

The Application and Exploration of Chinese Opera Club in School Aesthetic Education from the Perspective of Aesthetic Education Infiltration

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Abstract: *As an important component of the “Five-Education Integration” strategy, aesthetic education is a key approach to shaping students’ sound personality and pure heart. In December 2023, the Ministry of Education issued the “Notice on Fully Implementing the School Aesthetic Education Immersion Action”, clearly stating the task goals and specific measures of aesthetic education, emphasizing the creation of diverse art clubs to enrich campus culture and enhance students’ aesthetic literacy. With the in-depth advancement of the “Opera Enters Campus” policy, schools in Jinhua region have actively integrated Wu Opera art into daily teaching and activities, responding to the call of “aesthetic education immersion”, cultivating students’ aesthetic sentiments and enhancing their aesthetic literacy through the profound cultural heritage of opera art, laying a solid foundation for students’ all-round development. This study aims to explore the application and exploration of opera clubs in school aesthetic education and propose strategies to enhance the effectiveness of aesthetic education in opera clubs.*

Keywords: Chinese opera, Club, Aesthetic Education.

1. Introduction

In December 2023, the Ministry of Education issued the “Notice on Fully Implementing the School Aesthetic Education Immersion Action”, emphasizing the integration of aesthetic education into all aspects of teaching and learning through subtle and gradual means to exert its educational function. This initiative aims to enhance students’ aesthetic literacy, cultivate their temperament, nourish their souls, and stimulate their innovative and creative abilities, fostering well-rounded socialist builders and successors with moral, intellectual, physical, aesthetic, and labor skills. The notice elaborately outlines the tasks, goals, and implementation strategies of aesthetic education, stressing the creation of a campus cultural atmosphere that promotes truth, goodness, and beauty, and encouraging schools to establish diverse art clubs. In Jinhua, many schools have collaborated with local professional opera troupes and research institutes to organize opera clubs with Wu Opera as the main learning object. Since the implementation of the “Opera in Schools” policy, opera club activities in the Jinhua area have flourished. Schools have actively responded to the “Aesthetic Education Immersion” action, taking the inheritance and promotion of Wu Opera as a highlight of school education, fully leveraging the aesthetic education function of opera clubs, and exploring a new teaching path that integrates tradition and modernity. Dongshi Street Primary School established the “A Wu” Opera Club as early as 2003 and has achieved remarkable teaching results. This article will take this school as an example to explore the application and exploration of opera clubs in school aesthetic education.

2. The Basic Situation of the School Opera Club

2.1 Member Selection Mechanism of the Opera Club

The enrollment of school-level opera clubs adheres to the principle of openness and inclusiveness, with students applying voluntarily and teachers conducting assessment. In order to train professional Wu Opera actors, the club has carried out detailed optimization on the selection mechanism of members. The selection work is usually carried out at the beginning of each school year, and professional teachers go to each class to select. In the selection process, the teacher mainly examines the following aspects: First, the student’s timbre and voice condition are examined. The teacher asked the students to read or sing a short passage of a song and evaluate the timbre of the sound. In Wu Opera performance, timbre is crucial to shaping characters of different ages and personalities, and different timbre changes can highlight the personality characteristics of characters. Therefore, according to the timbre characteristics of the students, the teachers initially selected the potential members suitable for Wu Opera singing. Secondly, the students’ physical coordination, flexibility and flexibility are examined. Teachers designed a series of simple movement tests, such as imitation video jumping, golden rooster independence, splits or seated forward bends, to assess students’ imitation ability, balance and flexibility. Students with a basic knowledge of dance often perform well on such tests. The club members who pass the selection usually possess the basic qualities and potential required for Wu Opera performance, laying the foundation for subsequent professional training.

2.2 Rehearsal Form of Opera Club Activities

The activities of the opera club mainly include collective activities, individual performances and group cooperation. Members of the club rehearse in groups according to gender, with male Wu Opera teachers teaching boys and female Wu Opera teachers teaching girls. This way of division of

labor is convenient for management, and is also conducive to students' in-depth study in Wu Opera's male and female trades. Within the group, students of different grades are mixed together in a group teaching style, and the same content is taught uniformly by the instructor. In terms of performance display, it is divided into two categories: individual performance and group cooperation. Individual performance is usually the main character display, and group cooperation is the repertoire performance.

2.3 Evaluation Methods of Club Activities

The performance of middle school students in club activities is based on the evaluation of the instructor, and the assessment system is implemented. In the initial assessment stage, the instructor uses diagnostic evaluation to understand the students' basic quality before learning Wu Opera. In the re-evaluation stage, formative evaluation is adopted to regularly assess students' basic skills and singing skills, and students' progress is taken as the evaluation standard to encourage students to continue to work hard. In the final assessment stage, a small assessment is organized every semester or at the end of the school year, and phased evaluation is carried out to select the best performing students and play an exemplary role.

