

The Teaching Methods for Rhythmic in Online Music Resources in China

Yu Jiarui and Kampanat Gatemean

Bangkokthonburi University, Bangkok, Thailand

Corresponding Author, E-mail: nicha.musiced@gmail.com

Abstracts

Music plays a huge role in people's lives, improving students' artistic skills and enhancing their temperament and developing their sense of rhythm, soothing their emotions, and promoting their healthy development. The arrangement of China's primary education curriculum, music education, has always been in the marginalized position of not being paid attention to, so the music education for primary school students is very random. The teaching process needs to be more relaxed and more attention. The arrangement of the teaching content is more arbitrary, resulting in music education for primary school students being only superficial. The classroom only plays a part in the music clip. The teacher also did not carry out detailed explanations and teaching professional knowledge, resulting in certain undesirable phenomena in the music teaching process. This article presented the teaching methods and techniques for rhythmic in online music resources in China.

Keywords: The Teaching Methods; Rhythmic in Online Music Resources; China

Introduction

Considering rhythm is the essence of music, comprehending it well will assist primary school Students better comprehend the emotions that music transmits. The initial stage of music education in primary school is a crucial time for laying the groundwork for music appreciation in students (Cui, 2019 : 87-87).

Primary school students need to have a distinct sense of rhythm during their music education in primary school (Zheng, 2017 : 136.). In music, rhythm is one of the most basic elements, and learning rhythm is the main component of music learning. Only by mastering certain rhythms and rhythms can primary school students have the foundation to feel music emotion and understand music appreciation knowledge (Li, 2016 : 199).

Most of the current problems encountered in developing rhythm in primary school music are related to the school administration. The lack of professional teachers and the lack of attention paid to this kind of education by the workers concerned are important factors that currently affect the development of rhythm in primary school. With the deepening of the new curriculum reform, higher requirements for primary school students' music appreciation and rhythmic performance have been put forward in the actual teaching process. However, at this stage, there are still many things that could be improved in primary school music education in China. For example, teachers have a single teaching style and cannot motivate students to learn. If these problems are solved in a timely and effective manner, they will greatly allow the development of students' artistic sense and multi-faceted development (Li,

2019 : 199).

Research by Yang Li (2015 : 181-181), of the four main elements of music, melody, rhythm, timbre, and harmony, rhythm is at the top of the music structure. It is not only one of the most basic elements of a musical work but also runs throughout the pieces and is closely related to the overall style of the piece. We can understand the importance of rhythm in music from the famous German music educator Orff and the significance of rhythm teaching to music teaching.

In the primary school stage, many students have different musical talents. Some students have a good sense of rhythm, and their bodies will follow the rhythm of the music while listening to it, while some students have a poor sense of rhythm.

The teaching method and strategies for cultivating rhythmic in music

Training students' rhythm sense in primary school music teaching is very important. Primary school students are in a period of growth and development. They are lively and active, with short attention time, so teachers should be good at seizing the opportunity to enhance students' music appreciation and rhythm perception ability in various ways.

How to develop primary school students' sense of rhythm when teaching music in primary schools: 1) A thoughtful collection of educational resources 2) Fostering primary school students' rhythmic curiosity 3) Using musical instruments in instruction 4) Using multimedia in the class (Li, 2019 : 187-191).

Training in rhythm instruction is cultivated by 1) Intensive aural rhythm training. Students are taught the relationship between rhythm and pitch and their role in music. Teachers should allow them to express themselves and fully provide guidance according to different situations. For example, repeated listening and singing or imitating songs can be used for rhythm training to deepen memory, improve ability, increase fun, master skills, consolidate knowledge, and enriching experience. 2) Emphasis on developing students' rhythm perception. 3) Basic rhythm practice. 4) Homemade instruments for students to perceive rhythm.

