

Brief Discussion on Popularization of Music Production in Music Course of Elementary and Secondary Schools

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Abstract

The introduction of music production in the music course of elementary and secondary schools is a fresh topic with practical significance. This paper starts from the concept and application status of music production, analyzes advantages of its popularization in music teaching of elementary and secondary schools and studies the popularization pattern of music production in music teaching of elementary and secondary schools.

Key words: Elementary and secondary schools; Music production; Popularization; Necessity

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INTRODUCTION

Music production is the abbreviation of computer music production. With the constant deepening of internet technology, computer music has penetrated into every aspect of people’s life. Music production exists in records, television, film, advertising and broadcasting. Music made is applied simply or processed with computer technology. Music production technology makes music break the limitation in storage and transmission, and

meanwhile enriches the performance ability of music to a greater extent. Higher education in China has basically popularized music production course. However, the introduction of music production in the music course of elementary and secondary schools is a fresh topic with practical significance.

1. ADVANTAGES OF POPULARIZATION OF MUSIC PRODUCTION IN MUSIC COURSE OF ELEMENTARY AND SECONDARY SCHOOLS

1.1 Change the Traditional Teaching Pattern

The teaching pattern that teachers play a dominant role and impart knowledge to students is common in the current class of elementary and secondary schools. In such a teaching environment, though the knowledge imparted by teachers can be centralized to a certain extent, such teaching pattern has certain limitations. As students cannot fully participate in the class, their degree of understanding and mastering the knowledge learnt is limited. Since the mid-20th century, people-oriented concept has gradually developed in education. Under such concept, education puts more emphasis on the importance of students in class. The integration of music production into traditional music course can not only change the changeless teaching pattern in the traditional class and inject more fresh blood into the class, but also allow more students to participate in music activities. The introduction of music production in the class of elementary and secondary schools can turn teachers into the role of guiding students in exploring musical path from the role as a simple initiator.

1.2 Enrich Teaching Contents and Forms

In the traditional music class of elementary and secondary schools, teaching contents and methods are always changeless due to limitations of equipment and

instruments. Relative to musical instruments and relevant equipment required in traditional music teaching, music production has stronger functions. Music production can “produce” various kinds of music through different media software. The introduction of computer music production in the class of elementary and secondary schools can expand teaching contents in the music class of elementary and secondary schools unlimitedly. Elementary and secondary school students can participate in music production personally through software and network and meanwhile learn many contents that they are interested in but are not included in textbooks. This also enriches the teaching form of music course in elementary and secondary schools. In traditional class, teachers generally impart knowledge of music theory to students. Even if there is a course of practical performance, it cannot cover every student due to limitations of musical instrument, site and equipment. Music production can solve this problem with its unique convenience and rapidness and allow more students to experience the interest of musical creation personally. In this process, students can select the instrument or music they like and attempt to make music they like with computer while appreciating and understanding these musical arts. These rich teaching contents and flexible teaching patterns can fully arouse the enthusiasm of students and make them show keen interest in music learning.

1.3 Good for Saving Costs

In daily music learning or teaching, we know that music learning, especially instrumental music learning, has high costs. Both the purchase of musical instrument or equipment in the earlier stage and maintenance & repair in the later stage require financial support. In music teaching in elementary and secondary schools, it is required to equip a lot of music teaching equipment. It is necessary to equip many kinds of musical instruments and equipment with a large quantity so as to meet daily music teaching activities of such schools. This only refers to teaching supplies required by teachers in music teaching and does not include equipment required by students in daily practice. It is not a small expenditure for schools. Many schools do not equip music instruments and equipment specially for music course in order to save costs, which will obviously influence the teaching quality of the music course. If music production can be introduced in music education of elementary and secondary schools, it can share equipment with computer course, thus saving a lot of teaching costs for schools. First of all, computer equipment and software equipment itself to than many musical instruments and equipment to economic, and computer music making and Simulation of musical instrument sounds, analog music production and transmission and music and so on. At the same time, computer music production can also take the place of a variety of musical instruments for interpretation. A

computer with a software can produce different sound effects, so that you can use authoring software to create different instruments playing style, which is undoubtedly saved due to want to buy many kinds of musical instruments and the question of cost. The school is a very economical and very practical choice.

