

# **CONSTRUCTING THE CHILDREN CHORUS GUIDEBOOK FOR TEACHING STUDENT AT JINHUA PRIMARY SCHOOL IN ZHENGZHOU, HENAN PROVINCE**

**Zhang Baolin<sup>1</sup>, Chutasiri Yodwised<sup>2</sup>**

Faculty of Music, Bangkokthonburi University,<sup>1-2</sup>  
China,<sup>1</sup> Thailand<sup>2</sup>

**Email:** 776219441@qq.com<sup>1-2</sup>

**Received:** June 11 2023; **Revised:** July 9 2023; **Accepted:** April 8 2024

## **Abstract**

The objectives of this study are four folds:(1) To study the teaching method of children's chorus. (2) To construct children's chorus teaching guidebook (3) To use children's chorus guidebook in Jinhua Primary School. (4) To evaluate the result of teaching by using the guidebook. The research method is a mixture of qualitative and quantitative methods. Qualitative research is the analysis and research of children's chorus method, and quantitative research is the teaching of experimental group. The population is 50 students in Grade 5 of Jinhua Primary School.

The findings of this paper are as follows :(1) I studied books and articles related to children's chorus, learned training methods, vocalization, resonance, music theory solfeggio and emotional processing from children's chorus experts, and consulted relevant information about each song, singing skills and music analysis. (2) The Children's Chorus Guide consists of vocal skills, resonance, intonation, rhythm, solfeggio ear training, pronunciation, processing and expression, stage performance skills, history and development, processing and expression of aesthetic characteristics, and Chinese and foreign children's chorus repertoire. (3) The lesson plan consists of 16 lessons followed by predictive, formative and summative tests. (4) The effectiveness of using the guide to teach, and the students' learning outcomes are at a good level; This guide is suitable for high level teaching.

**Keywords:** Chorus; Children's chorus; Jinhua primary school

## Introduction

Children's chorus is a form of expression of music, literature and singing, and it is the most expressive singing way in vocal music art. Establish a children's choir, integrate education into chorus activities, so that students can be educated and influenced by beauty, patriotism and collectivism education. Chorus can reflect a school's art education level, but also can show the school students' spiritual outlook and comprehensive quality, to cultivate students' musical feelings, emotional enhancement, expression and aesthetic ability, and cultivate students' sentiment are of great significance. As an important part of chorus, children's chorus education plays an important role in the voluntary stage. To carry out children's chorus education in the school is helpful to cultivate children's sentiment, improve children's personal cultivation, expand students' vision, and feel the collective atmosphere. Children can learn unity in the collective, learn to cooperate with each other, mutual aid and solidarity, and enhance students' moral and cultural literacy (Sun, 2015)

Chorus is a comprehensive form of artistic expression, including poetry, music, singing, performance, recitation and other comprehensive art forms. Chorus can also improve people's understanding of music, cultivate people's sensitivity to music and artistic quality. In the chorus performance, each actor is required to cooperate with each other and help each other, not only to cooperate with the tacit understanding, but also to sing the sound accurately in place, cannot be deviated, and the voice must be modified. The audience can enjoy the chorus from multiple levels, a variety of singing parts and singing effects, and finally, can make people resonate and improve their aesthetic ability. Children's voices are the most innocent and beautiful. Of course, children's voices are also other voices in the world cannot be replaced, this is the charm of children's chorus. Children's chorus is also an important means to improve aesthetic education and improve the quality of children. Children's chorus is of great benefit to the cultivation of children's good morals, the cultivation of character and sentiment, the enrichment of image thinking, and the promotion of intellectual development (Liu, 2019).

Primary school is an important base for cultivating students' music education, but there are still many problems in the teaching methods of children's chorus. Students do not have a deep understanding of the methods and techniques of children's chorus, and many students have little contact with

children's chorus. We can't understand the history of choral development, let alone sing these works. There are still many problems in music teaching in primary schools. Primary school music teachers can not correct singing skills and teaching methods of children's chorus, teachers and students are not enough attention, the school is not enough attention. The comprehensive quality of students' music is relatively low.