In primary school music teaching, the main strategies to develop students' sense of rhythm are as follows: 1) Strengthen the training of listening rhythm. 2) Develop students' rhythm perception by connecting with life. 3) Choose percussion instruments and ask students to practice musical rhythm. Teachers can use various teaching methods to stimulate primary school students' interest and enthusiasm in learning music rhythm through various practical activities to improve their mastery of rhythmic knowledge. Thus, they can effectively improve their overall quality. Enhance their ability to feel beauty, appreciate beauty, and promote healthy physical and mental development. To improve aesthetic sensibility, cultivate sentiment, enhance cultural cultivation, and achieve comprehensive education. 4) Apply the physical rhythm teaching method to teaching (Zheng, 2017 : 136.).

According to Yang Wei (2019 : 180-185.), 1) Exploring the strategy of cultivating students' sense of rhythm in primary school music teaching 1) Paying attention to the coordination with body movements to enhance the teaching effect 2) Taking necessary measures to help primary school students establish interest in learning 3) Appropriately combining music equipment to carry out auxiliary teaching activities 4) Paying attention to the use of situational teaching methods to enhance primary school students' sense of rhythm

5) Strengthening primary school students' listening rhythm training to enhance primary school students' sense of musical rhythm.

According to Zhou Ting (2017), Primary school music rhythm training measures are mainly reflected in the following aspects: 1) Adopt diversified teaching methods to stimulate students' emotion of loving music. 2) Promote students' sense of music rhythm through music listening training. Teachers should focus on cultivating students' interest in music and actively encourage them to learn music in the classroom. Various activities can also be used to mobilize students' enthusiasm and initiative to actively participate in teaching—for example, music games and other ways. Improve the teaching effect. Promote the improvement of teaching quality. Enrich the teaching content. Enhance the interestingness. Attract students' attention. Expand knowledge. 3) Practice the beat and enhance students' sense of musical rhythm.

According to Pu Jiangyuan (2017 : 42-42.), effective ways to cultivate students' sense of rhythm in primary school music teaching are: 1) Make students learn to listen to accompaniment. Let students experience the different timbres and changes in strengths and weaknesses expressed by various sounds through their learning feelings and experiences to get a certain perceptual understanding and correctly apply them to the actual performance. This requires the teacher to create situations and guide them to actively participate in teaching activities to enrich their perceptual experience, develop their thinking skills, improve their aesthetic ability, and enhance their imagination. 2) Let students feel the rhythm of classroom games. 3) Guide students to practice body rhythms. 4) Ask students to create rhythms using percussion instruments.

Methods for fostering musical rhythm include: 1) enhancing primary school students' rhythm cognition through music games; 2) Making use of body motion to improve primary school students' coordination 3) Fostering primary school students' musical literacy through the teaching of instrumental music.

Strategies to improve students' sense of rhythm during primary school music teaching include the following: 1) using everyday conversation and imitating animal vocalizations to promote rhythmic understanding. 2) using the Orff teaching system to develop students' sense of rhythm for rhythm reading. 3) improving students' sense of musical rhythm in games. Through these methods, teachers can make children feel the daily fun that music brings them. At the same time, they can also make them appreciate that music learning is inseparable from life, thus stimulating their interest in learning music and making them more actively involved in teaching activities. 4) Enhancing the sense of rhythm by perceiving nature (Liang, 2020 : 153).

According to Lei Lei (2018 : 174), in primary school music teaching, effective strategies to develop students' sense of musical rhythm are 1) To stimulate students' interest in music learning and urge them to perceive musical rhythm. 2) To carry out listening rhythm training to develop students' sense of rhythm. In music classes, teachers should pay attention to creating situations and atmosphere to guide students to actively participate in teaching activities to improve music classroom efficiency and teaching quality. Teachers can educate and instruct students on rhythm in various ways to make them feel and master certain musical knowledge. Increase self-confidence. Develop creativity. Activate thinking. Creative imagination. They were expanding space. Enrich emotions. 3) Develop a sense of musical rhythm with the Dalcroze Eurythmics method.

