

A Practical Study on the Curriculum of Chinese Guqin Art in the World Intangible Cultural Heritage

Gang Cheng

La Consolacion University Philippines, Malolos Philippines

Abstract: As a representative of Chinese culture and traditional art, Chinese Guqin art is regarded as a compulsory art of Chinese literati in history, and is a representative of “positive” and “elegant” in the traditional concepts of Chinese people.^[1] In November 2003, it was included in the second batch of “Oral and Intangible Heritage of mankind” by UNESCO. The author’s Xi’an China Guqin museum in social education activities, for primary and middle school students of Guqin art popularization education special, he will be traditional Guqin art education courses and university education courses for separation, restructuring, according to the characteristics of the museum of social education reconstruction and innovation, can the university professional education a semester course in just four hours for universal teaching, in a short period of time students can basic mastery of Chinese Guqin art playing ability and traditional singing way. The in-depth study of its phenomenon has a reference significance for the traditional art in the social education of museums, and can provide realistic solutions for the inheritance of the intangible cultural heritage.

Keywords: Intangible cultural heritage; Museum; Social education; Guqin art; Curriculum; Practical research

1. Course setting background

With the change of The Times and some historical reasons many Chinese excellent traditional art is facing the risk of extinction, Chinese Guqin art is one of the representatives, so in November 2003, the United Nations educational, scientific and cultural organization in the second batch of “human oral and intangible heritage representative list”, as the common heritage of human protection.

It is recorded in the Guqin Interview Work Report in 1956^[2] that “Most of the piano players we have visited in 17 places are amateurs. Only a very small number of piano players have ever or recently made a living. Finally, only Guan Pinghu, Wu Jinglue, Xia Yifeng, Zhan Chengqiu, Long Qinfang, Yang Baoyuan, Guan Zhonghang and others.(Among them, there are piano artists who are not studied, also as a professional).”In that year, the Guqin interview working group investigated the seventeen most prosperous places of Guqin in China. Most of the people I visited were amateur Guqin players, and there were only seven professional Guqin players who once or recently taught the Guqin. The Chinese Guqin art was almost endangered for a period of time.

In modern and modern times, Chinese Guqin art has rarely been widely studied in the social education activities of museums, most of which focus on university education and traditional folk inheritance, which is because the author’s institution, is the only Guqin museum in China. With the main features of social education courses based on the intangible cultural heritage of Guqin, since its opening in 2017, it has opened more than 600 social education courses, serving more than 30,000 citizens and tourists, including more than 12,000 primary and middle school students.

2. Curriculum setting references

2.1The works “Chang’an Guqin Art”^[3], the papers “The History and Current Situation of Guqin Professional Music Education”, “The Inheritance of Guqin Music Culture” and “On the History and Current Situation of Guqin Education” are the academic research results of the author on the history of Shaanxi Guqin music, Guqin music education and cultural inheritance in recent years. From Shaanxi Music History, Guqin professional students in the Conservatory of Music to the hobby of social people, Research on Guqin inheritance at all levels, Comparing the inheritance and development of other traditional folk music horizontally, To find out the inheritance characteristics of Guqin culture and Guqin art in professional music colleges and at the social level, Then in-depth analysis,

To list their advantages and disadvantages, Provide the reference to the educators and inheritors of their major, In order to improve the inheritance and popularization effect, To prompt the problems existing in Guqin professional education and social inheritance, In order to attract the attention and thinking of professional practitioners, For gradual improvement in the future.

2.2 The textbook “Qin Learning Door path”^[4], the book strives to move from the shallow to the deep, step by step, starting from the actual requirements of beginners and self-scholars. The first half basically contains the common sense of the introduction of Guqin. In the latter part, selecting the music, on the one hand, it is easy to difficult, and on the other hand, it considers various materials to make participants understand the music of different schools and styles.

2.3 The textbook “Children Learn Guqin”^[5]. The textbook “Children Learn Guqin” is compiled according to the characteristics of teenagers. Its content fully considers the learning characteristics of young people, so that they can understand more easily.

3. Design method of the course

First lesson: the museum, listen to the museum about Guqin, master the origin of Chinese Guqin art, development, understand Zhou, Wu seven harp system and a Guqin production process, understand the tang dynasty Chang’ an cao soft create Guqin “minus word spectrum”, and a preliminary understanding of the Chinese Guqin art aesthetic thought.

