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สาธารณรัฐประชาชนจีน**

A study on the current situation
of vocal music in secondary schools
affiliated with Nanjing Normal University,
Jiangsu province, The People 's Republic of China.

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Abstract

The objectives of research was to Study on Current Situation of vocal music in the high school affiliated to Nanjing Normal University, Jiangsu Province, The People 's Republic of China.

The following conclusions were drawn from the interviews and observations: 1) Nanjing Normal University Affiliated High School invests a large budget for vocal teaching every year; 2) teachers are encouraged to improve themselves; 3) the school provides a large number of competitions and activities for students; 4) teaching methods are abundant; and 5) teaching contents are arranged reasonably and follow the principle of moving from easy to difficult.

Key words:

Vocal Music Teaching; Nanjing Normal University Affiliated High School; Vocal Music Education for High School Students.

● **Background and Research problems**

In recent years, the development of vocal music education in China has been receiving increasing attention, with more and more schools and institutions incorporating vocal music courses into their curricula. Among these institutions, the Affiliated High School of Nanjing Normal University (AHSNNU) has emerged as a leading example of excellence in vocal music education. The school's outstanding achievements in this field have set it apart from other high schools, making it an ideal subject for research on the advantages of its vocal music education program. This study aims to explore the current status of vocal music education at AHSNNU and identify the factors contributing to its success, in order to provide valuable insights and reference for other high schools seeking to improve their own vocal music education programs.

Located in Nanjing, one of China's most culturally rich cities, AHSNNU has a long history of promoting the arts and fostering talented musicians. The school's vocal music education program is characterized by its comprehensive curriculum, highly qualified teachers, and abundant resources, which together create a nurturing environment for students to develop their vocal skills and artistic potential. The program covers a wide range of vocal music genres, including classical, opera, folk, and popular music, ensuring that students receive a well-rounded education in vocal music.

One of the key factors contributing to the success of AHSNNU's vocal music education program is its team of experienced and dedicated teachers. These educators possess not only a deep

understanding of vocal music theory and techniques but also a strong passion for teaching and nurturing young talents. They employ a variety of teaching methods, such as individualized instruction, group lessons, and masterclasses, to cater to the diverse needs and abilities of their students. Furthermore, they actively participate in professional development opportunities to stay abreast of the latest trends and advancements in vocal music education, ensuring that their teaching remains relevant and effective.

Another notable aspect of AHSNNU's vocal music education program is its emphasis on performance opportunities for students. The school regularly organizes concerts, recitals, and competitions, both within the school and in collaboration with external organizations, providing students with valuable platforms to showcase their talents and gain practical experience. These events not only help students build confidence and improve their stage presence but also expose them to a wide range of musical styles and traditions, enriching their overall learning experience.

In addition to its strong faculty and performance opportunities, AHSNNU's vocal music education program also benefits from the school's extensive network of partnerships with renowned music institutions, both domestically and internationally. These collaborations enable the school to offer masterclasses, workshops, and exchange programs with world-class musicians and educators, further enhancing the quality of its vocal music education.

In conclusion, the Affiliated High School of Nanjing Normal University has established itself as a leading institution in vocal music education, thanks to its comprehensive curriculum, highly qualified teachers, abundant performance opportunities, and strong partnerships with prestigious music institutions. By examining the factors contributing to the success of AHSNNU's vocal music education program, this study aims to provide valuable insights and reference for other high schools seeking to improve their own vocal music education programs.

● **Purposes of research**

To study on Current Situation of vocal music in the high school affiliated to Nanjing Normal University, Jiangsu Province, The People 's Republic of China.

● **Research question**

1. What are the advantages of teaching vocal music in Nanjing Normal University High School?
2. How to promote the excellent vocal teaching methods of Nanjing Normal University High School?

● **Research scope**

Key informant : a director, five teachers and five students from the Affiliated High School of Nanjing Normal University, as follow:

Name	Gender	Position	Academic qualifications
Liu Shaogang	Male	Director	PhD
Song Huai'an	Male	Lecturer	Master's Degree
Wang Tiantian	Female	Lecturer	Master's Degree
Zhu Yiqing	Female	Lecturer	
Zhang Hua	Female	Group Leader	Master's Degree
Zhao Qianyuan	Male	Deputy Group Leader	Master's Degree

Identity	Gender	Age	Major
Student A	Female	16	Pop Music Singing
Student B	Male	17	Pop Music Singing
Student C	Female	16	Pop Music Singing

● Scope of content

1. Interviews

The first interview was conducted with the director and included

- 1.1 the budget
- 1.2 the realization of the teacher's profession
- 1.3 the competitions and activities in which the students had participated

Next, interviews were conducted with five teachers about

1. elective and specialized courses
2. teaching methods
3. teaching contents
4. teaching difficulties
5. reasons for teaching Chinese songs

Finally, five students were interviewed, and the interviews included

1. learning progress
2. teaching methods
3. teaching content
4. interest in music learning
5. competitions or activities they had participated in.

