

USING A POPULAR VOCAL PERFORMANCE GUIDEBOOK FOR EXTRA CLASS TO IMPROVE STUDENT ACADEMIC PERFORMANCE IN SICHUAN NORMAL UNIVERSITY, CHINA

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Abstract

This research article investigated the changes in students' academic performance before and after using the popular vocal performance guidebook for extra classes at Sichuan Normal University. The population of this experiment is 10 students majoring in popular vocal performance at Sichuan Normal University. They are all interested in the guidebook. This research will use the guidebook to teach these 10 students and observe and collect data. The research tools are 1) a popular vocal performance guidebook for extra class, 2) a formative test 3) a summative test.

Research findings showed the guidebook consists of 10 lessons divided into three parts; each part has training content, including voice skills training, stage performance training, and rehearsal training. Experts evaluate these lessons, and the difficulty ranges from simple to difficult, which are in line with students' current learning level and greatly improve the practicality of the guidebook.

Keywords: popular vocal music; performance guidebook; music in higher education; China

Introduction

Sichuan Normal University (SCNU) is in Chengdu, Sichuan Province, China. With two campuses, the Lion Rock campus and Cheng long Campus,

SCNU is a key university in Sichuan Province. It is the first university to offer undergraduates normal education and has the longest history among universities in Sichuan Province. Sichuan Normal University is one of China's first master's authorized institutions and the tenth batch of doctoral authorized institutions. It offers eleven disciplines: literature, science, engineering, philosophy, economics, management, law, history, education, art, and agriculture.



Figure 1: Cheng long Campus of Sichuan Normal University

Source: <https://www.bilibili.com/read/cv6855198>

The continuous development of social culture and others singing popular songs in harmony means the other side of the situation. Along with the advancement of reform and opening up, China's input form of music from all over the world produced a large stimulus to the development of popular music. The singing level and effect had a huge enhancement. As the repertoire becomes more varied and complex, the styles also become diversified, and the singers need to add more difficult singing skills to the singing process (Ma, 2020).

Information network has developed rapidly in recent years, and music culture has spread more widely. Under this background, the Chinese pop music market is deeply influenced by foreign music culture, especially the style of western music, developing a diversified phenomenon, appearing a series of new and unique styles of work. Pop music today is rich and varied.

Research Objectives

1. To develop a popular vocal performance guidebook for extra class and use the guidebook to teach students.
2. To improve student achievement by using an instruction guidebook.

Literature Review

Shi Shangxuanzi (2021), in the paper Analysis of the influence of pop music on music teaching in higher vocational colleges, said: In pop music education, we should set up clear teaching objectives. Clear teaching objectives can make pop music teaching develop in the right direction. It is popular music education in the initial stage, so setting up a clear teaching goal is important. In the process of goal setting on pop music teaching, it is important to note that in the traditional music education area, and then according to the teaching goal, formulate the corresponding teaching plan, achieve pop music teaching purpose. Reasonably choosing music teaching content, such as song style, guides students to pay attention to pop music to promote students to learn pop music. At present, the music curriculum of colleges and universities is not reasonable. The use of textbooks is very different. There is no unified curriculum and a certain teaching system, which greatly affects the development of pop music. Therefore, in selecting songs according to the actual situation of students choose, teachers let the teaching from simple to difficult guide students to learn pop music bit by bit.

With the development of the era and the advancement of teaching, the school students can no longer be limited to the piano room and singing in the classroom. Students need to show and get a boost from the actual vocal performance. So, drama link becomes an important content of help for the students, we at the same time strengthening the singing skills, more to increase the performance of the link, from the perspective of the music, Let the students feel the connotation of music in the performance. In the drama performance, various stage experiences, such as body, expression, and eyes, have brought good help to students' learning and added rich links to the teaching process, which can achieve a good teaching effect (Ma, 2020).

Wang Rui (2021) once said in his view of performance, "the teacher can let students group performing practice, and displaying inside the class to stage performances in the form of group training, strengthen the cooperation ability in the process of practical teaching for the opera training. When a group of students is performing on the stage, the audience watching the students has the freedom and the stage to interact." This can improve students' enthusiasm for

opera performance class and help create a good teaching environment and learning atmosphere. The teacher can let students' independent analysis of libretto and collective scenario analysis and discussion stimulate students' psychological identity in opera rehearsal. This is beneficial to cultivate the students' imagination and creativity, opera rehearsal again on this foundation, and more confidence, autonomous learning and training, and enhanced psychological identity.

Cui Zhe (2021) on pop music college music education in the application said that pop music in college music plays an important role in education, teachers need to change the former teaching concept entirely, and summarizes the following: 1) the reasonable positioning of pop music 2) enrich the teaching forms of popular music teaching contents, 3) pop music teaching evaluation.

