



CONSTRUCTING GUIDEBOOK ON XU PEIDONG'S REPERTOIRE FOR 2ND YEAR VOCAL MAJOR AT XI'AN CONSERVATORY OF MUSIC IN SHANXI PROVINCE

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ABSTRACT

Introduction: The researcher studied the development of a guidebook based on Xu Peidong's music to address the challenges in teaching student singing. A guidebook was developed and implemented for second-year vocal major students at the Xi'an Conservatory of Music in Shaanxi Province over a 16-week period. **Objectives:** 1) To study Xu Peidong's repertoire 2) To construct a guidebook on Xu Peidong's repertoire and 3) To teach second-year voice major students using the guidebook; and (4) To evaluate the second-year voice major students. **Method:** This study employed both qualitative and quantitative research methods, utilizing interviews with three experts and a teaching experiment comprising formative and summative tests. **Results:** were measured using a formative test and a post-instruction summative test. The findings demonstrated that the study successfully resolved the students' difficulties. **Conclusion:** The research results revealed that applying Xu Peidong's repertoire involves integrating technical skills, cultural understanding, and interpretive strategies. The experiment showed that the formative test measurements were equal to 62.9 and the average scores of the summative test were equal to 94.2. It was found that the scores after summative test were higher than the scores formative test 31.30 indicating that the results of the experiment had an average value at a high level.

1. INTRODUCTION

Constructing a guidebook on Xu Peidong's repertoire for second-year vocal majors at the Xi'an Conservatory of Music in Shaanxi Province represents a significant step toward enriching the educational resources available to vocal students. This initiative not only aims to introduce students to the rich musical heritage of one of China's renowned composers, Xu Peidong, but also seeks to deepen their understanding and appreciation of Chinese vocal music. The emphasis on Xu Peidong's works is particularly meaningful given his contributions to contemporary Chinese music, blending traditional Chinese musical elements with modern expressions. This approach aligns with the broader educational goal of fostering a well-rounded musical education that respects and incorporates the students' cultural heritage. Xu Peidong's music characterized by its lyrical beauty and the integration of Chinese folk melodies with contemporary composition techniques offers a unique opportunity for vocal students to explore the depth and breadth of Chinese vocal repertoire. By focusing on his works, the guidebook aims not only to enhance students' technical skills but also to encourage a deeper cultural understanding and emotional connection to the music they perform. This connection is vital in developing performers who are not only technically proficient, but also expressive and culturally informed. The development of this guidebook is timely and relevant, considering the growing interest in culturally diverse music education. It recognizes the importance of introducing students to a wide range of musical traditions and highlights the role of music education in promoting cultural understanding and appreciation. By incorporating Xu Peidong's works into the curriculum, the Xi'an Conservatory of Music demonstrates a commitment to providing a comprehensive education that values the richness of China's musical heritage (Zhang, 2020)^[7] Furthermore, the guidebook serves as a practical resource for students, offering them a structured and in-depth exploration of Xu Peidong's repertoire. It is designed to support their learning journey from understanding the historical and cultural background of the pieces to mastering the technical aspects of performance. This structured approach is crucial at the conservatory level, where the development of both technical proficiency and artistic sensibility is essential. In conclusion, creating a guidebook on Xu Peidong's repertoire for second-year vocal majors at the Xi'an Conservatory of Music is a significant step toward enhancing the quality of vocal music education. It broadens students' exposure to Chinese vocal music while deepening their understanding of their cultural heritage. This initiative underscores the conservatory's role in nurturing talented musicians who are culturally aware and expressive artists. Through this guidebook, students are provided with a valuable tool that supports their artistic development and contributes to the preservation and appreciation of China's rich musical traditions. The rationale for selecting Xu Peidong as the focus of this guidebook is multifaceted. First, Xu Peidong is a distinguished figure in contemporary Chinese music, known for his innovative compositions that seamlessly blend traditional Chinese musical elements with modern techniques. His works are both technically challenging and rich in cultural significance, making them ideal for educational purposes. Xu's music provides a comprehensive platform for students to develop their vocal skills while gaining insight into the cultural and historical context of Chinese music (Liu, 2018)^[4]