2. POPULARIZATION PATTERN OF MUSIC PRODUCTION IN ELEMENTARY AND SECONDARY SCHOOLS

2.1 Teachers Should Master Basic Knowledge About Computer Music Production

To make music production become popularized in music teaching of elementary and secondary schools, it is fundamental that teachers should master certain knowledge about music production. According to the survey conducted by the author, music teachers over 40 years old in schools at each level have never touched music production in the university or secondary normal school. To make teachers master certain knowledge about computer music production, it does not mean that teachers are required to master profound and extremely professional software skills. They only need to master some basic operating and demonstration methods for common music teaching. Music teaching course of elementary and secondary schools mainly includes music theory knowledge, appreciation, singing and instrumental music. By learning and using the method of music production for music teaching, teachers can present musical arts to students better with the integration of film, sound and image and allow students to have all-round understandings and memory of contents learnt. Music production has many functions that cannot be achieved by traditional music teaching. Teachers can gradually find the convenience and diversity of music production as long as they master and use certain basic knowledge skillfully. However, with the deepening of popularization of music production in elementary and secondary schools, future music teachers will face more challenges. Therefore, students studying in normal universities should strengthen the learning of music production knowledge and endeavor to improve their music production level so as to adapt to professional requirements of future operating posts. In-service music teachers in elementary and secondary schools should also learn music production knowledge related to the course involved with spare time, improve their music production level by reading relevant books or taking network courses, enrich teaching means and improve teaching quality.

2.2 Allow More Elementary and Secondary School Students to Understand Music Production

Computer music can be seen everywhere in our life. Modern elementary and secondary school students are

generally willing to accept the teaching pattern of music learning with computer because computer, mobile phone and tablet personal computer have integrated into their life. The introduction of music production in the class can help students learn more music knowledge and widen their horizon. The new music educational pattern – music production can allow elementary and secondary school students to improve their interest in music learning. When they have been interested, they can face music learning with a more positive attitude and master more music knowledge. Let more students to understand the production of music, is not only convenient teachers can through the music production software for music teaching, and let students experience the music production process. In music making, there are a lot of basic software is very simple, easy to learn, for students to learn the music produced by the way to let the students experience the fun of making music, to complete from the appreciation of music, music interpretation to the process of making music. Let more and middle school students know music production, in helping students learn more music knowledge, but also can master certain computer operation knowledge, it can be more than one stroke.

2.3 Select Music Production Software Appropriate to Elementary and Secondary School Education

In music education of elementary and secondary schools, the selection of music production software should be pertinent due to the limitation of difficulty of contents to be imparted. It is inappropriate to use software that is too professional or too difficult to master in music teaching of elementary and secondary schools. The selection of appropriate music production software has vital influence on the implementation of music course. In fact, there are many kinds of music production software appropriate for elementary and secondary school class, such as Cakewalk, TT composer and EarMaster solfeggio and ear training teaching software, which are excellent software that can be used in music teaching class of elementary and secondary schools. They have a common feature, i.e. they are easy to understand and are helpful for music teaching course in elementary and secondary schools.

In Cakewalk software (Figure 1), its main interface is easy to understand. It uses stave editing mode, which is more suitable for the use by professional music teachers. In terms of display, stave can be shown clearly through the software. It is easier to be accepted by elementary and secondary school students. Such a display pattern can allow students to make music in class independently. It can also be used along with other courseware in the form of stave.

TT composer numbered musical notation software (Figure 2) is more convenient for elementary and secondary school students because its input mode is numbered musical notation input, which can allow more elementary and secondary school students to record their

musical works. This software also provides the selection of musical pitch through mouse movement and the function of accompaniment. Therefore, teachers can save a lot of efforts while imparting musical knowledge.



