

The Selection and Use of Graphic Scores in Music Appreciation Teaching at Various Stages

Yuetong Lu¹ Miao Huang²

^{1,2} Jiangxi Science and Technology Normal University, Nanchang, Jiangxi, China

² Corresponding author.

ABSTRACT

In the teaching of music appreciation, the application of graphic scores can help students feel and experience music more fully to a large extent. Therefore, the selective use of graphic scores at different stages can mobilize students' interest in music appreciation to a greater extent, while making graphic scores play a greater role in music appreciation teaching. Therefore, this study briefly introduces three types of graphic scores. Based on the analysis of questionnaire data, this study outlines the students' choices of three types of graphic scores in music appreciation teaching at the elementary, middle and high schools, and analyzes the reasons for their choices from the perspectives of cognitive development theory and music psychology.

Keywords: *Graphic scores, Music appreciation teaching, Selection and use.*

1. INTRODUCTION

A graphic score is a visual representation of the acoustic features, phrases, sections, structures, levels and other elements of a musical work through different symbols such as dots, lines and surfaces, in a visually perceptible way. [1] In addition to graphics, color is also a symbol. A symbol can represent a tone, a phrase, or a section. Different symbols can be used to represent multiple tones. The same symbol is used for the same music, and different symbols are used for different music. [2]

Sukhomlinsky said: "It is an important condition for adolescents to awaken the characteristic interest in knowledge that students experience an emotion of their own personal involvement in mastering knowledge." In order to effectively improve the learning quality of students' music appreciation and enhance their ability to appreciate music works, teachers can accurately select graphic scores suitable for use in teaching music appreciation to students at each learning stage according to the stage they are in and their actual situation of music learning. [3] Which type of graphic scores would they prefer for students at each stage? What's the reason? According to the literature, there is a wealth of theoretical and applied research on the use of graphic scores in

music teaching, but there is limited research related to the selection of more appropriate types of graphic scores in music appreciation teaching at different learning stages. Therefore, the selection and use of graphic scores in music appreciation teaching at different learning stages are proposed from the perspective of cognitive development theory and music psychology.

2. TYPES OF GRAPHIC SCORES

The main role of graphic scores in music teaching is to express abstract musical forms in a visual form. From the visual level, graphic scores are mainly divided into the following three types.

2.1 Dynamic Graphic Score

Dynamic graphical score means that the graphical score will change simultaneously with the music, and people can better feel and experience the music. This kind of graphic scores can highlight the high and low direction of the melody, the change of rhythm, the division of phrases and the change of polyphonic music, etc. At the same time, the use of dynamic graphic score in music appreciation teaching will be more interesting and can stimulate students' interest in music appreciation. [4] In addition, it is difficult to identify the changes of polyphonic music in music

appreciation, and the use of dynamic graphic score makes the changes of polyphonic music more clear.

2.2 *Static Graphic Score*

Static graphic score can also be understood as background graphic score. In other words, according to the musical characteristics of the music works, a background picture is set for the works in line with the musical theme, and people will have more sense of picture when listening to the music, and at the same time have more room for imagination. This type of graphic score focuses more on the feeling of the music and the creation of a good sense of musical atmosphere, and the listener can be more immersed in the feeling of the music.

2.3 *Combination of Dynamic and Static Graphic Scores*

This is the most common type of graphical score in music teaching, i.e., a graphical score that expresses music mostly by dotted lines, symbols, and colors. These graphic scores are recorded in a static way, but they are immediately brought to life with the appearance of music, so that they change along with the music. The combination of dynamic and static graphic scores can express the musical elements more imaginatively, vividly and intuitively, and make the music work visualized, which can better assist the listener to feel the changes of the musical elements in the music work and understand the structure of the work more clearly, such as using size to indicate the strength, length to indicate the rhythm, light and dark to indicate the timbre, high and low to indicate the pitch, and the contrast of different symbols to indicate the changes of the tune pattern, etc.

