

Research on the Effectiveness of Singing and Playing to Improve the Effectiveness of Music Teaching

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Abstract: Music teaching has been very common in primary schools. Different from the traditional culture teaching classroom, music classroom gives students full freedom and provides a relaxed and interesting learning environment. However, the music teaching in primary schools in many areas is not satisfactory, the classroom efficiency is low, the students lack interest, the teachers lack professionalism, and the school lacks the necessary music equipment and facilities, which limits the vitality of the music classroom. This paper studies how to improve the effectiveness of teaching by singing and assisting each other, and puts forward some improvement strategies.

1. Introduction

Music education is an important course for primary school students, music classroom is a place to relax the mind and expand their horizons. Primary school music teaching is not simply for examination results, but to comprehensively improve students' music literacy, establish music perception, and lay a good foundation for further study of music knowledge in the future. Therefore, in primary school music teaching, teachers should not only pay attention to the cultivation of students' basic sense of music, but also pay attention to the cultivation of students' comprehensive music appreciation ability. how to better carry out primary school music teaching is the link that teachers should pay attention to. Instrumental music teaching is an important teaching content and means of music class. Combined with singing, appreciation and other content; We should attach importance to and strengthen chorus teaching, make students feel the rich expressive force of multi-vocal music, establish the experience of cooperative performance with others as soon as possible, so that they can enjoy the pleasure and edification of beauty in singing performance[1]. Following the concept of the new curriculum standard, in music teaching, try to combine singing and playing, with interesting, fun game activities, in the teaching of each class into the harmony training, from the lower grade to infiltrate the choir bit of knowledge into each class. Slowly cultivate students' chorus quality and cooperation consciousness.

2. A Way of Singing and Playing to Help Each Other

2.1. Sing, play and merge-the sound of beauty and the sound of beauty

In order to carry out the teaching of singing and playing, we should first work hard on singing. To sing aesthetically, the correct breath control is the foundation and motivation. In order to make the students interesting, we need to make some figurative metaphors according to their life experience, such as "the wind blowing gently", using gestures to guide the students: "first let the wind fill our bodies (inhale), OK, get ready." The wind began to exhale "si" from our chest, and the teacher drew a long line slowly, gently, slowly, far away[2]. "under the guidance of the teacher, sometimes uniform and straight exhalation, sometimes using breath to draw waves to do gradual strength and weakening treatment, sometimes want to Like painting mountains or circles with breath, etc. The musical instrument of "playing" combined with the training of breath in singing is the first choice, because it is the best learning tool to assist students in training breath[3]. The performance of the clarinet needs to be played lightly and evenly in order to produce a wonderful timbre, which is linked to the breath of singing. Students can often be taught to play at the same

time let students experience the fulcrum of the breath of "singing": singing treble is like playing the high flute, the breath is fine and concentrated, sent to a high position; Singing bass is like playing a clarinet bass, with no less breath and relaxation; staccato experience the feeling of diaphragm contraction and bounce; practice the continuity of the breath of the series[4]. "playing" and "singing" are intertwined. In the gentle, slow and urgent play, the students' breath and skills of "singing and playing" have not only been improved, but also their character has been affected by imperceptible influence. Slowly calm in the miscellaneous world, from the outside to introverted.