Research by Wang Nan (2019 : 75), in primary school music teaching, the main strategies to develop students' sense of rhythm are as follows: 1) Develop students' musical rhythm perception. Teachers should consciously provide students with rich perceptual materials in the classroom so that students can feel that there are certain beat changes and tempo speeds in music. This enables them to understand and master them relatively easily. This will increase students' interest in learning music. Increase students' sense of music. Stimulate their imagination. Develop creativity. Enhance self-confidence. 2) Strengthen the practice of listening to rhythm. 3) Use the physical teaching method in the classroom. 4) Teachers can innovate and modify the musical notation in the classroom to make it more attractive to students. 5) Use percussion instruments to let students understand and perceive rhythm.

The cultivation of students' sense of rhythm in music teaching mainly manifests in the following aspects: 1) Initially feeling the rhythm and stimulating the interest in learning music. Teachers can let students feel and understand the changes in beat and intensity in songs in various ways. For example, using improvised accompaniment in the form of rhythm practice can improve the student's ability to appreciate the requirements of the music. It also exercises students' body language skills. Make it more expressive. Promote their overall development. Form good habits. Enrich imagination. Strengthen creativity. 2) Use the Orff teaching method to train students' sense of rhythm. 3) Strengthen music listening rhythm training and primary students' sense of rhythm training. 4) Use the Dalcroze Eurythmics method to strengthen primary students' sense of rhythm (Chen, 2017 : 257-257).

The main teaching strategies for cultivating students' sense of rhythm in music teaching are: 1) Taking interest as the guide from simple to complex. The teaching content should change from simple to complex; the teaching method should change from single to diversified; the classroom teaching form should also keep pace with the times. By implementing such a series of effective strategies, students can truly experience the joy and pleasure that musical rhythm brings them. Students will be motivated to learn music. Improve classroom efficiency. To stimulate the classroom atmosphere. Stimulate emotions. Increase enthusiasm. Reinforce memory. Enhance ability. 2) Teaching materials should be based on reality so students can discover the sense of rhythm in life. 3) Cultivate students' interest and motivation in learning.

The main strategies for cultivating students' sense of rhythm in primary school music teaching are as follows: 1) Cultivate an interest in music learning. Make students feel that music is closely related to life, stimulates their emotions, and produces pleasant emotions. Guide them to learn to listen, understand and appreciate music. Moreover, actively engage in classroom activities to gain aesthetic enjoyment. Let them fully experience success. Improve the efficiency of classroom teaching. Create a relaxed and harmonious atmosphere. Build an efficient classroom. Enrich teaching content. Enhance the quality of teaching and learning. Optimize teaching effectiveness. 2) Experience in practical activities to produce and develop a sense of rhythm. 3) Tactfully use the Dalcroze Eurythmics method to develop the ability to perceive music rhythm.

The teaching methods and teaching techniques for rhythmic in online music resources in China



Figure 1, The teaching method of the first song: Use body movements to express the rhythm of the song Source: <https://www.zxx.edu.cn/syncClassroom/classActivity?activityId=d7f68a54-6aec-410f-9c75-31e4c0cb688c>

The teacher uses body language in the figure 1 to express the song's rhythm. The students are guided to learn the rhythm of the music through the teacher's movements. In this process, students can participate and learn to use body language to express themselves. This not only makes the class action but also enhances the effectiveness of the class. In this way, students can visualize the song's content and form and get a clear sense of the rhythm of the song so that they can master it more quickly.

In this video clip, the teacher uses a teaching method that continues for one minute in the whole video. The teacher imitates a snail crawling to help the students feel the song's rhythm. The students are asked to follow the music to feel the rhythm. Through this training, students will have a deeper understanding of music. Also, it will increase students' imagination and creativity. Students' musical sensibility is enhanced.

In this video clip, the teacher asks students if they can imitate the snail's crawling, and then the teacher asks them to imitate the snail crawling with the song. This teaching design conforms to primary school students' active and curious characteristics, making them more receptive. In addition, this teaching method can also improve students' understanding and mastery of music knowledge. Students can learn and recognize rhythm more easily by expressing rhythm with body movements. This teaching method not only cultivates

children's ability to perceive rhythm but also lays a solid foundation for future music appreciation.

