

CONSTRUCTING THE DRUM SET GUIDEBOOK FOR TEACHING CHILDREN AT DONGGUAN POLYA FOREIGN LANGUAGE SCHOOL IN CHINA

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Abstract

These research objectives were (1) to Study drum teaching for the first grade of primary school at Dongguan Polya foreign language school; (2) To Create a Guidebook for drum teaching for the first grade of primary school at Dongguan Polya foreign language school. The methodology was (1) Literature Research: A literature analysis of current drumming instruction focusing on drumming education in elementary schools. (2) Expert Interviews: Three teachers who have been in the abundant of drumming for more than ten years were selected as key informants to be interviewed in order to provide assistance in the design of the later content on the one hand and to provide experience in the design of the final elementary school drumming education practice manual for this study on the other.

The research findings were (1) Lack of systematic planning may lead to unsatisfactory student learning results. Too much pressure will make children lose interest in the drum set, thus affecting learning. Neglecting basic exercises can cause students to lose confidence when learning more difficult pieces. A lack of patience and encouragement will cause children to lose interest and confidence in learning. (2) Drum set teaching materials of the first-grade students in primary school are not uniform, and the difficulty of the teaching materials system is quite different, which is not targeted for the learning of the first-grade students in primary school.

Keywords: drum set; guidebook; teaching children

Introduction

Music is the oldest, most universal, and infectious art, is an organic part of human spiritual life, and is the essence of human thought. As an important form and carrier of human culture, music accompanies the development of human history with its unique artistic charm, condenses the continuous praise of human life, and meets people's spiritual and cultural needs. Music education has become one of the indispensable forms of education. The comprehensive influence of music education on people's intelligence development and temperament formation cannot be underestimated. Good music education can help children open the door to music (Hasanova, 2021).

“Percussion” can be said to be the most common and universal educational activity in music education. Almost all parents have led their children to play "percussion": hitting the table with chopsticks, the bowl with a spoon, the biscuit tin with a stick, and so on. As a very simple family music education activity that can be carried out anytime and anywhere, percussion satisfies children's desire to make sounds to a large extent. It is also the simplest way for parents to enlighten children about music. As an ancient form of artistic expression, percussion has been found to have its unique charm long ago. Therefore, whether ancient or modern, percussion has become a part of art with its special charm and permeates every part of People's Daily life. As a part of art, percussion contains rich emotions and exists in the form of sound, which makes it unique and can produce a more powerful influence.

Moreover, the drum set is a very important instrument for playing percussion. Children are in the golden age of mental and physical development, with strong learning abilities, in the learning of drum set has a unique advantage. In the process of learning the drum set, children can develop and coordinate the left and right brain, improve their concentration, enhance self-confidence, find themselves, and release themselves in music, which reflects the advantages of drum set learning, and further improve the level of drum set learning (Durojaye, 2019).

Research Objectives

1. To Study on drum teaching for first grade of primary school at Dongguan Poly foreign language school.
2. To Create Guidebook drum teaching for first grade of primary school at Dongguan Poly foreign language school.

Literature Reviews

The beginnings of drum sets can be traced back to 1890, when stage band drummers abandoned traditional drum sets in favor of free-expression rhythms. This is the beginning of the modern rhythm. The drummers of jazz and ragtime bands in New Orleans use the bass drum and snare of marching bands in a “double tap” technique, in which the bass drum and snare are placed in a position to counter each other and struck simultaneously by one person with the head and handle of the drumstick. They often improvised according to different styles of music, and the bass drum was sometimes played with the handle as well as the head of the drumstick.

In year 1910 to 1920 was the “Ragtime” era, characterized by the left hand playing the bass of the “march” rhythm, while the right hand played mainly syncopated melodies. The left and right hands form the rhythmic stress back and forth. Although the drummers of the time liked to express themselves freely and not follow the music, they could read the music and understand the syntax of the music, and their main purpose was to bring the drum playing to the stage to play an important role (Chen, 2014).

Year 1920 was the peak of the popularity of “Jazz” music. Young drummers with Drum Solos as their new feature competed for the limelight with their innovations in rhythm and technique. Among the many drummers, one must know percussion instruments such as “Vibes,” “Bells,” “Chimes,” and “Timpani” to be a first-class drummer (Liu, 2013).

