The Explore of the Piano’s Impromptu Accompany for Preschool Education Majors

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Abstract. Before entering the college, there are few students have the ability to play the piano in pre-school education. During the first one and half years in the college, they have to learn the courses of music theory, the piano, vocal music and so on. All of them begin to study piano improvisation accompaniment for songs in the second semester of their sophomore. The piano improvisation accompaniment is a very comprehensive subject, and it is not easy to make the teaching effect obvious. So if we can combine the piano improvisation accompaniment course with the piano class, the vocal music class and sing class individually to teach, thus can not only cultivate the students’ piano accompaniment ability, but also cultivate their sense of cooperation consciousness in music performance. This new teaching method will be even better for the preschool music course.

1. Introduction

Piano impromptu accompaniment is without accompaniment is spectrum, accompanist, according to the content of the song melody, style, etc., in a relatively short period of time, on the keyboard to songs accompanied with appropriate harmony and texture, make songs music image more rich, better service to the songs or classroom teaching. At present, the impromptu piano accompaniment course has become the compulsory subject of preschool education professional, excellent piano accompaniment music better able to foil atmosphere, can help the singer better song emotion and content. To be able to play the piano accompaniment to the song is a skill that a child’s teacher must possess. In kindergarten music activities, songs of the piano can let the child can well understand and perform music image, can greatly enrich children music emotion experience. As a result, the piano improvisational accompaniment is a course for pre-school education students to learn well.

2. Learn the Music Quality of the Piano improvisation

Piano impromptu accompaniment is a comprehensive strong discipline, is a series of basic knowledge, skills, applied to the concrete embodiment of a discipline, it reflects a person’s level of play, music and sound knowledge and comprehensive application ability. To achieve a certain level of accompaniment, to achieve a better accompaniment, a certain piano skill must be performed first. Second, the practical use of the necessary music and harmony knowledge on the keyboard is essential; in addition, some theoretical knowledge such as the paper structure and the analysis of music’s works should be mastered. The song piano improvisation should have the following three aspects of the music quality.

2.1 The right piano playing foundation

The improvised accompaniment of a child’s song piano is a form of art created through the instrument of the piano. Therefore, having a certain piano foundation is a requirement for learning the improvisational accompaniment of songs. Although children’s songs, short, simple melody rhythm and range is relatively fixed, but learning song accompaniment required degree should be in Czerny piano in mid and late 599’s level. Right way to good play, abound administrative levels touch the keys, good scales, arpeggios, chords, octave technology, and the reasonable use of the
piano pedal, etc., this is all good children’s songs to play the piano improvisational accompaniment of the basic skills.

There should also be a certain visual ability and a good reading and reading habit. In playing the fourth section, for example, eyes have finished reading the five to eight sections, mind ready to the accompaniment of the next phrase the figure and the choice of chords, and ensure the correct and fluent rhythm.

2.2 Solid knowledge of harmony theory

The harmony rhythm of most children’s songs is more regular, and the harmony of sound is more concise. But the piano belongs to base on the harmony of the organization form of multi part, a lack of knowledge harmony piano accompaniment is a hindrance, spontaneous combustion and the harmony of knowledge proficiency on the piano the final effect and the music’s expressive force plays an important role, so have a certain harmony theory is the important guarantee of orchestration accompaniment.

2.3 The ability to analyze songs comprehensively

When the accompanist to a song, he must first in the shortest possible time through the sight singing understand song mode tonality, ideological content, the level of basic emotions, the form of genre, speed, melody structure. Use of knowledge harmony marked function notation, preliminary design of the paragraphs accompaniment figurations and slightly ensemble practice, etc., makes every effort to complete harmony of mind before playing concretion sound effects.

To master the piano improvisations of young children’s songs, the theory must be combined with practice and analysis. At the same time, it is a good habit for thinking, analyzing, and summarizing experience in practice. Only in this way can progress be made, so that the accompaniment of the song will be the singer and the teaching service.

3. The Present Situation of the Pre-school Education Professional Piano Accompaniment

Impromptu piano accompaniment course has become the compulsory subject of pre-school professional, preschool teachers will need to be able to do work must have a certain ability to impromptu accompaniment, and the present practical teaching to improve students’ ability in piano accompaniment effect does not seem as obvious. Some pre-school education professional piano lessons are not accurate, but the purpose and meaning of piano lessons are very broad. Improving students’ game ability can improve students’ understanding and creativity. Because of the universality of teaching meaning, the accompaniment of piano teaching is neglected. Students are also chasing the beautiful, classic, difficult piano music. Preschool education professional piano lesson is not to cultivate performers, piano teacher, but the culture can adapt to the future kindergarten preschool teachers of music teaching activities. But our teaching more time regardless of the students before the music foundation, the actual situation, not considering the training target, teaching simple teaching singing, teach dance, play the ignored the music interdisciplinary contact each other, then it is hard to let the student achieve substantial improvement. Therefore, it is of special significance to discuss the teaching of the pre-school education professional piano accompaniment.

