

Exploration of Rhythm Perception and Expression in Early Childhood Music Education

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Abstract: Rhythm is one of the basic elements in music, and it is very important for early childhood music education to cultivate rhythm perception and expression. From the perspective of physiological and psychological development of young children, this paper explores the characteristics and laws of rhythm perception in young children and proposes corresponding teaching strategies. At the same time, this paper also introduces some effective teaching methods, such as through games, body movements and singing to help young children perceive and express rhythm.

1. Introduction

Music is an important part of human culture, and for young children, music education can not only cultivate their artistic literacy, but also promote their intellectual and emotional development. In early childhood music education, rhythm is one of the basic elements in music, and the ability to perceive and express rhythm is an important part of music learning. Therefore, this paper aims to explore the exploration of rhythm perception and expression in early childhood music education.

2. Characteristics and Laws of Rhythm Perception in Young Children

2.1 Characteristics of perception

Young children's perception of rhythm mainly relies on their sense of hearing and touch. In the early stage of music education, young children's ability to perceive rhythm is relatively low, and they often can only perceive simple rhythms, such as half notes and quarter notes. This is because young children's auditory and tactile systems are still developing, and their ability to perceive and understand music is limited. As children get older, their perceptual abilities gradually improve. They begin to be able to perceive a wider variety of rhythms and are able to understand and express more complex musical rhythms. This is due to the gradual maturation of young children's auditory system, which gives them a keener ability to perceive musical nuances and variations. At the same time, young children's tactile system is also developing, and they can perceive changes in rhythm by touching musical instruments or feeling their own body movements. In music education for young children, teachers need to choose appropriate teaching methods and materials according to the developmental characteristics and ability level of the children. In early childhood, teachers can let children perceive simple rhythms through hearing and touching by means of simple and clear rhythmic music, such as clapping and banging on musical instruments. As children grow up, they can gradually introduce more complex musical rhythms, such as three-quarter notes, eighth notes, etc., to cultivate their ability to perceive the time value of different notes.

2.2 Perceiving patterns

Young children's perception of rhythm is a very important part of music education and one of the key aspects of young children's musical development. In music education, teachers need to understand children's perception of rhythm, and carry out teaching in a targeted way to help children improve their perception of rhythm and their ability to express themselves. First of all, when young children perceive rhythm, they will first perceive the beat. The beat is the basis of music rhythm,

which refers to the time feeling of strong and weak ups and downs or smoothness repeated in music. Young children can perceive the rhythmic characteristics of music by following the changes in strength and weakness of the beat. In teaching, teachers can help children perceive the beat and deepen their understanding of music by allowing them to follow the beat with body movements or vocal expressions through the use of percussion metronomes or body tones. Secondly, when perceiving rhythm, children will also perceive the timing of notes. Timing is an indication of the duration of a note, which is usually represented by a note symbol and a bar. Young children can perceive notes with different time values through their sense of hearing and touch, and enhance their perception and expression of the time values of notes on the basis of following the beat. In teaching, teachers can use rhythmic imitation or musical instruments to let children perceive the time values of different notes and deepen their understanding of music through body movements or vocal expressions. In addition, when children perceive rhythm, they are also affected by the overall atmosphere and emotion of the music. In addition to the basic elements of beat and time value, music is also rich in emotional expression. Music contains a variety of emotional elements, such as cheerfulness, sadness, calmness and so on. Young children can deepen their understanding and experience of music by perceiving the emotional elements of music. In teaching, teachers can make children deepen their emotional understanding of music while perceiving rhythm by choosing music suitable for children's age and arranging appropriate movements and emotional expression.