Figure 1
Cakewalk

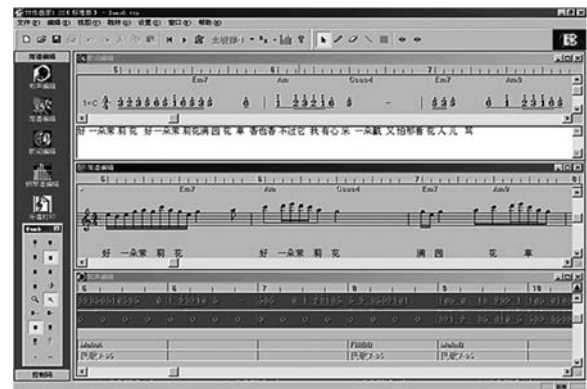


Figure 2
TT Composer Numbered Musical Notation

EarMaster solfeggio and ear training teaching software (Figure 3) leans to ordinary training or listening test. Its design is humanized. When the answer is right, it shows “correct”; when the answer is wrong, it shows “sorry”. The setting of prompt tone and animation makes the learning and test process so relaxed and interesting.

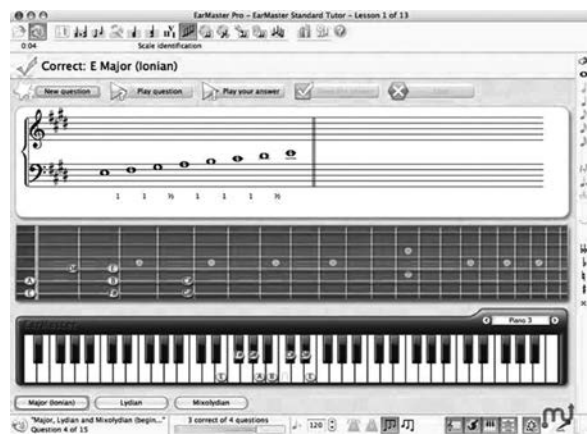


Figure 3
EarMaster

Overture (Figure 4) is a software for piano music production, this software can help teachers to produce a standard piano spectrum. In the classroom now. More music teachers in primary and middle schools are a photocopy of the piano, and this piano spectrum is only suitable for teachers in piano playing their own use, is not suitable for show it to the students. In the teaching of using overture piano spectrum software, can be scores by multimedia form to show to the students so that you can let the students have a more profound memory for the school course scores.



Figure 4
Overture

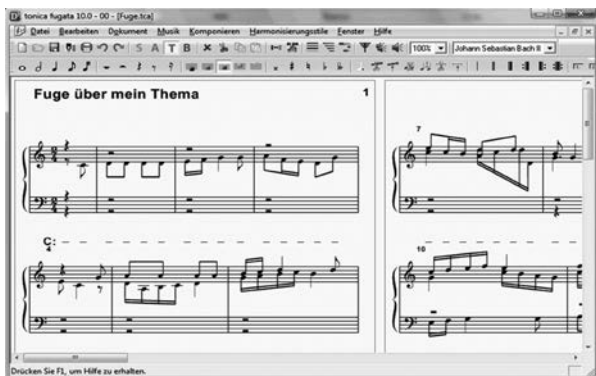


Figure 5
Tonica Harmony Teaching

Tonica harmony teaching software (Figure 5) is a software that can help the teacher teach the harmony course. This software is not only able to watch and play the effect of overall harmony, at the same time can also be different voices are separated single player, which is

beneficial to the teachers to help explain the characteristics of different voices and different role in harmony and that a software can also help in identifying and correcting the students' homework, for transcriptions in some basic mistakes can automatically recognize, such as the teaching provides a great power.

Therefore, the selection of appropriate music production software can help teachers face music course easily and fully manifest the charm of music production in class.

CONCLUSION

The introduction of music production in music course of elementary and secondary schools can not only help teachers impart music knowledge more systematically, intuitively and conveniently, but also can be understood and accepted by students more easily and can improve their interest in music course. Though music production is still in the starting phase in music course of elementary and secondary schools currently, it is believed that this teaching assistance means can show its glory in elementary and secondary school class with the progress of educational industry and the development of multimedia educational method.

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