2. Observation

Eight vocal lessons were observed for

- 2.1 teaching methods
- 2.2 teaching content
- 2.3 students' learning status
- 2.4 teaching timings
- 2.5 teachers' evaluation methods

● Scope of time

Academic Year 2023

● Research tools

1. Interview form
2. Observation form

● Terminology definition

Vocal music education : It refers to the systematic process of teaching and learning various aspects of singing, including vocal techniques, musical interpretation, and performance skills, with the aim of developing a student's vocal abilities, musical understanding, and artistic expression. This form of education encompasses a wide range of styles and genres, from classical to contemporary, and can be taught in individual or group settings, such as choirs or vocal ensembles. Vocal music education also involves the study of music theory, sight-reading, ear training, and vocal health, to foster well-rounded musicianship and promote lifelong engagement with music.

High school music education : It refers to the systematic teaching and learning of music theory, history, performance, and appreciation for students in grades 10 through 12. This specialized curriculum aims to develop students' musical skills, creativity, and understanding of various musical genres and cultural influences, while fostering a lifelong love and appreciation for music. High school music education may include courses in instrumental and vocal performance, music theory, composition, music history, and world music, as well as opportunities for students to participate in ensembles, concerts, and competitions.

● **Expected benefits.**

1. Promote the merits of vocal teaching at Nanjing Normal University.
2. To solve the problems that exist in most high schools in vocal teaching.

● **Research Results**

Part 1 : Interview

Interview for director

Question 1: How much funding can Nanjing Normal University Affiliated High School provide each year for vocal instruction?

Investment in vocal music education has significantly contributed to the improvement of our school's vocal music teaching quality and student performance. We are proud of the achievements of our students and will continue to support their growth and development in the field of vocal music.

Question 2: How did the vocal teachers of Nanjing Normal University improve their professionalism?

At Nanjing Normal University High School, we are committed to supporting the professional development of our vocal teachers through a comprehensive and multifaceted approach. By fostering a culture of continuous learning and improvement, we ensure that our teachers are well-equipped to provide excellence in vocal education for our students.

Question 3: What vocal events or competitions have students gone out to?

The students of NNUHS have achieved remarkable success in vocal and musical activities thanks to their dedication, hard work, and the support of our wonderful teachers. We are proud of their accomplishments and will continue to provide them with the best resources and opportunities to further develop their artistic talents.

● **Conclusion :**

1. Adequate budget for vocal music teaching in Nanjing Normal University Affiliated High School
2. The school encourages teachers to improve themselves
3. Students have participated in many music competitions and activities

● **Interview for teachers**

Question 1: Is voice class an elective or a specialized course?

All five teachers confirm that the vocal class at their school is a specialized course designed specifically for students who have passed their art exams and are pursuing a degree in music. The school's vocal program is designed to provide these students with a solid foundation in vocal technique, music theory and performance skills. The faculty highlights the school's experienced and dedicated faculty, state-of-the-art facilities, and a variety of performance opportunities as some of the key strengths of its vocal program. They also emphasized the school's commitment to providing a well-rounded and high-quality

vocal education, with a focus on helping students become well-rounded musicians who can excel in their chosen field.

Question 2: What teaching methods do you mainly use for vocal music teaching?

Our five vocal music teachers, Song Huai’an, Wang Tiantian, Chu Yiqing, Zhang Hua, and Zhao Qianyuan, employ a variety of teaching methods in their lessons, ranging from Direct Instruction and Performance-based methods to Kodály, Orff Schulwerk, and various other techniques. Each teacher chooses the most suitable method based on their students’ needs and learning styles, ensuring that they receive a well-rounded and effective vocal education.

Question 3: What are the main components of vocal lessons?

The main teaching contents of our vocal music classes include technical training, musical works appreciation, ethnic music, and various music styles and genres. Our teachers, Song Huai’an, and Wang Tiantian, focus on popular music, emphasizing technical training and musical works appreciation. Chu Yiqing specializes in ethnic music, introducing students to the rich cultural heritage of our country. Zhang Hua and Zhao Qianyuan, as the leaders of the music education group, ensure that our teaching contents cater to the diverse needs and interests of our students, providing a comprehensive and inclusive vocal music education.

Question 4: What difficulties did you encounter in teaching and how did you solve them?

Five vocal music teachers have shared their experiences and insights on the challenges they face in teaching pop and ethnic music, as well as the solutions they've found to overcome these difficulties. By adopting a flexible, personalized approach to teaching and incorporating a variety of teaching methods and resources, these teachers can effectively address the diverse needs and interests of their students, helping them develop their skills and find their own unique voice in the world of vocal music.

Question 5: What are the reasons for choosing Chinese songs to teach?

Our five teachers have shared their reasons for choosing Chinese songs in their teaching. Song Huai'an and Wang Tiantian choose Chinese songs in their popular music teaching because they are more relatable, easier to understand, and accessible to students. Chu Yiqing chooses Chinese songs in her ethnic music teaching because they represent China's traditional music and cultural heritage. Zhang Hua and Zhao Qianyan believe that teaching Chinese songs can help students develop a strong sense of cultural identity, improve their language skills, and promote cultural exchange and understanding. We appreciate their insights and dedication to music education.