As a kind of description of melody trend with various symbols such as physical points, lines and surfaces, the application of graphic score in music appreciation teaching can greatly promote the visualization of music, guide listeners to feel and understand music through visual images, play a positive role in promoting students' music appreciation, and also make up for the lack of visual and linguistic features in music art.

3. STUDENTS' CHOICE OF GRAPHIC SCORES AT EACH STAGE

Orff once said, "Music is not my purpose, and music is just a means for me to obtain the power of the emanation of the mind." Of course, the graphic score is not an end, but a means to improve the efficiency of learning music.

It is especially important to choose a graphic score that is appropriate for each student at each stage. The use of graphic scores in music appreciation teaching should be in line with the needs of the teaching and the musical ability of the students at their stages. Therefore, the researcher prepares three different types of graphic scores for the same music work: dynamic graphic score, static graphic score, and the combination of dynamic and static graphic scores. At the same time, a questionnaire is designed to test them at three stages: elementary school, middle school, and high school, respectively, to collect and compile statistical data to understand that for students at different stages. And students' choices of graphic scores differ.

3.1 *Being at the Stage of Primary School*

The samples at this stage were students of 4th grade. A total of 50 questionnaires were sent out, and 50 valid questionnaires were returned. According to the analysis on the data collected, 78% of students preferred the dynamic graphic score, 10% preferred the combination of dynamic and static graphic score, and 12% chose the static graphic score. (see "Figure 1")

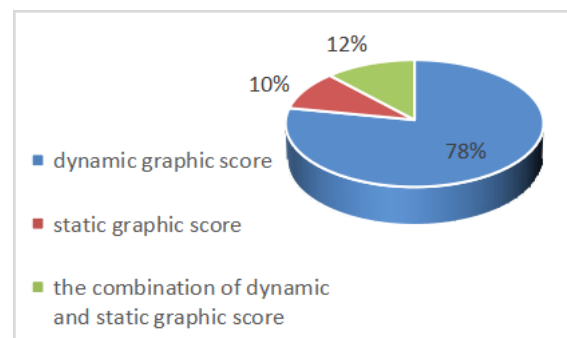


Figure 1 The selection of students at the primary school.

Among them, students wrote in the column of "feelings for and characteristics of the dynamic graphic score": "there are as many sled figures as there are instruments, and the instruments are sled

figures"; "there are high and low, fast and slow, and figures represent instruments. The music is delayed as soon as the line is broken"; "there are many instruments and changes in rhythm and melody"; "the front is calm and the back is active"; "the music is delayed as soon as the line is broken"; "there are a lot of skipping sounds and three lines"; "the sled man acts with the music, which helps me a lot"; "it's so interesting and easier to understand"; "with the fun, children love music easily"; "going up means higher sound, and going down means lower sound"; "they can help me feel the increasing instruments"; etc. According to the content filled in the questionnaire, with the use of dynamic graphic scores in music appreciation teaching at the elementary school, students can clearly distinguish changes in harmonic parts, melodic highs and lows, tempos, phrases and sections, and students' attention can be obtained with its fun, and finally students' love for music will be stimulated.

3.2 *Being at the Stage of Middle School*

The samples were junior school freshmen, 48 questionnaires were sent out, and 48 valid questionnaires were collected. The analysis of the collected data showed that 52% of the students preferred dynamic graphic scores, 29.2% preferred static graphic scores, and another 18.8% preferred the combination of static and dynamic graphic scores. (see "Figure 2")

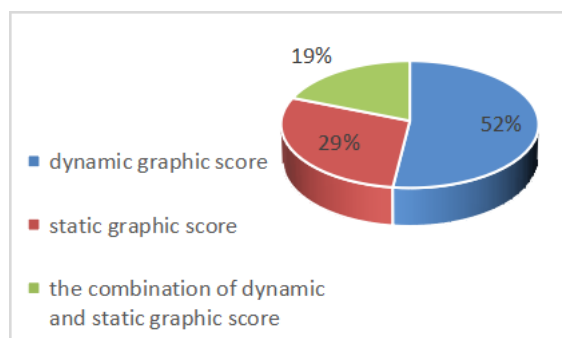


Figure 2 The selection of students at the middle school.