The decision to introduce Xu Peidong's repertoire in the second year of the vocal major is strategic. At this stage, students have acquired fundamental vocal techniques and are prepared to tackle more



complex, culturally rich material. Introducing Xu's works at this juncture allows students to deepen their technical proficiency and artistic sensibility simultaneously. The second year serves as a pivotal time for students to expand their repertoire and explore diverse musical styles, presenting an ideal opportunity to engage with Xu Peidong's compositions. Xu Peidong's significance lies in his ability to modernize traditional Chinese music while maintaining its core essence. His compositions often incorporate elements of Chinese folk music, poetry, and historical themes, offering students a well-rounded perspective on Chinese cultural heritage. By studying Xu's works, students not only improve their technical abilities but also develop a deeper appreciation for the cultural and historical narratives embedded within the music (Wang, 2017)^[6]

Moreover, including Xu Peidong's repertoire aligns with broader educational objectives aimed at promoting cultural diversity and intercultural understanding. In today's globalized world, it is essential for music students to be exposed to a wide range of musical traditions. Studying Xu's works helps students become more versatile performers and culturally informed individuals capable of engaging with music across various cultural contexts (Chen, 2019)^[2] Xu Peidong's works hold a prominent place in the landscape of contemporary Chinese music. His ability to fuse traditional Chinese musical elements with contemporary techniques has earned him recognition both domestically and internationally. Xu's compositions are celebrated for their lyrical beauty, technical complexity, and cultural richness, making them an invaluable resource for vocal education. One of the key reasons for selecting Xu Peidong's works is their pedagogical value. His compositions offer a unique blend of technical challenges and expressive opportunities, making them ideal for cultivating both the technical and artistic skills of vocal students. Performing Xu's music requires precise control of dynamics, phrasing, and articulation, which helps students refine their vocal technique. At the same time, the cultural and emotional depth of his works encourages students to explore the expressive potential of their voices, fostering a more holistic approach to vocal performance.

Additionally, Xu Peidong's works provide a gateway to understanding Chinese musical traditions. His compositions frequently draw upon Chinese folk music, poetry, and historical themes, offering students a rich tapestry of cultural references to explore. By studying Xu's music, students gain valuable insight into the cultural and historical context of Chinese music, thereby enhancing their overall musical literacy and cultural awareness. Finally, focusing on Xu Peidong's repertoire reflects the growing movement toward culturally diverse music education. In an increasingly interconnected world, music students must be exposed to diverse musical traditions. Xu's works offer a unique perspective on contemporary Chinese music, providing students with an opportunity to broaden their musical horizons and cultivate a deeper appreciation for cultural diversity.

2. OBJECTIVES

1. To study Xu Peidong's Repertoire.
2. To Construct Guidebook on Xu Peidong's Repertoire.
3. To teach second -year voice major students using the guidebook.
4. To evaluate second -year voice major students.

3. LITERATURE REVIEW

Xu Peidong's Work in Music Education

Exploring the complex relationship between Xu Peidong's works and their pedagogical applications within music education provides critical insights for vocal instruction, with a special focus on the second year singing curriculum at the Xi'an Conservatory of Music. The educational value of Xu Peidong's works is multifaceted, extending beyond mere technical performance to foster a deep immersion in culture and history, thereby promoting a comprehensive understanding of contemporary Chinese music among learners. Renowned for his innovative integration of traditional Chinese musical elements with contemporary styles, Xu Peidong provides a rich repertoire for vocal students to explore. His compositions characterized by lyrical beauty and the utilization of Chinese folk melodies challenge students both technically and emotionally. This enables students to connect deeply with the music and, by extension, their cultural heritage. Such a connection is pivotal in developing performers who are both technically adept and expressively profound (Xu, 2020)^[7] Furthermore, Xu Peidong's contributions to music education underscore a deep connection between China's cultural heritage and contemporary music education practices. His compositions, characterized by an intricate weaving of traditional melodies with modern harmonies, present a unique pedagogical resource that transcends mere performance techniques to address broader educational goals, such as cultural identity and expressive depth. By integrating elements of Chinese folklore and history, Xu's music offers a rich platform for vocal students to explore and express complex emotions and narratives, ultimately enriching their musical and cultural literacy (Tan, 2016)^[5]

Theoretical Perspectives on Music Education Methods

Pedagogical innovation plays a critical role in the effective teaching of Xu's repertoire. Techniques such as masterclasses, workshops, and guest lectures by experts in Chinese music can provide students with invaluable insights and firsthand experience with Xu's compositions. Additionally, leveraging technology through multimedia presentations, online resources, and interactive learning platforms can enhance student engagement and facilitate a deeper understanding of the music's cultural dimensions

