

Research on the Teaching Strategies of Percussion Music in Class

Lei WANG

Sichuan College of Culture and Arts, Mianyang, Sichuan, China

Email: 278576316@qq.com

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Abstract: With the deepening of reform and opening up, China's socialist economy has developed very well. People's living standards have also been greatly improved and their understanding of beauty is also developing in the direction of music. Whether performance or musical instrument playing can bring people different aesthetic feeling. In spare time, having music as a companion has become a part of many modern people's lives. Among many musical instruments, percussion is more and more popular among the general public. This paper discusses and studies the market types, classroom teaching methods and related strategies of percussion music.

1. Introduction

At present, in our country's music learning, the teaching share of classroom percussion occupies a large proportion. It is not difficult to see its great importance from the daily teaching level. With the promulgation and implementation of the new curriculum reform, there are higher demands for the learning requirements, teaching requirements and contents of percussion music. Percussion music is easy to learn, easy to operate, and so on, which is still popular among musical instrument lovers. The cooperation of percussion music is also a great advantage of the relevant characteristics of percussion music, which plays a good role in promoting the students' team spirit.

2. Market Classification of Percussion Music

According to the main classification of percussion music, it can be divided into ordinary percussion instruments, customized percussion instruments and body operated percussion instruments. Among the common percussion instruments, the commonly used small percussion instruments are triangle iron, bell, clock, clapper, wooden fish, etc. According to the different sound, it can be divided into steel, leather, wood, etc. Among them, gongs, cymbals and triangle iron belong to the category of steel; The catcher's clappers, wooden fish and sand hammers belong to the category of wood; in the category of leather, there are drums, pan drums and elephant foot drums, etc. According to pitch classification, it can be divided into three categories: fixed pitch and unfixed pitch. Among the fixed pitch categories, there are Chinese gongs and drums, chimes, ancient drums, drum drums, malimba, timpani, etc. The indefinite pitch includes big drum, small drum, big gong and small Gong, watchman clapper, big cymbal and small cymbal, From the above classification of percussion market application, we can see that there are many kinds of percussion instruments used in the daily teaching of percussion courses, The equipment available for teaching is relatively flexible and extensive, which can meet the needs of different music styles.

2.1 Body-Operated Percussion Instruments

In the classroom teaching of percussion music, because of its systematic types, the enthusiasm of learners with different needs has been greatly improved. The personal induction and operability of body-operated percussion instruments in the teaching of percussion music has also been developed very well. Its body operability mainly uses people's own body as percussion instrument to carry on the operation teaching and learning, taking the help of the learners' body music momentum to carry on the corresponding rhythm operation performance. The main ways of body rhythm and momentum are rhythmic clapping of hands, regular clapping of legs, leg lifting and stamping, etc.,

generating rhythm by various body postures and purposeful body movements of the operator. The teaching practice of body percussion instruments has played a leading role in the teaching and learning process in recent years, and its original teaching concept is derived from the music teaching method established by Orff. Good teaching concept plays a good role in promoting the development of body-operated percussion, and its own strong advantages have also been developed in the current percussion teaching process. There are not big special requirements for teaching equipment and teaching environment, so in the daily percussion course teaching, the constraints are small, vigorously promoting the rapid development of body-operated percussion music.

2.2 Customized Percussion Instruments

The extensive percussion instruments provide a bigger space and more choices for percussion instrument learners, so choosing suitable percussion instruments for learners is a very significant link. The educators of percussion music should give full play to their own educational guidance role, correctly guide students to choose, learn and customize percussion instruments. Customizing percussion instruments by themselves is of great help to cultivate their practical ability, innovation ability and observation imagination. In this process, teachers should actively encourage students to carefully observe their surrounding environment and the actual objects, and listen to the sounds of these objects, and then guide the students to imitate and observe the teaching aids, so as to promote students' deep understanding and effective use of the sound of actual objects. And through classroom teaching, teachers can display the production process and precautions of their customized percussion music to students, strengthen students' deep understanding and effective use of homemade percussion instruments. In order to promote the effectiveness of teaching and learning, it is necessary to classify and select customized percussion instruments. In the selection process, teachers should compare and analyze the sound quality of percussion instruments in classroom teaching aids, guide students to listen and observe each instrument, pay attention to the sound quality effect when playing with other instruments, and make a detailed classification based on this, so as to promote the rational use of customized percussion instruments.