Music teaching is the main content of primary school music curriculum, which can not only bring students experience, but also improve students' aesthetic ability, music accomplishment and comprehensive ability. However, at present, some teachers are influenced by traditional teaching concepts. When teaching, teachers only blindly explain the content of textbooks, music theory solfeggio and some teaching methods, the classroom teaching effect is rather boring, which fails to mobilize the enthusiasm of students and limits their thinking ability, and it is difficult to achieve the teaching goal. Under the background of the new curriculum reform, teachers should change their teaching methods, mobilize the enthusiasm of students, change their teaching concepts and pay attention to diversified teaching methods, so that students can get beautiful experience and emotional improvement (Yang, 2022).

Therefore, writing "Children's chorus teaching Guide" is of great significance for primary and secondary schools to cultivate students' chorus ability and improve students' comprehensive quality. Through "Children's Chorus Teaching Guide", teach students to sing choral songs, cultivate students' good musical literacy, learn their unique singing skills, so that students can better sing Chinese and foreign choral songs. Students can better feel the charm of music, show the unique cultural connotation and musical expression of Chinese and foreign chorus, truly realize the integration of voice parts, and better inherit and carry forward.

## **Research Objectives**

- 1.To study the teaching method of children's chorus.
- 2.To construct children's chorus teaching guidebook.
- 3.To use children's chorus guidebook in Jinhua Primary School.
- 4.To evaluate the result of teaching by using the guidebook.

## Literature Reviews

**Children's chorus:** The selection of children's chorus members, the construction of children's chorus members is related to the development and stability of the whole team, and should be carried out mainly from the aspects of team size and member selection.

Take Jinhua Primary School in Shangqu District of Zhengzhou City as an example to establish the choir, the number of people is limited to 54. If there are too many people, it will be very difficult to select, manage, organize and train the team and perform, and the training level will be reduced. Similarly, if there are too few people, the staffing of some voice parts will be insufficient, the staff reserve is not stable, and the effect will be relatively poor. The results vary depending on the size of the school and the school itself. In recent teaching and practice, the color of sound is often excessively pursued and the significance of chorus itself is ignored. Teams should avoid too many attempts to achieve a grand effect through the pursuit of numbers. More attention should be paid to the quality of the selection of team members, the training of voices between parts and the coordination of voices between teams.

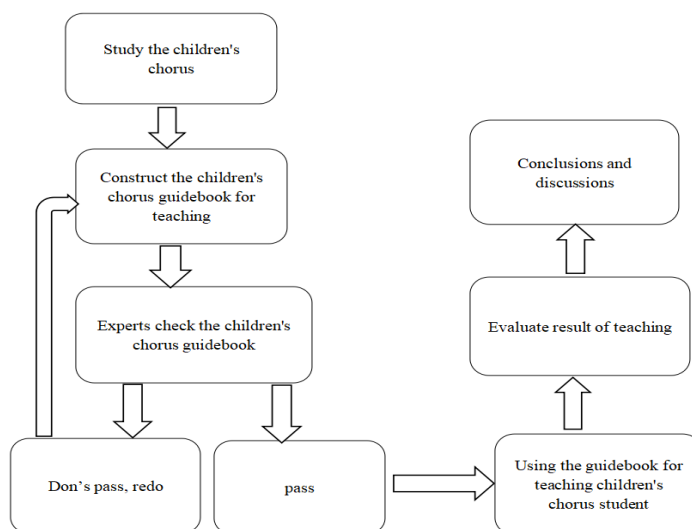
The selection of the choir is mainly carried out through the way of testing. 1. You can choose a song by yourself, sing it alone or sing it softly with the accompaniment. It is better to sing alone, so that you can have a deeper understanding of the intonation, rhythm, musicality, quality and timbre of the contestants. According to the comprehensive musical quality of the contestant to decide whether to be included in the chorus category. 2. Test of vocal range. From the center C, sing a short musical phrase, such as "1 3 5 3 1--", and then go up half note or whole note to measure the highest expressive note. And then on the way down, measure the lowest note supported by the breath, and the lowest and highest note measured is the student's vocal range. 3. Test the way it sounds. Listen to the sound is comfortable, natural, mellow, there is no natural sound position, or there is stiff, hard, Shouting, white, loose and facial expression is not natural, singing blush swelling, neck thick and other problems, to point out its problems face to face, and demonstrate its correction. If they have quick reaction and strong understanding, it is estimated that they can overcome these bad habits in a short time. As long as they can change their love for music and singing, they can also be admitted as chorus members. Students who like to "shout and sing" can be loud or small. The students who are used to singing with