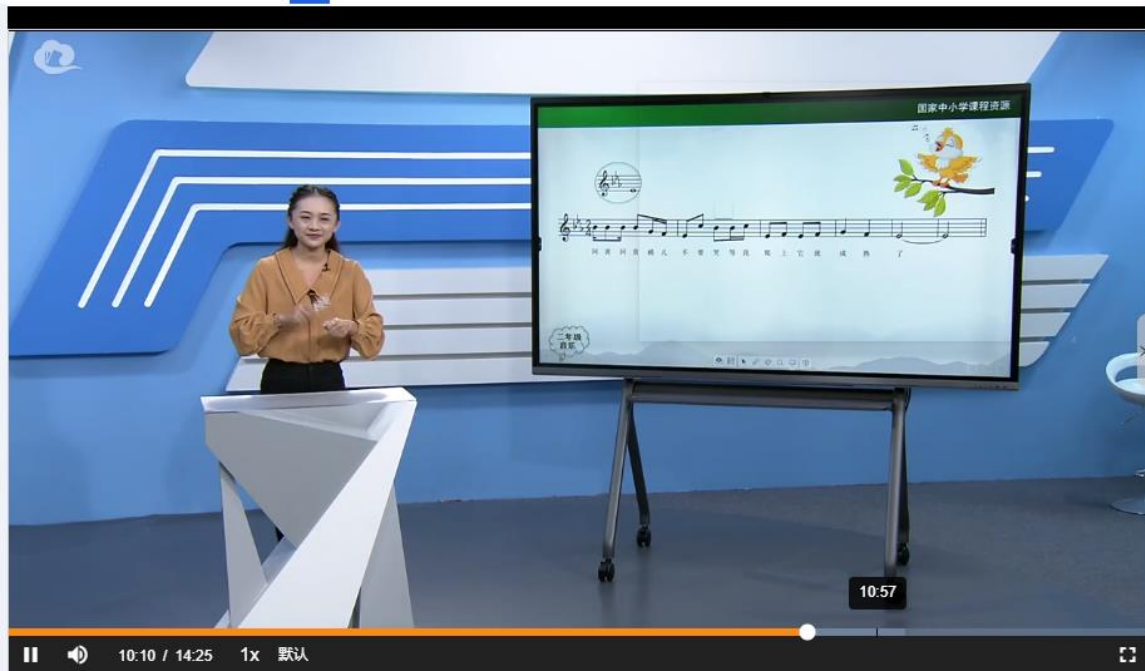


Figure 2, The teaching method of the first song: Read the lyrics to the rhythm of the song.
Source: <https://www.zxx.edu.cn/syncClassroom/classActivity?activityId=d7f68a54-6aec-410f-9c75-31e4c0cb688c>

In figure2, the teacher reads the lyrics in rhythm with the score. This teaching method continues for over a minute in the video clip. The teacher first reads the lyrics of the whole song to the melody and then picks out a part of the melody from the whole song for the students to try reading. When students can read the lyrics correctly, the teacher trains them in parts based on the characteristics of the different parts and then teaches them to sing both parts of the song. This way, the students can master the melody and singing skills of the song by reading it repeatedly.

In this video clip, the teacher also asks students to identify whether there are similar melodies in the first section of the song. This method helps students better understand and master the connections between the different melodic parts in the song and improves their overall musical perception and analysis.

The objectives of this lesson are 1) to be willing to choose an appropriate role and perform the song's content with expression. 2) to explore the different timbres of percussion instruments and choose an appropriate instrument and rhythm pattern to accompany the song.