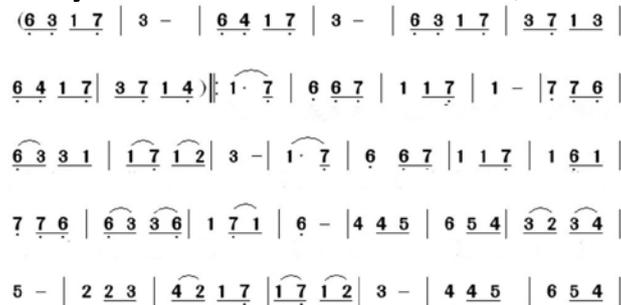


Fig.1. <Wind blowing gently>curve

2.2. Supporting singing by playing: leading the three-dimensional Harmony

The artistic key of chorus lies in a "harmony" word, and the difficulty of "chorus" is to solve the students' pitch. The teaching materials of the second grade of primary school already have the teaching of reading music, which is the best time to help students to establish pitch. On the basis of students mastering monosyllabic pitch, combined with "Orf Music Teaching method", Each class is designed to overlap a few minutes of monophones to slowly accumulate students' concept of harmony. For example, the interesting three-degree tone, the chord "sound game": the teacher holds a long tone (singing) "do" in his hand and gives it to a group of students who sing the long tone and keep it, and then the teacher sends out the second long tone "mi" to another group to learn[5]. Students sing this sound softly. In order for students to sing correctly and maintain the pitch of their own voice, the musical instruments that "play" can not only harp, harmonica, xylophone, small bell, homemade pitch bottle, bowl instrument, including the teacher's teaching aids, electronic organ, but also xylophone, small bell organ, homemade pitch bottle, bowl instrument, including the teacher's teaching aids, electronic organ, Each instrument is marked with a pitch,

When the students sing harmony, in addition to adding Colvin gestures to assist them, each group also has a "little performer" sitting in the group tapping or playing the marked pitch from time to time to help the students in the group sing the pitch. Let the students have their own "compliance" and listen to each other. With the support of musical instruments, a few times down, the wonderful harmony will reverberate in the classroom. For a long time, you can also send out the third tone "sol", the fourth "do", and the one, four, and five chords in minor[6]. It should be emphasized that all students should learn to look at the teacher's command gestures, such as start, extend, stop, etc., and learn to listen to the pitch of the other group with their ears. this This kind of game not only accumulates the concept of pitch and pitch, enriches the students' three-dimensional feeling of harmony, but more importantly, the students also get the sense of joy and achievement after obtaining the harmonious and balanced sound of harmony and beauty. Of course, "singing and playing mutual assistance" can also be interchangeable. Before "singing", the clarinet or other musical instruments with pitch are played: group playing a set of notes or chords to pave the way for singing harmony. When the students have a direct perceptual understanding of the pitch played by each part, they sing the pitch of each part separately.

2.3. Carefully building the classroom-singing and playing is getting better and better

In the activities of class selection and competition in the second batch of characteristic Teachers' classroom display, through the lesson "naughty cuckoo", it is very good to realize that there is playing in singing, singing in playing, singing and helping each other in singing: this is the joy of

cuckoo in the song called "sol mi". First, the piano and Colvin gestures are used to lead the students to sing the long tone "do,mi,sol", to experience the harmony effect of "singing", and then to play the flute to experience the harmony effect of "playing". Through such repeated stimulation of students' hearing, strengthen the pitch, experience the same vocal state of "singing" and "playing", feel the wonderful harmony, and lay out the chorus part of the song[7]. Mats; Next, the students play with short skills, convert the feeling of "blowing" with contraction and bounce into "singing" that is short and jump, and then work in groups and work together. Some students play the clarinet, some students sing, and come down a few times.? When the students have the pitch, the singing and playing skills of the sound mark are mastered, and the wonderful harmony will reverberate in the classroom. In the design of "singing and playing Mutual Assistance", it is not only reflected in the students' use of clarinet to assist the teaching of harmony and singing breath, according to the style of this song, but also integrated into the color musical instrument bird flute. To properly render and express the artistic conception of the song; Is arousing the interest of the students, Understand, broaden the field of vision, but also let students appreciate the playing of pottery flute, and creatively let students touch each other clarinet (clarde into percussion instruments) to accompany the pottery flute. These carefully designed singing and playing combination of teaching links, for the classroom to create a different kind of beauty!

