

Piano Improvisation Teaching Methods and Practice in China

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Abstract

Piano improvisation accompaniment teaching method in higher vocational colleges and universities, exploring the reform and innovation of piano improvisation accompaniment teaching method in higher vocational colleges and universities, proposing the teaching concept, content and method to improve students' piano improvisation skills. Piano improvisation accompaniment course network resources, explore the piano improvisation accompaniment course network resources construction and utilization methods, analyze the piano improvisation accompaniment course problems, put forward the use of network resources to improve the quality of education and teaching strategies. Improvisational piano accompaniment" teaching briefly describes the characteristics and training methods of improvisational piano accompaniment, pointing out that it is a practical and comprehensive course for music majors in teacher training colleges and universities.

Keywords: Piano; Improvisation; Teaching Methods; Practice; China

Introduction

Piano Improvisation Teaching methods and practice

Piano improvisation and accompaniment is an educational method that focuses on the development of improvisation and accompaniment skills in piano players. This approach involves not only traditional piano technique and music theory, but also the development of improvisation, musical perception, harmonic understanding, and accompaniment skills. The following is a list of previously found literature.

We analyze the teaching reform of piano accompaniment and improvisation, discuss the necessity of piano accompaniment and improvisation teaching reform, analyze the factors affecting the teaching effect, and explore the effective strategies of teaching reform. Focusing on the teaching reform in Inner Mongolia, especially on the course of "Piano Accompaniment Distribution and Improvisation", it explores the combination of blended learning theories, resources, environments and different learning modes. Design and Innovation of Piano Improvisation and Accompaniment in College Music: A Professional Performance in the Information Environment analyzes the problems of piano improvisation and accompaniment teaching in college music majors, proposes targeted teaching strategies, and emphasizes the importance of the informationized teaching environment and methods. The application of digital multimedia technology in piano improvisation accompaniment teaching, discusses the advantages of the application of digital multimedia technology in piano improvisation accompaniment teaching, including the improvement of the teaching level, enriching the classroom visual effect (Lei, 2023).

Piano improvisation teaching methods and practice

At present, the teaching concept of improvisational piano in Inner Mongolia is to integrate tradition and modernity, combining traditional musical elements of Inner Mongolia (such as long tunes and folk songs) with modern piano improvisational accompaniment techniques. Emphasis is placed on aural training, emphasizing the ear's ability to perceive music, and cultivating students' sensitivity to musical structure and melody. The basic skills are utilized in the development of scales and chords, and students will improve their technical ability and musical understanding through various scales and chords. Rhythm and improvisation, teaching different rhythmic patterns and encouraging students to improvise to enhance their musical expression. In combining local music characteristics, students will learn local folk songs. Through learning Inner Mongolia folk songs, students will understand the local music characteristics and incorporate them into piano accompaniment. In the practice of improvisation, students are encouraged to try to improvise piano accompaniments for local folk songs or traditional music works. Teaching methodology utilizes demonstration and imitation, in which the teacher guides students to imitate and explore their own playing styles through demonstration. Analysis and Discussion: Students will analyze different pieces of music and discuss their structure, harmony and improvisation techniques (Fan, 2021).

Piano Harmony Theory Teaching in Colleges and Universities and Students' Cultivation of Improvisation Accompaniment and Its Ability, studies the role of harmony theory in piano teaching in colleges and universities and students' cultivation of improvisation accompaniment ability, emphasizes that the theory of harmony is the theoretical basis used to explain the harmony in piano playing.

In the context of innovation and exploration, try to incorporate a variety of musical elements and encourage students to explore the integration of different musical styles (e.g. jazz, pop) into traditional music. Using modern teaching tools, we utilize digital music software and other modern teaching tools to enhance the interactivity and fun of teaching. Adopting a dominant input in the education of students' cultural background, teaching students about the history and cultural background of Inner Mongolian music, and promoting an understanding of and respect for local musical traditions. Multi-cultural exchanges, encouraging students to participate in multi-cultural exchange activities to broaden their musical horizons. Overall, the teaching methods and practices of piano improvisation and accompaniment in Inner Mongolia emphasize the combination of technical skills and cultural understanding, aiming to develop students' musical creativity, expressiveness and respect for traditional music (Jiang & Dumlavwalla, 2023).

