

From Keyboard to Classroom: Integration of Piano in Junior High School Music Education and Analysis of Teaching Effectiveness

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Abstract: In recent years, the popularity of piano in China has been on the rise. Listening to piano music in music classes at middle schools helps improve students' artistic cultivation and nurtures their musical literacy. This article employs various research methods such as literature review, interviews, observations, surveys, and induction to explore the application of piano music in middle school music classes. The full text is mainly divided into four parts. The first part is the introduction, which mainly elaborates on the reasons for the topic selection, research purpose and significance, research status, and research methods. The second part elaborates on the significance and value of piano music works in middle school music classroom teaching. The third part studies the current situation of textbooks and middle school music classroom teaching, and summarizes the main problems in teaching through investigation and analysis of students and teachers. The fourth part proposes the application of piano music works in middle school music classroom teaching in response to the main problems found in teaching.

1. Introduction

Research Objectives: By studying the value and status of piano music in junior high school music classroom teaching, this research aims to provide feasible teaching methods and targeted strategies to enhance students' appreciation and perception abilities, improve teachers' skills, and elevate the quality of classroom teaching with students as the focus[1].

Significance of the Research: In junior high school music classrooms, enhancing students' learning and appreciation of piano music can help them feel and appreciate the beauty of piano music, providing relaxation from academic pressure and purifying their minds. It also helps cultivate students' good qualities, moral cultivation, and solidify their musical foundation, exerting a profound and lasting influence on students' future. For teachers, it not only improves the quality of teaching, teaching skills, and teaching practices but also fosters closer teacher-student relationships, helping teachers better understand students' psychology and learning conditions, and assisting students in receiving quality education and improving their academic performance. In terms of the development of school music education, it can provide more teaching methods and strategies for secondary school music classroom teaching, better implement the requirements of compulsory education music curriculum standards, and achieve the purpose of educating and nurturing students

in schools[2].

2. Methods

Literature research method: Search for relevant materials on music education, content of music teaching in junior high school, music appreciation teaching, and piano music appreciation from electronic sources, paper publications, and other literature. These will serve as the main resources for this research. Thoroughly understand and collect the materials, conduct detailed analysis, and unearth valuable content for this paper. Further research will be conducted to clarify relevant concepts and provide a strong theoretical basis for this study[3].

Interview method: In order to make the research on teaching more convincing and targeted, interviews will be conducted with teachers at the school to investigate and observe the teaching situation on site. This will further understand the teaching abilities and methods of teachers, as well as the learning situation and attitudes of students in music classes. This will provide a more realistic basis for investigating teaching issues and specific situations related to piano music appreciation[4].

Survey method: Through purposeful surveys, the researchers understand the basic situation of piano music works in the classroom, providing research value and significance for this paper[5].

Inductive method: Based on previous research and the current situation of school music education, the researchers summarize the practical issues related to piano music in junior high school music teaching, and put forward feasible suggestions to make the research more profound and implementable.

3. Significance and Value

3.1 Significance

Teaching Art education emphasizes students' emotional and artistic perception in the learning process, enhancing students' interest and enthusiasm for artistic activities, and improving their artistic accomplishment. Music is one of the oldest, most universal, and infectious forms of art, essential for organized sound to express and communicate thoughts and emotions, and an organic part of human spiritual life[6]. Music curriculum is humanistic, aesthetic, and practical. In recent years, with the advancement of educational reform, teaching in junior high school has paid more attention to the comprehensive development of students' "virtue, intelligence, physical fitness, and aesthetics," and music has gradually occupied a larger proportion in curriculum teaching. Through the appreciation of different piano music works in music classrooms, students can continuously improve themselves.

Students can distinguish different genres and forms through the appreciation of different piano music works, understand the role of music genres and forms in music expression, comprehend piano works from different periods and different ethnic groups, and experience different music styles. Piano music works have significant importance in improving students' aesthetic accomplishment in junior high school music classroom teaching[7]. When appreciating piano music works, careful listening and analysis can develop students' auditory abilities, enrich their imagination, and enhance their understanding of the works. Starting from the music itself, with listening as the main focus, teachers can provide concise, vivid, and inspiring explanations and teachings of piano-related knowledge. Through rich teaching content and a variety of musical pieces, students' minds can be enriched imperceptibly, satisfying their aesthetic needs, enriching classroom content, and making the classroom more interesting[8].

