

A Study on the Application of the Flipped Classroom Model in Contemporary Teaching of Operatic Ensemble Courses

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Abstract: It has a long history in the teaching of vocal music to offer operatic ensemble course in professional music colleges. At present, this course is generally offered in the music departments (academies) of various universities and colleges. In the teaching of vocal music in China, this course has played a significant role in stabilizing vocalization techniques, enhancing the musicality of multiple parts, and expanding stage performance. With the development of the times, in the context of rich contemporary network resources, the teaching methods of this course should also be reconsidered and explored in today's information society and scientific and technological means, so as to enhance its adaptability to the times and improve the teaching effect. This paper applies the flipped classroom teaching model to teaching based on MOOC's teaching platform, takes one-semester course teaching as an example, and redesigns the traditional teaching mode. Such teaching reform has obviously improved teaching efficiency, enhanced teaching effects, and had a positive and profound impact on students' learning ability.

1. Introduction

Operatic ensemble is a course suitable for vocal music majors, and it is widely offered in music colleges. It is a compulsory or optional course for music performance majors in colleges and universities. The teaching content of this course is mainly aimed at classic ensemble works in opera, including duets, trios, quartets, etc., and is completed by a combination of different parts. This course aims to improve the comprehensive singing and collaboration ability of different parts, and at the same time to initially establish the students' stage performance ability, promote students to learn and master various styles of vocal music works, and then improve students' artistic expression. The operatic ensemble courses offered by Chinese colleges and universities are mainly in professional music colleges and music departments (colleges) of some comprehensive universities. The main content of the courses varies according to the degree of discipline construction of the colleges, so the course names are also slightly different. For example, some colleges call the course operatic ensemble, and some call it ensemble and singing performance. Although the specific teaching contents may be different according to the training plan of the colleges, the singing and performance of classic ensemble works are indispensable. With the development of the times, the teaching content of this course in contemporary colleges and universities also keeps pace with the times, making it more suitable for the contemporary cultural background and aesthetic orientation. For example, the choice of works has expanded from western classic operatic ensembles to the ensemble works of modern and contemporary musicals, as well as the ensemble adaptations of outstanding contemporary creative songs. Chinese colleges and universities even include modern and contemporary Chinese opera works and Chinese musical ensemble works in this course. With the development of the main content of the course, the new exploration of the teaching methods of the course based on the large number of contemporary online learning resources and MOOC's platform is worthy of study.

The traditional teaching method is divided into two stages. The first stage is to learn the song and complete the accurate singing of the song. Mid-term exams can be arranged at the end of the first stage. The second stage is to train for stage performances of the ensemble works. Final exams can be arranged at the end of the lecture of this semester. In the first stage of teaching, the language of the song needs to be taught in class first, usually including Italian, French, German, and English,

and then learn the songs in class with piano accompaniment. This is usually done by dividing it into parts and then combine multiple parts together. Mid-term exams assess all aspects of singing. In the second stage, stage performance training is conducted for different duet vocal music works. The training is performed in groups, and the main training direction is around the artistic expression and the stage presentation of the song. Teachers usually need to introduce the background, plot style, role positioning and other information of the works in class, and then the teacher teaches the students about stage performance by the set stage performance method according to the steps. The final exam is a comprehensive presentation of the singing and stage performance of the ensemble works, which is usually assessed in class or in a performance on the stage. At present, contemporary education resources can be obtained in large quantities from the Internet. Especially with the application of the MOOC's platform in recent years, the flipped classroom teaching style has been applied to many courses. The new exploration of this paper of the operatic ensemble course is based on MOOC and the flipped classroom teaching style. Specifically, it focuses on the teaching process of the first stage of teaching, and the teaching styles and methods of the second stage of teaching. In particular, the preparation of the final exam is also included in the teaching, which is designed for the stage performance test form. This new exploration in teaching aims to improve teaching efficiency, promote the subjective initiative of students in learning, and stimulate students' artistic creativity, thus greatly improving the teaching effect.

The new teaching design of the operatic ensemble course based on the flipped classroom idea mainly focuses on the following three aspects: First stage, classroom music assignments - reorganization of learning and teaching. Second stage, classroom performance assignments - stimulation and standardization of creativity. third stage, classroom assignments before the final exam - the ultimate goal stage. Teaching follows a teaching train of thought, which is to learn first and then teach. This teaching process is based on the Internet platform, and requires suitable learning methods and teaching styles, which is a subversion of the traditional classroom.