Desire

Tom Scott

Med. Funk (Intro)
 ♩ = 120 *D_{Mi}⁹ (alto solo starts 3rd x)* *G_{Mi}⁹* (4x's)

A *D_{Mi}⁷* *D_{Mi}^(MA7)* *D_{Mi}⁷* *D_{Mi}⁶* *B^b_{MA}⁷_D* *C¹³_{sus}* *F_{MA}⁷* *E_{Mi}^{7(b9)}* *A⁷* *D_{Mi}⁷* *D_{Mi}^(MA7)* *D_{Mi}⁷*
D_{Mi}⁶ *B^b_{MA}⁷_D* *A⁷_{C#}* *F_{MA}⁷_C* *F⁹_{sus}* *F¹³_(b9)*

B *B^b_{Mi}⁹* *E^b₁₃_(#9)* *A^{b9}_{sus}* *A^b₁₃_(b9)*
D^b_{MA}⁹ *G¹³* *G¹³_(b9)* *C¹³_{sus}* *A⁷_(alt.)*

C *D_{Mi}⁹* *(D_{Mi} D_{Mi}^(MA7) D_{Mi}⁷ G¹³ D)* *G_{Mi}¹¹* (alto fill) — — — — —
D_{Mi}⁹ *(D_{Mi}^(MA7) D_{Mi}⁷ G¹³ D B^b_{MA}⁹ D)* *A_{Mi}¹¹* (alto fill) — — — — —
 (sire) (horns) (spoken) De -

Solo on form (ABCC);
After solos, D.S. al fine.

D *B^b_{MA}⁷* *E^{b9}* *A¹³_(b9)* *A⁷_(#5)*
D⁹_{sus} *D⁹* *G⁹_{sus}* *G⁹_(#11)* *C⁹_{sus}* *A⁷_(#2)*

E *D_{Mi}⁹* *G_{Mi}⁹* (Vamp, solo & fade) (fine)

Figure 1. Examples of the Integration of Improvisation Piano and Jazz Music (Source: Inner Mongolia Normal University School of Music Improvisation Piano Master's Course Phase 3)

Taken together, these elements emphasize the importance of innovative pedagogical approaches, technology integration, and theory application in the teaching of piano improvisation accompaniment. A multifaceted approach to piano education that combines traditional and modern techniques and teaching strategies is suggested to enhance students' learning experiences and skills in piano improvisation.

Bright Bebop DUG ROWELL

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Figure 2. Examples of the Integration of Improvisation Piano and Jazz Music (Source: Inner Mongolia Normal University School of Music Improvisation Piano Master's Course Phase 1)

Theory and research

The main educational theories applied to the teaching of piano improvisation and accompaniment are: constructivist learning theory, which believes that learning is an active process of constructing knowledge. In piano improvisation, students develop improvisation skills through exploration, experimentation and personal experience. Multiple Intelligences Theory, Howard Gardner's Multiple Intelligences Theory emphasizes different types of intelligence, such as musical intelligence. This theory supports instruction that caters to students' individual musical abilities and helps them develop specific skills in improvisational accompaniment. Contextual Learning Theory, which emphasizes that learning occurs in specific social and cultural contexts. In the context of piano improvisation, this means that students learn in actual musical situations, such as through ensemble playing, accompaniment, or improvisation.

Practice theory, which emphasizes the acquisition of skills through repetition and practice. In piano improvisation, students improve their technical proficiency and improvisational creativity through constant practice. Affective Education Theory, which recognizes the critical role of emotions and feelings in the learning process. In piano improvisation and accompaniment, teachers encourage students to express their emotions to make the music more vivid and expressive. Cognitive load theory, which focuses on managing information processing in the learning process. In piano improvisation and accompaniment, teachers design lessons to avoid overwhelming students' cognitive abilities and to ensure effective learning.