David Bray's (2000) views on why we evaluate may be helpful to remind ourselves of the reasons we want to evaluate so that we can start working on important principles. We can immediately abandon the whole process without reason to evaluate. However, teachers realize that assessment is important and often invest time and energy. He makes three points: 1) Access to student development, progress, and achievement information. Parents need this information; 2) Assess the teaching and learning that has taken place to see how well a program is working and whether it should be adjusted in the future; 3) Increase motivation and personal responsibility for learning.

Research Methodology

Researchers interviewed three expert teachers and listened to their opinions and suggestions on the compilation of popular vocal performance extra class learning guidebook, learning the teaching methods of three expert teachers. The experimental population was 10 sophomore students majoring in pop Vocal Music performance at Cheng Long Campus of Sichuan Normal University.

Results

Developing a popular vocal performance guidebook for extra class

Researchers interviewed three teachers, learned expert teachers' teaching methods, and collected expert opinions on the guidebook. Eventually, the guidebook is designed into 3 parts, a total of 10 classes, each part corresponding

to a training topic, which contains the voice training, performance training, training the rehearsal, the content of each lesson contains pictures, music score, and description. The guidebook has been designed with the advice of experts to meet the difficulty of current undergraduate study. The 10 courses in the guidebook are:

Part1: Vocal Skills Training

This part mainly focuses on training students' vocal music skills and provides an extra reference for teachers and students to learn vocal music. The content includes warm-up training, bass training, treble training, and comprehensive ability training of vocal music skills. The difficulty of the exercises involved in this part is easy to difficult, and the range is suitable for different voice types. Students can choose their suitable area for practice according to their situation in the learning process. Students can get richer training in additional courses and improve their professional skills. The course content designed in this part is as follows:

Lesson1 Vocal warm-up training

Vocal warm-up training lets the student body become accustomed to good mode to better practice and preparation. Warm-up training ensures a good singing premise. Every class or practice should do the training. Such practice can let the singer always maintain the best singing state. The voice warm-up is as important as the warm-up before exercise, which can ensure that the voice can improve the ability to control the song in the process of singing and can obtain the possibility of expansion in the training process.

Lesson2 Basic bass training

The purpose of bass training is to expand the span of students' middle and low register areas so that students can better coordinate the function when singing in the lower register area so that the voice can be used freely in the bass register area. The exercises targeted in this guide are basic bass training and bass expansion training, respectively.

Lesson3 High voice Training

The purpose of soprano training is to expand students' vocal range so that students can sing soprano more freely in the range of vocal range, to obtain better voice flexibility and breath support.

Lesson4 Vocal skill comprehensive ability training

The comprehensive ability training of vocal music skills is mainly extended training, which combines bass and treble training. It evaluates students' ability to control vocal music skills so that students' vocal music ability can be better expanded.

Part2: Performance Training

Performance is one of the key points of popular vocal performance professional training. The design of this part of performance training comes from the stage. At the same time, all the training courses for this part are carried out on the stage. Students can get inspiration from performances on the stage and feel the stage. This part trained students' proficiency in stage performance through three different forms stage walking, musical performance, and drama performance. It combines vocal music with performance to the maximum extent and provides students with additional performance training to improve students' stage performance ability. The course content designed in this part is as follows:

Lesson5 Popular vocal performance style

In addition to the training of basic professional skills, stage performance training is also particularly important. In this guide, the training for the stage performance of pop singing is mainly reflected in stage positioning. In contrast, the teacher controls eye contact and body language training due to the different ways of presentation.

Lesson6 Musical form

As the famous American musical drama writer Oscar Hammerstein II said, "Musical drama is any element you can think of." Hence, musical drama performance is one of the important standards to measure the professional ability of a student majoring in acting. This guide will provide some recommendations of musical theatre songs for teachers who may require

students to train individually or in groups for musical theatre singing and characterization performance.

Lesson7 Drama form

This guide will train students' coordination, performance, and language skills in the form of drama. This guide will provide teachers with drama scripts suitable for undergraduate study. Teachers can assign characters and scene props according to script requirements. In The training process, the researcher selected two plays for teaching, namely "The Last Moments" and "ShuoKe."

Part3: Popular vocal performance Rehearsal Training

Good rehearsal can improve the students' practical ability. This ability enables students to ensure the best performance level to the greatest extent. This part by aqua Bella rehearsals, music drama rehearsals, and band practice of three methods for the rehearsal, combined with the first part and second part learned knowledge, build students' cognition to practice shows that these cognitive includes: How to choose the best voice part, suitable props for rehearsal, cooperation and coordination with the band, all these are the knowledge and ability that students majoring in popular vocal performance must master. The course content designed in this part is as follows:

Lesson8 A cappella rehearses

In this guidebook, the researcher provides students with the moderate difficulty of a cappella etudes. Its purpose is to train students in the process of singing and the proficiency of music. In the course, students need to group, find each student's position in the parts, and be presented in the form of a cappella.