Among them, the students wrote in the column of "feelings for and characteristics of the dynamic graphic score": "it's easy to understand and vivid"; "it shows the high and low and the climax of the music, so that people can better understand the music"; "the route of the sled figurine reflects the change of rhythm, melodic height and speed", "three figurines for three melodies, three instruments"; "the figurine represents a variety of

vocal rhythm"; "tone and timbre of the music are intuitively felt"; "the faster the music is played, the faster the speed of the figurines is"; "the better the understanding of the musical rhythm and the fact that there are several instruments playing at the same time"; "simple lines can express a lot of contents, attract people to see and be easier to understand" etc. This showed that students at the junior high school could still understand the changes of polyphony and the changes of musical elements such as melody, tempo, and timbre when appreciating musical works through the static graphic score.

In the column of "feelings for and characteristics of static graphic score", students' answers were as follows: "with the musical background, it makes people think"; "it's easy to follow the music when looking at the pictures"; "when I look at the background, I feel like I am in the painting and I can easily be brought into the music"; "it's easier to understand the music and to be in the situation"; "I can feel it deeply and I can appreciate the mood of the composer at that time"; "it stimulates the interest of listening to music and thinking"; "it's better to experience the music, and the other two will limit your imagination"; etc. This showed that students at the junior high school began to think and bring in their emotions on their own when appreciating musical works, and they needed some space to follow the music and play their own imagination, which undoubtedly helped students feel and understand the music deeply to a great extent.

In the column "feelings for and characteristics of the combination of dynamic and static graphic score", students' answers were as follows: "it's more straightforward to know the repeated parts and how many parts it is divided into"; "it's divided into three parts, and the first part is the same as the third part"; "it's easier to remember the song while listening to it"; "there is a regular pause in the music"; "it is clear to see the strength of the rhythm, the division of the phrase, and the same feeling of the same graphic"; "the rhythm and melody are more clearly expressed"; "the same lines make the structure of the music the same"; "combining the advantages of dynamic graphs, it is better to distinguish the breaks in the music"; etc. This showed that students began to pay attention to the changes in structure, pitch, intensity, rhythm and phrasing of music. The use of dynamic graphical scores at the junior high school can help students to strengthen their understanding and perception of musical elements to a certain extent.

3.3 Being at the Stage of High School

The samples at this stage were senior students, 56 questionnaires were sent out, and 56 valid questionnaires were collected. According to the analysis on the data collected, 41.1% of the students chose the combination of static and dynamic graphic score, 30.4% chose the dynamic graphic score, while 28.6% of the students preferred the static graphic score. (see "Figure 3")

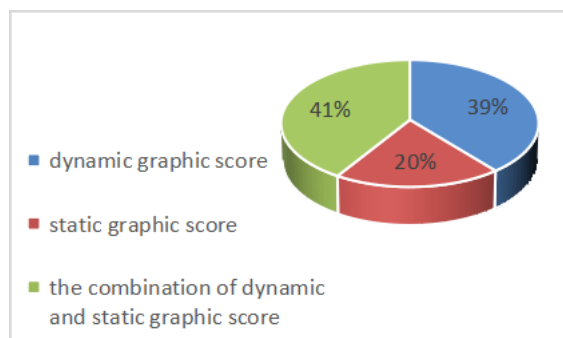


Figure 3 The selection of students at the high school.