air and virtual voice cannot be large. Therefore, students with voice damage should be advised to participate in other group activities. For elementary school students, their voices are not fully developed yet, and children are naturally active, Shouting around the school, it's their nature. But students should be taught in class to take care of their voices and avoid Shouting. In my students because of loud Shouting and there are many students voice damage, has been hoarse state. When I sing, I often can't sing the high pitch and break the sound. Such students participate in chorus not only repair the voice, but also affect the overall singing effect. The ideal state of the student voice is to be able to sing real voice, the volume can be high or low, but also controlled, and can sing falsetto high range. If the timbre and quality of the voice are good, and obviously different from others, and have a lot of personality, such students can also be absorbed into the choir, let them as a soloist, lead singer. Only in the chorus must require their voice to be controlled, as far as possible to maintain the unity of timbre. Test solfeggio ear training ability. First of all, teachers play the piano, students sing monophonic, interval and phrase mainly pay attention to interval and rhythm, it is best to ask to sing the name. Solfeggio can specify a short melody that has meaning for the purpose of the test, and beat the singing name. Solfeggio scores are only used as reference for admission, especially when it comes to rhythm. Unlike intonation, sound conditions and so on, rhythm ability is more affected by nature and physiology, and can be improved through acquired learning and training. As long as the quality of the music is good and the voice is not damaged or seriously damaged, those who have not formed stubborn habits can be trained in the choir even if the sound method is wrong. Some students, although their voice condition is not so good, have a good sense of music and can go deeper into the content of the song. These students should also be allowed to join the choir, because a good sense of music and being able to go deeper into the content of the song is very rare (Hu, 2017).

First of all, according to the children's interests, in the class, school level and children's palace talent activities competition, to find better music and high music literacy children. Secondly, in the semester music examination to understand and determine the sense of music, rhythm, strong performance of plastic talent, can also organize a team recruitment activities and encourage children to actively participate in the choir.

The examination and selection of members should start from four main aspects: intonation, rhythm, timbre and range. In terms of intonation, children should prepare a familiar melody for unaccompanied singing, to determine whether the starting note and the ending note are in the same mode. Then, we will perform decomposed singing of intervals and chords, such as sophomore, minor second, pure fifth, major third, etc., to judge the sensitivity and intonation ability of children to harmonic intervals and chords. In terms of rhythm, you can knock or play a rhythm, let the child imitate it, and say the characteristic place, test the child's sensitivity to rhythm. In terms of timbre, it is observed whether children can sing a melody completely and naturally through breath control during song singing. Children with strong vocal cord closure ability and mellow voice are selected to give careful guidance to children with unique voice, so that they can be integrated into the unified voice of the team. The integration and unity of the voice is the key to chorus training. In terms of vocal range, it is mainly the problem of assigning the proportion of voice parts, and the basic vocal range of children can be understood through the way of scale modeling with the piano (Lu, 2021).

## Conceptual Framework



**Figure 1:** Conceptual Framework

## Research Methodology

This is a mix research method. Qualitative research mainly obtains research data through in-depth interviews with experts and students, questionnaire survey of students, literature research and other methods, and analyzes the data to obtain research results. Quantitative research mainly includes three tests: the first formative test, the second formative test and the summative test. Use research tools such as tables and charts to compare and analyze the collected data. Population: The objects of this study are 300 students in the fifth grade of Jinhua Primary School in Zhengzhou City. The experiment samples were 50 fifth grade students from Jinhua Primary School in Shangdong District. The researchers used purposeful sampling to select a grade first, then conducted random sampling, randomly selected a class of students in grade 5. Key informant: Three expert choir conductors.