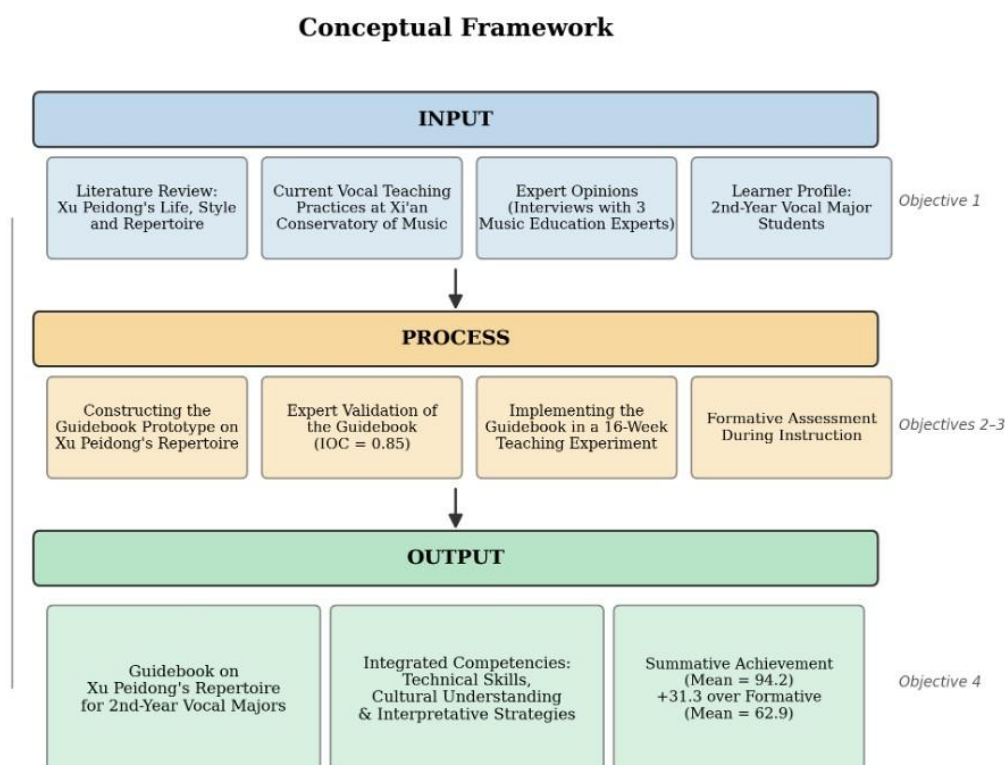
Matching Repertoire Selection with Students' Technical Levels

Matching repertoire selection with students' technical levels is a pivotal aspect of music education, particularly when integrating Xu Peidong's repertoire into the curriculum. Xu's compositions, with their unique blend of traditional Chinese elements and modern musical techniques, offer educators a rich resource for enhancing students' musical and technical development. To ensure that students engage with Xu's work in a meaningful and productive manner, educators must carefully consider each student's technical proficiency and readiness to tackle these pieces.

4. Conceptual Framework

Figure 1

Research Conceptual Framework



5. METHODOLOGY

This study adopts an explanatory sequential mixed-methods design to construct, implement, and evaluate an instructional guidebook based on Xu Peidong's musical repertoire. The research is divided into two distinct phases: a qualitative phase focused on curriculum and guidebook development, and a quantitative phase focused on the teaching experiment and outcome evaluation.

1. Research Design

The mixed-methods design integrates qualitative data (from expert interviews and literature reviews) to inform the creation of the pedagogical framework and guidebook, and quantitative data (from formative and summative assessments) to evaluate students' learning achievements and performance improvements.

2. Participants and Sampling Criteria

Target Population: Second-year vocal major students enrolled at the Xi'an Conservatory of Music in Shaanxi Province during the academic year. **Sample Selection:** Purposive sampling was employed to select the student participants based on specific criteria: (1) enrollment as a second-year full-time vocal major student, (2) completion of foundational vocal technique courses, and (3) voluntary participation in the 16-week instructional intervention. **Expert Panel:** Three music educators and vocal experts specializing

in Chinese contemporary art songs and Xu Peidong's repertoire were selected through purposive sampling to evaluate and validate the curriculum and guidebook.

3. Research Instruments

The instruments utilized in this study comprised both qualitative and quantitative tools:

Qualitative Instruments: Semi-structured interview protocols designed for the expert panel to gather insights on pedagogical strategies, cultural context, and technical challenges associated with Xu Peidong's repertoire.