2. Reorganization of Learning and Teaching

The teaching task of the first stage is to complete the study of ensemble works, which requires accurate language and complete music. There are two difficulties in the teaching of this stage. One is the difficulty in language. For Chinese students, it takes a lot of effort to accurately sing the language in these western opera works. The second teaching difficulty lies in the accuracy of music. To keep a stable harmony and rhythm when singing with different parts is also difficult for the students of the Han nationality (the vast majority in the school) who are not used to singing in multi-voice music.

In traditional teaching methods, the specific teaching steps are to first combine students from different parts and assign suitable ensemble songs. Then the teacher teaches the language of the songs in class and help students learn to sing the songs. In the idea of the flipped classroom, the steps for students to study the songs are completed before class, so the teacher's job in class is to guide students to correctly apply the knowledge points they have learned before class. The purpose of classroom teaching is to apply what you have learned. In the teaching process of flipped classroom, first of all, prepare online courses for teaching content. Online courses are divided into two categories. One is professional skill courses, which includes audio and video of different songs, and the corresponding language and pronunciation courses of the song. The other is the artistic background of works, including music history courses, opera history, and appreciation of classic opera versions. Students are required to complete online courses before on-site class assignments, and be able to basically sing the assigned works based on the study of professional skills courses. Then, the teacher's job during on-site class assignments is to guide students to improve the accuracy and integrity of the singing of works. The specific work of the teacher in class usually includes answering questions raised by students, correcting language problems, and helping solve some basic problems such as vocal technology problems in singing. After the basic problems are solved, the focus is to deal with the accuracy of ensemble music, which is also the teaching difficulty of this stage. Students who are not used to singing with multi-voice music will have difficulty in harmony

and rhythm in the singing of the ensemble works. This requires students to continue to do a lot of ensemble exercises in the real class after completing the basic music assignments, and gradually build up the sense of hearing, and enhance the ensemble collaboration capabilities. The content of the on-site class assignments is the comprehensive application stage after the students master the content of online courses. The teaching purpose is to improve the accuracy, completeness and proficiency of music when singing, enhance the artistic expression of the music, and lay a good foundation for the next stage of learning. Teaching at this stage usually takes one-third to one-half of the semester's teaching schedule, and varies according to the students' basic musical skills.

It should be noted that the specific content of online courses varies according to the professional quality of the students in this class. The purpose is to help students achieve the required teaching objectives of the course through self-study. For example, the audio and video in professional skills courses should choose the version with clear singing language as far as possible, which will help students learn the language in the works as soon as possible. For the elementary study of opera performance, the performance videos with traditional interpretation methods should be used, and those more modern abstract interpretation methods can be used as appreciation to expand the course content. For language courses, not only the standard pronunciation of the works should be provided, but also the pronunciation rules of the language should be provided to the students as reference materials for learning. This will reduce many questions about language in class. In view of the general language competence of students in Chinese colleges and universities, teachers should provide pronunciation rules for languages commonly used in western operas, including Italian, German, French, Russian and English. Online courses with artistic background aim to enable students to master the style of works and provide support for their establishment of artistic expression. The study of such courses should run throughout the semester, and the students are free to choose their learning time.

The teaching design of flipped classroom at this stage gives the initiative of learning to students, and students can independently complete the basic study of ensemble songs through online courses. Students are free to choose their learning time and can select learning materials as required. In real class, the teacher's teaching focuses on answering questions, clarifying problems, and helping students make comprehensive use of what they have learned, rather than just instilling knowledge. This not only improves the efficiency of teaching, but also improves the teaching quality significantly. In addition, it also plays a positive role in promoting the students' ability to learn vocal music works.

3. Stimulation and Standardization of Artistic Expression

The teaching content of the second stage is to complete the stage performance of the ensemble works on the basis of the first stage. The students are required to recite the music score accurately and skillfully, complete the singing of the ensemble works, combine singing with stage body performance, get the sense of role, and establish the corresponding artistic expression. One of the key points of teaching at this stage is to grasp the sense of role. In the teaching of the sense of role, we should pay attention to inspiration and standardization, and master the teaching speed to make the teaching speed and standard conform to the objective time law of students' learning, so as to give students a reasonable time to grow naturally in performance, thus obtaining natural and relaxed stage performance skills.

In a traditional class, the specific teaching arrangement is that the teacher teaches the students body movements on the stage, and teaches them the set way of performance bit by bit. In this process, students usually go through the process from an unnatural and disoriented stage state to gradually completing the given performance tasks. This method of teaching can help students acquire a standardized stage performance ability, but in performance, imitation is more than creation, and the usual result is a loss of personality. This problem can be better solved in the teaching process of the flipped classroom, because the flipped classroom arranges the stage performance design process before the real class, and completed by students themselves, while the real class is a teaching process aiming at the inspiration and standardization of stage expression and

performance skills. Before class, students complete the stage performance design of the ensemble songs by learning online courses with artistic background. In real class, the teacher's teaching content is to help students improve their stage performance such teaching design starts from the performance creativity of students and greatly improves the creativity of students in learning. The teaching purpose of teachers is to stimulate and standardize the students' creativity. Such teaching is established on the basis of each student's personality, can obtain a very natural and effective stage performance effect, and has a significant role in promoting the students' ability to establish stage performance. The teaching time of this stage and that of the previous stage together account for 90% of the total teaching time of this semester.