## Results

Through interviews with three children's choir experts, the researchers will understand how to develop teaching guidelines for children's chorus. Then read a lot of relevant books and papers to understand the relevant theories of chorus. Then, according to the questionnaire of students on children's chorus, the students' problems are understood, relevant theories and teaching methods of children's chorus are formulated, and representative songs at home and abroad are selected for teaching. This teaching guide for children's chorus reflects the design idea from theory to practice. Let the students understand the basic theory of children's chorus and the singing skills and vocal skills of children's chorus songs, and then take 5 songs of children's chorus as examples for practical teaching, so that the students understand the cultural connotation and aesthetic significance of children's chorus, improve the curriculum system of children's chorus. To better realize the teaching goal of educating people with beauty. This guide is based on expert interviews and literature, using children's chorus teaching methods compiled.

**The contents of the Children's Chorus Guide:** The guidelines are based on data collected from expert interviews, consisting of three parts, including seven small pieces. The contents of the children's chorus teaching guide are as follows:

|  |
|--|
| <b>Introduction</b>  |
| <b>The formation of children's chorus</b>                      |
| 1 Selection of children's chorus members                       |
| 2. The division of the voices of the children's chorus members |
| 3. The formation of children's chorus                          |
| <b>The training of children's chorus</b>                       |
| 1. Basic training of children's chorus                         |
| 2. Breathing, occurrence, resonance, intonation                |
| <b>The introduction of children's chorus works</b>             |
| 1. Chinese works   |
| 2. Foreign works   |
| <b>The conductor of the children's chorus</b>                  |
| 1. Conducting children's chorus                                |
| 2. Command essentials and command illustrations                |
| 3. The director's desk preparation                             |
| 4. Rehearsals and performances                                 |
| <b>The history and development of children's chorus</b>        |
| 1. The development of Chinese children's chorus                |
| 2. Development of children's chorus in foreign countries       |

According to the advice of experts, the children's chorus guide is constructed. The children's chorus guide is divided into three parts. The first chapter is about the composition of the children's choir, which has three sections. The first section is about the selection of the children's chorus members, and the second section is about the division of the voices of the children's choir. The third bar is the composition of the children's choir. The second chapter mainly includes the training of children's chorus, including 2 sections. The first section includes the basic training of children's chorus, and the second section includes the basic training of resonance, breathing, pronunciation and intonation. The third chapter mainly introduces some choral works at home and abroad. Mainly includes "Chinese young pioneers team song" "Insect fly" "Listen to mother talk about the past things" "happy dream" "Singing a folk song to the party" "target return" "Jingle Bells" "true, good and beautiful little world" "little white ship" "Minuet" "Ode to joy" "Shearing" and other songs.



With the development and progress of the society, the society attaches more and more importance to the cultural life of children. As an elegant art, children's chorus has been paid more and more attention by the society. Children's chorus can not only enrich students' extracurricular life, but also cultivate children's good music perception ability. Between the ages of 6 and 12 is childhood. At this stage, all aspects of the child's development have been sound, language ability and vocal cord development has begun to have elasticity, vocal range has gradually widened, volume has gradually increased, timbre plasticity enhancement and the mastery of intonation is also more sensitive. Therefore, in the training, we should first pay attention to the students' good singing state, including correct singing posture, correct breathing support, correct voice, accurate vowel state, rounded timbre, rich and concentrated resonance position, clear language and accurate emotional expression. In the process of training, we must firmly grasp these points.

| Basic requirement                   | The training of children's chorus   |
|-------------------------------------|---|
| Proper singing posture              | Step 1 Sit Standing posture   |
| Singing breath                      | 1. Chest and abdominal breathing 2. Abdominal breathing<br>3. Chest breathing.  |
| Resonance of singing                | Chest area, mixing area, head area  |
| The language of singing             | Singing is a combination of language and music art, it can be very intuitive to depict a profound and rich music image.   |
| Emotional processing                | In singing to pay more attention to the emotion of the song, is the so-called sound and emotion. Before performing a piece of work, we should first understand the meaning of the song, the feelings conveyed, and understand the singing background of the song. |
| Basic training of children's chorus | Breathing, vocalization, rhythm, resonance, intonation, timbre.   |
| Introduction of works               | Chinese works, foreign works  |

**Table 1:** Children's choir training

### **Experts' evaluation of the guidebook before the experiment**

**1) Purpose of expert evaluation:** The main objective is to verify the feasibility of the guidelines. Three experts will evaluate Chapter 3 of the guide.