Quantitative Instruments: A 16-week instructional guidebook structured into progressive modules focusing on vocal techniques, cultural understanding, and interpretation strategies. Formative assessment tools (weekly or module-based evaluations) to monitor ongoing progress. A summative assessment tool (post-instruction performance evaluation) to measure final learning outcomes.

4. Validity and Reliability

Content Validity: The instructional guidebook and assessment tools were reviewed and validated by the three expert panels using the Index of Item-Objective Congruence (IOC), ensuring an IOC value greater than 0.60 for all items. Reliability: Scoring rubrics for the performance tests were pilot-tested to ensure inter-rater reliability among evaluators, achieving an acceptable consistency threshold.

5. Data Collection Procedures

Data collection was conducted systematically over the 16-week period:

Phase 1 (Qualitative Data Collection): Conducting literature reviews and recording semi-structured interviews with the three experts to construct and refine the guidebook. Phase 2 (Quantitative Data Collection): Implementing the guidebook in the classroom, administering formative assessments throughout the 16 weeks, and conducting the final summative test upon completion.

6. Ethical Considerations

The study adhered strictly to ethical standards for human research. Informed consent was obtained from all student participants and expert interviewees prior to data collection. Participants were assured of confidentiality, anonymity, and their right to withdraw from the study at any time without penalty.

7. Data Analysis

Qualitative Data Analysis: Interview transcripts and qualitative records were analyzed using content analysis. Data were coded, categorized, and synthesized to extract key pedagogical principles and validate the structure of the guidebook. Quantitative Data Analysis: Quantitative data derived from formative and summative tests were analyzed using descriptive statistics (mean, standard deviation, and mean differences) to measure score improvements and evaluate the effectiveness of the instructional management.

6. RESULTS

Through the expert evaluation of the research tools using the Course Assessment Feasibility Evaluation Form, the Index of Item-Objective Congruence (IOC) was determined to be 0.85. This demonstrates that the instruments met the criteria for content validity and practical feasibility.

Additionally, the experts suggested refining the assessment criteria to be more detailed and specific, recommending the incorporation of peer evaluation and the explicit assignment of student roles during instruction. Based on this feedback, the researcher revised the assessment criteria, accordingly, thereby enhancing the clarity and comprehensiveness of the evaluation framework.

Regarding the results of the instructional guidebook implementation, all students demonstrated significant learning progress and higher academic achievement. Students 3 and 4 showed the highest progress with a score increase of 35 points, followed by Student 8 with an increase of 33 points, and Students 2 and 5 with an increase of 32 points, respectively. Overall, the mean score for the formative assessment was 62.90, while the mean score for the summative assessment reached 94.20, representing an average gain score of 31.30 points. These experimental findings indicate that instruction utilizing the developed guidebook is highly effective and substantially enhances student learning achievement.

Table 1

Compare the formative testing and summative testing scores.

Students	Formative Mean	Summative Mean	Comparing	Result
1	61	92	+31	Improved
2	66	98	+32	Improved
3	62	97	+35	Improved
4	61	96	+35	Improved
5	60	92	+32	Improved
6	68	93	+25	Improved
7	63	92	+29	Improved
8	61	94	+33	Improved
9	65	96	+31	Improved
10	62	92	+30	Improved
Mean	62.9	94.2	+31.3	Improved

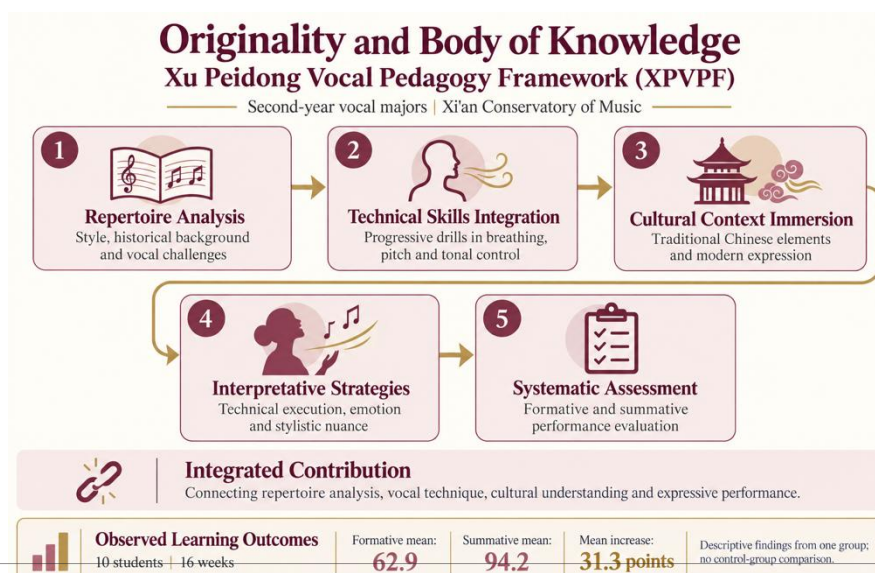
The biggest improvement came from students 3 and 4, who increased by 35 points. In second place was student 8 with an increase of 33 points. Third, students 2 and 5 improved by 32 points. The average formative score was 62.9 and the average summative score was 94.2, with an average difference of 31.30. Every student showed score improvement, demonstrating that the learning management effectively boosted student achievement.