3. On the Teaching Strategy of Percussion Music

With the continuous in-depth learning of percussion music, simple visual observation and basic operation can't meet the learning requirements of learners. Therefore, for the teaching strategies of percussion instruments in classroom, educators need to explore and study. In fact, the teaching, development and strategy of percussion music is only a means of improvement, which needs better implementation and utilization. The common and objective learning and growth of educators and learners is the key factor to promote the classroom teaching of percussion instruments.

3.1 Strengthen the Cultivation of Percussion Music Spirit

Any efficient learning should be based on the cultivation of interest, deepening of understanding and emphasis on practice. The learning of percussion music is no exception. Strengthening the learners' understanding and learning of temperament is also an important factor to achieve the goal of percussion teaching. It is an indispensable part of percussion teaching to analyze and guide music in an orderly way, strengthen the cultivation of students' interest in music and tap their own potential of music. In order to deepen students' understanding of music, it is necessary to conduct a more in-depth analysis of percussion music, guide students to learn more accurately, promote students to make their own unique performance of expression for different styles and expressions of different music, improve students' real experience reflection on the pitch, rhythm and speed, and strengthen students' ability of quick reflection on identifying temperament and emotions and explosive force, which is beneficial to promote students to fully participate in the music creation and practical experience of percussion music.

With the development of the society, the economic benefits are improving, and music is also in the continuous innovation and development. Therefore, strengthening the cultivation of students' music rhythm and innovative ideas should be carried out at the same time. Teachers are the pioneers

and guides of students' learning percussion music. Stimulating students' personalized development and cultivating their innovative thinking are important teaching goals of teachers. The cultivation of innovative consciousness produces only after a solid understanding and practice. Without a good theoretical and practical basis and sufficient emotional input, it is difficult to generate new rhythmic thinking. Teachers should strengthen the guidance of students' vivid and standardized operation of percussion instruments, analyze the background of practical music, discuss the key factors of emotional expression in detail, pay attention to the close interaction with students in this link, fully enhance students' expanded understanding of practical music, stimulate students' development of personalized thinking mode of music, promote students' secondary innovation of music, so as to realize the improvement of students' innovative thinking mode in percussion class, and promote the healthy and orderly development of percussion music.

3.2 Strengthen the Educators' Teaching Level

The classroom teaching of percussion music is a process of mutual promotion between students and educators. Teachers usually carry out teaching content with theory and operation practice, which requires teachers not only to have a solid theoretical foundation, but also to have a strong guiding role in students' practical operation. They should provide targeted guidance and help for students at different stages, and answer questions for students with different personalities in a more specific and detailed way, analyze and judge students' learning situation in detail by careful listening and observation, arouse students' interest in learning, touch students' true sense of rhythm. For problems that need to be improved, teachers should strengthen the guidance of musical instrument operation and weak links of theoretical knowledge at any time, further excavate the dynamic changes of music and the musical structure system, comprehensively guide and teach students, so as to let students really effectively participate in the learning of percussion.

For beginners who are engaged in music learning, the learning of percussion music is undoubtedly a choice with lower threshold and higher feasibility coefficient. With the rapid development of percussion music in recent years, the actual teaching of percussion music has been improved to some extent, but some educators can't meet the needs of many learners because of their unabundant quality, failing to conduct guidance and education for students' cooperation ability. The cooperation ability of percussion music is not only to educate students on the cooperation between people and music, but also to cultivate students' sense of teamwork, which is of great significance in the process of playing percussion music. Therefore, improving teachers' sense of team education and strengthening students' sense of team cooperation has become an important topic of percussion classroom education and also a favorable way to improve the teaching efficiency of percussion music.

4. Conclusion

Facing the development of market economy and the rapid updating of science and technology, the competition and pressure faced by people have become increasingly strong. From the performance of percussion music, it is not difficult to see that it provides a good music environment for the spiritual world of modern people, but also adds new strength to the modern music teaching. The flexibility and beauty of percussion music create endless learning space for learners to improve thinking and innovation. The development of percussion music needs the joint efforts of educators and learners to explore and promote the teaching of percussion more efficient and closer to the life of modern people, so as to vigorously promote the rapid and healthy development of percussion music.

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