

The Research on the Application Strategies of Piano Impromptu Accompaniment in Primary and Middle school Music Classes

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Abstract:

Since its birth, piano has been favored by composers and musicians because of its wide applicability. In order to solve the problem of how to cultivate students' musical literacy and comprehensive quality more effectively, it is of certain research significance to explore the use of piano in music classes in primary and secondary schools. In primary and secondary school music teachers as the research object, using the literature reading method to analyze the meaning of the piano in primary and secondary school music and use strategy, through the results found that the meaning of the piano in primary and secondary school music is to help students develop music perception ability, improve music literacy, enhance the understanding of music, but also can freely express their feelings and thoughts, enhance their creativity and expression ability. Using the strategy of interactive teaching, teachers can interact with students through the piano impromptu accompaniment, enhance the sense of participation and interest in the classroom, and stimulate students' interest in music. As well as personalized teaching, teachers according to students' interests and ability, make personalized piano learning plans. This approach not only allows students to master their piano skills faster, but also enhances their confidence.

Keywords: Piano; impromptu accompaniment; music class in primary and secondary schools; music teaching.

1. Introduction

To explore the values and strategies of piano use in primary and secondary schools can not only help music teachers design and organize classroom teaching more scientifically, improve teaching effect, but also help students to improve musical literacy, stim-

ulate interest in learning, and develop musical skills and creativity in an all-round way. Therefore, music teachers should effectively apply the impromptu accompaniment technology in teaching on the basis of deeply analyzing the music works in primary and secondary schools, so as to achieve better classroom effects.

At present, improving the ability of music teachers has become the key to music classroom teaching in primary and secondary schools. Reasonable use of piano accompaniment in the music class can not only improve the teaching efficiency, but also inject new vitality and charm into the classroom, and help to explore the students' musical aesthetic potential.

In the practice of impromptu accompaniment, students need to constantly try and adjust to improve the harmony and beauty of the accompaniment. This process is helpful to cultivate students' musical aesthetic ability, so that they can have a deeper understanding and cognition of music. Through continuous practice and reflection, students can gradually improve their musical aesthetic level, and better appreciate and create music works. Through the practice and creation of impromptu accompaniment, students can experience the charm and fun of music, so that they love music more, and are willing to invest more time and energy to study and explore the field of music. Therefore, we should make full use of the art form of piano impromptu accompaniment in the music class, in order to better promote the students' music learning and all-round development. This paper is divided into two parts, namely, the significance and function of piano improvisational accompaniment in music class and the strategy of piano improvisational accompaniment in music class, to explore how piano improvisational accompaniment plays a unique value in the primary and secondary music class, improve the teaching quality and enrich students' music experience.

2. The Significance and Function of Piano Impromptu Accompaniment to Music Class

2.1 The Significance of Piano Impromptu Accompaniment to Music Class

The implementation of music lessons must have auxiliary teaching tools, and the piano with a wide vocal range and rich expressive force that can be called the "king of Musical Instruments" should be the preferred teaching tool. The use of impromptu piano accompaniment in music classes in primary and secondary schools can further improve the classroom teaching efficiency and create a good teaching atmosphere [1]. Impromptu piano accompaniment can also enrich students' learning content, which can not only improve students' musical skills, but also further cultivate their musical literacy and aesthetic ability.

"According to the established melody of the work, after instant thinking, for the preparation of the melody of the

accompaniment, the accompaniment in the moment with rich harmony, appropriate accompaniment texture, clever accompaniment technique for the melody accurate and vivid depiction of the music image of the work, foil the music atmosphere"[2]. Secondly, piano improv accompaniment teaching also plays an important role in cultivating students' creativity. Music class requires students to constantly think, explore and innovate, such a process can stimulate students' unique insights and perception of music. In the process of playing the piano, teachers can give more emotion and color to the music works through their own imagination, so as to create a different performance effect. This innovation not only helps students to get more exposed to the charm of music, but also can migrate to their life and study to promote their all-round development.

2.2 The Role of the Piano Impromptu Accompaniment in the Singing Teaching in Junior High School

First of all, the piano accompaniment can help the students to master the correct way of singing. With the development of quality education, music classes in primary and secondary schools not only emphasize the appreciation of music and singing songs, but more importantly, let students master the basic knowledge of music, improve the basic ability of music, and learn how to "sing" rather than "sing"[3]. In the music class of primary and secondary schools, students' emotional singing is the top priority in teaching. With the help of the piano impromptu accompaniment, it can better stimulate students' participation and interest, mobilize their enthusiasm, and express themselves bravely and sing out to listen to the melody. In the junior high school music singing teaching, piano impromptu accompaniment has become an indispensable teaching way, piano impromptu accompaniment not only plays an important role in singing teaching, but also can help students to play more deeply and deeply.