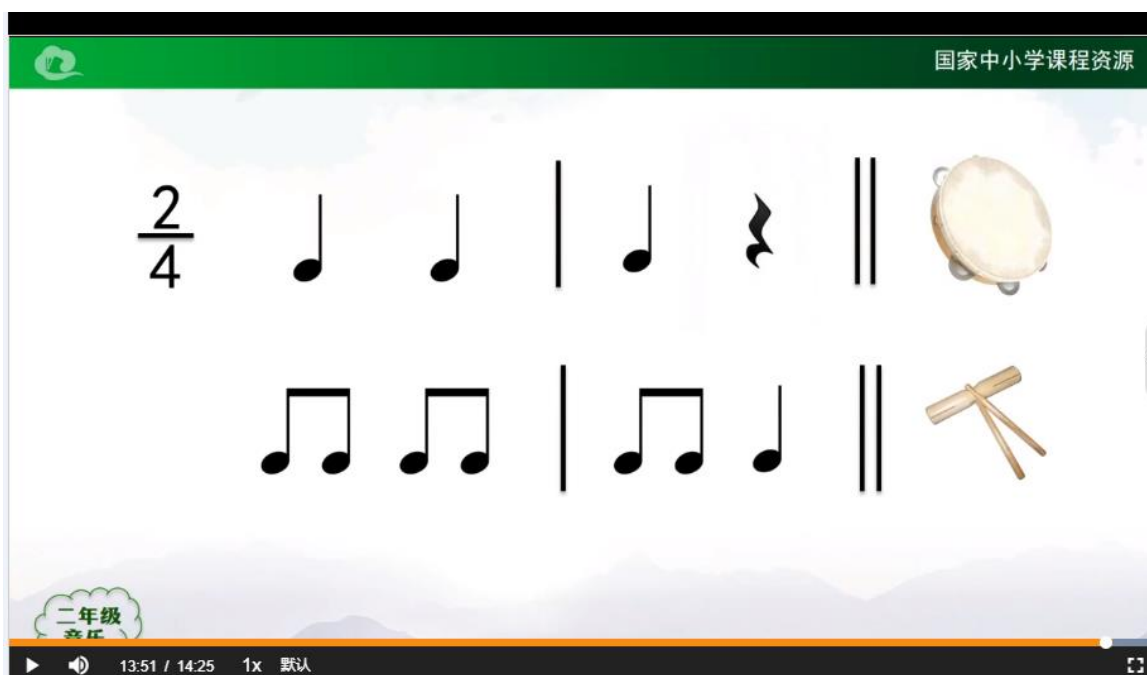


Figure 3, The teaching method of the first song: Using percussion instruments to accompany songs.

Source: <https://www.zxx.edu.cn/syncClassroom/classActivity?activityId=d7f68a54-6aec-410f-9c75-31e4c0cb688c>

In figure 3, the teacher and the students will use some percussion instruments to accompany the song, and the students can choose different rhythms to practice according to their needs. This will develop the children students' interest in music. By using musical instruments to accompany the song, students can learn and practice rhythm, which will improve their understanding of the music and their playing skills.

The teacher only talks about this teaching method during the video without demonstrating it. During free time, students can practice with the rhythm patterns provided by the teacher, which can exercise their sense of rhythm and expression and develop their ability to perceive music. Moreover, this method is also interesting and conducive to motivating students. This method can mobilize students' interest in learning and improve their mastery of music knowledge.

In the video clip where this teaching method is located, the teacher asks students what other ways to express the song, and the students respond: by accompanying the song with instruments. In this way, students will have a deeper appreciation of the meaning and emotion of the song, which will resonate; they will be able to combine music and sound when playing. Students can use their free time to practice so that they can have a better understanding of the song and the feelings expressed in it. In this way, the students can feel the attraction of the song.