7. DISCUSSION

The findings of this study provide empirical evidence regarding the implementation of the instructional guidebook based on Xu Peidong's repertoire for second-year vocal major students at the Xi'an Conservatory of Music. As supported by learning theories emphasizing culturally responsive pedagogy (Campbell, 2018)^[1] (Elliott & Silverman, 2015), integrating culturally rich and contextually relevant repertoire into vocal training enhances both cognitive understanding and technical application.

The teaching experiment revealed a notable mean score difference between the formative assessments (mean = 62.9) and the summative assessments (mean = 94.2), reflecting an average improvement of 31.30 points across all student participants. These quantitative outcomes indicate that the structured progression of the guidebook facilitated continuous academic and performance growth. Rather than claiming absolute causal efficacy without a control group, these findings align with previous studies (e.g., Wang, 2021) which suggest that systematic instructional materials help bridge foundational technical drills with advanced musical expression. Furthermore, the evaluation based on the established performance rubrics demonstrated that students improved not only in general technical proficiency but also in specific criteria outlined in the assessment tools, such as vocal production, breath execution, and stylistic interpretation. The upward trend observed from the formative to the summative stages confirms that students consistently engaged with the structured modules and successfully applied the prescribed techniques over the 16-week intervention period. In addition, the live performance evaluations, measured through the standardized scoring rubric, indicated that students met the expected benchmarks for stage presentation and expressive delivery. This supports the notion that a well-designed pedagogical guidebook can adequately prepare students for practical, real-world performance contexts, fostering both technical reliability and artistic confidence. Overall, the results corroborate the initial research objectives, demonstrating that the application of Xu Peidong's repertoire through a structured guidebook contributes positively to student achievement in vocal education. These outcomes encourage further exploration into how culturally grounded instructional models can be utilized to enrich contemporary music curricula.

8. ORIGINALITY AND BODY OF KNOWLEDGE



9. RESEARCH RECOMMENDATIONS

1. Implications of the Study

1. Integration of Culturally Significant Repertoire: The study offers a structured approach to incorporating Xu Peidong's compositions into vocal instruction for second-year students. The guidebook connects repertoire analysis, technical exercises, cultural context, and interpretation, providing instructors with a practical resource for integrating vocal training with cultural learning.

2. Personalized Instruction and Assessment: Instructors may adapt the guidebook's sequence, exercises, and pacing to students' prior experience and technical proficiency. Formative assessments can help identify individual learning needs and inform feedback throughout the 16-week instructional period.

3. Use of Multimedia Resources: Audio recordings, performance videos, and digital learning materials may supplement the guidebook by illustrating stylistic features and interpretative choices. Their use should support specific learning objectives, as the study did not separately evaluate the contribution of digital tools to student outcomes.

2. Recommendations for Future Research

1. Larger Samples and Multiple Institutions: Future studies should include larger samples across several music conservatories and regions. This would help determine whether the findings extend beyond the 10 second-year vocal students at Xi'an Conservatory of Music.

2. Longitudinal Evaluation: Further research should examine whether students retain and apply their learning beyond the 16-week instructional period. Follow-up assessments could investigate technical development, cultural understanding, and the transfer of interpretative skills to unfamiliar repertoire.

3. Comparative Research Designs: Future studies should employ experimental or quasi-experimental designs with comparison groups and pretest-posttest assessments. Such designs would provide stronger evidence of the guidebook's effectiveness relative to conventional instruction and help distinguish its contribution from normal learning progression.

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