

An "Interesting" Research based on Children's Singing Skills Training Through the Musical Drama

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Abstract: Music and art activities are an important way of children's emotional experience and expression, and cultural cognition, and they are also the most common teaching content in our country's early childhood education. The "Guide" emphasizes that teachers should create various forms of artistic practice and experience for children, and respect children's artistic personality and learning psychology. As a musical art form "tailored" for children, children's musicals have a high degree of interest and participation. Teaching children singing in the form of musicals can also help children better master singing skills and appreciate singing emotions.

Since the beginning of the 21st century, with the improvement of our country's compulsory education system and the renewal of the educational concept of "all-round development", the masses' emphasis on the education of teenagers and children has continued to increase. Early childhood education is the "preparatory period" for children to enter the formal education stage. It is in the critical period for children to recognize the world and form their own emotions and values. At the same time, children are different from other groups of students in that they have obvious "interest" and "play" orientation, and they are more able to acquire cognition and express themselves from game activities [1]. As a typical form of music, music uses lyrics, melody, rhythm and other musical elements to present rich and colorful cultural connotations and emotional spirit. It is an art form that young children love, and it is also a special kind of emotional expression. Language". Therefore, the "Guide to Learning and Development for Children from 3 to 6 Years Old" clearly puts forward the importance of music for the cultivation of children's cognition, emotion, personality and humanity in their growth, and proposed to teachers "creating rich artistic experience" Form, let children experience music language in their own way, and support and guide children's spontaneous artistic performance and creative behavior" [2]. At present, most of the music activities in kindergartens still focus on traditional forms such as collective singing, rhythm perception, music appreciation, and music games, with more emphasis on the training of children's singing ability and the use of musical entertainment. In this process, children have been in the passive state of receiving music knowledge also stays in a state of "semi-understanding" imitation at the level of music singing. For a long time, children will not only lose their interest in music learning in a single form of music experience, but also unable to autonomously use music skills and art. Performance and creative behavior are obviously different from the educational goals of the Guide. As an art form that first appeared in European and American countries, children's musicals are designed for children's music singing ability, music and story comprehension, and have more far-reaching artistic characteristics and singing skills in the presentation of different roles and chants demand. Therefore, in the process of performance learning, children can use singing skills more autonomously and perform creative behaviors based on their own understanding. This article will analyze the educational advantages of this form for children's musical language mastery, singing ability improvement, and artistic emotional expression based on the research on the application of musical drama in children's singing training. It does not provide new strategies and new ideas for children's singing education in my country.

1. Educational Goals and Particularities of Children's Singing Teaching

1.1 Educational Goals of Children Singing Teaching

Song singing is the most common practice activity in children's teaching, and it is also the basic form of children's musical and artistic cognition, skill mastery and creative performance. According to the educational concepts of the "Guide", "Kindergarten Education Guidelines (Trial)" and other documents, as well as the developmental conditions and artistic cognition level of children's voice, singing teaching for children mainly has the following three levels of educational goals.

First, the perception and interest cultivation of musical language: Music is an artistic language. Songs express the author's emotional intentions through different rhythms, tonality, melody, and chords, reflecting the cultural personality of different regions. For song singing, the first step for a singer to learn singing skills is to correctly distinguish the presentation of different musical elements, and be able to develop a preliminary understanding of artistic emotions in this process [3]. Secondly, as a group with relatively few social experience and art appreciation experience, young children are also a stage where they develop their own artistic aesthetic preferences and lay the foundation for the cultivation of future interest in music learning [2]. Therefore, the singing teaching for children at this stage must first use rich and diverse song materials and singing styles to attract children to understand music, humming or singing songs, and at the same time, make good use of repertoires with typical musical language elements. (For example, "Little White Boat" and Korean four or three beat rhythm patterns, "Little Swallow" and five-tone mode) to help children master the presentation results of different musical languages in singing.