In the column of "feelings and characteristics of the dynamic graphic score", students' answers were as follows: "it makes the music more obvious, so I can understand the changes in pitch better"; "it is easier to distinguish the melodies of the instruments"; "it's creative, and the change of pitch is clear at a glance"; "there should be many instruments playing with different voices"; "it's fun to understand the music at the same time"; "attention should be drawn to the music and it is a bit impossible to be quiet"; "it don't particularly help me understand the music, and it is only interesting"; etc. This implied that although the use of dynamic graphic scores at the high school could help students feel the changes in pitch and polyphonic contrasts, dynamic graphic scores were not very effective in delineating musical structures and distinguishing elements such as sections and phrases.

In the column of "feelings for and characteristics of static graphic score", students' answers were as follows, "the background picture is vividly combined with the music, so it has a sense of immersion"; "it has a sense of picture, although it is presented in a static picture, a dynamic scene comes to my mind"; "I will image the dancing scene with a sense of picture"; "the heart moves with the music"; "I feel the dance steps and the jump of the tone by imagining the scene"; "it makes people think and feel more and more colorful";

"each pause has a great feeling and reminds people of the movement of European aristocratic dance steps"; etc. According to the questionnaire data, with the use of static graphic score in music appreciation at high school, students could easily connect the mood or emotion in music with their own life experience and emotion, and imagine the story in the music piece by combining the static graphic score, which would make the music more picturesque and stimulate students' imagination to some extent.

In the column of "feelings for and characteristics of combining static and dynamic graphical scores", students' were as follows: "it is good for discovering the similarities of the music"; "I have a clear understanding of the structure of the music"; and "a clear sense of the layers of the music is in my mind"; "the layering of the music is clear"; "I can see the timbre visually and feel the mood of the composer"; "I'm more engaged and can easily understand the melody and rhythm"; and "I will be less boring when I know more clearly the rhythm, highs and lows and repetitions of the piece"; "it's easy to understand and suitable for beginners in music"; "I'm more intuitive and clear in structure"; "I'm clearer about the melody and structure of the whole piece"; etc. In this regard, with the use of the combination of dynamic and static graphical score at the high school, students could view and distinguish between sections of different materials and whether the musical material is repetitive, so that they could better analyze the structure of musical works, and divide phrases, feel the ups and downs of musical melodies, etc., and they could pay more visual attention to the changes of musical elements.

4. ANALYSIS ON THE DIFFERENCES IN STUDENTS' SELECTION OF GRAPHIC SCORE AT EACH STAGE

According to the analysis of the questionnaire data, it could be seen that students at the elementary school clearly preferred dynamic graphic score; more than half of the students at the junior high school still chose dynamic graphic score, but the difference was that they were more receptive to static graphic score; while students at the senior high school began to favor the combination of dynamic and static graphic scores, while dynamic and static graphic score still accounted for a larger proportion. According to Piaget's theory of cognitive development, it is known that there are

differences in the psychology of music learning among students at different learning stages.

4.1 Being at the Stage of Primary school

The majority of the elementary school samples in this study was in the early stages of concrete operations, and learners could acquire meaning by relating features of things to their cognitive structures based on existing concepts. Then, they could acquire the ability to conserve, but the establishment of new concepts still required the use of concrete experiences. [5]

As their mental development is not mature enough and their perceptual psychology is not yet able to rise to a rational psychology, elementary school students are not very accurate and sensitive to the melodic lines, the context of composition, and the specific musical elements of musical works, and they use more concrete images in their learning; for more abstract and esoteric content, their cognition mostly stays in the appearance of things. Their aesthetic perception of musical works originates from their intuitive perceptions, and they recognize music mainly through figurative things such as language, images, and sound. [6] At the same time, students at this stage are active and curious, easily attracted by lively and interesting things, but have relatively poor attention and relatively short concentration time. Therefore, students at the elementary school are more attracted to dynamic graphic scores. The interesting nature of dynamic graphics score will be more attractive to elementary school students. Students can feel the melody, theme and emotion of the music, the basic musical elements and the changes of polyphonic music, and dynamic graphics score can stimulate the development of their aesthetic and imagination abilities.