3.2 Value

3.2.1 Appreciation Value of Piano Music Works

Music is a perceptual art that requires careful appreciation. Music education combines artistic and aesthetic education, focusing on cultivating the ability of learners to appreciate, evaluate, and create beauty. Whether it is Western classical piano music or Chinese ethnic piano music, both possess a high appreciation value.

During the process of appreciating piano music works, students can learn the basic elements and knowledge of piano music, including rhythm, melody, harmony, tonality, as well as the dynamics, tempo, and musical expressiveness in performance. As an important aspect of culture, art undergoes development and innovation as human musical thinking deepens. With the continuous development and changes of the times, the stylistic characteristics of different piano music become more prominent. By creating more piano works that integrate the performance characteristics of Western instruments with Chinese ethnic features based on the content, form, and cultural connotations of piano music, the cultural value of piano music art is brought forth. Teachers guide students to appreciate piano music gradually, allowing them to become familiar with and fond of piano music works, thus enhancing their cultural cultivation.

3.2.2 National Value of Piano Music Works

Today, in the context of vigorously promoting traditional Chinese culture, we should not only explore the excellent traditional culture of our own nation and create more outstanding piano music works, but also adhere to tradition while innovating, and adapt some popular songs into piano pieces. Chinese piano music reflects the traditional aesthetic culture of China, embodies the traditional folk art connotation, and is the accumulation of traditional aesthetic culture and the expression of national sentiment. A series of outstanding composers such as He Luting, Chu Wanghua, Yin Chengzong, Zhu Jian'er, Ding Shande, Wang Jianzhong, Wang Lisan, and Chen Peixun have created many piano music works worthy of our appreciation and study. Many of their piano music works are created by referencing and imitating the sounds of traditional Chinese musical instruments, presenting more fully and aesthetically pleasing music through the piano.

The style formed by a nation in the changes of history has its own uniqueness, and different ways of thinking form different traditions. From the emergence of piano music art to the present, in the process of different national and social development, different countries have established music characteristics and forms specific to each nation. Works in various cultural fields embody different values and cultural elements, and appreciating these works with distinct national characteristics is beneficial for students to understand the unique national symbols and musical elements of each country and nation. Our country's compulsory education art curriculum focuses on strengthening the education of socialist advanced culture, revolutionary culture, and excellent traditional Chinese culture; guiding students to establish the correct views of history, nation, state, and culture, and enhancing their emotions of loving the party, the country, and socialism. For example, during the War of Resistance against Japan, the rescue and salvation song "Yellow River Piano Concerto" was adapted into a concerto by six people including Yin Chengzong, Chu Wanghua, Liu Zhuang, Sheng Lihong, Shi Shucheng, and Xu Feixing in 1969. The work, which consists of four movements, is not only unique in its composition techniques and incorporates elements of traditional Chinese folk music, but also has a distinct national character and is full of national strength. Through the process of teachers leading students in appreciation, and understanding the era and background in which the composer lived, students can fully understand the piano music works.

In the future of music education, teachers will need to regularly expand their exposure to and

appreciation of piano music works, strengthen their own musical cultivation and exploration, integrate the appreciation of piano music works into the classroom, demonstrate expression with emotion, emphasize musical thoughts and emotions, and allow students to have close contact with piano music in the classroom. This approach aims to cultivate students' ability to independently perceive music and expand their musical thinking.

In the music appreciation classroom teaching, focusing on the appreciation of Chinese piano music works is beneficial for cultivating students' love for ethnic music, enhancing students' cultural literacy in ethnic music, promoting the development of Chinese music education, strengthening cultural confidence, achieving cultural self-improvement, promoting the development of ethnic music culture, and promoting the promotion and inheritance of ethnic music culture.

4. Current Situation Analysis

The new curriculum standard puts forward a series of viewpoints to enhance the value of music in the classroom. Appreciation of piano music works is also part of the teaching. In order to better analyze the current situation of piano music in junior high school classrooms, this study takes a certain middle school as the research object to understand the actual educational situation. There are a total of 18 classes in the school. 300 student questionnaires were designed and produced, and students were randomly selected from each grade for understanding. 300 questionnaires were collected, with a 100% recovery rate and 294 valid questionnaires, with an effective rate of 98%. 3 teacher interview questionnaires were collected, with a 100% recovery rate and 3 valid questionnaires, with an effective rate of 100%. Through understanding of students and teachers, the main teaching issues of piano music works in junior high school music classes were analyzed.