Second, the initial mastery of music singing skills and the correct presentation of music language: First, due to lack of music singing experience and in the stage of vocal cord growth, children have weak control over the vocal muscles and cavity, and the singing range is also narrow, and it is easy to have singing problems such as "screaming", "out of tune", "shallow breath and insufficient breath" during the singing process. If it is not corrected in time, it is easy to cause damage to the vocal cords [4]. However, there are still shortcomings in the teaching of singing and singing skills for children in the current singing teaching for children. Children who learn to sing songs directly through "sing along" on the basis of lack of systematic skill training can easily form wrong singing habits. Therefore, the mastery of singing skills is indispensable for young children. Secondly, after children understand how to vocalize correctly, they must be able to follow the teacher's steel companion to perform the correct rhythm, pitch, and strength in singing.

Third, the presentation of musical emotions and the improvement of artistic creativity: The respect for children's artistic personality and the guidance of artistic creative behavior are one of the most in-depth goals of children's art education in the "Guide", and it is also the highest goal of singing teaching. Teachers should not only teach children to "sing", but also lead children to understand the emotional and cultural value behind the songs through singing, and let children express the emotions of different songs through strength and breath [2]. At the same time, the teacher should also give each child the opportunity to use his body and voice to express songs, and encourage children to use the singing skills learned to think and sing songs with their own musical personality.

1.2 The Particularity of Children's Singing Teaching

Children are often lively and active in character, and this stage is the initial stage for people to perceive the world and cultivate independent cognitive awareness. Children often have a strong desire to explore new things and are eager to get others to learn about them. Praise and encouragement of behavior. Therefore, in order to achieve better results in singing training at this stage, activities must be designed in accordance with the psychological characteristics of children. Singing training is a relatively boring and repetitive process. For children with weak comprehension and weak physical control, the conventional singing training system (scale singing and opening, resonance training, singing score and melody familiarity) Does not conform to their learning habits. In addition, in the process of commenting and guiding children's vocal training, teachers often keep asking children's deficiencies and lack of links to encourage children to explore the rules of vocalization and express musical emotions, which is also easy to hit its self-confidence. Therefore,

children's singing teaching must also grasp its particularity for activity design, and strive to take into account the three characteristics of gradual singing skills training, simple and appropriate song selection, and more freedom in singing performance, so as to create entertainment and professional performance for children. Singing activities.

2. The Superiority of Children's Singing Teaching through "Musical Drama"

Musical drama is a kind of comprehensive combination of drama, vocal music, dance, stage art and other forms. Musical drama singing not only requires the singer to accurately sing the song, but also requires different roles to grasp their own role settings and to combine different singing the emotions show up. Therefore, compared with children's songs, musicals are more diverse in terms of artistic characteristics, musical mood, etc., and present the following two advantages in the use of singing activities:

First, storytelling, interest, and emotional perception: Compared with nursery rhymes, musicals often have both the artistic integrity of independent verses and the storytelling between different verses in the repertoire. Children learn different verses in each lesson. In the process, due to the development of the stories described in the repertoire, a strong interest in the learning of new repertoires will be generated, and the completely different musical styles of different roles can also keep children fresh in the learning process, and according to their own voice characteristics. Carrying out role selection and singing performance arrangement, enriching the singing training form [5]. At the same time, many children's musicals are based on fairy tales familiar to children (for example, "The Lion King" is adapted from a Disney animated film, "Matilda", "The Wizard of Oz," "The Little Mermaid", "Ma Lanhua" "Adapted from domestic and foreign folk tales and fairy tales familiar to children), children already have an understanding of the story background of the songs when they are exposed to these chants, and teachers can use performance videos, character lyrics explanations and other forms to help on this basis. Toddlers have a better understanding of music emotions.

Second, the tone of the melody, the strength of the singing rhythm, and the grasp of the resonance: Musical is the art of telling stories through singing, so in the creation of musical passages, composers often use melody, rhythm, and strength. To show the changes in tone and rhythm of speech, and on this basis, the singer should further use singing skills such as the transformation of resonance to tell the story [6]. Therefore, by making good use of the characteristics of the "tone sense" of musical melody, teachers can let children combine singing with daily conversations, so as to guide children to perceive the mobilization of vocal muscles, continuously train singing skills, and develop correct vocalization Get used to, and gradually master the expressive methods of musical emotions.

