

# An Analysis of the Advantages of "Sound Gesture" Teaching in the Singing Game Class

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**Abstract:** "Sound Gesture" teaching is a common method in Orff's teaching system. With the popularization and development of Orff teaching method, it is also widely used in music classrooms. As the main type of music class in the lower elementary school, the "singing game class" is popular among students through the combination of games and music. The use of "sound gesture" teaching in the "singing game class" has many advantages and significant effects in developing students' rhythmic response, listening and listening skills, and aesthetic perception of music. In this paper, through the interpretation of textbooks and a series of teaching designs during the internship, and the analysis of teaching feedback in the classroom, we conclude that the application of "sound gesture" teaching in the "singing game class" can The application of "sound gesture" in "singing game class" has great advantages in "increasing students' interest in learning", "improving students' ability to participate" and "enlivening the classroom atmosphere". The teaching of "sound gesture" makes the music classroom rich and interesting, and makes the students feel the charm of music in a happy way.

**Keywords:** Sound Gesture; Singing Game Class; Orff

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## 1. Concept Explanation

### 1.1 Sound Gesture

"Sound gesture" originates from "Orff music education system", "sound gesture" refers to the use of the body as a musical instrument, by clapping various parts of the body such as "Clap your hands, clap your legs, stomp your feet, twiddle your fingers" and other actions to form the corresponding rhythmic combinations to play with the music.

The "sound method" is taught through a series of "sound training", which includes "rhythmic reading, body rhythm, instrumental performance and creation". The "sound approach" has a profound impact on improving students' responsiveness, musicianship, rhythmic awareness, aesthetic ability, and creative thinking. Sound teaching can be carried out in various forms such as "rhythmic imitation, game solitaire, rhythmic creation and musical accompaniment using sound gesture". As an important teaching method in the music classroom, "sound teaching" provides unlimited imagination and more possibilities for the classroom.

### 1.2 Singing game Class

"Singing game class is a type of music classroom in the lower elementary grades. "It combines "games" and "music", and through games, students actively participate and develop their rhythmic awareness and musical aesthetic skills through lively and interesting game activities. Through games, students participate actively and develop their rhythmic awareness and musical aesthetic skills through lively and interesting games. Through "dance, body rhythm, solitaire, song and dance performance, role play" and other activities, we create a lively and relaxed classroom atmosphere for students, making them participate more actively and improving their musical literacy and pursuit of "beauty".

## **1.3 Advantages of "Sound gesture" teaching in "singing game class"**

### **1.3.1 Increase students' interest in learning**

The use of "sound gesture" teaching in the "singing game class" has greatly increased students' interest in learning. In the lower elementary music classroom, "singing and playing" requires a variety of forms, such as games, rhythms, and performances, to increase students' motivation. The "sound gesture" approach is used in the "singing game class" and is designed to meet the requirements of the class through role-playing and rhythmic activities. This is to create a strong interest in the classroom and to improve the efficiency of the class.

### **1.3.2 Improve students' ability to participate**

The integration of "sound" in the "singing game class" has improved students' participation in the classroom by involving them in a number of activities. Solitaire games allow students to pass each other, role-playing guides group members to work together, song and dance performances lead each student to perform on stage, and body rhythms bring the class to participate in the class, allowing students to work together in the classroom to complete the music class.

### **1.3.3 Active classroom atmosphere**

The use of "sound gesture" teaching in the "singing game class" can enliven the classroom atmosphere. In the music classroom, especially in the early grades, the use of "sound gestures" can greatly improve the classroom atmosphere. Students in the lower grades work in small groups to present on stage, and they work together carefully to make the classroom atmosphere lively. Through the use of small musical instruments, the classroom discipline is regulated and students are attracted to participate in more activities, making the music classroom lively and interesting.

## **2 Teaching practice case study**

### **2.1 The application of vocal teaching to the teaching design of singing class, taking "Little Soldier" as an example.**

In the lesson of "Little Soldier", music teaching is completed by using a lot of activities.

(1) Analysis of teaching materials.

"Little Soldier" is selected from the fourth lesson of the first grade music book of elementary school of Flower City Press. The song is in four-two beat, march tempo. The melody is simple and the lyrics are easy to understand. The rhythm is composed of quarter notes and eighth notes, and the music is short and energetic.

(2) Analysis of Learning Situation.

The first grade students, whose perception of music is mainly experiential, are good at observation and imitation. On the basis of learning to sing, students will be guided to experience music with body percussion, so that they can improve their music perception ability in the process of participating in music activities.

(3) Teaching objectives.

1. Through learning to sing the song, guide students to experience the musical characteristics of the march style and guide them to learn the song happily.

