

Research on the Influence and Enhancement of Piano Improvisation Accompaniment on Primary School Music Class Teaching

Xinyi Dong

Subject Teaching (Music), School of Art, Zhejiang Normal University, Jin Hua City, Zhe Jiang Province, China.

Abstract: Piano improvisation accompaniment is an ability that elementary school music teachers must learn to possess, and its significance in elementary school music class teaching is self-evident. This paper summarizes the influence of piano improvisation accompaniment on elementary school music class teaching, and gives reasonable and effective strategies to improve the application of piano improvisation accompaniment in elementary school music class teaching, by observing the class of singing and appreciation classes of music teachers in Xianzheng Campus of Hangzhou Caihe Primary School Education Group.

Keywords: Piano improvisation accompaniment; Elementary music class teaching; Influence; Improvement strategy

1. Overview of piano improvisation accompaniment

Piano improvisation accompaniment means that the accompanist needs to analyze the corresponding harmony according to the song, design the corresponding accompaniment weaving, and then finally play the music through the piano. At the same time, it is an art form that is performed in perfect collaboration with the singer. This is the instant artistic re-creation of the performer, which has the characteristics of skillfulness, practicality and innovation.

2. The use of piano improvisation accompaniment in the elementary school music classroom

In the elementary school music class teaching is mainly singing class and appreciation class teaching, the use of piano improvisation accompaniment on these two types of course teaching has the impact, through personal observation and practice, selected a typical example to explain in depth.

2.1 Singing lesson teaching

We analyze the teaching content of elementary school music singing class with the textbook, the main body is divided into cheerful singing songs and lyrical singing songs.

2.1.1 Passionate, cheerful and lively singing songs

Teacher's demonstration lesson 1: "Puppet Soldier March" in the first grade of elementary school

When the teacher improvised the piano accompaniment, the left hand used column and semi-decomposed chord weaving, octave and chord tones appeared at the same time, emphasizing the beat accent, strong and weak beats appeared regularly alternately, and the sense of power was highlighted.

This accompaniment builds up the rhythm of walking and moving in students' minds, and they can intuitively feel the majestic and lively mood of the piece, and shape the image of the puppet soldier who moves forward with great vigor and care.

2.1.2 Lyrical, soft and melodious singing

Teacher's demonstration lesson 2: The music singing song "Big Tree Mother" in the second grade of elementary school. When the teacher improvised the piano accompaniment, the left hand used the full decomposed weave, the accompaniment rhythm and speed were smooth, the right hand melody was mostly composed of second and third, the second, fourth and eighth notes were staggered, and the latter eighth rest also made the melody seem light and friendly.

The students were immersed in the mood of the song and sang the melody accurately and vividly, ensuring the pitch, speed and rhythm, and deeply appreciating the children's feelings of praise and reverence for the trees and their determination to protect nature.

2.2 Appreciation lesson teaching

Combined with the textbook analysis of elementary school music appreciation class teaching content, the main body is divided into a cheerful appreciation of the song and lyrical appreciation of the song.

2.2.1 Cheerful appreciation songs

Teacher demonstration lesson 3: elementary school music appreciation piece "Ping Pong Variations" in the first grade music book

The teacher plays the main melody in the first section with a single tone in the right hand to create a light atmosphere. In the second section, the left hand uses a full decomposed chordal weave and a jumping rhythmic pattern, and the students fully feel the changes in the theme melody of the piece.

The students feel the small and flexible musical image of the ping pong ball in the accompaniment of the arrangement, and cultivate the sportsmanship of loving sports and striving for excellence. The students also show high concentration in class and actively participate in answering various questions.

2.2.2 Lyrical Appreciation Song

Teacher Demonstration Lesson 4: Music Appreciation Song "Liu Yang River" in the first grade music book of elementary school

The teacher's right hand plays the main melody of the piece, while the left hand accompanies it with a fully decomposed weave, with a sense of wave and undulation, and alternating arpeggio melodies appearing with both hands.

The piano improvisation accompaniment depicts the nine curves and eighteen bends of the river, and students feel they are swinging the oars on the Liu Yang River, deepening their sense of identification with national music and having the ability to feel, appreciate and express music.

In the teaching of elementary school music singing and appreciation class, teachers use piano improvisation accompaniment to make the class have a strong appeal, and achieve the purpose of music education "to touch people with beauty and educate them with beauty".

