The Application of Rhythm training in Chorus Teaching in Primary and Middle Schools

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Abstract
In the chorus music teaching of primary and middle schools, the rhythm training is very important. Rhythm not only plays the role of skeleton and soul in music, but also has some typical meaning and leading role in music, therefore, one of the indispensable links in the regular chorus teaching is to grasp the accurate rhythm through the rhythm training, through the effective rhythm training is conducive to cultivating students' musical sentiment and better interpretation of the artistic conception of the music works in the process of singing. Therefore, according to the students' ability to comprehend music and their learning characteristics, and combined with the actual situation, this paper explores how to carry out the rhythm training in the chorus music teaching process in primary and secondary schools.

Keywords
Rhythm Training; Chorus Music Teaching; Rhythm.

1. Introduction
Rhythm is the pulse of music, is one of the basic elements of music, no rhythm, music melody no longer exist, any music can not be separated from the distinct rhythm. Especially in the middle and primary school choral music teaching, rhythm is particularly important. Targeted rhythm training in choral music teaching can not only effectively cultivate students' sense of rhythm, enhance their ability to listen to each other and collaborate in chorus, but also well regulate and activate the classroom atmosphere and stimulate students' enthusiasm for learning. Therefore, in the choral music teaching accurately grasp the rhythm training is a crucial link in students' music learning. How to do rhythm teaching well requires teachers to constantly innovate teaching methods and induce students to study independently, pay attention to students as the main body, let students in the happy music practice activities.

For primary and middle school students of primary and middle school students music teaching is a process of appraisal foundation, also is the primary period of learning music, the rhythm is the first element of music, learning the rhythm of nature is the first step in learning music, the rhythm of the primary stage of training is to cultivate students' basic music and strengthen their sense of rhythm, the basis of the better rhythm training is reflected in the chorus of music teaching, different rhythm in different parts between cross combination can strengthen the students on the rhythm, and rhythm on auditory collision between mutual fusion will also strengthen the degree of tacit understanding between parts. Proper rhythm training makes up for the limitation of abstract teaching of choral music and makes the complex and difficult vocal part singing more vivid and intuitive. In the process of singing, students can use human rhythm accompaniment appropriately not only to enhance the flexibility and vividness of music, but also change the singleness of traditional accompaniment, and finally achieve unexpected results.
2. The application principle of rhythm training in choral music teaching in primary and secondary schools

2.1. Teaching students in accordance with their aptitude

With the rapid development of modern social education, the change of modern educational concept has become the foundation of teachers' education and the inevitable requirement of education development and reform. Put forward in the new, modern teaching should be conducted for the primary and middle school students and their aptitude, face all have to follow in the classroom teaching is the basic principle, adhere to the principle of teaching students also nots allow to ignore, to correctly handle according to their aptitude, the relationship between the and for the full development of the students' individual character, let every student can gain a sense of accomplishment and happiness in their own music creation, so as to achieve the realization of the aim of music education innovation.

2.2. Focus on effectiveness and achieve innovation

In today's quality-oriented education, innovative teaching should not only pay attention to the form and ignore its essence, teachers should give full play to their creative spirit, dare to innovate the teaching content and teaching methods actively. An important factor affecting the success or failure of teaching is teaching content, which is also the evidence of all teaching activities. In the chorus teaching of primary and secondary schools, teachers can make the teaching content more close to students according to their own characteristics. They can appropriately adapt popular music that students like to small chorus songs for teaching, which not only improves students' interest but also facilitates the implementation of teaching. Teaching method is the key link whether all teaching activities are effective or not, and it is also the approach or measure taken to achieve the teaching purpose. Mr. Smith, a famous American creative scientist, once believed that creative teachers should be good at actively absorbing the new achievements of modern education science in teaching and have the ability of self-understanding and discovering new teaching methods. Whether the adoption and application of teaching methods are appropriate is related to the development and implementation of teaching work. For example, teachers ask students to compose and accompany songs according to the traditional "fixed format", which looks like innovative teaching on the surface, but in fact only restricts students' innovative thinking. Therefore, in the teaching of choral music in primary and secondary schools, teachers should encourage students more and let them be bold to create. They should be independent in thinking, not afraid of failure, not rigid in form, and try more freely, so as to achieve the goal of innovation.

3. Application strategies of rhythm training in choral music teaching in primary and secondary schools

3.1. Optimize classroom teaching content and combine with natural rhythm skillfully

Rogers, a famous American psychologist, once said in a speech that "teachers should be the supervisors of students' learning. When teachers become the supervisors of students' learning, they should focus on the mastery of students' knowledge and the internalization of effective organization of the classroom, rather than how to design teaching plans as much as possible". Classroom is an important way of promoting the teachers' teaching, is the main inspiration for students to obtain knowledge, with modern new methods and new ideas constantly, under the constant infiltration of the new curriculum reform, the chorus music classroom teaching of primary and secondary schools is no longer the traditional single type singing or single type, should require more lively and specific image. How to make better use of the existing teaching
resources to optimize the teaching content, classroom situation simulation is essential. For example, let students feel the nature in groups before class, and then collect a certain sound rhythm in the nature through listening and observing the nature (for example, cuckoo's bird song "cuckoo, cuckoo" can be decomposed. For the unit with the team again in the class were simulated respectively, and finally collected the groups of the rhythm of the voice chorus out. The creative effect of nature, also can let students actively after class analysis to understand all kinds of sounds in life will have what kind of rhythm, in order to strengthen students grasp of rhythm. Through students' self-discovery, teachers' indirect guidance and vivid explanation, such a class can not only improve students' initiative and enhance students' grasp of rhythm, but also make the class more vivid and interesting and enrich the teaching content.

