

A STUDY ON CHINESE ART SONG IN MODERN TIME FOR TEACHING HIGH SCHOOL VOCAL MUSIC STUDENT AT LIN YI NO.3 MIDDLE SCHOOL

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Abstract

The objectives of this study were: (1) To teach students in experimental group. (2) To find out the result of teaching. This research was mixed-method: qualitative research was conducted by interviewing and learn Chinese art song from four key informant. For the quantitative research the population was 40 students majoring in vocal music in Lin Yi No.3 Middle School, sample was eight students got by systematic random sampling.

The research findings were: (1) This study randomly selected 8 vocal music students in the second year of senior high school as the research object and conducted systematic training and learning for four months according to the guide book and teaching plan. the design conforms to the teaching course of high school art examinees (2) The test of the experimental group of students, after expert evaluation results, the formative test and conclusive test were compared, the results show that modern Chinese art songs are very suitable for the training and singing of singers of various vocal music levels, and play an important role in the development and progress of the students' vocal music, the researchers' research results are very effective. It is worthy of reference and development by peers and training institutions.

Keywords: Chinese modern art songs; High school vocal music; Vocal music teaching

Introduction

Chinese Modern Art Songs (1912-1949) This period is the golden age of Chinese art songs (retranslated), art songs this art form emerged in Europe in the late 18th century and early 19th century, and was introduced into China in the early 20th century, art songs this unique art form is a perfect combination of music and poetry, with the deepening of the new culture movement, in this period of music works, art song has an important position, is a high artistic taste of the song form. Chinese art song creation started late, in 1920While studying in Germany, he composed the first Chinese art song "The Great River Goes East".

Six years after Zhao Yuanren wrote "The Great River Goes East" when he was studying in Germany, he wrote "Teach Me How to Miss Him". Since then, composers such as Huang Zi, Ying Shangneng, Li Weining, He Luting, Chen Tianhe, Liu Xuan, Jiang Dingxian, Ma Sicong, Lu Huabai, Xia Zhiqiu and Ding Shande had written many excellent art songs (Han, 2017).

These musicians who returned from studying abroad with great enthusiasm for the motherland are devoted to the creation of art songs, inheriting and developing the creative characteristics of the first generation of composers, using Chinese traditional tones and national harmony more maturely, while absorbing the advantages of European music culture, creating a large number of excellent art songs. These art songs combined with the contemporary Italian bel-canto singing style that introduced into China earlier and become the best model of bel-canto singing Chinese songs, provides an opportunity for the spread of bel canto singing method in China, lays the foundation of vocal music teaching, and creates a new starting point in the history of Chinese vocal music.

At present, Chinese modern art songs occupy an important position in higher art colleges and universities (Zi, 2009). In the process of vocal music teaching in Chinese colleges and universities, Chinese art songs are generally introduced into the actual classroom teaching, as a necessary repertoire of vocal music teaching, which is enough to embody its value. Today's high school vocal music teaching for the application value of Chinese art songs lack of correct understanding in the choice of teaching means and teaching mode and other aspects of the lack of necessary innovation. Therefore, how to better play the role and value of Chinese art songs in high school vocal music teaching is worth

all high school vocal music art educators to think about. The application and practice of contemporary Chinese art songs in vocal music teaching

The problem is "The teaching method of modern Chinese art songs is unknown in high school vocal music teaching". Chinese art songs, which combine Eastern and Western culture and musical art, have their unique artistic charm and value, but in fact, in many vocal music teaching, this point has not been fully recognized. In the majority of vocal music teachers, people tend to pay too much attention to the singing skills of music or songs, especially the exploration of western singing methods and skills. However, for the singing skills of Chinese art songs and the artistic charm behind them, the exploration and inheritance of the strength appears to be very insufficient. As a result, many very valuable and important contents are ignored consciously or unconsciously in classroom teaching, and many classic art songs are not used for teaching.

Research Objectives

1. To teach students in experimental group.
2. To find out the result of teaching.

Literature Reviews

Piano fingering teaching: Teaching of art songs in modern China. Chinese ancient poetry has very strict requirements on the sense of rhythm. Long-term reading can improve readers' intonation and syllable mastering ability, and pay attention to the details such as smooth intonation and smooth melody in the process of singing and reading, which basically does not have the situation of large-scale cross-syllable singing in today's music creation. Therefore, the application of Chinese ancient poetry art songs in vocal music teaching can help singers calm down their own breathing and strengthen their ability to grasp the singing skills with *qi*. Such long-term singing of Chinese ancient poetry art songs is of great help to smooth the breath and control the character. In the teaching consciously carry out this aspect of the work, let the students understand the background of The Times will play a multiplier effect with half the effort. Knowing the layout of the lyrics, we can look for the contrast between the melody and the lyrics as a whole, so as to obtain the inner unity of the artistic treatment. In the singing, we can really achieve the level,

order and basis, so that the overall treatment of the art song tends to be perfect (Han, 2017).

