

We Can be so Beautiful

— Multi-sensory Aesthetic Channel Music Classroom

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Abstract: As the basic elements and conditions of music teaching activities, with the widespread attention of music teachers in primary and secondary schools, aesthetic teaching has gradually become a new research field into the academic vision of educational researchers. How can children grow up in music happily? How can students feel the beauty of music? Multi - aesthetic music teaching is a choice. The article expounds the multi-aesthetic channel music teaching, which refers to the beauty in music teaching in the form of “single aesthetic”, “multi-sensory aesthetic”, using “auditory sense”, “visual sense”, “kinesthetic sense”, “environmental edification” and other ways to form, so that children can get the experience of beauty teaching form.

Keywords: Music, aesthetics; Teaching; Multisensory aesthetic appreciation

1. What is beauty?

Multi-sensory aesthetic channel music class, talk about beauty. What is beauty? The ancients said: sheep is beautiful, people are beautiful sheep. Mingyue pine, Qingquan stone, is quiet beauty; Apricot branches spring trouble is bright beauty; The shadow on the back wall of the Geng Geng lamp, the sound of the rustling dark rain against the window, is the beauty of desolation; The water of the Yellow River comes from the sky and flows to the sea without ever coming back.

Beauty is power, is blank, is tension; Beauty is contrast, conflict, restraint; Beauty is faith, is the harmony between parts; Beauty is magnificent, is breathtaking brilliance;

Beauty is directly related to people's perceptual needs, enjoyment and senses. Beauty is illusory and can be felt by feeling. However, beauty exists in reality and is embodied by concrete image entities. Baumgart published Aesthetics in 1750 and created the idea of aesthetics. On aesthetics from a philosophical level, Plato should be the first. On the other hand, China showed beauty in the pottery of the Neolithic Age. In 1902, Mr. Lao Zi, who defined aesthetics as the principle of beauty of things, began to have theories about aesthetics. And the beauty of multi-aesthetic channel music classroom is waiting for us to discover.

2. Music class with multi-sensory aesthetic channel

How do you make a school beautiful? It can be elaborated from the following three aspects: the aesthetic education infiltration of perceptual education, the aesthetic education guidance of personality education, and the process management of creative aesthetic education. Among them, perceptual education of aesthetic education is the top priority. Because people's needs are not only material, but more importantly spiritual.

The multi-sensory aesthetic channel of music teaching refers to the stimulation of various organs such as hearing, vision, movement, language and sensation, and the creation of a good teaching situation to effectively mobilize students' sight, hearing, taste, smell and touch, so that students' multi-sensory (eyes, ears, mouth, nose and limbs) are stimulated by information, and help students to absorb and experience in a multi-sensory way. And then develop seven all-round potentials, including physical strength, recognition, music, language, personality, social interaction, etc. ^[1] Its core is to show the beauty in music teaching, so that children can have a beautiful experience in the learning process. In the teaching process, various methods and forms should be used as far as possible to create a beautiful space in the classroom, so that teachers' teaching art and personal teaching style can be displayed, so that students can feel the influence of beauty in the classroom and have an interest in learn-

ing music.

The multi-aesthetic channel music class is carried out in the aesthetic activities, "the aesthetic value of music discipline is the primary value of music curriculum, it is reflected in music teaching, and through music teaching to show."^[2] In the process of "communicating" with aesthetics, music teaching becomes unique due to its own characteristics and advantages, and gradually forms the uniqueness of the discipline. The multi-sensory aesthetic channel of music teaching is a beneficial attempt.^[3]

The definition of "multi-sensory aesthetic channels" links music teaching to aesthetics because aesthetics allows us to think about the possibilities and boundaries envisaged by multi-sensory channels, and music as a carrier can attempt to explore this technology.

In music class, teachers should give appropriate aesthetic "distance", so that students have a kind of expectation for "beauty", and communicate aesthetic feelings between teachers and students through music, which is an "aesthetic" relationship, rather than passively teaching and accepting aesthetic activities in music class. It is the communication between teachers and students based on the different feelings brought by certain music. Students' understanding of music needs to rely on the communication between teachers and students, and need to go through multiple aesthetic channels. Teaching two words, corresponding to the teacher and the student two subjects, without which party is impossible to finish the teaching. The same is true of music teaching. The music classroom with multiple aesthetic channels should be continuously improved and perfected in the process of expansion and practice.

