

# A Synthesis of Recent Research on Methods of Teaching "Sight-singing"

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**Abstract:** *Although there is no systematic pedagogy for the teaching of "sight-singing" in recent times, the many practical problems encountered by countless music teachers in their teaching, as well as the formation of their own teaching practice, have provided us with many aspects of the articles written for our reference.*

**Keywords:** Music teaching methods, Teaching sheet music, Teaching sight-singing.

## 1. Introduction

The teaching of "sight-singing" is a hotly debated topic in recent times, and its development has profoundly reflected the complexity and diversity of the modernization and transformation of music education. With the introduction of simple notation and pentatonic notation into China, scholars in the field of music education are faced with an unprecedented dilemma of choosing between the two notation methods originating from the West, and the promulgation of the curriculum standard did not alleviate this situation, and the current situation of using both simple notation and pentatonic notation in practice still brings confusion to teachers. The promulgation of the curriculum standard has not alleviated this situation, and the actual situation of using both simple notation and five-string notation still brings confusion to teachers' teaching. The teaching of "sight-singing" has been explicitly included in the education system, and the refined teaching mode of teaching at different levels and grades has been emphasized. This concept has been infiltrated since the stage of primary education, when music education was in full swing in the research and exploration of music pedagogues. In this paper, the literature on music education during this period of time is categorized according to the literature available.

## 2. A Recent Study of the Teaching of "Sight" in the Teaching of "Sight-singing"

Liu Qiping in "On the shortcomings in singing textbooks. There are some mistakes in the teaching materials mentioned in, including the mistakes in music scores. This kind of music is not a mistake in music, but the people who compile the books do not know that the staff is wrong. On the staff, the position of the main tone moves up and down with the change of the tune. It seems that the book editor only knows one C key on the staff, and translates the music of other tones according to the reading method of C. This changes the original melody of the music and violates the method of music composition. At that time, the music score teaching in the textbook was based on the staff model, and some music that was originally simple notation was added to the textbook after being translated into staff. The same problem is also mentioned in Li Rongshou's "The Fallacy of School Songs in China". In our country, those from higher primary schools or above should fully use the five line spectrum. However, if you are a three-year student in a national primary school, you should learn from music. Therefore, we have to follow the

foreign method and take the simplified music score as the beginner's visual singing method.

Improving the Music Curriculum in Normal Schools. An article by Wang Zongyu, published in Le Feng in January 1941, emphasized that the music curriculum of teacher training schools should be taught in accordance with the teaching materials and syllabus set by the Ministry of Education in accordance with the curriculum standards. Nowadays, most of the music programs in normal schools do not follow the curriculum standards and teach in a haphazard manner. By the time the students graduate, they do not even know how to read music, play monophonic organ music, or know how to pronounce music, which is a far cry from the minimum standards set in the curriculum. According to this description, although the curriculum standard issued by the Ministry of Education requires the teaching of pentatonic notation, in practice, music teaching in teacher training schools may still be based on the simple notation mode.

Fei Xiyin in the article Elementary Music Curriculum Research. As mentioned in the section on the use of scores, it is not difficult to teach children to learn the official scores by using various teaching aids and teaching methods in a gradual manner. What is most troublesome is to teach children the correct score after they have already learned the simplified score. People are lazy, and they are impatient when they have already learned the simple musical notation, and then they have to learn the complicated orthographic notation. Therefore, now that the curriculum standard has clearly stipulated the use of both the clef and the staff, I dare say that no teacher is willing to make trouble to teach the staff, and children no longer have the heart or the opportunity to learn the staff. The author thinks that it is not difficult for children to learn the staff, but only need to be guided by the appropriate learning method, and at the same time, they should have no experience of the staff, so as to avoid preconceived notions, and to be able to make gradual progress, which can be easily achieved. In terms of normal music learning, notation is necessary, so children's music learning should be based on notation and not on simplified notation. If notation is used in conjunction with simplified notation as stipulated in the current curriculum standard, it is tantamount to exclusively learning simplified notation instead of notation.

Yu Sashtang in his article "Teaching Music in a Village Normal In the first lesson, I asked the students whether they

knew the five- string musical notation, and they said, "Mr. Wang once taught me, but he stopped teaching in less than two weeks, and since then he has been singing simple notation." This is what the old students said, and none of the new students knew the five-string musical notation. This is the old student's statement, as for the new students do not know the five- stringed sheet music, from this can also be assumed to get the northern Anhui counties junior high school and elementary school music level. However, I had already made up my mind that I would never use sheet music again, and that I would do an experiment of teaching purely pentatonic music. Recognizing sheet music is not only something that can be achieved by "doing it the hard way", but it is a way to do it. In addition, a handout on general music theory is also indispensable, but when students sing pentatonic music, it will undoubtedly cause them to have many questions about music theory, and it will be especially easy for them to understand it if they are systematically explained once, and then explained with a handout.