The implementation of "singing and mutual assistance" in the classroom, "playing" musical instruments have been a single and constant use, for a long time, will gradually weaken the interest of students. To maintain students' curiosity, teaching ideas should continue to bring forth new ideas, creative unique musical instruments, creative "fun" methods to stimulate and maintain students' interest. For example, the whole link of "Nai yo", with the help of the self-made three-dimensional "sound terrace" and three "bowl instruments" to run through the teaching of "singing and playing": students knock and play, listen to singing, not only know "do,mi," The three sounds of sol and intuitively understand them through the sound terrace[8]. After learning three notes, the two students knocked on the porcelain bowl to lead the students to "sing" such melodies in the game of driving the train, which added a simple two-part fixed sound accompaniment to the song "Nai you". And consolidated the pitch. The auxiliary singing of bowl instrument and the situational game of "driving train" make the sound part vivid and not boring. In the interest of students playing "bowl", the listening ability of "vertical" has been improved, and the "singing and playing mutual assistance" has been well reflected.

3. Strategies to Improve the Effectiveness of Music Teaching in Primary Schools

3.1. Establishing a New classroom relationship between teachers and students

Music classroom is different from culture classroom, there is no heavy test pressure and homework requirements, only students need to devote themselves to music during teaching. Therefore, in primary school music teaching, students should occupy the dominant position of music classroom, teachers should always pay attention to the trend of students and understand the learning situation of students. The innovation of teaching mode needs to be based on teachers' understanding of students. First of all, music teachers should make use of their extracurricular and after-school time to fully understand the preferences of different students for music style, encourage students to speak their own ideas boldly, for students who have a weak music foundation such as singing and appreciation, they should When patiently guide, avoid students to produce inferiority complex psychology; For students with strong musical skills, such as mastering musical instruments, singing and dancing skills, we should not only encourage students to display their talents bravely, but also grasp the measure, so as to avoid students' complacency. Secondly, music teachers should also establish a good relationship with students' parents, master students' daily performance, and excavate students' interest points.

3.2. Introduction of diversified teaching methods

Traditional primary school music teaching is often influenced by Chinese, mathematics and other

courses. Classroom often adopts "cramming" teaching method to export knowledge to students in one way and reduce classroom efficiency. First, teachers should actively introduce multimedia equipment to carry out teaching. At present, many music teachers are not used to multimedia teaching, which is limited to CD, tape music playback equipment and can not resonate with diversity. Multimedia teaching can show students the stories behind music and broaden their horizons through video pictures. Second, teachers can encourage students to actively participate in extracurricular music activities, such as school performances, singing societies, etc. . Third, actively encourage music-loving students to set up interest groups of different styles and schools to present colorful music performances, such as musicals, singing and dancing, and so on.

3.3. Strengthening the investment of music education and the training of teachers

First of all, the relevant education departments, as well as the educational administration and finance departments of schools, should pay more attention to music teaching, provide more financial support for the purchase of music equipment, venue construction, performance equipment, and so on, so as to enrich the existing musical instruments in the school. Provide opportunities for students with related hobbies to practice and perform. Secondly, we should strengthen the pace of introducing excellent primary school music teachers, provide more talents for primary school music education, encourage music majors to go to local primary schools, work with students to carry out music-related activities, and broaden students' horizons. Improve the interest of music. Finally, according to the existing music teachers in the school, we should also train them regularly. Training and teaching guidance, all music teachers are trained by the person in charge of music subject, and suggestions are provided from the aspects of teaching plan design, classroom teaching interaction design, music material selection, music theory common sense and so on. Enhance the comprehensive strength of music teachers, so as to improve the interest and knowledge of primary school music classroom.

4. Conclusion

By changing the existing mode of teacher-student relationship, providing students with more diversified teaching methods, increasing the types of music activities, increasing investment in music education and so on, the quality of music classroom can be effectively improved. This paper puts forward a way to improve the quality of music teaching by singing and playing to improve the quality of music teaching, especially for the integration of singing and playing, in order to support singing and meditate in the classroom. At the same time, in order to further improve the effectiveness of music teaching in primary schools, it is necessary to establish a new classroom relationship between teachers and students, introduce diversified teaching methods, and strengthen investment in music education and teacher training.

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