2. To guide students to further master the rhythmic patterns of quarter notes and eighth notes through observation and model singing.

3. Through sound gesture training, guide students to accompany the song with their bodies and express the music completely.

Teaching emphasis and difficulties.

Key points: singing the song with emotion

Difficulties: to follow the music with body percussion for simple melodic accompaniment and to perform with singing synthesis.

Introduction

Solitaire game.

The teacher will demonstrate and students will complete the solitaire to introduce themselves.

2/4 X X | XX X | XX XX | X — ||

Song learning and singing

Students learn to sing along with the audio, and the teacher corrects and instructs them in time.

Integrated performance

Teacher demonstrates, students practice.

1 = F  $\frac{2}{4}$

进行曲速度 自豪地

来 地 词 曲

<b>1</b>	<b><u>3 1</u></b>		<b><u>5 5</u></b>	<b>5</b>		<b>1</b>	<b><u>3 1</u></b>		<b><u>2 2</u></b>	<b><u>5</u></b>	
我	是		小	号		我	是		小	号	
我	是		小	鼓		我	是		小	鼓	
			手,						手,		
			手,						手,		

The first bar: the first beat half squat, left and right hands at the same time to tap the shoulders, the second beat repeat the first beat

The second bar: the first beat alternate foot stamping, the second beat clap hands

The third bar: repeat the first bar

Fourth bar: repeat the second bar

<b><u>1 1</u></b>	<b><u>3 1</u></b>		<b><u>5 5</u></b>	<b><u>3 1</u></b>		<b><u>5 1</u></b>	<b><u>3 5</u></b>		<b>1</b>	-	
吹	起		军	号		嗒	嗒		嗒	嗒	
打	起		军	鼓		咚	咚		咚	咚	

Fifth bar: alternate foot stomping, (left and right)

Sixth bar: the same as the fifth bar

Seventh bar: clap your hands four times

Eighth bar: first clap, second clap with hands spread out

Students practice and perform in groups to demonstrate.

Extension

Practice in groups and perform cooperatively.

Group 1: 2/4 X X |

Clap your hands once for each clap

Group 2: 2/4 0X 0X |

The first half of the first beat is with hands in fists, the second half of the beat is with legs once, the second beat is the same as the first.

The third group: 2/4 X 0 |

Stomp your feet on the first beat and stay in place on the second beat.

The group leader will demonstrate the performance on stage, follow the music and complete the sound gesture accompaniment.

### 3. Analysis of the teaching effect of sound gesture teaching applied to singing class

#### 3.1 Increase students' interest in learning

The application of sound gestural teaching in the singing class greatly improves students' interest in learning and

stimulates their desire to learn. Many games in the class make students participate in it and experience the music in the game. In the lesson "The Little Soldier", the introduction part is a solitaire game in which the students introduce themselves using simple rhythmic combinations and gain further mastery of the rhythmic combinations of quarter notes and eighth notes. In the class, the students' interest in learning was greatly enhanced by clapping their bodies to attract their attention.

### **3.2 Improving students' ability to participate**

Sound gesture teaching applied to the singing class can effectively improve students' participation ability. The many activities set up in the class make students actively participate in them, feel and experience the music. In the lesson of "Little Soldier", the introductory session set up a solitaire game, so that students pass each other, the comprehensive performance session, through the performance of body percussion, and the extended extension session, the class participated in small groups to practice and perform, so that students are not confined to the form, and greatly improve the students' participation and collaboration ability.

### **3.3 Activating the Classroom Atmosphere**

Classroom atmosphere is a visual reflection of how good a music classroom is. When sound teaching is applied to the singing class, the students' performance in the class is active and lively, which makes the music class lively and interesting. In the lesson "The Little Soldier", musical activities are carried out throughout. From the introduction to the final expansion of the eyes, all the activities are carried out in the form of activities, getting rid of the mode of teachers teaching and students singing, and driving students to move, sing and dance through sound gesture accompaniment, so that students can learn happily in an active classroom atmosphere.

## **4. Conclusion**

The use of "sound and gesture" teaching in the "singing game class" brings vitality and vigor to the music classroom. The use of "sound gesture" teaching can "increase students' interest in learning", "improve students' ability to participate", and "enliven the classroom atmosphere". "Through fun solitaire, rhythm recitation, song and dance performance and body rhythm, it enriches students' musical practice and improves their musical perception and aesthetic ability. The author carefully summarized and analyzed through her own teaching design and actual classroom feedback during the internship process, proving that there are many advantages of applying "sound gesture" teaching in the "singing game class", enabling students to use their own imagination in the classroom and actually feel the charm of music. The classroom is a place where students can use their imagination and feel the charm of music.

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