3. The Teaching Strategy Design of Children's Singing Training Based on Musical Drama

In view of the advantages of musical theater teaching and application, teachers can design activities from the following three angles in the singing training of children with musical theater as the carrier:

First, choose musical works that are suitable for children's vocal range and aesthetic preferences: As explained in section 2, children have a certain degree of particularity in the physical and psychological levels. At the same time, most children have no foundation when they receive singing training. Yes, if at this time the teacher chooses the more difficult sings (such as large range, complex rhythm, professional musical works), then it is difficult for children to master the skills of musical performance [7, 8]. Therefore, teachers must take this particularity into consideration when choosing or creating musical works for children to sing, instead of simply using the arias in the classroom. In response to this, teachers can first select or compose sings based on the pitch span within 8 degrees as much as possible. Secondly, they can also simplify the classic children's musical works to a certain extent (such as rising and falling tunes, reducing parts with complex sounds). Highly changing melody, etc.), you can also create "mini musicals" based on fairy tales

that children are more often exposed to in the kindergarten learning, with simple and catchy melody, so that musicals can meet the characteristics of children's art learning from the melody level. From the story level, it conforms to the children's aesthetic interest points.

Second, build a singing training system based on the decomposition of musical drama materials: At present, children's singing teaching in China is generally based on Chinese and foreign children's songs as teaching materials, and the practice of song mimicking is carried out. The general teaching process includes song recording and listening. Rhythm perception, teacher singing sentence by sentence and children sing along with imitating, class singing in unison or partly chorus. In this process, teachers often intersperse some music games (such as Dalcroze body rhythm game, Kodaly gesture rhythm game, etc.) To help children understand the connotation of music symbols, learn music language and perform singing. But from the perspective of the overall process, it is not difficult to find that many preschool teachers tend to perform singing training on the class as a whole in order to ensure the fun of singing learning and the convenient and efficient management of the overall singing activities of the class, and more often in the singing training process Relying on the song itself and teacher demonstrations, this makes children lack the autonomous recognition of song singing skills and emotional presentation in the process of singing skills training, and also ignores the children's artistic personality. In the long run, this will easily make children lose confidence in vocal learning [9, 10]. However, the loss of interest cannot be compensated by fun children's musical works alone. It is even more necessary for teachers to clarify their advantages when using this art form, and to use the correct form to map the artistic characteristics of musicals to children's singing training. In all stages.

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Third, the comprehensive training of musical character personality and children's individual singing skills:

Different children have different preferences for singing skills and musical styles. Traditional unison singing often makes teachers ignore children's different singing states and willingness to sing, and greatly reduces children's opportunities to show themselves. By using a certain musical drama as a teaching unit of singing training, teachers can classify roles according to factors such as children's voice conditions (character age and vocal range allocation), singing level (allocation of vocal difficulty), and Instruct young children to perform role singing emotions and perform independent design based on previously learned singing skills, so that young children can internalize the "skills" of imitating learning into their own singing habits, drive singing emotions through roles, and improve children's song singing completion through performance. Secondly, the overall performance design of musicals can also provide children with enough space for artistic creation, and at the same time stimulate children's singing confidence through stage display and

other forms, and conduct comprehensive artistic training.

4. Conclusion

The artistic value and interesting presentation of musicals make it possible to make children's singing training more comprehensive, practical and autonomous, while the use of musicals cannot be blindly copied, but should first be combined with children's physical and learning psychological characteristics. Select or simplify the appropriate repertoire. Secondly, integrate the sings of different musical language characteristics into the training of singing skills such as pitch, resonance, and rhythm. Finally, use the complete repertoire performance to allow children to conduct comprehensive training to make them develop correct Singing habits and independent artistic innovation consciousness.

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