At the same time, piano impromptu accompaniment can help create a good classroom atmosphere. Piano impromptu accompaniment emphasizes the real-time music teacher's ability and improvisation ability, and is adjusted at any time according to the actual situation of students' singing, so as to achieve the effect of harmonious cooperation with students' singing. The piano accompaniment in the song is impromptu, so that students can express their feelings at will and feel the changes of music. It can also make middle school students better show the content of the song to be expressed in the song, which can make a flat light song become more dynamic and more dynamic [4]. In the classroom, the teacher can skillfully use the

piano impromptu accompaniment, through the artistic appeal of the music to mobilize the classroom atmosphere, let the students immersed in the beautiful melody, stimulate the students' rich emotional experience. Such a teaching method can help students to quickly integrate into the musical situation, feel the emotional changes and rhythm fluctuations in the music, so as to improve students' musical literacy and artistic sentiment in a subtle way. For example, the teacher in the professor this class, the teacher can use the piano impromptu accompaniment to help students sing, can use the half decomposition type, experience the rhythm of uniform shaking boat song, experience boat rippling feeling, help students experience song unique feelings, also can correctly grasp the way of singing and skills, into the teacher created music situation. In the actual, singing class and appreciation class teaching, teachers in order to make students better understanding and perception of the music works, teachers will let students sing for the key music section, when teachers need to use steel to the piano impromptu accompaniment. When repeatedly learning the same piece of music, teachers can use different accompaniment tone and texture to play the accompaniment of the music, which can bring students a fresh feeling in the process of repeated teaching, rather than mechanical repetition [5]. Therefore, piano impromptu accompaniment can enable students to have fresh aesthetic feelings in the process of learning, and increase their interest in learning music. In addition, the use of piano impromptu accompaniment can help teachers and students to improve the rhythm and intonation, so that the classroom teaching efficiency and teaching effect have been greatly improved, and have a high role in promoting our music teaching.

To sum up, in junior high school music singing teaching into the piano accompaniment, help students to master the correct way of singing, help to shape a good classroom atmosphere, can better highlight the subject status of students, let the students through the piano impromptu accompaniment feel the power of music, immersed in the piano impromptu accompaniment shaping music atmosphere, enhance the appeal of music teaching and persuasive. Teachers can use piano impromptu accompaniment to create a vivid music environment, help students deeply immersed in music, feel the charm of music, create vivid and interesting learning scenes, stimulate students' interest in and curiosity about music learning. Through these ways, teachers guide students to resonate with music at the emotional level, so as to promote the development of their music learning thinking.

3. Strategy of Improvised Piano Accompaniment in Music Class

As mentioned above, the piano impromptu accompaniment in music classroom teaching has a very important meaning and role, teachers should accurately grasp the teaching music style and characteristics, on the basis of accompaniment weaving arrangement, Yang Yimei in the different genre song song accompaniment training points out that impromptu accompaniment need teachers have rich practical experience and solid theoretical basis to ensure that song music characteristics fully presented, so strengthen the accompaniment practice training, is to cultivate the students' aesthetic quality must step [6]. Yang Yimei requires that it has a certain significance for the self-planning and improvement of music teachers. We should master the content in the music textbooks of primary and secondary schools and grasp the style of the music, and arrange the impromptu accompaniment based on this, which is the homework we must do to improve the quality of the classroom.

Wang Ruoxi pointed out in the "Analysis of the Application of song accompaniment in Middle School Classroom Teaching" that in our middle school music classroom teaching, teachers should also give students the corresponding freedom, so that students can practice according to their own will [7]. Teachers should deeply realize that in this link, students are the main body of classroom teaching. By guiding students to learn and master singing skills, it can help students to master more music knowledge and singing methods. For those students who already have a certain foundation, teachers should give them encouragement, enhance their confidence in learning, and let them work harder to learn music. At the same time, through the piano accompaniment, students can better master the sound skills and grasp the difficulties of learning under the guidance of the beautiful melody. While mastering a lot of music knowledge, students will gradually form their own unique music aesthetic concept, which is largely based on their own feelings and gradually improved. When guiding students to learn and sing, teachers should fully reflect the great expressive force of the piano itself, guide and infect students, help students to deeply understand the emotions and thoughts contained in the work itself, and improve students' ideological realm through music teaching.