4.2 Being at the Stage of Middle School

Most of the students in the middle school stage of this study were in the transition period from concrete operation stage to formal operation stage, with certain cognitive ability and knowledge reserve. Their musical thinking ability will gradually not need the support of concrete perception things, and they can appreciate songs with higher abstract elements and more complex emotional thoughts. In addition, their thinking ability is close to the adult level, and they can think abstractly and logically, and their values are being formed.

The cognitive ability, comprehension, memory, and abstract thinking ability of students in junior high school are constantly developing stronger and stronger, and their way of thinking is beginning to transition from concrete thinking to logical thinking, and there is significant development in terms of emotion and will. [7] They can deepen their understanding of musical works by learning about composers, performers, and the background of musical works, and they can sing to feel the artistic images depicted in musical works and experience the emotions expressed in musical works. Therefore, compared to students at the elementary school, the percentage of those who prefer dynamic graphic scores at the junior high school decreases slightly, and the number of those who choose static graphic scores shows an increasing trend.

4.3 Being at the Stage of High School

Most of the samples in the high school stage of this study were in the late formal arithmetic stage, and the learners' music learning ability in this stage showed a comprehensive development rather than a gradual development, and their memory, observation, and logical thinking abilities were significantly enhanced; their perception of vocal parts, harmony, and other musical elements were significantly increased. [8] In terms of music cognition, they also no longer stay in the stage of appearance. However, in terms of appreciation of musical works and emotional responses, most of the learners have already entered the adolescent developmental stage, and their inner activities show a variable and complex character.

At the same time, learners at this stage are more interested in the emotion rather than practical experience of musical works, and their perception of emotions is semi-mature. Due to the improvement of musical association ability, when they appreciate music, they can easily connect the mood or emotion in music with their own life experience and emotion, and their musical imagination is based on abstract thinking, and can elevate the concrete eventful image description to spiritual experience and depiction. [9]

Therefore, compared with learners in the first two stages, learners in the high school stage have a great inclusiveness in the choice of the three graphic spectra types, i.e., the acceptance of the three types of graphic spectra is more moderate and even, while the choice of different types of graphic score in the same stage may be made differently by

individual differences in gender, personality, and upbringing.

5. CONCLUSION

In summary, due to the differences in the psychological and cognitive development of students at each stage of music learning, their choice of graphic scores varies. Therefore, more visual and vivid graphic scores need to be selected and designed at the elementary level to aid music appreciation in order to stimulate children's interest in learning, and the graphic scores should be designed to help students form relevant musical concepts such as timbre, tempo, time value, pitch, and harmony. [10] At the junior high school, students are more adept at using their thinking skills and are able to evaluate things entirely according to their logical abilities, so the choice of graphic scores should not be limited to the use of a particular graphic score, but should be varied in relation to the specific needs of each student, and students should be encouraged to design their own graphic scores according to their aesthetic and cognitive needs as much as possible. With the expansion of learning scope and the maturity of cognitive development, the aesthetic objects of high school students are increasing, their aesthetic horizons are gradually expanding, and their aesthetic emotional experiences are becoming richer. [11] Therefore, the selection of graphic scores for music appreciation teaching in high school should focus on cultivating and improving the depth and breadth of students' learning music on the basis of the previous stage, further enhancing students' music aesthetic ability. [12]

Therefore, teaching music appreciation with the use of graphic scores can help students better understand the content of music and is a very effective teaching tool to effectively enhance students' music appreciation skills. Therefore, it is especially important to select and use different types of graphic scores in each stage of music appreciation teaching. It should not only pay attention to the demands of teaching materials, but also pay more attention to the cognitive ability and individual requirements of students at different stages. Only in this way can we make the graphic score play a greater role in the teaching of music appreciation at different stages.

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