3. Multi-sensory aesthetic channel of music teaching

3.1 Aesthetic listening

Listen, what can be gained? The timbre, rhythm, melody, harmony of music. Listening, can let our brain automatically to choose their favorite music, let oneself feel comfortable and happy music, this is the auditory aesthetic. The aesthetic sense of hearing is a skill that people are born with or acquired through hard work. It can make us relax in the beautiful music.

There are a lot of listening materials in the music course, such as the orchestra Carnival of Animals in the lower grade, which enables students to recognize the timbre of instruments and understand the ways in which music reflects their characteristics (melody, speed, timbre, strength) by appreciating various animals depicted by different instruments. Or for example, the orchestral ensemble "In the Watch Shop" and "Toy Symphony" let students understand that music can imitate the cheerful movement of various watches and toys, and feel the happy working situation or story link of workers through the rhythm of music. The suona song "Hundreds of Birds Worship the Phoenix" and the flute song "Miaoling Morning" in the middle and senior sections can make students feel the natural artistic mood of hundreds of birds singing together and the beautiful picture of Miao people's shanzhai spring while enjoying with their eyes closed, which is the most basic enjoyment for students.

3.2 Aesthetic gaze

Seeing and hearing are essential. Music is like painting, there are "lines" -- rhythm, "color" -- timbre, "modeling" ---- melody, and other factors. When creating music, musicians usually draw a picture in their mind first, and create music to express the sense of picture and enrich musical materials through imitation, comparison, suggestion and expression notation.

Vision can promote aesthetic appreciation, and students' gaze is also selective. Only the people and things that students are interested in will attract them. For example, the teacher's teaching temperament, humor, talent and skills can make children fall in love with the teacher and have a strong interest in his classes.

The addition of pictures, videos and diagrams in the music class can make the music class more vivid and deepen students' understanding of music, such as "Yao Dance", "Dance of Youth" and "Heaven", such Chinese minority music. Teachers can show the videos of minority costumes, unique minority Musical Instruments and dances to the children. For some melodic lines with large fluctuations, teachers can draw melodic line maps to help children understand the music works, including the level of the notes in the music, the strength of the strength, the length of the time and the change of emotions. Through the visual and intuitive melodic line segments, children can quickly rise from perceptual to rational understanding, so as to achieve the teaching effect.^[4]

3.3 Aesthetic promotion activities

Bravado training refers to that students express their perception and understanding of music by clapping their hands, slapping their legs, stomping their feet, twisting their fingers and other human movements that can make sound. This kind of music teaching to mobilize students' momentum can be used in singing teaching and appreciation courses, which is convenient to drive students to understand the strength of the beat, the change of the melody, the time value of the note, the expression

mark and so on in the most natural and pleasant way. Random dancing or blind beating in the music class will make the class disorderly and students tired. However, the rhythmic and aesthetic rhythm inspired by the vigorous activity training can make students more quickly integrate into the music scene, which is convenient for students to understand the music works, and thus have a strong interest in the music class.

3.4 Environmental aesthetics

Campus and classroom are places where teachers and children live together, and also platforms for teachers and students to grow together. For a student, the way of classroom construction and configuration determines his growth path and growth environment. When I went to Finland to study in 2017, I visited Vuores Primary School, the largest in Tampere. The wood-working classroom of the school was a workshop with all kinds of machinery and materials, where the children made all kinds of creative works. In the sewing classroom, there are all kinds of loom and sewing machine, which are filled with the finished products designed and processed by the children themselves. There are all kinds of Musical Instruments in the music room. Students post their favorite musicians and their introductions. The seats of students are also randomly selected. The children especially enjoy the opportunities these teachers give them.

A good visual environment is necessary for music teaching. Sukhomlinsky once proposed that every wall of the classroom could speak.^[5] The music room could display the works created by students, display Kodaly's gestures, musical terms, post famous artists, and even allow students to make some blackboard newspapers related to music by themselves. Show their favorite musicians, songs, styles, music stories, etc.

4. Conclusion

Aesthetics should be a transcendence or sublimation rather than bringing pleasure through bluff games and pure fun. The process of conscious aesthetic experience should be the whole process of music teaching. Aesthetic education should be taken as the fundamental content of inspiring students to love beauty and forming aesthetic sentiment, which should run through the whole music class.

"People can exist in an aesthetic way, and teaching can also exist in an aesthetic way, because teaching is a way for people (teachers and students) to live, or a way for people to live."^[6] Music class with multi-sensory aesthetic channel is the best and happiest moment for teachers and students, and a kind of peak experience. The music teaching method with the mission of experience will certainly enable students to enjoy the poetic life in the real sense and at the same time get more enjoyment of music aesthetics!

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