3. The Practice of Aesthetic Education in Opera Societies

3.1 Explain Basic Opera Knowledge

Chinese opera is the treasure of Chinese culture. It integrates music, dance, drama and other artistic forms with rich cultural connotation. The multi-school drama Club can give students a better understanding of the broad and profound culture of Chinese opera by explaining the basic knowledge of Chinese opera history, genres, performance forms, division of trades, types of props, characteristics of singing, facial makeup and so on. As a local type of drama in Jinhua, Wu Opera contains the local humanistic style and characteristics, and has a closer connection with students. Therefore, when introducing the basic knowledge of Chinese opera, opera associations usually make good use of local opera resources, focusing on Wu Opera to share. Through a simple analysis of melody, rhythm and expression techniques, students can have a more comprehensive understanding of the artistic structure of opera music, and cultivate their aesthetic perception of opera music and their sense of identity and belonging to their hometown culture. At the same time, teachers can learn that opera is the treasure of Chinese culture, integrating music, dance, drama and other forms of art, rich in cultural connotation. The multi-school drama club helps students better understand the broad and profound Chinese opera culture by explaining the basic knowledge of Chinese opera history, genres, performance forms, trade division, types of props, singing characteristics, facial makeup and so on. As a local type of drama in Jinhua, Wu Opera contains the local humanistic style and characteristics, and has a closer connection with students. Therefore, when introducing the basic knowledge of opera, the opera club usually focuses on the Wu Opera, analyzes its melody, rhythm and expression techniques, helps the students to fully understand the artistic structure of opera music, and cultivate the aesthetic

perception of opera music and the sense of identity and belonging to the hometown culture. Teachers guide students to perceive the local color of opera music through singing, and experience the emotions conveyed by music, so that students can feel the integration of stories and emotions, and the interweaving of traditional culture and local culture in the words and music. In the study of basic knowledge, students can learn the aesthetic principles and aesthetic standards of opera art, improve their own art appreciation level, and cultivate the perception of beauty and aesthetic taste.

3.2 Train Basic Opera Skills

After having the basic knowledge of opera, the practice performance can further internalize the learned knowledge. Through personal experience, students can deepen their understanding and perception of opera art. Singing, reading, acting and playing are the four artistic means of opera performance. Solid basic skills are crucial to the subsequent rehearsal and performance. Therefore, the daily training of the opera club generally revolves around these four artistic means. The first step of singing training is to shout voice, hang voice, expand vocal range, volume, and exercise the endurance and timbre of singing voice. Through the use of easy to understand teaching methods, combined with demonstrations, the teacher helps students find the right position to sound and develop good singing habits. The training of pronunciation begins with the adjustment of students' pronunciation, including the beginning, the abdomen, the end and the rhyme. "Do" refers to the performance skills, through gestures, eyes, body movements, footwork and other body life movement, enhance the image and temperament of the character. "Beating" is a kind of dance in traditional martial arts. By training students' physical coordination, flexibility and flexibility, they improve their performance skills, such as pressing the hip and pulling the leg.

3.3 Rehearse a Variety of Performances

Chinese opera performance is a highly comprehensive art activity, which requires students to have higher knowledge, basic skills and performance level of Wu Opera. Most of the daily performance activities of the opera associations are mainly based on Wu Opera, which has a rich repertoire and conveys different humanistic spirits. By rehearsing a variety of plays, students can not only experience teamwork, but also understand the spirit of the characters in the opera. Taking Eighteen Green Pines as an example, the rehearsal process involves explaining the background of the story, practicing in groups of boys and girls, determining and training the casting of the protagonist, integrating exercises and rehearsing the whole play. In the process of rehearsal, the instructor will formulate a targeted training plan according to the actual situation of the students. After the play is basically formed, he will improve the guidance for the leading students. Finally, the training results of the students will be tested through the performance of the results report. In the process of continuous rehearsal, the students gradually understood the revolutionary Party's brave and selfless spirit of dedication. These stage performance reports not only help improve the students' stage performance ability, but also effectively exercise their courage and self-confidence, and enrich the students' spiritual world.

3.4 Develop School-based Opera Courses

The texts and lyrics of local operas have high stylistic and poetic beauty, and also have unique regional characteristics, covering local dialects, music, humanities, folk customs and other regional elements. Through learning and appreciating local operas, students can better understand local dialects, tunes, history and other cultural characteristics. Thus, students can better understand and identify with the national cultural traditions with national characteristics, and arouse their enthusiasm for hometown culture. Wu Opera is the local opera in Jinhua, where Dongshijie Primary School is located, so it is the best choice to choose Wu Opera as the main teaching content of the opera club. Wu Opera is not only a kind of art education in Dongshijie Primary School, but also an aesthetic education course in the school. The impact of Wu Opera performance involves students' artistic aesthetics, values and other aspects. For example, Dongshijie Primary School, in order to better carry out Wu Opera teaching, chooses Wu Opera stories to adapt, and has written a total of 30 stories, including patriotic, astute, honest, etc., which mainly convey positive and educational ideas, and the plots are very wonderful. Dongshijie Primary School turns Wu Opera reading materials into the school moral education textbooks, set up school-based courses, and Wu Opera club integration, not only to let students understand the content of Wu Opera, but also to improve sentiment and quality.