The second class: all the students line up mu hand, sit incense meditation after three minutes, by the ta teacher according to every two group to music engraving and early cutting paper and tools, the teacher on the platform to explain the history of Chinese engraving printing summary, all is ready, by the Guqin intangible speaker teacher demonstration engraving printing music overall operation process, ta teacher field guide students brush ink, paper, rubbing process, printed the quiet night music. After the music is printed, the teaching assistant takes away the engraving and printing tools, and puts the printed music on the shelf to prepare for class.

The third lesson: The lecturer of Guqin Intangible Cultural Heritage takes five minutes to return to the historical knowledge and aesthetic thought of Chinese Guqin when visiting the museum, Then began to briefly explain the left and right fingering, Focus on the “hook”, “pick”, “press” and the identification of the ancient music, And demonstrated on the piano one by one, The students learn it on the piano, The teaching assistant corrects the posture one by one, Then practice following the music, Focus on the correctness of the technique, Gradually guide the students to play according to the rhythm of the music music, And lead the students to sing the poem softly according to the beat, Note the interrelationship between the level and oblique tones of the verse and the rhyme and beat, The two relationships are interlinked, Students mastering either one can solve the beat problem when playing and singing. The teaching assistant repeatedly patrol, correct the students left and right hand fingering, rhythm, until familiar with the master.

The fourth class: encourage the students to exchange performances on stage, take videos and photos and send them to the students as a souvenir. The lecturer of Guqin intangible Cultural Heritage will make comments, so that the students can improve again. Issue the certificate of completion of Guqin education course, and take a group photo.

4. The meaning and results of the course

This project is mainly in Xi’an Chinese Guqin museum of social education activities, through curriculum reform and innovation, the traditional Chinese Guqin art skills split, choose the most simple and most easy to master part, combined with the combination of primary and middle school students catchy tang dynasty poetry, with the manual engraving printing and the museum into real visit. Let the origin of Chinese Guqin art, Chinese Guqin art philosophy, aesthetic thought, Guqin production techniques, engraving Guqin music printing, Guqin art playing, traditional poetry singing new curriculum, can in within four hours for primary and middle school students, and master the quiet night thought the basic playing and poetry singing.

In the past six years, the reform and innovation curriculum of Guqin art social education in Xi’an China Guqin Museum has received more than 12,000 people, among which 85% of the primary school team have completed the completion standard, the middle school group has reached 93%, and the college students have reached 98%. Compared with the traditional way of inheritance, it takes about a year of study to complete the basic performance of the introduction of the music, and the overall course effect is good. Moreover, the music printed on the scene, as a beautiful hand accompanying ceremony made by learners, is also a souvenir with important commemorative significance.

Xi’an Chinese Guqin museum of academic guidance unit, shaanxi Chang’ an Guqin art institute in Shaanxi local is an important influence of Guqin art research, inheritance institutions, intangible cultural heritage “ancient method qing qin” “qin Guqin art” “Chang’an Guqin art” project protection unit. In the province has Guqin acquisition center seven, Guqin art learning admissions general rules with the museum of social education studies group, 35% of students attended the museum of Guqin art, reform and innovation, social education courses, take the initiative to contact acquisition center Guqin professional courses, and after the early project learning students in the professional courses, professional knowledge of the Guqin, the accuracy of

the method, meaning understanding are higher than other students, can achieve rapid understanding, efficient learning good professional learning effect.

As Chinese excellent traditional art of Guqin, is famous for the high players, folk sayings have “difficult to learn, easy to forget, not to listen “, so since ancient times are “high”, only in the feudal period of the minority Confucian scholars, today in the general public exercises rarely. Xi’an Chinese Guqin Museum Guqin art, reform and innovation, social education courses to reconstruct and split the traditional playing skills in Guqin art, Choose the simplest and easiest parts to master, Combined with the catchy Tang poetry written by primary and middle school students, With the handmade engraving printing and the early museum integrated real scene visit and explanation, Let the primary and middle school students in just four hours, From the origin of Chinese Guqin art, the philosophy, aesthetic thought, the production techniques of ancient Guqin, carved Guqin music printing, Guqin art playing, and traditional poetry singing, And can independently play and sing a ditty combined with Tang poetry, So that primary and middle school students to achieve the popularization of Guqin art. This course is highly innovative, which is a phenomenon worthy of in-depth study in inheriting traditional art in modern society. It can be promoted in other kinds of traditional art inheritance that have low popularity or are frequently lost.

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