**2) Children's chorus conducting expert evaluation results:** The researchers devised 10 scores, each of 10, for a total of 100 points. The average score of the three experts is 96.8. The evaluation table is attached, and they agree that the teaching guide is approved and can be used in teaching experiments. Expert comments on the Children's Chorus Guide are as follows:

#### **3) Children's chorus experts comment on the guide as follows**

**Expert 1:** Experts say the guide is good. Including vocal style, singing skills, resonance and vocalization, emotional processing, work analysis, etc. Theoretical guidance, theoretical depth, teaching guidance of specific works, music and training. It is comprehensive and innovative. The content of children's chorus teaching guide is very comprehensive.

**Expert 2:** Experts point out that the guide is good. So far, this guide has been very comprehensive and innovative. It's very informative. It has instructional significance to teaching theory, training method and children's voice works. It is very detailed and profound, specific and comprehensive.

**Expert 3:** Experts point out that this guide is very good, rich in content, and the teaching method is very new, innovative and practical. The selected songs are scientific and representative.

**Summary of expert evaluation of children's chorus conductor:** Through an interview with experts, three experts examined the "children's chorus teaching guide", which unanimously affirmed that the guide was very scientific, comprehensive and innovative. Specific evaluation is as follows:

(1) Children's Chorus Teaching Guide is very good, comprehensive, rich and innovative.

(2) Suitable for students' interests and development, in line with students' level, content moderate difficulty.

(3) It is of great help to cultivate students' chorus ability, and the children's chorus teaching guide is worth promoting.

**Table 2**, Chorus training record sheet

| Item                             | Chorus training record           | League member selection test | Interim test | Final test |
|----------------------------------|----------------------------------|------------------------------|--------------|------------|
| The basic requirements of chorus | Standing posture                 | 60                           | 75           | 90         |
|                                  | Respiration                      | 65                           | 74           | 92         |
|                                  | Vocal range                      | 63                           | 76           | 89         |
|                                  | Resonance                        | 65                           | 78           | 93         |
|                                  | Timbre                           | 50                           | 56           | 90         |
|                                  | Vowel singing                    | 54                           | 78           | 92         |
| Basic music theory               | Tonality                         | 34                           | 64           | 88         |
|                                  | Listen to rhythm                 | 45                           | 76           | 94         |
|                                  | Solfège rhythm                   | 56                           | 89           | 95         |
|                                  | Auditory interval                | 67                           | 75           | 90         |
|                                  | Listen to the melody             | 65                           | 73           | 86         |
|                                  | Feggio melody                    | 68                           | 78           | 96         |
|                                  | Emoticon                         | 78                           | 85           | 94         |
| Work analysis                    | Sentence processing              | 67                           | 89           | 90         |
|                                  | The understanding of the lyrics  | 68                           | 75           | 98         |
|                                  | An understanding of context      | 75                           | 84           | 90         |
|                                  | An understanding of style        | 56                           | 76           | 92         |
|                                  | Understanding of structure       | 76                           | 80           | 94         |
| Other aspects                    | Being late and absent from class | 60                           | 75           | 90         |
|                                  | concentration                    | 65                           | 80           | 94         |
|                                  | Knowledge of other voice parts   | 70                           | 75           | 89         |
|                                  | Attitude towards other students  | 65                           | 89           | 94         |

Through three tests, the children in the choir improved their scores. The effect of the chorus guide is effective, the children gain a lot through the chorus guidebook, improve the children's performance, improve the children's personality cultivation, the children's chorus guidebook can be applied to the children.