It should be noted that the design of online courses at this stage is aimed at courses with artistic background, including music history courses, opera history, theatrical performance and appreciation of classic opera versions. Different from music skills online courses of the previous stage, the content of such courses is relatively broad, and it emphasizes the introduction of background knowledge, with a lot of information. Students can obtain it on demand when they study. The purpose is to help them design the stage performance of ensemble works by combining their artistic background knowledge. The students' study of online courses at this stage is throughout the semester. In different teaching stages, online courses can help students obtain corresponding and necessary knowledge points. At the same time, it also takes time and space to gradually develop the students' artistic expression.

Compared with the teaching at the previous stage, the teaching design of the flipped classroom at this stage embodies the subversion of the traditional classroom. It can be said that the biggest difference lies in the change of roles. Students are transformed from actors into self-directed actors, while teachers are transformed from teachers into stage directors. In class, students no longer just imitate and learn stage performance, but also create and practice. Teachers no longer blindly indoctrinate knowledge, but also inspire and standardize students' creativity. The result of such teaching is that students have a deeper understanding of stage performance, and they can also build a deeper stage performance ability, which is the most important teaching objective of this course.

4. Ultimate Target Stage

Using the final 10% of the semester of time for special training of stage finale performance is a special feature of the flipped classroom teaching design. Finale performance is a practical behavior for students to fully reflect what they have learned in this semester, and it is also an effective way for teachers to check the teaching effect. The teaching content of this stage is mainly the practical teaching of how to prepare a performance. The purpose of teaching is to help students learn how to complete a performance through practical performances and rehearsals, and learn how to cooperate with others to complete the performance plan, and build up a certain ability of teamwork.

The teaching design of flipped classroom at this stage is also very different from the traditional process. In traditional rehearsals and performances, the teacher first arranges the workflow, and then organizes students to rehearse and perform according to the division of labor. In the teaching design of flipped classroom, the rehearsals and performances are arranged and implemented by the students themselves. The teacher's job is to help and guide and ensure the feasibility of the workflow. In the specific teaching steps, first, the teacher assigns the division of performance to different students, arranges the corresponding work requirements, requires the students to refine the work to details and each corresponding time point, and the students work together to make the task flow schedule for rehearsals and performances. In real class, the teacher first organizes students to jointly study the problems of the process schedule and develop a treatment plan. After determining that the process schedule is feasible, organize students to rehearse according to the process plan. After the rehearsal, organize students to improve and adjust the performance process schedule based on the practical experience of rehearsal to ensure smooth performance.

The focus of this part of teaching is to grasp the teaching perspective that the students arrange the task flow by themselves, while the teacher only plays the role of organization, assistance and monitoring. Even if there are major problems in the process, the teacher should not directly

intervene and give a treatment plan, but reorganize the students to conduct research and guide students to find a treatment plan themselves. In such a teaching process, students will reflect from difficulties and mistakes, and develop stronger organization and cooperation ability.

The teaching of this stage is to use the final 10% of the semester to integrate and practice the contents learned in the whole semester. The teaching design of flipped classroom has changed the role of teachers and students. Through the practice of a performance, students have greatly improved their ability to operate and execute stage performances. These abilities are the final guarantee for the stage artistic expression acquired by students.

5. Conclusion

The application of the flipped classroom teaching model to the teaching of operatic ensemble based on MOOC's teaching platform is a reform of traditional teaching methods. In this brand-new teaching design, the learning perspective of students changes from passive receiving to active seeking, and the teaching perspective of teachers changes from knowledge infusion to assistance and guidance. The course design takes one semester as an example, and divides the teaching process into three stages: class music assignments, class performance assignments, and concert performances. All teaching content is conducted after the students have studied online courses, or after preparation before class. Students can freely choose the time to study online courses, and select learning materials as needed. In class, the teacher helps students apply the knowledge they have learned in online courses. The real class is no longer the indoctrination of knowledge, but the advanced stage of learning - application. Compared with the traditional teaching model, such teaching design greatly promotes the subjective initiative of students in learning, and presents an efficient and high-quality teaching effect. The impact on students' learning ability is also positive and far-reaching.

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