-1923. *Music & the Moving Image*, 2015, 8(1):19-36.