Applying these theories to piano impromptu accompaniment teaching can help students develop their musical ability in an all-round way, including not only technical aspects, but also creative thinking, emotional expression and cultural understanding.

There are some related papers. Compare the influence of mastery learning and constructivism on teachers' academic achievements Author: M Gokalp. focuses on comparing the performance of mastery learning and constructivist methods in the academic achievements of future teachers. The study found that, compared with mastery learning, constructivist methods can significantly improve academic performance. The influence of applying constructivist teaching methods on children's critical thinking ability, by Rehab J. Agzagee, Master of Education. This paper investigates the influence of constructivist teaching methods on critical thinking ability. The thinking ability of Saudi kindergarten children. The study used a mixed approach, including observation and focus group discussion. Who is the Author in Children's Life: An Introduction to Early Childhood Education by Stephanie Feeney and E Moravcik, S. Nolte. Provide a comprehensive overview of early childhood education, covering child development, curriculum planning and family partnerships. It is a valuable resource to understand the role of educators in early childhood education. Encyclopedia of Mathematics Education by S Lehmann. Discuss all aspects of mathematics education. Although it is not directly related to piano improvisation, it may provide insights into educational theories applicable to different backgrounds. The Evaluation Model in the Field of Teacher Education Practice: Background, Process, Results and Transfer, by G Fitzgerald et al. Discuss that the evaluation model is applicable to the practice field of teacher education, and emphasize the importance of real learning experience and evaluation of learning achievements and knowledge/skill transfer. The impact of case demonstration on the clinical reasoning of physical therapy students, by Nicolas Larosa. The investigation case method demonstrates the influence on the clinic of physical therapy students' reasoning. The results of this study can provide a deep understanding of the impact of case-based learning and cognitive load theory on music education (Liu et al., 2023).

Together, these papers provide different perspectives on educational theory and its application in various teaching environments, including music education. They emphasized the importance of constructivism, critical thinking, real learning experience and evaluation of learning outcomes in educational environment.

Research achievement

Research results play a key role in promoting knowledge progress, innovation and technological development in various fields. In addition, the research results have a significant impact on the content and methods of education, which is helpful for curriculum development and the training of professionals and researchers in the future.

Design and Innovation of Improvised Piano Accompaniment for University Music Performance Major in Information Environment, Wang Yanling. This study explores the transformative impact of information technology on piano improvisation teaching in higher education. It emphasizes the transformation of teaching methods, concepts and evaluation brought about by digital progress. This paper systematically designs a piano improvisational accompaniment teaching method suitable for music performance majors. By solving the challenges existing in the current teaching practice, the research proposes innovative strategies to improve the teaching effect in the information rich educational environment. This study can provide guidance and reference for educators to adapt to the changing pattern of music education. Research on piano accompaniment function and accompaniment completion in vocal music singing based on flipped classroom. Author: Li Xueying. This paper discusses the key role of piano accompaniment in improving vocal performance. It emphasizes the meticulous skills needed by piano accompanists to interpret and express the emotional depth of songs. The research advocates flipped classroom teaching mode as a means of cultivating greater autonomy and practical cooperation skills of accompanists. By flipping the traditional classroom structure, this paper suggests that accompanists can obtain a higher level of artistic expression and cultural accomplishment, which is crucial for professional growth in the music field. Analysis on Teaching Reform of Improvised Creation of Piano Accompaniment by Su Shu. Critical analysis of the present situation of piano accompaniment improvisation teaching. This paper probes into various factors influencing the teaching quality of impromptu accompaniment, and puts forward effective educational reform strategies. This research aims to enhance the pertinence and effectiveness of piano accompaniment impromptu courses by combining teaching methods with contemporary needs, so as to meet the changing needs of the music industry. The methodology of piano music production as a basic teaching of children's performing arts supports schools in the People's Republic of China, by Baohong Wang. This paper discusses the challenges of cultivating the creativity of novice pianists, especially in the context of China's music education system. It critically examines the lack of comprehensive methodological support in music schools, and analyzes the "Xinlu Piano Basic Course" as a potential solution. This course covers a wide range of teaching methods, including exercises, repertoire and techniques for developing musical creativity. This research emphasizes the importance of a comprehensive education method, which can cultivate children's musical perception and creative thinking, thus enriching their overall artistic experience (Fang, 2019).