In order to make the music class go more smoothly, we must skillfully use the piano impromptu accompaniment in the class. In addition to the teacher's own high requirements for classroom control, but also strict requirements for professional ability and foundation. Therefore, teachers should have enough understanding of the requirements

of music classroom, and at the same time, we should actively improve their professional skills and quality according to the requirements of teachers.

3.1 Personal Ability Requirements of Teachers for Piano Impromptu Accompaniment in Music Class

Piano impromptu accompaniment requires a comprehensive use of music theory, piano performance skills, musical creativity and perception. Piano impromptu accompaniment requires the musical quality and comprehensive quality of the accompanist, which is difficult to master, and puts forward the comprehensive musical ability of the accompanist. Its ability structure can be divided into two aspects: one is the musical psychological ability. The second is the music technology ability [8]. In music classroom using piano impromptu accompaniment teaching is to pay attention to their piano impromptu accompaniment level is qualified, because the flexible use of piano impromptu accompaniment to teachers' professional ability, but at the same time also should pay attention to the important role of individual ability in teaching, teachers for their own learning and professional ability should have a clear cognition, it determines whether a teacher know yourself in the teaching should be how to improve the classroom teaching effect. Strong personal ability can also calmly deal with emergencies in the process of teaching, especially when there are mistakes in the piano impromptu accompaniment performance, timely remedy can make teachers timely pull the classroom back in their own hands. Therefore, it can be seen that a teacher's personal ability in the music class plays an extremely important role, which is not only reflected in the performance of the piano accompaniment, but also reflected in the control of the classroom.

3.2 Professional Requirements for Teachers with Impromptu Piano Accompaniment in Music Class

Teachers also need to pay attention to the accompaniment practice, and to improve the musical quality. In the process of accompaniment, the accompanists should consider the musical style of the accompaniment according to the actual content of the songs in the textbook, and once again arrange the corresponding accompaniment texture and harmony [9]. In this way, the harmony effect of the music can be played to the maximum extent, and the accompaniment of the song and the song is constantly improved, and the ability of the accompaniment will be gradually enhanced. In this process, the accompanist should also

pay attention to the improvement of their own musical literacy. In the process of playing piano skills, attention should be paid to the accumulation of piano playing experience while improving the skills. In this way, in the process of impromptu accompaniment, the accompanist can apply the skills to his own accumulated experience. The experience of the accompaniment will be more rich with the diversification of skills, and the theoretical ist will be more and more comprehensive. Especially in the teaching process, when we encounter emergencies, we should face them calmly, deal with tact, and constantly establish generative teaching tact. Only through the combination of theory and practice, the theoretical knowledge and musical literacy of the accompanist will be continuously improved. Of course, teachers should also actively participate in the classroom teaching report display, a variety of small teaching report concerts, student recitals and other stage accompaniment practice in life. Let the students accumulate more experience in practice, strengthen the team cooperation with others, improve their own comprehensive quality, gradually cultivate and enhance their own self-confidence, so as to improve the teaching quality of piano impromptu accompaniment [10]. That is, teachers can improve their professional skills and quality through practice, achieve the requirements of being a music teacher, and contribute their own strength to the cause of music education.

To sum up, in order to become a qualified music teacher, it is necessary to skillfully use the piano impromptu accompaniment in class for teaching, to put their own mentality, face up to their own defects and shortcomings to learn from each other. According to the national music education with our requirements to our shortcomings to make up, as soon as possible to grow into a qualified music teacher.

4. Conclusion

Piano improv accompaniment has effectively improved the teaching level of music classroom in primary and secondary schools. In music classroom teaching, only by first recognizing the value of piano impromptu accompaniment can it be better applied to the classroom. At the same time, teachers should have comprehensive and solid professional skills, so as to better lead students into the music world and give full play to students' creative spirit. At the same time, teachers should use improvisation in teaching, which can not only quickly concentrate students' attention, mobilize students' learning emotions, and activate the classroom atmosphere, but also guide students to improve their interest in improvisation. In order to make students give

better play to their imaginative and creative ability, teachers should combine the teaching practice and students' learning situation, and adopt diversified teaching strategies to better help students improve their playing ability and enrich students' emotions. Moreover, the research limitations of this paper are that it mainly focuses on the use of piano in primary and secondary music classes and fails to cover the music teaching practice in the higher education stage, so the results may have limited applicability to the higher-level music education environment. Future studies can further explore the application and strategies of piano in different educational stages.

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