In vocal music teaching, on the one hand, we should pay attention to these characteristics in the works, but also through teaching and practice, combined with specific works to strengthen learners' singing training of dry pitch jumping and long and short notes alternating, at the same time, fully understand the tonal changes of the works, strengthen targeted singing training. And then achieve the performance of the intonation in the process of singing ancient poetry art songs such as: Xiao Yang (2017) The representative works of Chinese early art songs. Xiao You Mei (1884-1940), whose main works include The Question, Starry Sky and The Wild Goose Flying South. The Master of the Qing Dynasty (1983-1959), his main works include The Great River to the East, I Live at the Head of the Yangtze River, and published a collection of Qing Songs, the Sound Mirror Two books of art songs (Song, 2016).

Huang Zi (1904-1938), representative works such as "Spring Thoughts", "Three Wishes of the Rose", "Homesickness", "Flower Not Flower", and so on, his art songs often appear in contemporary large and small concerts, often used in vocal music teaching singing demonstration.

Liu Xuan (1905-1985) wrote poems such as "Red Bean Poems", "Walking in Snow to Find Plum Blossoms" and "Ballads of the Great Wall". After the outbreak of the Anti-Japanese War, many of his songs became well-known and widely sung. In addition to these composers, there were many more famous composers, such as Nie Er, He Luting, Wash Xinghai, and so on. Their works marked the transformation of Chinese music from school songs to professional music art, and promoted the beginning of professional vocal music in China.

Vocal music teaching in high school art examination: This pursuit of "high, big and thick" sound is the pursuit of singing "big repertoire", because singing "big songs" requires a wide vocal range, a lot of volume, and a strong timbre. This kind of vocal music teaching concept is common in the teaching of high school vocal music teachers, which makes students in vocal music learning, do not pay attention to softly, quietly practice, do not choose the right repertoire and other problems (Xu, 2017).

For high school music arts candidates, the most important thing in the unified examination is to test their professional ability. Therefore, students must improve their professional level in order to cope with the examination, but for the majority of students, they do not realize the necessity of music subject, unable to devote themselves to study, lack a certain motivation to study (Zheng, 2020).

Most teachers agree that the setting of singing prompts plays a finishing touch in teaching. The creation background of each song, the thoughts and emotions to be expressed by the author, as well as the skills and tips in singing have brought a lot of help to teaching. There is no need to search for materials as hard as before and spend a lot of time to prepare for students before class (Liu, 2014).

In the scientific selection of teaching materials, one of the most basic teachings based on is music teaching materials. This textbook provides detailed music knowledge for students to learn. Meanwhile, the quality of music textbooks largely determines the final teaching quality.

Evaluate teaching effect: In the training of teachers' skills, the micro-teaching method used the evaluation sheet to evaluate the training of skills. The content of the evaluation sheet was very precise. For example, the blackboard writing skills were standardized and neat, or the imported skills were artistic and interesting. These accurate descriptions are difficult in vocal music, so in the teaching experiment of the author, more students are asked to describe themselves through video playback to carry out a feedback system supplemented by self-evaluation, reflection and evaluation of others, so as to help them better find out the problems.

This is a very important link in high school vocal music teaching. Since the classroom teaching time is relatively short, students' own practice after class is a key measure to improve their learning level. After class, students practice singing repeatedly according to the requirements of teachers, and at the same time, they reflect and summarize, find out their strengths and weaknesses, and then communicate with teachers in the future class, not only let teachers understand the characteristics of students singing, but also solve the doubts in students' self-practice, and promote the learning effect and level (Yao, 2021).

Phased teaching is widely used in vocal music teaching system. And from the current vocal music talent training system. The phased teaching method is widely used by vocal music teachers

A teaching method. The stage of teaching method is that in the existing vocal music teaching system, the curriculum and training stages are divided into three intrinsically related, but there are different degrees of different stages in the difficulty of mastering and the requirements of teaching effect evaluation. As for phased teaching, there is no consensus in the academic community, so as to form a very clear definition. Generally speaking, in the ordinary sense, the so-called stages are literally understood, and are divided into three different stages, such as "primary", "intermediate" and "advanced".

For each evaluation index, the scoring criteria should be determined separately, and the scoring should be an integer between 0 and 10. For example, in the index of teaching content, grades can be divided into four levels. (1) An accurate grasp of music style, integrating knowledge, methods and skills, and artistic skills, scoring 9-10 points; (2) a thorough analysis of music style, skills and expression techniques, scoring 6-8 points; (3) a single content, ignoring the teaching of knowledge and methods, scoring 3-5 points; (4) The content is random and the score is 0-2 (Zhang, 2016).