As for the teaching of sheet music during this period, it can be summarized that the curriculum standards issued by the Ministry of Education during this period clearly stipulated the use of simplified notation in the lower grades, and the use of pentatonic notation in the upper grades and in teacher training. However, in the actual teaching, since simple music has been taught since the beginning of children's schooling, many teachers have not started to teach pentatonic music, not only in primary schools, but also in teacher training schools, and the students who graduate from teacher training schools do not meet the minimum standard, and they may not even recognize the stave.

### **3. A Recent Study of the Teaching of "Singing" in the Teaching of "Sight-singing"**

Zhu Jusudian in his article "From Elementary School Music to Music Textbooks. In an article, for the teaching of elementary school music to make thinking, the article wrote, the lower grades - the first two school years to carry out the teaching of listening and singing, there are two methods, one is a single-type listening and singing method, the teacher sings a sentence, the children to imitate a sentence, one is a double-type listening and singing method, in addition to the children to use the sense of hearing, more participation in the use of vision, the words of the lyrics, with the simplest The children use not only their sense of hearing, but also their sense of sight, to recognize the words and phrases of a song by using the simplest symbols to differentiate between high and low sounds. The middle-aged group - the third and fourth school years to carry out the teaching of sight- singing, this period of the textbook, should be more specific icons, gradually make the children to recognize the score, notes, rests, etc., and begin to practice the singing of the order of the name, it is best to put the pentatonic score of the distance between the particularly broad, the shape of the various symbols, particularly enlarged, in order to meet the children's ability to inspect, and then gradually reduce the size and width of the general It is best to make the distance between the staves especially wide, and the shapes of the symbols especially enlarged to suit the children's eyesight, and then gradually reduce them to the normal width and size. Senior group - Sight-singing is taught in the fifth and sixth school

years. During this period, the sight-singing method is used as much as possible, and the organization and understanding of the musical scores in the textbook can be taught separately. It is best to use the circular arrangement method, and each book contains a section on "Recognizing Sheet Music". Various basic exercises and general knowledge of music can be added at any time for study and practice.

Ke Zhenghe in "The Editing Process of a Model Music Textbook for Elementary Schools In the article, the shortcomings of the textbooks are listed in detail, in which it is mentioned that, according to the current elementary school curriculum standards, sight-singing is to be adopted from the fourth year of primary school onwards, so the knowledge of the pentatonic score is indispensable. From the first day of learning the pentatonic score, the students should be taught with accurate music scores. In recent times, it has been stipulated in the curriculum standards that the teaching of sight-singing with five- stringed music should be started from the fourth grade onwards.

Qian Guangyi in "Several Issues Worth Discussing Within the Ministry's Primary School Curriculum Standards In the article, the second item of the elementary school curriculum standard, "types of homework", stipulates that elementary school students should practice the following homework: 1, listening practice, sound, high, low, long, short and intervals of the tune, etc., listening and discernment practice; 2, pronunciation practice, head voice, laryngeal voice, and the pronunciation of the high, low, long, short, 3, solo and chorus of the song Songs and children's operas, etc., solo and chorus practice, and so on. Songs and children's operas and other solo and chorus exercises, etc These are the requirements listed in the curriculum standard for primary school students' homework, which are related to the category of sight-singing and ear-training teaching.

Lyric Wang in "Impressions of Six Years of Teaching I think the most important thing in teaching music is to make the students listen more, to make the students' sense of hearing first, to be able to identify the sound of the high and low, long and short, strong and weak, and then teach the songs naturally without uneven, high and low is not allowed, weak and strong unknown screaming. Basic exercises are of course very important, but if they take too long each time, the students will not be happy. My three kinds of training for students to listen to the training, can indeed receive part of the effectiveness. 1, outside the classroom to enjoy; 2, harmonica teaching; 3, organ listening. The author of this article emphasizes the students' sense of hearing, but it is in line with the current requirements of the students in the sight-singing ear training. A Study of the Introduction of Sight-Singing and Ear-Training Teaching in China and Its Early Development by Bai Yun, a Master's Degree Candidate of Shandong Normal University. In this article, the teaching of modern sight-singing and ear-training is studied in depth. The article points out that since the promulgation of the Statute in 1932, it has been demanded that "all elementary school in the country should follow it immediately", and it has been demanded that the teaching of sight-singing should be based on the method of listening and sight-singing. In particular, teachers are required to use both the aural and sight-singing teaching methods in their lessons. However, according to the teaching practice, in

the whole teaching process, the listening method does not have the training of pitch and rhythm, and its training of melodic accuracy focuses on listening to the model singing and modeling through the model singing. Sight-singing method is similar to the current requirements of sight-singing and ear-training, which requires the practice of voices, scales, beats, listening, intervals and score reading before learning a new melody.

Regarding the teaching of modern sight-singing and ear-training, some teachers in the front line also pay special attention to it, and the teaching level of modern sight-singing and ear-training has been implemented in primary schools with very good results, which is not comparable to that of the current primary teaching. Especially in the part of sight-singing, whether it is scales, beats, listening and intervals. At that time, music teaching at the elementary level already had certain requirements. The pitch and rhythm in sight-singing teaching is a little different from what is required nowadays.

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