4. The Thinking of Course Teaching Improvement

To be able to play the piano accompaniment to the song is a skill that a child’s teacher must possess. In order to improve the current teaching results, the following thoughts are made:

4.1 Piano lessons and accompanying lessons

Preschool education professional students to learn the piano is mainly in order to carry out the work of kindergarten teaching music activities after, piano lesson is a foundation, to master certain skills to better learning songs on the piano impromptu piano accompaniment, the piano improvisational accompaniment lesson is the practical application of based on piano lessons.
The theoretical knowledge and piano foundation of preschool education majors are weak, and the actual situation of preschool education is less than that of music class. If you can combine the piano lessons with the accompaniment of the accompaniment, you will be able to understand the goals and apply them. For example when the piano lesson comes to the broken chord, half broken chord, arpeggio of knowledge, it can combine accompaniment figure knowledge together in class. The accompaniment is suitable for the accompaniment of young children’s songs. For example in the study of the piano basic tutorial first Mozart’s “champagne”, a left hand accompaniment part of this work is full of broken chord accompanied by a full break chord accompaniment that creates a relaxed, lively and cheerful mood. In a children’s song piano accompaniment, the broken chord of accompaniment is a common accompaniment, when our piano lessons when it comes to this part, you can combine the accompaniment to choose a children’s song in a timely manner, such as timely supplement of children’s song “little donkey” learning. Let the student through the study of piano lessons to understand the piano skills practice is the foundation of later play improvisational accompaniment, and can better investment on piano learning, success for a children’s song accompaniment also can enhance students’ learning sense of achievement and interest. Like to learn the piano all broken chord, half broken chord, arpeggio when knowledge, can be combined with the piano accompaniment figure knowledge in class. Why the accompaniment figure respectively suitable for children’s songs to the accompaniment of the characteristics of the style, can even combine each accompaniment now targeted do duple and triple meter, 4 meter harmonic connection of practice.

4.2 Music lessons are combined with music piano accompaniment

Some students are often can play alone, since when, sing the songs are still reluctantly, once and cooperate when they attend the singer, will often appear all sorts of unexpected situation, song cannot be combined with the accompaniment, such as: playing two skins, rhythm instability and so on. The good cooperation with the singers is the basic requirement of the accompaniment, which is cultivated in practice. Song impromptu piano accompaniment in cooperating with concert which requires the accompanist psychologically should have strong ability of adaptation and reaction, not due to appear in the small flaws and affect the integrity of the music. To make accompanist used to cooperate with others, students should be encouraged to vocal music songs by the piano, for other students to do more practice after class music accompaniment, and in the classroom lesson last time when the singer and the accompanist cooperation opportunities. It is even possible to make the sound and piano accompaniment in the final examination to better promote the interconnection of the two courses. If we can combine vocal music and piano lessons to organize the teaching, we can also strengthen the internal connection of the same type of courses and strengthen the students' ability to sing.

4.3 Learn and act together

The improvisational accompaniment is the embodiment of music’s comprehensive ability, which not only requires skillful playing skills, but also requires good psychological quality. Quite a few students from the play well, match accompaniment just nervous when they came to power, his fingers trembling, and couldn’t get the bullet to complete, this psychological barrier directly affect the quality of the songs on the piano. For such students, it is important to provide the stage training and the opportunity for singing, to improve their self-confidence and to cultivate good psychological quality. When students are used to playing in front of the crowd, they have more experience in stage acting, and the fear of public performance is minimized.

In addition, the ability of students to collaborate with others in the performance process has been fostered by the ability to perform the music performance and cooperation. Through mutual observation, analysis, cooperation and support, students look for inspiration in collaboration, find differences, and constantly improve themselves. It also avoids the fact that past songs can not be played or even played well, and the piano accompaniment and cooperative singing are full of holes.
4.4 Learn the accompaniment of the finished piano

The learning of the piano improvisations is a process of learning, practicing, and improving. After having a certain accompaniment, it is also helpful to continue to study some excellent songs. Teachers can learn from the material of piano lessons, combine excellent finished product songs, and accumulate the accompanying material. For example, the first volume of piano basics, “the lovely home” and “the lullaby” are all very famous songs for the piano. More contact, analysis, play good music accompaniment spectrum, can get very rich accompaniment material, can greatly improve the quality of student song piano accompaniment. As the saying goes, “read the three hundred poems of the tang dynasty and do not sing”. Only through constant practice, constantly, the accumulation of a large number of sight-reading, learning Chinese and foreign excellent works of literature and art, the accumulation of accompaniment material, can play a good impromptu accompaniment.

4.5 Check the homework and review the homework in time

In the study of piano improvisational accompaniment, it is an important part of the teaching process to review the contents of the last class and the arrangement of the exercises. Through back to the lessons before class can check the status of students after-school exercises, can also be found in a timely manner the problems existing in the teaching process, understand the students master the situation in order to timely adjust teaching, practical and frequently in the students one by one, the platform for all music accompaniment, can also exercise good impromptu accompaniment psychological quality. When the students return to class, they also need to comment on the songs played by the students. What should you pay attention to? How to improve? The student’s improvisational accompaniment may slowly make progress.

The ability to create piano accompaniment to a song is one of the skills that a child’s teacher must possess. However, the present practical teaching does not seem obvious to improve student piano accompaniment ability. Impromptu piano accompaniment in preschool education professional course teaching of it can constantly reflect on and adjust teaching methods, believe in piano accompaniment to the student ability will be improved, later will become a preschool teachers can adapt to the need of society, as the foundation to make due contributions to education.

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References