Conceptual Framework

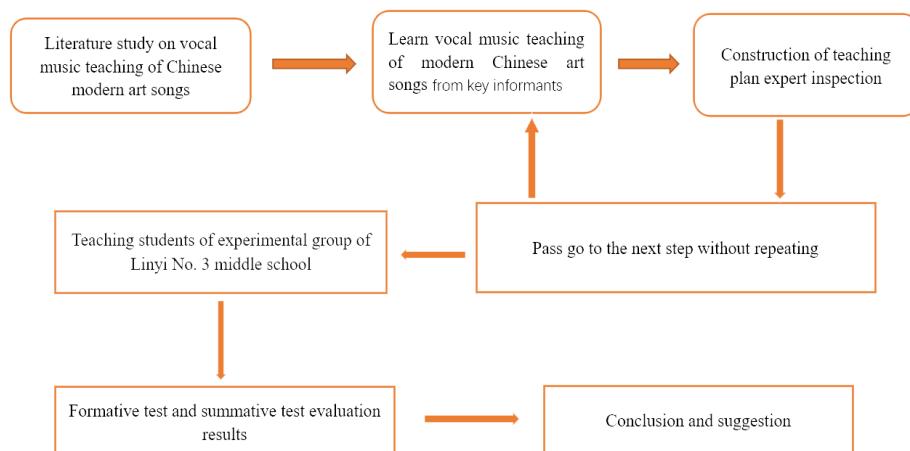


Figure 1: Conceptual Framework Diagram

Research Methodology

This research is quantitative and qualitative mixed method; qualitative research uses to studying the vocal music from the experts; quantitative research is to conduct teaching experiment. Population was 80 students majoring in vocal music in Linyi No.3 Middle School, sample was eight students got by systematic random sampling.

Results

Research finding 1: teaching students in experimental group. The content of teaching evaluation is divided into three categories: singing method, emotional expression and stage performance. Expert judges judge the performance of the tested students in different periods, record the test data of each student at various stages, observe the data changes, and analyze the data results.

The experimental courses are divided into elementary, intermediate and advanced courses, with formative tests after each class.

Class mode: multimedia music classroom group class, one to one instruction singing technique, emotional expression, stage performance comprehensive training course.

Course schedule: 1) Each class is divided into group comprehensive learning class, 2) one-to-one instruction class, 3) examination class, three times per week.

Teaching course design	
Teaching objectives	Students have a deep understanding of art songs should master scientific singing methods, form a good aesthetic taste, and improve their ability of singing, expression and stage performance, and cultivate the thoughts and feelings of loving the motherland, optimistic, hard work attitude towards life.
Teaching content	Guide book 14 art songs, as well as related

	vocal songs, body training.
Teaching methods	appreciation, teaching, demonstration, practice, discussion
Teaching tools	piano, PPT, guidebook
Teaching process	
Introduce part in class to improve students' interest in learning	A story about a composer, a performance by a favorite singer.
An in-depth analysis of art songs	Song background, song form analysis, singing requirements, reading words
Training methods of related etudes	Practice of enunciation, enunciation, return to rhyme, practice of flexibility of tongue, teeth and lips, training of breath, cavity, position and basic skills of singing. Let the students feel the movement of singing muscles and the scale of the opening of the cavity.
Body shaping	Basic Ballet body training, guiding singing performance
Collecting data	Different parts of the famous singing, Chinese and foreign art songs contrast
Guide students to analyze and discuss to form a correct aesthetic	Each student sings on stage, the students in the audience evaluate, the teacher corrects.
Homework after class	According to the requirements of the music to learn to sing music, recitation, accompaniment

Teaching reflection	What is the student's interest in learning? Whether the student has obtained the method of independent learning, whether the student has achieved the teaching goal, whether the student has obtained the improvement of singing thinking and singing ability, whether the student has obtained the ideological and emotional development.
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Evaluation Scoring Instruction

Scoring criteria for Formative and Summative Test (total score 50)		
Singing technique 30 points	Use of breath	5 points
	pitch sense	5 points
	voice position	5 points
	clear language	5 points
	sound smooth and long distance	5 points
	resonance, overtone, trills	5 points
Emotional expression 10 points	Correctly understand the meaning of the song, use the change of timbre, speed and strength to shape the image of the song	5 points
	full of appealing sound and emotion	5 points
Stage performance 10 points	Stage performance, excitement, calm control	5 points
	gestures, facial expressions, eye body expression	5 points

Evaluation Results: The Formative test and Summative test Singing technique; Emotional Expression; Stage performance; comprehensive result percentage increase before and after the experiment.

A comparative of Formative Test and Summative Test Average Scores.