Lesson9 Musical melodrama rehearsal

Music drama rehearsal combined vocal music and performance, training students in a chorus of coordination ability, ability to student performance on the stage, and mastering choral singing skills and musical melodrama. This course requires students to independently design and performance, train the student's creative ability, teach according to chosen songs, Correspond to different stage positions, and design the corresponding scene performance group training.

Lesson10 Band rehearsal

This lesson focuses on training students with cooperation between the band. Popular singing students must have the ability to ensure the course of practice. The band practice in this guide refers to unplugged rehearsals in the form of a small band of training students in cooperation with the band and music on the control stage.

Improve student achievement by using the instruction guidebook

Formative tests results:

In the whole teaching process, the researcher used each part of the guidebook, and teaching effects were evaluated. At the end of each part of the teaching to the student, the formation test, compare the former test results, the improvement of students' grades within 5%, use the guidebook to teaching students to have played an important role in improving students' grades.

Summative test result:

The final test and comparison with the former test found that student performance by up to 10%, to conclude that using a popular vocal performance guidebook for extra class for students in teaching improves students' academic performance and efficiency.

Expert group result:

The researcher reported the experimental results to the expert group after the experiment, and the expert's evaluation of the results of this study is as follows:

The compilation of the guidebook is rich in content and clear in thinking. The difficulty of the course in the guide is distributed from simple to relatively difficult. The arrangement is reasonable so that students can get the correct learning direction after class, master more professional skills and performance skills from the course, and better integrate singing and performance.

The guidebook conforms to the aesthetic taste of the age of the students taught. Different color collocation can help students improve their interest in learning and distinguish different knowledge with a certain degree of fun.

Students are more interested in the topic, and most of the content of the design needs to be done by students under cooperation. It can better improve the students' ability to coordinate, arrange at the same time appropriate to join the students' practice, and better play to the students' imagination, improving students' comprehensive quality. The guidelines are feasible and scientific.

From the test results, it is satisfactory that using the pop singing extra course guide can improve students' learning efficiency, thus improving students' academic performance.

Discussion

Popular singing extra-curriculum guide to writing contains 10 classes, the teaching content from the skills of sound to the performance on the stage, finally involved with the band rehearsal, all these students are not constrained in the learning of piano room, let the students practice on the stage, and it is also a popular way of singing students form of classroom training. The design of the course, step by step, trains students from the perspective of sound and lets students feel the connotation of music in the process of performance. The design of this part is by Ma Xiaohong (2020): The integration of performance in the teaching of pop singing in colleges and universities have similar views.

In an interview with teachers who have more experience teaching and applying these lessons to guide the course, the good design can improve the students' interest in learning and cultivate students' ability to active learning. In the teaching process, teachers should be involved in the discussions of the student, letting the student put their ideas into a stage performance and positive cooperation. The purpose of teachers' participation in the discussion is to give timely advice to students when their ideas cannot be realized so that teachers can observe and better control the content of the course.

The guidebook is divided into three parts, each part corresponding suitable for the training of the students to learn the subject, and refine the theme content, respectively in different course training. The content in the guidebook is clear at a glance, which makes the whole guide training purpose clear. Training target is the precondition of effective training; of course, clearly study purpose is not unilateral; teachers and students should be the purpose are very clear. This plays a huge role in improving learning efficiency, which is similar to Shi Shangxuanzi's (2021) opinion in the paper: Analysis of the influence of pop music on music teaching in higher vocational colleges.

According to the results obtained, using the guidebook teaching can improve students' grades, and using the guidebook is feasible. This also shows that the guide has certain quality assurance. In addition to the opinions given by experts and teachers, researchers have also repeatedly examined the difficulty of the guide, which is suitable for students' learning.

The improvement of students' performance is closely related to their subjective initiative. Many exercises involving students in design, such as rehearsals of stage melodrama, allow students to design the content to be performed independently, which greatly improves students' learning enthusiasm and drives their subjective initiative.

In the test results, the achievement of students improves by 10%. The proportion of this improvement is reasonable for students. A lot of practice, from the simple, can let the student obtain better learning efficiency in a short time, but each student's understanding of learning is different. We can't expect the student to obtain larger ascension space because learning is needed to cycle. For this experiment, the teacher has always stressed that the content of the course must be diversified, and a rich stage experience can better help students. Through students' participation and feedback, we can confirm that students are positive about such a teaching form, which is consistent with Wang Rui's (2021): Teaching Strategies of Opera Performance Course in normal universities have ideas.

Conclusion

Popular vocal performance guidebook for extra class:

- (1) The course plan is reasonable, and the teaching difficulty is appropriate
- (2) Learning activities are interesting, rich in content, and focus on students' cooperation
- (3) Learning materials are comprehensive, including sheet music, examples, and song recommendations
- (4) Good design, proper use of color

Learning feedback: Through experimental teaching, students' scores were compared before and after, and it was found that students' scores in each part had been relatively improved. From the summary of the test results, students' scores were improved by 10%.

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