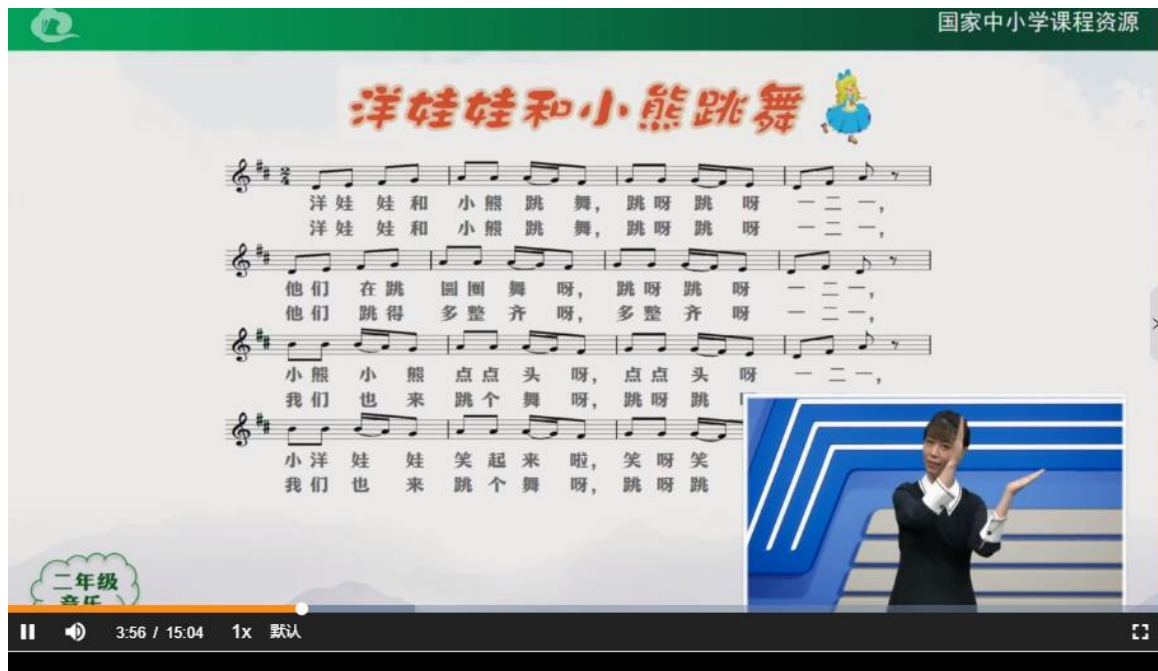


Figure 4, The teaching method of the second song: Use body movements to express rhythm.

Source: <https://www.zxx.edu.cn/syncClassroom/classActivity?activityId=89da4007-41fb-4b35-bcea-47a39a6eddfd>

In figure 4, the teacher adds hand clapping to the last bars of each phrase of the song so that the students will appreciate the rhythm and melody expressed by the music and develop their sense of rhythm and appreciation. Finally, students imitate the rhythm of the teacher's hand clapping with shoulder patting, through which they can improve their understanding and feeling of the music. The teacher's demonstration guides the students to practice on their own to grasp better what they have learned. In the whole video, the teacher explains this teaching method in less than a minute.

In the part of the video where the teacher uses this teaching method, the teacher first demonstrates and has the students listen carefully to what body movements the teacher adds to what part of the song. The teacher then has the students use their favorite body movements to express the song's rhythm. In this way, the students can combine the song's emotion with the lyrics, thus expressing the song's meaning more accurately. This makes the class lively and increases students' interest and enthusiasm in learning music, and develops their good sense of rhythm and expression.

Conclusion

Music students need to have a distinct sense of rhythm during their music education in school. In music, rhythm is one of the most basic elements, and learning rhythm is the main component of music learning. Only by mastering certain rhythms and rhythms can primary school students have the foundation to feel music emotion and understand music appreciation knowledge. Teaching the music curriculum at the primary school level promotes students' appreciation of beautiful things and helps them knock on the door of art. The music curriculum, as a subject whose main purpose is to develop students' overall quality, plays an important role in the growth process of primary school students. Therefore, teachers must pay attention to their effective education and guidance. First, create a context to enhance interest. Primary school music curriculum teaching can promote the development of students' musical literacy and comprehensively stimulate students' desire to know about music curriculum.

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