3. Conclusion and Analysis

At present, quality education is getting more and more attention and emphasis, according to the guidelines of the Ministry of Education, teaching should not only focus on students' music knowledge and skills, but also on students' emotions, attitudes and values. Piano improvisation accompaniment has an important influence in elementary school music class teaching. (Li Yanyu, 2021)

3.1 The influence of piano improvisation accompaniment on elementary school music class

3.1.1 Improve students' concentration in learning music and create a harmonious and warm class

In the elementary school music class, teachers use piano improvisation accompaniment to create a harmonious and warm music environment in a diversified combination of music classes. By combining specific teaching situations with flexible changes in accompaniment patterns and using a rich variety of accompaniment patterns and methods, students learn songs better and express their true feelings and emotions.

3.1.2 Leading students to get close to the music works and seize the implementation of musical elements

As a music teacher, music teaching must explore the basic elements of music, such as pitch and rhythm, in detail. Using piano improvisation accompaniment makes it easy for students to grasp the pitch accurately, and also trains students' hearing well, making it easier for them to learn a song. With the boost of piano improvisation accompaniment, students can enter the world of music works, gradually become one with the music, master the basic music elements, and be able to sing the music works actively and correctly. (Deng Hong, Yuan Yanhua, 2014)

3.1.3 Promote students to think deeply about the music and show the musical style of the work

The elementary school music class pays more attention to students' emotional experience. The teacher portrays the mood of the music work through piano improvisation accompaniment to guide students to feel the music, stimulate their inner emotions, accurately grasp the style of the work and understand the music in context. The use of piano improvisation accompaniment can push students to express the work accurately and with emotion, showing the musical style of different works.

3.2 Problems of piano improvisation accompaniment in elementary school music class teaching

Through the music class of Hangzhou Caihe Primary School Education Group Xian Zheng Campus, combined with my own practice in the internship teaching, I found that piano improvisation accompaniment has been paid attention to by elementary school music teachers and has been commonly used in elementary school music class, but there are still some problems, mainly: teachers' theoretical knowledge about piano improvisation accompaniment is lacking; teachers' piano performance level gap is obvious;

teachers' piano improvisation accompaniment takes over the main character. However, there are still some problems: teachers' theoretical knowledge about piano improvisation accompaniment is lacking; teachers' piano performance level is obviously different; teachers' piano improvisation accompaniment takes the lead; teachers' piano improvisation accompaniment is not effective.

3.3 Strategies to improve the effect of piano improvisation accompaniment in elementary school music class

3.3.1 Study music knowledge in depth and improve the ability of interpreting works

Elementary school music teachers need to have deep and solid knowledge of music theory, harmony, song analysis and other basic music theory. After getting a piece of work, they should first make a preliminary overall analysis of the work, determine the basic tonalities of the work, and then go deep inside the work, analyze the content of the work and the emotional feelings that the author wants to express, and improvise around the emotional expression.

3.3.2 Strengthen piano skills training and cultivate piano playing ability

Playing improvisation accompaniment needs piano foundation needs to be solid and firm. The expression of a piece of music's thoughts and feelings, changes in intensity, etc. are implemented through the clever use of our hands. Only if the performer has deep and solid piano playing fundamentals can he or she create an excellent improvisation accompaniment based on the musical work.

3.3.3 Improve the ability to improvise and enhance the comprehensive musical quality

Piano improvisation accompaniment may occur in many emergency situations because it is not laid out in advance. This is when every music teacher needs to have the ability to improvise and solve problems in a timely manner. At the same time, they should continue to learn new and consolidated musical knowledge, master new musical abilities, speed up their professional growth and improve their professionalism.(Yu Lan,2020)

3.3.4 Keep developing innovative thinking and focus on creating practical skills

Piano improvisation accompaniment needs to play the key and central role of innovation. Each music teacher needs to constantly spread his or her mind, awaken the pursuit of innovation, constantly make associations and imagination according to the content and emotions of the work, etc., strengthen his or her artistic creativity through repeated exploration, use innovative theories and methods for piano improvisation accompaniment, constantly break through and transcend oneself, and form one's own personal unique style.

4. Conclusion

For elementary school music teaching activities, the performer of piano improvisation accompaniment is mainly the teacher, in order to better strengthen its application, it is necessary for the teacher to have strong skills and interpretation ability in this area. Music teachers need to closely combine with the actual, strengthen the application of piano improvisation accompaniment in the classroom, and pay attention to the timing of application, choose more conducive to students to accept the accompaniment mode, so that students of different musical literacy can appreciate the beauty of music, presenting a dynamic and efficient class.

References:

- [1] Li Yanyu. On the application of piano improvisation accompaniment in elementary school music class [J]. Art Review, 2021,(8):82-84.
- [2]Deng Hong,Yuan Yanhua. An introduction to the application of piano improvisation accompaniment in elementary school music class[J]. Music Time and Space,2014,(21):188-189.
- [3]Yu Lan. Research and application of piano improvisation accompaniment in music teaching activities of primary and secondary schools[J]. Music Life,2020,(11): 65-67.