

A Study on the Teaching of Percussion Music with Life Materials in Pre-school Music Education

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Abstract: In modern music education activities, percussion music is one of the most easily grasped contents for young children. In our country kindergarten music education activity, the percussion music of performance activity, the singing, and other activities, enjoys the same important position. Percussion teaching is an important part of music teaching in kindergarten. Percussion teaching caters to the characteristics of children's physical and mental development and enables them to place themselves in the rhythmic environment of music, stimulate their brains and stimulate their creativity. In teaching, we can use a variety of percussion instruments to achieve percussion teaching, and in response to the < 3 / 6-year-old Children's Development Guide > and < outline > We advocate the use of life-oriented materials in percussion teaching, enrich the form of percussion teaching, and stimulate children's spirit of exploration and innovation. The living material music teaching in this paper is to use the local materials in the life of pot, bowl, ladle, basin, water, stone and other materials. Carry out percussion music teaching activities in kindergarten. Teachers and children after repeated practice and exploration, summed up the fun game development strategy, image map promotion strategy, Explore creative extension strategies, as well as command strategies throughout the activity, which help teachers develop life-related materials more effectively Percussion teaching. At the same time, it also provides experience and reference for kindergarten to carry out life-related material percussion teaching activities in the future.

1. Introduction

All aspects of daily life in kindergarten can promote the healthy development of young children. Teachers must break down the goal of promoting the development of young children and infiltrate them into every specific work of their own, and percussion teaching is no exception. In the initial stage of activation of percussion teaching students, teachers need to do the following. First, teachers should define the educational content of percussion performance in the art field, mainly including percussion music, playing knowledge and skills, playing routine and so on. Percussion music usually consists of two parts, one is a specific song, musical instrument songs, and the other part based on this music performance scheme. The knowledge and skill of playing can mainly have musical instruments; musical instruments play knowledge skills, command knowledge skills. The routine of percussion is the routine of the beginning of the activity and the routine of the end of the activity, the routine of playing, the routine of taking and playing the instrument. Second, percussion activities should be carried out in line with the actual ability of young children. First, choose musical instruments that match the children's ability to operate. Second, music melodies are suitable for playing programs, and their complexity should be within the acceptable range of children of every age. Third, there is a certain degree of artistry, that is, the effect of musical instruments should be consistent with the emotional expression of music, style, the effect of musical instruments should have both changes and a sense of unity. Finally, teachers need to understand after theoretical study, case analysis and practice reflection. On the one hand, collect information about activities, combine together, share, discuss the confusion encountered in the observation and recording process, improve the observation, analysis of the ability of young children; On the other hand, in the study of music activities, the effective observation means is used to analyze the relationship between

teachers' effective "teaching" and children's effective "learning". To improve the awareness of practical research and to promote the ability to judge the value of educational behavior, to improve the rationality of educational work, make educational activities more professional, and better promote the development of young children.

2. A Summary of Life Materials in Children's percussion Music Teaching

Percussion music is the basis of music education for young children. Only by teaching percussion music to young children and letting them master the basic rhythm and law of music can they better perceive, comprehend and understand music. Percussion teaching must be assisted by percussion instruments; the commonly used percussion instruments are drum, triangle iron and bell bumper, sand hammer and so on. The main purpose of percussion music teaching is to make children develop their musical comprehension ability in concrete hands-on operation. It requires children to control wrist movement flexibly and keep wrist relaxed, so that children can feel unique in hands-on operation. The effect of music, feel the rhythm of the impact of the joy of feeling. It is also the requirement of "guidelines for the Development of 6-year-old Children" and "outline" for early childhood education to advocate for the flexible coordination of the movement of children's hands. At the same time, the Guide and Abstract also require to be good at creating conditions and opportunities to promote the flexible coordination of young children's movements, such as making full use of some natural, waste materials for young children to do hand-made activities. However, when teaching percussion, many music teachers rely too much on the percussion instruments provided by the school and think that only professional musical instruments can carry out percussion teaching. In addition, in fact, taking advantage of some of the things in life Common items or waste materials can also be used to make simple percussion instruments; teaching should also be more remarkable. The instruction outline of kindergarten education points out that the content of education should be close to the life of children and choose the things and problems they are interested in order to expand their experience and vision. In life, young children always like to knock, such as beating bottles, cans, sticks, and parts of the body, when the sound of these objects and music, it is easy to arouse children's interest.