(1) After analyzing the survey results, it can be concluded that students have a strong interest in studying music, enjoying listening to and appreciating music. However, their appreciation for piano music needs to be strengthened, and the number of students who prefer Chinese piano works is higher than that of foreign piano works. Students have a higher level of affection for pop music, while they have less exposure to and appreciation for other types of music, which is somewhat related to their upbringing. In their daily lives, students mostly listen to pop music on the internet, and their exploration and perception of music are mainly focused on pop songs. Many students have not been exposed to the piano, resulting in a relatively limited understanding of piano music. They actively listen to and appreciate piano music less frequently, indicating that students need to improve their music perception and literacy.

(2) The results of teacher interviews show that in terms of music teaching, teachers have a positive attitude towards their work. They prepare for classes before teaching, try to grasp the key points and difficulties in classroom learning, summarize students' learning situations after classes, make appropriate improvements to teaching designs, and sometimes share and exchange teaching experiences after class, progressing and learning together. However, there are still some issues:

1) The teaching levels of teachers vary. The piano is a very important instrument in music classes, but the survey shows that teachers do not use the piano frequently in their teaching and do not make good use of teaching tools. They need to enhance their teaching skills and music literacy. If teachers can appreciate teaching through live piano performances in class, the teaching effect will be better, and students can intuitively learn and appreciate piano music works.

2) Some teachers strictly follow the content of the textbooks, with limited expansion beyond the textbooks. In the future, teaching methods need to be improved, with flexible application and emphasis on new teaching content to foster innovation. Teachers need to enrich the content and teaching designs when using multimedia teaching equipment, and interesting course resources are beneficial for cultivating students' interest in music learning.

5. The Application of Piano Music Works

5.1 The Application of Comparative Appreciation Teaching

Different interpretations bring about different feelings. The modern piano has a wide range of tones, rich variations in timbre, and outstanding expressiveness. It can be used not only for solo, ensemble, and accompaniment, but also as an indispensable basic instrument for music composition and auditory training. Teachers can guide students to deeply perceive piano music versions and other different versions through comparative appreciation, feel the different musical effects formed by different interpretations, understand the different auditory feelings of folk songs when played on the piano, enhance students' aesthetic thinking ability, improve their independent music appreciation level, and make the classroom more interesting.

5.2 The Teachers Conduct Piano Demonstration and Instruction

In piano music appreciation teaching, it is essential for teachers to personally demonstrate piano playing and utilize multimedia teaching aids. A previous survey revealed that many teachers mainly focused on language teaching or audio playback in class, leading to students feeling bored and disengaged. Therefore, teachers need to change their teaching methods by personally demonstrating piano playing in class, allowing students to intuitively experience and listen to piano music. This will help students concentrate better, quickly understand the musical connotations, and, when combined with multimedia content, audio, and video presentations, significantly enhance the teaching effectiveness.

Firstly, teachers' personal piano playing will help students concentrate and stimulate their interest in learning piano music. Secondly, personal demonstrations by teachers will vividly showcase the musical changes and emotional expressions in the music works. Teachers can use their professional expertise to alter the rhythm of the music and express it through piano playing, providing students with a fresh perspective. Thirdly, the process of demonstration also enhances teachers' teaching skills, greatly contributing to their overall musical cultivation and professional abilities. In the music classroom, teachers play a leading role as the bridge between students and music.

5.3 Encouraging Students to Participate in Music Activities

In music education, teachers should guide students to participate in various music activities within the school, increase opportunities for learning and exposure to music, and enhance students' musical quality and cultivation. During regular choral arts activities, lead students to listen to the music brought by piano accompaniment, and experience the charm of combining piano and vocal music. Piano music holds rich emotional and artistic value, actively guiding students to attend piano music concerts outside of school, and listen to piano music pieces performed by outstanding pianists, experiencing the musical impact brought by the sound of the piano in a live music setting.

6. Conclusion

With the proposal and implementation of the new curriculum and the emphasis on quality education, the cause of music education has experienced rapid development, and the comprehensive abilities of educators continue to improve. This article elaborates on the significance and value of piano music works in junior high school music classroom teaching, with middle school students as the research subjects, conducting in-depth exploration and analyzing a series of related issues.

Solutions are proposed based on the practical situation, addressing the issues found in the investigation from the aspects of teaching content and teaching methods. In terms of teaching content, leading students to fully grasp the content of piano music works in the teaching materials, in order to guide students to study classics and understand piano music works; explaining the composer's life experiences and artistic style to help students broaden their music appreciation and understand the value hidden behind piano music works. In terms of teaching methods, the method of appreciation is used to stimulate students' interest in learning piano music works, make the class full of fun, and help students experience the effects of different interpretations of piano music.

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