## Discussions

**Studying the teaching methods of children's chorus:** The children's chorus teaching of researchers is a comprehensive educational method to help students have a deeper understanding of the ideological content of the works and improve their chorus ability through the teaching of vocal skills, singing skills, background analysis of the works, life of the composer, music analysis and other aspects. Then, in the process of rational use of voice, choose the right timbre to sing, grasp the style of the works, only in this way can the charm and emotion of children's chorus be reflected. This approach is related to the findings of Yang Xinghua (2023), who proposed that the first step in vocal training is to train good breathing.

**Constructing the children's chorus teaching guidebook:** Through the compilation of Children's Chorus Guide, it is mainly found that Zhong Guowei's Training and Wisdom Guide for Children's Chorus is related to the researcher's Guide for Children's Chorus. Different from researchers, these children's chorus teaching methods have more theoretical works. The difference of the researchers lies in the combination of singing teaching theory and singing teaching practice, the selection of domestic and foreign relevant songs to guide children's voice teaching from multiple perspectives, so that students can learn the vocalization, resonance and skills of children's chorus comprehensively and deeply, and improve their comprehensive singing ability (Zhong, 2017).

**Using the guidebook to teach students in the Jinhua Primary School:** Through the research of relevant literature at home and abroad and in-depth interviews with experts, the researchers conducted predictive evaluation on students' knowledge of rhythm, singing, vocalization and music theory before teaching, compiled a method guide for children's chorus, designed the course outline and teaching plan according to the guide, and conducted self-evaluation on the teaching effect of each class, and successfully completed the teaching task. The main finding in the teaching process is that students know relatively little about children's chorus and can sing few works. There is no scientific way to sing. In the teaching process, the students not only learn singing theory, but also let them sing different works according to the singing theory. Through the teaching process, it is found that the students have a strong interest in choral works, and the singing ability has been significantly improved. Three children's

chorus experts believe that this design. The curriculum plan is scientific, the teaching method is effective and the teaching method is effective.

**Evaluating the result of teaching by using the guidebook:** During the teaching process, in order to know whether the students' chorus level has improved, the researchers designed two formative tests and one summative test, and designed the test standard in advance in each test. The formative test was scored by the researcher and the summative test was scored by three vocal experts. According to the test results, make a variety of statistical comparison charts. The main finding was that the students' singing ability had greatly improved. The three choral experts believe that the testing standards are scientific and the teaching methods are effective. Students are very interested in choral works, and their understanding of the works has been greatly improved.

## **New Knowledges**

In order to gain a more comprehensive understanding of the teaching effectiveness of the experiment, the researchers used qualitative research methods such as expert interviews and student interviews after the experiment to understand the evaluation of the teaching effectiveness of experts and students.

1. Students really learn the method of children's chorus through this teaching method, and have a profound understanding of the voice, resonance, singing skills, song creation background and aesthetic characteristics of children's chorus. Through instruction, the students found learning children's chorus so interesting that they were willing to learn and sing.

2. Through the teaching of this guide, students have developed a strong interest in children's chorus, and are also very willing to learn chorus, and hope to continue to explore new methods of chorus.

3. Through the study of this teaching guide, students can improve their ability in rhythm, voice, resonance, singing, creation background, lyrics appreciation, song music analysis, song recitation, stage performance, song emotion expression and other aspects, and can deeply and comprehensively understand the connotation and aesthetic conception of songs.

4. There are 5 representative works in this guide. According to the teaching guidance of each work, so that students can sing these works well,

understand these works, improve their singing ability and song aesthetic ability. Obviously, students can use this guide to learn child chorus.

## **Conclusions**

Researchers have studied the concepts, principles and theories of children's chorus teaching methods. And conducted in-depth interviews with three key informants. The researchers mainly learned from choral experts how to write teaching guides for children's choral singing, how to choose songs for teaching, the history and development of children's choral singing, aesthetic and artistic characteristics, singing techniques, and singing methods for children's choral art songs. From books, papers and other literature, researchers learned about singing and artistic processing of songs, including breathing, pronunciation, resonance, emotional expression, artistic processing, etc. As well as these songs author introduction and creation background. The researchers used what they learned in a book called "A Guidebook to Teaching Children's Chorus."

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