3. The concrete Strategy of Children's percussion Music Teaching by using Life-related Materials

3.1 Learn to take materials from commonly used items in life and carry out percussion music teaching.

Many things in life can be used as a percussion-teaching tool; can play a role in place of percussion instruments. Because the most prominent feature of percussion is its sense of rhythm, and we teach percussion most mainly to cultivate the sense of rhythm of young children, this sense of rhythm does not have to rely on percussion instruments. On the contrary, the use of some common items in life to implement percussion teaching can stimulate children's interest in inquiry, so that children can overcome the fear of facing professional percussion instruments. Therefore, music teachers should be good at discovering commonly used items in life, such as monthly percussion. Many of the objects in our lives make noises when they are used to collide with another object, and if we can skillfully use the noise produced by the collision of these objects, we can achieve the effect of hitting the instrument.

Use the common tools and percussion instruments in children's daily life to stimulate children's interest in percussion learning. For young children, if they want to learn percussion music smoothly, they must realize that percussion music learning is very interesting, only interesting cognition can make children happy to learn percussion music. Therefore, teachers can make use of the common tools in children's life; let students feel a strong atmosphere of interest. For example, in the percussion music teaching of hand sanitizer, the teacher can lead children to choose musical instruments first, and can choose the washing basin, brush, scrub board and so on, which are

common in children, as the teaching of percussion music. In order to achieve the effect of percussion teaching, tambourines can be equipped as professional percussion instruments to achieve the coordination of percussion instruments and life instruments, so that young children can play in middle schools and in school. This is very useful for stimulating children's interest in percussion learning.

Children's daily life, learning tools used to carry out percussion training. For young children, life's indispensable tools include a rice bowl for eating, a teacup for drinking water, a spoon, chopsticks, an easy place for food, a teapot for soymilk, and so on. Most young children like to tap them with their spoon or chopsticks before they eat or drink, and when they do, objects make a noise. Teachers should be good at grasping this point and implement percussion teaching. The teacher can show the young children first. When the teacher touches different parts of the rice bowl with a spoon, he makes different noises. The teacher knocks the rice with his hand. Bowls also make different noises. In addition, when the teacher strikes rhythmically, there is an inherent connection between the sound and the rhythmic sound, which we call the sound of music. This kind of music can stimulate children's curiosity, they will feel that it is just a random knock can also make a moving sound of music. The teacher can then guide the students through percussion training. The teacher can put the drinking glasses of several students on the Table and shoot them in a row, so that the young children can knock in clockwise order, then knock in the order of beating at intervals, or knock in the order of jumping strokes. The process of children beating you will find different tapping methods, different tapping sequences, and different sounds. According to different tapping, methods, training children's sense of rhythm, feel different rhythms. When children have a sense of rhythm, teachers can use some simple music for children to do percussion training. Of course, we should choose some music with an obvious sense of rhythm, such as "this is a soldier," so that different children can beat different tools to represent the rhythm of the music in the music, tap the cup for blowing the trumpet, and tap the lunch box for the drum. The bottom of the cup is the shooting, the teapot cover is the cannon, and the different children are in charge of the different tapping parts and then follow the Beat at the rhythm of the music.

3.2 Using the movements of various parts of the child's body to carry out percussion teaching

The guidelines for the Development of 6-year-old Children and the outline clearly point out that all kinds of physical activities suitable for the characteristics of children's age should be carried out, so that young children can jump, climb, and so on. Let young children exercise more. In percussion teaching, we also encourage children to exercise more, more use of the various parts of the body for percussion learning. Different body parts make different noises, such as clapping their hands or patting different parts of the body, stomping their feet, whistling, and making different sounds using the quivering of the root of their tongues, all of which produce different sound effects. Teachers should be good at profit in Teaching Use this flexible "instrument". For example, in the teaching of percussion music, teachers can guide children to express and transmit rhythms with different body movements, such as making children make trumpet gestures while listening to music. The body also has to make corresponding movements, such as drum action, gun action and gunshot movement. Children like to imitate, they will make all kinds of funny movements, at the same time, Having them perform different movements in the order in which different musical instruments appear in the music can foster their sense of rhythm in a subtle way. It allows them to master the rhythm of the music faster, and achieve an efficient blow. The teaching practice of percussion music proves that the physical movement can make children feel the rhythm of music more directly and strongly. It is of great significance to cultivate the rhythm consciousness of children and develop the sense of rhythm of children. Therefore, teachers should make good use of the children's body in the teaching of percussion music teaching.

3.3 It is clearly pointed out in the guidelines for the Development of 6-year-old Children and the outline that in the course of teaching.