4. The Strategy of Enhancing the Effectiveness of the Opera Club in Aesthetic Education

4.1 Family, School and Society Linkage Model of Aesthetic Education

The interaction of family, school and society can further promote the aesthetic education of opera culture. Schools should take the lead, carry out related music teaching in a planned, organized and systematic way, and actively guide the society and parents to participate in campus music activities. Make full use of the aesthetic education resources of the society and parents, and provide support for the development of music aesthetic education activities in the school. Parents are the key to the implementation of family music aesthetic education, and should take the initiative to assume the responsibility of guiding students' music aesthetic education, further clarify the responsibility of home-school education, close home-school communication, innovate collaborative ways, and promote the construction of coordinated education community. According to the survey, some parents think that the club rehearsals delay their children's study, leading to the temporary withdrawal of students. Therefore, we should strengthen the relationship between home and school, guide parents to establish scientific parenting concepts, and rationally determine the growth expectations of children. Schools can hire more professional teachers, implement small class teaching, and ensure the quality and efficiency of social activities. Social activities can not only be carried out on campus, but also make use of off-campus resources to encourage communities to go out of school and strengthen off-campus exchanges. Integrate the superior resources of local art schools, carry out social activities, and go to local professional institutes to observe and learn. The clever use of social resources can not only let students understand the

training and learning requirements of professional Wu Opera actors, but also broaden their horizons and improve their cultural aesthetic ability.

4.2 Implement a Fair Mechanism for Aesthetic Education

Due to the limited teachers in the school, only some students can join the opera club, and this group of students select students who meet the conditions of opera performance through the instructor, which fails to achieve educational equity, let alone meet the standards of aesthetic education equity. Therefore, how to realize educational equity and promote aesthetic education equity on this basis is an important topic. Schools should increase investment in education, consolidate the foundation of aesthetic education, hire more professional opera teachers, solve the teacher problem, and build a practice performance base to provide students with a platform for education practice. Reform the teaching objectives and methods, fully mobilize the enthusiasm of students, and even the opera course can be used as the expansion of the music course, excavating the local opera culture. Purchase more basic supplies for opera performance, including costumes, props, etc., to benefit more students, so that the basic needs of students can be met, so as to ensure the fairness of aesthetic education in the education system.

4.3 Innovate the Content and Form of Opera

If the traditional Chinese opera stops moving forward, it is difficult to attract the interest of students and realize the torch of traditional opera. Therefore, in the development of traditional opera, it is necessary to properly integrate modern aesthetic elements, introduce modern elements in content and form, actively explore the integration with music, dance and other art forms, and enrich the expression and connotation of traditional Chinese opera through cross-border cooperation, so as to enhance the comprehensive charm of traditional opera art. First of all, the content expressed in the opera should be properly innovated. Art usually comes from life and is higher than life. The content theme of contemporary opera performance should not only focus on the theme of The Times, but also be close to the life of students, and put the stories of life on the stage, such as teacher-student relationship, classmate relationship and other subjects with great human and educational significance. Second, we should innovate the form of expression. Opera performance is usually carried out in the theater, and flexible performance methods should be adopted to make students go out of the theater and expand the occasions for students to show the charm of opera art. Finally, the costumes and movements of the opera performance should also be bold and innovative, break through the routine, do one play one move, make proper use of the stage scenery, enhance the stage effect and atmosphere expression.

5. Conclusion

Chinese opera is the treasure of Chinese culture and contains the essence of Chinese culture. From the perspective of the beauty of the outside and the beauty of the connotation of Chinese opera, it has the function of improving students' aesthetics and educating students to be good. As an important part of school education, the opera club excavates local opera

cultural resources and promotes the inheritance and development of Chinese outstanding operas. Under the strategy of aesthetic education infiltration, the opera club can not only enrich students' after-school life, but also enhance students' aesthetic quality and taste, and cultivate students' creativity and desire to show. In order to further improve the effectiveness of aesthetic education in the opera club, it is necessary to achieve the aesthetic education linkage mode of the family and school community, effectively integrate social resources, and provide students with a broader learning space; Implement the fair mechanism of aesthetic education, increase the investment in aesthetic education, and ensure that more students enjoy the high-quality opera education resources; To innovate opera forms to attract more students to participate in opera clubs and promote the inheritance and development of Chinese opera culture. In a word, the opera club has great significance and value in the school aesthetic education, and plays a huge role in promoting the excellent traditional Chinese culture, cultivating students' aesthetic quality and innovation ability.

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