After 1935, drummers reached the height of their fame, and drumming became so popular that you could hear and see it everywhere. Any stage show has a wonderful drum set solo. Some famous drummers even have their bands. Drum playing techniques and playing forms constantly and rapidly changed, and many conformists were eliminated.

Jazz drummers often play in the circus, vaudeville, and other Settings. Due to the need for musical cohesion and acoustics, many traditional percussion instruments and some novel alternative percussion instruments have been used and gradually become the exclusive percussion instruments of jazz bands. Cowbells, Wooden Fish, Chinese Drums, Ride Drums, Ride, and washboards, to name a few, were used for a long time.

Of course, many percussion instruments did not become standard drum sets later, and in the 1920s, some were phased out while others were modified. The Chinese drum, for example, has been replaced by a drum that can be pitched high or low.

The treater shackle was introduced in 1927. It was an evolution of the hand-held shackle called the Sock. This kind of dart can be played not only by foot but also with a mallet so that the player can play a vivid, lively, changeable sound effect. Therefore, it has become a drum set indispensable instrument.

In the 1950s and 1960s, thanks to new technology and the rise of rock and roll, double bass and double drums became common in jazz bands, except for exotic percussion instruments such as the "Bongos." The number of drums also increased to seven or more. Some traditional percussion instruments, such as Cowbells, have also been revived.

In recent years, some instrument manufacturers outside China, in order to make drum set can easily adjust the tone of the high and low, using the symphony of the timpani ring and rotating the drum body to change the drum skin tightness principle, making a thin single-skin drum, which drummers have widely used. With the advancement of playing technology and science and technology, jazz drums will be updated and faster development (Xue, 2022).

Research Methodology

This paper uses a qualitative study, literature research: A literature analysis of current drumming instruction, with a special focus on drumming education in elementary schools.

Expert Interviews: Three teachers have been in the abundant of drumming for more than ten years were selected as key informants to be

interviewed, in order to provide assistance in the design of the later content on the one hand, and to provide experience in the design of the final elementary school drumming education practice manual for this study on the other.

Results

Drum Teaching for first Grade of Primary School at Dongguan Poly Foreign Language School: With music aesthetics as the core and hobbies as the driving force, we should guide students to cultivate their interest in music, constantly improve students' perception of music, constantly stimulate students' creativity, and explore the potential of the students. When teachers are committed to teaching students with heart and love, students will learn happier and improve their drumming skills more quickly.

Interest is the best teacher. First, start from interest; let students fall in love with the drum set and be willing to learn; Second, guide students to listen to music more frequently, create a great music learning atmosphere for students themselves, and improve their musical sense and overall music literacy. Third, in the actual teaching process, pay attention to the practice of basic skills; let the students practice their drum set skills scientifically and gradually, such as single, double, and four-limb exercises, to improve their physical coordination. Finally, and most importantly, keep praising and appreciating students, finding their good points, and keeping them confident and willing to learn further.

Generally speaking, learning to play drum sets requires perseverance; students should spend a certain amount of time practicing every day to have satisfactory results in the long run. Technically speaking, first, do more single-point exercises, let students feel and learn to relax their wrists, to lay a solid foundation for future learning; Second, do more single-leg exercises. So that student can master the single-leg exercises so that they can better perform the difficult double-leg exercises in the future.

Encourage students, as scientific practice shows that students learn better when they are encouraged. First, improve students' interest in learning, cultivate students' awareness of independent learning, and improve students' initiative. For example, let students participate in the learning process of listening to music and arranging music; Secondly, the knowledge in the book should be expressed in simple language, so can make it easier for first-grade students to understand

and learn; Third, use language education based on children, which can be told in class stories, metaphors, games, competitions, rewards and so on; Fourth, make the rich design of the classroom content, activate the classroom atmosphere in an appropriate time so that first-grade students can keep their attention on the course contently; Fifth, encourage students more. Scientific practice shows that students can learn better if they are encouraged.

Based on the age, physical and intellectual development level of first-grade students in primary school, as well as a large number of teaching materials and practical guidance, this paper creates a drum guide book which is suitable for first-grade students with moderate teaching knowledge points, high quality and moderate difficulty teaching content. Four-point exercises. Quarter notes, eighth notes, sixteenth notes. Tempo up to 120. Coordination exercises. Layers of progression. Basic exercises and click exercises require rhythmic precision. If the exercises are performed alternately with the left hand and right hand, they should be even in tone and have a musical sound.