The students should guide to use waste materials to make percussion instruments and to teach percussion music. Children should be good at using some waste materials around the production of

auxiliary teaching tools to implement a variety of teaching activities. The use of waste materials to produce percussion instruments in children's percussion music teaching is obviously in line with the requirements of the Guide and the outline. Teachers should be good at giving play to their imagination and inspiring children's imagination and creativity by modifying or combining some old and old items to achieve the sound effect of percussion instruments. For example, young children like to drink some easy-to-pull cans of drinks, when they finish drinking; they usually throw the cans into the dumpster. The teacher can lead the children to collect the cans and fill them with some fine sand, then connect the two cans with sand and seal them with tape and so on. Then in percussion teaching, shake up and down at the intersection of the easy-to-pull cans, children will hear "rustling" noise, teachers can let the children make their own, and then practice the rhythm. You can also make percussion instruments with yoghurt bottles drunk by young children. Tie the 10 yoghurt bottles in a string order, then give the toddler a spoon, and demonstrate that the toddler take the spoon and row it from the bottle in turn. Pass, and let children with the slowest, faster, the fastest speed cross, different speed, will produce different sound effects; the teacher can direct students to speed according to the pace of training. In addition, tambourine is the most commonly used percussion instrument in children; teachers can lead children to make simple drums. For example, empty milk powder can be used as a drum, so that children for percussion training.

4. Improving Children's sense of Rhythm from Imitation

The basis of percussion performance is to master the rhythm, master the rhythm to master the way of percussion performance. For example, during the flag raising ceremony, the drum team played Xx Ixx IXXX- I, and the author asked the children to imitate the drum while listening to the rhythm of the music. For example, the author cooperates with the rhythm of XXXX IXXXX I in Little Rabbit, so that young children can do the rabbit jump, XX IXX I's rhythm learning frog jump, and x _ (x) _ {x _ (x) _ J} learning how to walk an elephant. Through imitation activities, young children naturally master the rhythm, but also feel the nature and sound of music.

5. Create a good environment.

It is very important to make rational use of one-day transition link to create a good environment that can make young children feel warm and beautiful. The music provided during the transition of one-day activities can not only stimulate the interest of young children in the process of imperceptibility, but also cultivate their good conventional consciousness and ability to feel music. Teaching songs into a day of life can let young children feel the rhythm, melody. For example, kindergarten music in the morning dominated by brisk children's music, such as "Toy soldiers", "Little Star". Some beautiful light music should played when eating refreshments; before and after meals, young children should be led to practice their body rhythms; when young children leave the garden, choose some soft modern music, so that children can recognize and familiarize themselves with music in many aspects, so that children and parents can feel the charm of music

6. Carry out regional game activities. Enhance the ability of self-exploration

Regional activities are one of the children's favorite activities in kindergarten teaching. When the activities carried out, children can choose music according to their own will. The "music" here can be a good music, or it can be the sound of a young child's own initiative to choose a musical instrument. Regional activities can meet the needs of young children to express their feelings, understanding and imagination. The kindergarten should set up the percussion instruments commonly used by children in the musical performance area so that they can explore freely, and use items closely related to life, such as spoons, glass bottles and stones, as rhythmic instruments to assist the young children to carry out percussion music. Let the map of the teaching activities be into the human activity area, Observe and encourage young children to invite their companions to play.

7. Strengthening the cultivation of the ability of playing ensemble between Children and their peers

Teachers can use the music works that children like to cultivate the ability of cooperation and coordination, so that children can perceive the rhythm and nature of music by appreciating the music repeatedly. Teachers need to pay attention to the gradual development, first from the movement imitation, and then independent operation. For example, when appreciating percussion "Little Star," the teacher first asked children to clap their hands, clap their legs, then imitate their actions according to the rhythm of the music, and at the same time teach young children how to use musical instruments. Finally, let the child carry on the actual operation and the practice, make the young child from easy to difficult to comprehend the musical instrument playing the process, arouses the infant's performance enthusiasm. To sum up, if you want to be in kindergarten practice In the teaching of percussion music, teachers need to analyze the actual ability of children, and on this basis, carry on multi-channel training, so that children's ability of perception, appreciation and understanding of music can be preliminarily established and developed. Let young children improve coordination skills, cooperative awareness, creative ability and exploration spirit in playing exercises.

8. Conclusion

Children have a natural perception of music, the implementation of music education for young children, can greatly develop the intelligence of young children, tap the potential of young children, can cultivate children's creative thinking, in this sense, it is very important to carry out music education for young children. At the same time, due to the restriction of intelligence and cognitive ability, children's perception of music realized through the perception of music rhythm, which determines the important position of percussion in young children's music education. The use of living materials to achieve percussion teaching can not only meet the requirements of the Guide and outline, but also enrich the form of percussion teaching. In order to stimulate the exploration interest and creativity of young children, we must study deeply and dig out the living materials suitable for percussion teaching.

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