Students	Formative test	Summative test	increased	Grade	Levels
1	26.00	38.50	48%	B	Good
2	25.00	35.40	42%	B	Good
3	29.00	43.00	50%	A	Excellent
4	25.00	35.50	42%	B	Good
5	23.00	35.00	51%	B	Good
6	29.00	44.00	53%	A	Excellent
7	22.00	35.20	60%	B	Good
8	26.00	40.50	55%	A	Excellent

In this part, three experts were recorded to compare the average score of the experimental group students' singing skills, emotional expression and stage performance before and after the experiment. Table 2 records the comparison and growth rate of students' comprehensive scores before and after the experiment. In terms of comprehensive average score, student's average score increased by 48% after experimental teaching. After experimental teaching, student 2's overall average score increased by 42%. After experimental teaching, the average score of student 3 increased by 50%. After experimental teaching, the average score of student 4 increased by 42%. After experimental teaching, the comprehensive average score of student 5 increased by 51%. After experimental teaching, the average score of student 6 increased by 53%; after experimental teaching, the average score of student 7 increased by 60%; after experimental teaching, the average score of student 8 increased by 55%.

After four months of study experiment, student 3, student 6 and student 8 achieved excellent A performance; student 1, student 4 and student 7 achieved above medium good B; student 5 achieved medium good B. The average growth rate of students in the experimental group was 50%.

Experimental group students, through the experiment have made great progress, high school art candidates are in the initial stage of vocal music, singing ability gap is not very big, after formative test results are divided into three grades: excellent: student 3, student 6, medium: student 1, student 2, student 4, student 8, medium below: After four months of experimental group teaching, student 5 and student 7 were given a summative test. Among them, the students who made the greatest progress were the students who were below the middle level and the students who were at the middle level. The experiment proved that the singing and training of Chinese modern art songs not only benefited the students with good singing ability and talent, but also the students with weak singing ability and talent. It can lay a solid foundation for beginners' basic singing skills.

Discussions

The students in the experimental group learned and trained 14 songs in four months. For vocal beginners with low solfeggio and musical recognition level, they learned one art song every week and sang it well with accompaniment. The learning progress was moderate. Whether it is Italian singing or Chinese singing, they pay attention to the articulation of clear words, foreign songs pay attention to the cavity line words pay attention to a e, i, o u vowel clear accuracy, Chinese song prefix, font, font are very important, pay attention to according to the character line to strengthen the "five tones", "four calls", "thirteen zhe", "tone application". It is very important for students in the experimental group to practice the vocal organs of lips, teeth, tongue and teeth. Breath training is also very important, every class should emphasize, breath training is a daily must practice the basic skills, breathing training is very important for the art candidates, teachers must repeatedly stress and urge, even if their conditions are good, will not breathe will not sing, if the singing is compared to a car, breathing is energy, no oil no good engine is not far away (Zi, 2009).

After four months of study experiment, average growth rate of students in the experimental group was 50%. The students in the experimental group improved steadily under the unified learning and training. In the initial stage of learning, the interest in art songs was not high, the understanding was not enough, the sudden systematic learning and training were tired and did not adapt

to, the beginner level was relatively shallow, the high school art students' self-discipline was not high, the students improved slowly, the researchers timely adjusted, In the teaching process, every teaching link pays attention to stimulating the interest of students, organizes and supervises the training of students on time every day, trains them in scientific ways and steps, and finds the method of independent learning. After the primary stage, students can obviously feel the progress of their singing. Through in-depth understanding of songwriters, these songwriters are extraordinary talents who have made great contributions in the history of China (Han, 2017). They are not only musicians, but also politicians, educators, linguists, scientists and musicians. The students have a feeling of reverence for them. The researchers' interesting analysis of the artistic mood of poems and poems in class, the experimental group of students on Chinese art songs from never understanding to interested and then love, steadfast efforts in the training, in the middle and later stages of intermediate learning performance has been greatly improved. In terms of aesthetics, there has also been a change in how to sing beautiful and moving works according to one's own conditions, rather than pursuing a robust and majestic voice.

New Knowledges

Art songs are the most elegant art form among vocal music works, and Chinese modern art songs are the golden period of Chinese art songs creation. In order to improve students' singing ability through art songs, vocal music teachers should constantly learn to improve their professional quality, master scientific and correct singing methods, and deeply understand the cultural and historical background of art songs. Mastering the scientific law of art song teaching, from the simple to the deep, step by step, from classic songs to a wide range of themes and times, from the initial training of learning singing techniques to the personality training of individualized teaching, is able to make the teaching of Chinese art song achieve the ideal effect. The standard vocal music teaching and perseverance can make Chinese art examinees vocal music singing level to get considerable development.

Conclusions

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