3.2. Improve students' sense of rhythm and attach importance to rhythm training

In the choral music teaching of primary and secondary schools, rhythm and beat complement each other and have a very close relationship. In order to better realize rhythm training, teachers can use beat training to guide students to improve their music performance level, so as to improve students' musical performance ability. When students have a good sense of rhythm and can beat the correct rhythm according to the changes of the song, then this can continuously enhance the student's sense of rhythm, greatly enhance their follow-up rhythm and play a certain promoting role. In the future, teachers can improve students' music learning ability by using a variety of teaching methods to train students with different rhythms, so that students can correctly use the rhythm method to play the correct rhythm, so as to improve students' comprehensive quality. As the national anthem of Our country, the March of the Volunteers is written in the form of 42-beat, and it also adopts a broad and clear major tone. It has a distinct style and characteristics of the march, with a sonorous and powerful rhythm, and is extremely combative and callous. The whole song is full of revolutionary passion. The use of a dozen stress marks and rests is natural and appropriate, which greatly enhances the strong and brave fighting mood of the song. In addition, the use of triplet not only enhances the fighting atmosphere of the song, but also emphasizes the specific emphasis of the song. In the brief prelude there are as many as three triplets, and the battle trumpet has been sounded. When students beat the rhythm, they should adjust the strength of the rhythm according to the changes of the emotion of the song, so as to improve students' learning efficiency and promote the development of teaching activities.

3.3. Carry out teaching step by step, using the four-step rhythm training method

Generally speaking, the rhythm training of chorus teaching in primary and secondary schools should follow the principle of starting from easy to difficult, starting from simple to deep, starting from the practice of subsection and phrase in a single voice, and then to the ensemble of two, three or even multiple voices. The rhythm training of chorus teaching in primary and secondary schools generally adopts the four-step rhythm training method to carry out teaching. The four-step rhythm training method is composed of reading, hitting, singing and combining four steps respectively, which is to realize systematic rhythm teaching through the general form. Usually according to the actual situation of teaching, in these four steps, can read do not hit, repeated practice, can read (sing) hit at the same time, can be divided and combined alternately, or can be divided and then combined. In learning, for example, hunan version of grade seven days part-song "edelweiss", teachers can let students use "la la la" in the form of reading and then read aloud to the rhythm of the music, in the process of reading rhythm, to the training of the students in all aspects, including the beat, to solfege music, then read, strike, sing, four steps, finally realizes to the training of the rhythm of systemic and integrity.
3.4. Master the distance between notes and understand the role of speed

The core of music expression is rhythm, rhythm is the key to form the main melody of music, the formation of rhythm determines the speed of music. To master the core and center of music is to master the frequency of music, which is the key to learn music. Primary school and junior high school are important periods for students to develop their own habits, as well as the main stage of learning music and the key period for them to have a solid musical foundation. In the process of rhythm training, primary and middle school students must strengthen their grasp of rhythm. The core of determining rhythm is speed. The slower the speed, the slower the rhythm. The faster the speed, the faster the rhythm. Teachers should organically combine the speed and rhythm training, properly master the time distance between the notes, the weight of the sound light and the length of the time value of the notes together constitute the rhythm, while training the sense of rhythm at the same time speed change training. For example, in the study of Hunan version of grade seven top volume "youth birds this class, the teacher can explain the source of the songs and songs first regional style, lets the student to song after have a preliminary understanding of the background to undertake to the student training rhythm, then on the basis of the original song song speed change, should let students know at this time as the speed of the song, from the time between the notes are changing, in short, that is, the rhythm in the changes with changes in the velocity of the song. The change of speed is helpful to strengthen rhythm training and improve students' music level.

3.5. Carry out multi-part music teaching and strengthen the coordination between the parts

Choral music of primary and secondary schools teaching the most common one of the most effective training methods is multi part teaching, for students' music rhythm multi-tone rhythm training can learn to identify good foundation, is advantageous to the student to the rhythm of perception, memory, understanding, and adjust the overall ability of students, improve the comprehensive education of the students' ability of music could be used to achieve better. In the actual teaching process, when teachers choose multi-part songs for teaching and let students sing, they should first let students find the rhythm of the song and then finish the singing of their own parts, so as to finally achieve the ideal singing effect. For example, learning the first volume, Serenade for Strings in G Major (the first movement), can be a good way to cultivate students’ sense of musical rhythm. When teachers in teaching the song to the whole class into groups, group way can be work or draw, you can also take gender groups, group after a certain amount of practice time to the student, and then let the two groups of students were simulated two different melodies, let two singing melody in the same rhythm, in order to improve the students' independent sense of rhythm, in the process of the teacher in teaching singing, you can also give students a certain gestures guidance, two groups of students and then to the chorus. Such teaching can not only enable students to better master multi-voice singing skills, but also enliven the classroom atmosphere and improve students' participation.

4. Conclusion

Music cannot be separated from the musical instrument accompaniment, Musical Instruments are indispensable in the process of music playing. In class, teachers can appropriately choose different Musical Instruments for accompaniment, which can not only stimulate students' love for music and cultivate their musical instrument characteristics, but also better complete music education and train students' sense of rhythm more effectively.
References