● **Conclusion :**

1. Vocal lessons are offered for the entrance examination and are compulsory.

2. Teaching methods are abundant, and each teacher has his or her own unique teaching methods.
3. The teaching content is rich and the curriculum is reasonable.
4. The teachers have all encountered certain teaching challenges, but they have all succeeded in their challenges.
5. Chinese songs are easy to understand, while enhancing cultural confidence and national identity.

● Interview for students

Question 1: How have you progressed in your vocal studies at Nanjing Normal University Affiliated High School?

It is evident that all of you have made significant improvements in your singing abilities, performance skills, and confidence. Students A, B, and C have excelled in the pop music class, learning various techniques, and participating in numerous performances and competitions. On the other hand, students D and E have made remarkable progress in the ethnic music class, gaining a deeper understanding of our cultural heritage and mastering traditional singing styles and techniques.

Question 2 : What teaching methods do teachers commonly use in voice lessons, and do you like these teaching methods?

All five students appreciate and enjoy the teaching methods used by their teacher in both pop and ethnic music lessons. The methods mentioned include group singing, solo performances, music theory and history, use of technology, vocal exercises, live demonstrations, traditional instrument learning, storytelling, and group

discussions. These methods not only help the students develop their singing skills and musical knowledge but also expose them to a wide range of musical styles and cultural backgrounds, fostering a well-rounded and inclusive learning environment.

Question 3: What are some of the components of teaching that you have studied and do you like them?

All five students enjoy the teaching contents in their respective vocal music classes. Students A, B, and C appreciate the comprehensive approach to pop music, which covers everything from basic vocal exercises to stage performance techniques. They find these lessons helpful in improving their singing abilities and preparing them for a career in the music industry. Students D and E, on the other hand, enjoy learning about ethnic music and its rich cultural heritage. They find the lessons on traditional vocal techniques and instruments both fascinating and inspiring, as they broaden their musical horizons and help them become more versatile musicians.

Question 4: Are you very interested in vocal studies?

All five students have a strong interest in learning vocal music. Students A, B, and C are particularly interested in pop music, citing its wide appeal, emotional connection, and diverse styles as reasons for their passion. On the other hand, students D and E are drawn to ethnic music, appreciating its cultural significance, unique vocal techniques, and potential for promoting unity and understanding. Regardless of their specific interests, all students recognize the value

and enjoyment of studying vocal music and are eager to continue developing their skills and knowledge in this field.

Question 5: What music competitions or music events have you participated in that have influenced and helped you in any way?

These five students have participated in various vocal events and competitions, ranging from pop music to folk music. Students A, B, and C have taken part in pop music events or competitions, with Student A winning the second prize in “The Rising Star,” Student B performing with their band in “Pop Fest,” and Student C reaching the semi-finals in “Pop Idol.” These experiences have helped them gain confidence, improve their stage presence, and even get noticed by music producers. On the other hand, Students D and E have participated in folk music events or competitions. Student D won the first prize in a national folk music competition, while Student E won the third prize in a group category at a folk music festival. These experiences have deepened their appreciation for their cultural heritage and taught them the importance of teamwork and preserving cultural traditions through music. Overall, participating in vocal events and competitions has had a significant impact on these students, helping them grow as musicians and individuals.

Conclusion :

1. Vocal abilities of students at NNUHS have all improved.
2. Students like the variety of teaching methods the teachers use
3. Students appreciate the richness of the teaching content

4. Students are interested in vocal learning
5. Students have participated in many music competitions and activities

Part 2: Observation

The researcher observed that Nanjing Normal University Affiliated High School offers a great teaching environment for students, with numerous piano rooms and recording studios for music practice. Students were engaged, interacted well with teachers, and demonstrated strong singing skills. Teachers used various methods tailored to students' needs, and the curriculum progressed logically from easy to difficult, and from theory to practice.

● Research Results

1. Conclusion

The following conclusions were drawn from the interviews and observations: 1) Nanjing Normal University Affiliated High School invests a large budget for vocal teaching every year; 2) teachers are encouraged to improve themselves; 3) the school provides a large number of competitions and activities for students; 4) teaching methods are abundant; and 5) teaching contents are arranged reasonably and follow the principle of moving from easy to difficult.

2. Discussion

Nanjing Normal University Affiliated High School has a generous budget for vocal music instruction, which is consistent with Zhang Qiang's (2011) study.

The fact that Nanjing Normal University Affiliated High School encourages teachers to continuously improve their professionalism is consistent with Wang's (2009) study.

3. Recommendations

1. General Recommendations

The exercise book can be used by students and teachers for a long period of time, mainly to help students with basic training, and after mastering the fundamentals of erhu playing, students will be able to better interpret other erhu pieces.

2. Academic Recommendations

Researchers can choose some other repertoire to supplement the teaching. Although Chusong covers most of Erhu performance techniques, some techniques appear less frequently in the repertoire and need more practice clips to supplement the teaching.



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