The research in Inner Mongolia seems to be varied, covering all aspects of piano impromptu accompaniment teaching. Emphasis is placed on innovative teaching methods, such as using nano-materials and flipping classroom technology to improve students' participation and skill development. Improvisation skills in piano accompaniment, especially in vocal performance, is a recurring theme. The research shows that it is a trend to integrate more creative, analytical and technologically advanced methods into piano education to improve the ability of impromptu accompaniment.

According to the research summary, the research on piano impromptu accompaniment teaching in Inner Mongolia can present the following characteristics at this stage:

Innovative methods and technology integration: This research is exploring innovative teaching methods, such as applying nano-materials to enhance piano touch and timbre expression. This indicates that traditional teaching methods are being enhanced by new technologies and methods. Comprehensive teaching concept: The study emphasizes the

importance of combining traditional teaching methods with modern educational concepts, especially in improving students' creativity and musical expression. Application of information technology: This paper explores the application of information technology in piano impromptu accompaniment teaching, such as using digital tools and online resources to improve teaching effect.

Pay attention to the development of comprehensive skills: pay attention to cultivating students' skills, including improvisation, analytical thinking and creative expression. This shows that piano education needs a more comprehensive approach.

Experiment and exploration stage: using different teaching methods, such as flipping classroom technology, shows that educators are exploring various methods to find the most effective way to teach piano improvisation accompaniment.

Pay attention to practical application: research shows that it pays great attention to practical application, especially to enhance the role of piano accompaniment in vocal performance. This practical direction shows that the research is in a stage where the application and effectiveness of the real world are the key considerations (Liu, 2022).

Early to mid-term development stage: Considering the innovative methods and the exploration of new methodology, this research seems to be in the early to mid-term development stage. The traditional method has obviously turned to a more modern, comprehensive and student-centered method.

Course content and structure: Aiming at the teaching content, the method of customizing the teaching content according to students' needs and skill level is put forward to improve learning efficiency and interest. The curriculum arrangement is optimized, the existing curriculum arrangement and teaching materials are analyzed, and the improvement scheme is put forward to better meet the development needs of today's world.

Teaching effect and evaluation: students' ability has been improved. Research shows that through innovative teaching methods, students' skills in improvisational accompaniment have been significantly improved. Teaching effect evaluation emphasizes the importance of regular evaluation of teaching effect to ensure the effectiveness and continuous improvement of teaching methods.

Conclusion

Cultural integration: the integration of local music elements. This paper discusses how to integrate local music elements from Inner Mongolia into piano improvisation accompaniment teaching to enhance students' understanding and respect for local culture.

Teaching challenges and future direction: The challenges faced identify the challenges that may be encountered in the process of implementing teaching reform, such as cultural differences and resource constraints. Future research direction, put forward the possible direction of future research, including further exploring the innovation of teaching methods, technology integration and cross-cultural teaching practice.

Generally speaking, the research results of piano impromptu accompaniment teaching in Inner Mongolia show the progress in teaching method innovation, course content optimization, students' ability improvement and cultural integration. At the same time, these studies also point out the potential direction and challenges of future development.

To sum up, the research on piano impromptu accompaniment teaching in Inner Mongolia is currently in the dynamic exploration stage of integrating new technologies, paying attention to the cultivation of comprehensive skills, and paying attention to practical application and experiments. This stage reflects the gradual change of teaching methods, aiming at improving the overall quality and effect of piano education.

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