For first-grade students in primary school, pictures are more stimulating than words. The illustrated guidebook in this research is great for first-grade students. It will be better to accompany the guide with appropriate videos.

The overall design of the guidebook is great; with moderate difficulty, a moderate number of courses, a moderate amount of knowledge points, and rich levels, this guidebook is perfect for first-grade students.

Based on the existing, if the following details are right, the guidebook can be perfect: In Lesson 5, the note recognition section, add a whole note, half note, and quarter note music appreciation segment so that children can feel the difference of each note. In Lessons 5 and 6, low-speed, high-quality, double-click, and compound-click exercises are required. The more speed students can master, the better, not faster is better. Therefore, speed 40 is fine. In Lesson 6, pay attention to the tone of the pedal cymbal; at the very beginning, the first practice requires a clean and clear sound. Practice the open cymbal, the half-open cymbal, and the half-open cymbal-practice at the edge and in the middle. In lesson 8, when learning the eighth rest, add a Jamaican piece to give the students a fuller experience of eighth notes and eighth rests.

Guidebook drum teaching for first grade of primary school at Dongguan Poly Foreign Language School: Guidebook drum teaching divided into 9 lessons, example:

Lesson 1 Introduction

Lesson 2 Notation

Lesson 3 ‘R’ and ‘L’ hand sequences

Lesson 4 Beats

Lesson 5 Click and Double click

Lesson 6 Rhythmic

Lesson 7 Enlightening Exercises

Lesson 8 Eighth Notes and Eighth Rests

Lesson 9 Enlightening Exercises

Discussions

We selected several experts with rich experience in teaching drum kits in primary schools to conduct interviews. Also, we selected five students for the investigation to fully understand the learning situation of the first-grade students in Dongguan Poly Foreign Language School, which created good conditions for the development of the later guide manual.

When teachers are committed to teaching students with heart and love, students will learn more happier; this quote (Luo, 2022) results in the paper also mentions saying, “love is the soul of education” an education that lacks love must be cold, empty, and soulless. A child's growth process needs to be nourished by love. Therefore, teachers must maintain a loving heart in their daily teaching process to improve students' learning.

First, a standardized teaching and practice system is needed to solve these problems, and specific learning plans can be formulated for children of different ages. Only in this way can professional guidance and support be given to children's learning to help them establish a correct learning attitude and to cultivate their interests and hobbies in music. Therefore, this paper takes the first-grade students of Dongguan Poly Foreign Language School as the research object and studies a set of targeted and universal guidelines.

New Knowledges

Based on the age, physical and intellectual development level of first grade student primary school, as well as a large number of teaching materials and practical guidance, this paper creates a drum guide book which is suitable for first grade students with moderate teaching knowledge points, high quality and moderate difficulty teaching content. Four-point exercises. Quarter notes, eighth notes, sixteenth notes. Tempo up to 120. Coordination exercises. Layers of progression. Basic exercises, click exercises require rhythmic precision, and if the exercises are performed alternately with the left hand and right hand, they should be even in tone and have a musical sound. For first grade student primary school, pictures are more stimulating than words. The illustrated guidebook in this research is great for first grade students. If possible, it will be better to accompany the guide with appropriate videos.

Conclusions

Through expert interview and purpose sampling analysis, we get the development status of drum set education in primary school, which is reflected in the following aspects.

Lack of systematic planning: There are no special teaching materials and practice manuals for each grade in each school. The direct teaching methods of different schools or teachers vary greatly. Thus, the lack of systematic planning may lead to unsatisfactory student learning results.

Too much pressure: Some teachers will overemphasize the learning results of children's drum set and do not pay attention to the teaching process, and put too much pressure on children, which will make children lose interest in the drum set, thus affecting the learning effect.

Neglecting basic exercises: Basic exercises are very important in drum set learning, but some teachers will overemphasize complex techniques and pieces at the expense of basic exercises, which can cause students to lose confidence when learning more difficult pieces.

Lack of patience and encouragement: Drum set learning is a long-term process, which requires patience and perseverance, but some teachers may need

more patience and often scold children or suppress children's enthusiasm, which will cause children to lose interest and confidence in learning.

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