3. Teaching strategies of rhythmic expression for young children

3.1 Game teaching

Games are one of the favorite activities of young children. Through games, young children can perceive and express rhythms more naturally, and at the same time cultivate their hands-on ability, social skills and creativity. In music education, teachers can skillfully design some games so that young children can learn and feel the charm of music in playing. First of all, teachers can use games to help young children perceive the beat. For example, they can use musical instruments such as tweeters to make sounds according to the rhythm of music and guide children to sway their bodies or make simple movements following the beat. This kind of interactive game can not only cultivate young children's perceptual ability, but also make them enjoy the feeling of music more, and at the same time promote cooperation and communication among children. Secondly, the game can also be used to help children perceive the time value of notes. Teachers can prepare some cards of different colors or shapes, each card represents the time value of a note, and then let the children perform the corresponding movements or sounds according to the prompts of the cards. For example, when the teacher shows a card with a long note, children can make a continuous movement, and when the teacher shows a card with a short note, children can make a quick movement. Through this kind of game, children can understand the time value of different notes more intuitively, and exercise their physical coordination during the activity. In addition, some creative music games can be played, such as music story making. Teachers can choose an interesting piece of music, and then make up a short story with the children, so that the children can play the corresponding roles and perform the corresponding movements in the rhythm of the music. This kind of game can not only let the children perceive and express the rhythm, but also cultivate their imagination and performance ability, and stimulate their interest in and love of music^[1].

3.2 Body movement teaching

Young children are innocent and curious beings who are full of desire to explore the things around them. In music education, body movement is a very important way, which can help young children perceive and express rhythm more intuitively. First of all, it is a very effective way to let children perceive rhythm by imitating animal movements. Teachers can choose music with a strong sense of rhythm for instruction, and let children imitate the movements of different animals according to the rhythm of the music, so as to better perceive and follow the rhythm. For example, when the music becomes fast, the children can be taught to imitate the bunny jumping, and when the music becomes

slow, the children can be taught to imitate the bird lifting its wings and flying, so that the children can experience the charm and characteristics of the music through their body movements. Secondly, it is a good way to let children express the rhythm through simple dances. Teachers can carefully select some songs that match the age of the children and design corresponding dance movements according to the rhythm of the songs, guiding the children to imitate and perform. Such activities not only allow children to better perceive the rhythm of music, but also exercise their physical coordination and performance ability, promoting their physical development and personality formation. In addition, it is also a good way to use simple musical instruments to let young children produce physical reactions. Teachers can prepare some simple and easy-to-learn musical instruments, such as bells, whistles, etc., and let the children knock or blow the instruments according to the rhythm of the music and express the rhythm with the movements in them. Such activities not only enable children to perceive the rhythm and melody of music, but also improve their hand-eye coordination and auditory perception^[2].

3.3 Singing

Singing is an important way for children to express rhythm. Through singing, children can more intuitively perceive the rhythmic beats and timing, and can better express the emotions of music. For example, teachers can teach young children to sing some simple children's songs, such as "Little Star" and "Two Tigers" to perceive the rhythm. "Little Star" is a very classic children's song which is suitable for teaching children to perceive rhythm. Teachers can show children the lyrics of the song first, and before singing, they can guide children to clap their hands together to feel the beat of each note. As the music plays, children can clap along with the beat and perceive the strong and weak rhythms in the song, so that they can better understand and feel the existence of the beat. In addition to perceiving the beat, singing can also help children perceive the timing of the music. For example, in the children's song "Two Tigers", there is a clear distinction between long and short tones. Teachers can guide children to understand and perceive the concept of time value by imitating the pronunciation and duration of long and short sounds. When teaching the song phrase by phrase, teachers can emphasize the pronunciation and extend the duration of long tones, so that children can perceive the difference in time value through imitation. Finally, in the process of singing, children can also express the emotions of music through the height and strength of their voices. For example, in the song "Little Star", children can use bright and light voices to express happy and lively emotions; while in the song "Two Tigers", children can use low and strong voices to express majestic and stable emotions^[3].

4. Conclusion

In this paper, the importance of rhythm perception and expression in early childhood music education is discussed in depth, and the rules of rhythm perception of young children are summarized according to the characteristics of their physiological and psychological development. Some teaching strategies are proposed according to the cognitive level and musical ability of young children. In addition, the article introduces some effective teaching methods, such as games, body movements and singing, which can assist young children in perceiving and expressing rhythm. These methods can not only help young children better understand the concept of rhythm, but also stimulate their interest in music and desire for expression. Through the elaboration of this paper, we can lay a good foundation for young children's music education and promote the overall development of their musical ability.

References

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