

**The Applying Vocal Stage Performance for Teaching the Senior Vocal
Music Students in Hui Zhou University of Guangdong in China:
A Case Study of Chinese Operetta “Zai Bie Kang Qiao
(Saying Good-bye to Cambridge again)”**

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Abstracts

The art of vocal music is a comprehensive art form which arouses the audience's emotional resonance through vivid performance with language and human voice. Objectives of this research were (1) Studying teaching method of vocal stage performance from the expert. (2) The Construct a Vocal Stage Performance Guidebook teaching. (3) Using guidebook for teaching students. (4) The measure the results of teaching and evaluation for students' satisfaction. This research used mixed method research and experimental study research. The researcher efficiency of the vocal stage performance teaching with comprehensive student's physiological and psychological development and to choose formative and summative test, experiments were conducted on 15 Third-Year Students at Hui Zhou University, Guang Dong, China in semesters 1, between September-December 2022, a 120 minute a week totaling 15 weeks of lesson plan trial.

The results are as follows: (1) It is found that students should learn the basics of vocal singing and using stage performance. (2) The teaching guide book of vocal stage performance is constructed, and the practical teaching of vocal stage performance is discussed: combining vocal music teaching with stage performance training and practical teaching of opera works. (3) 15 weeks of teaching are used to teach 15 students with the same music level. (4) There are corresponding achievements in all three tests. The average score of the students in the 15th week was 83.30. According to the research hypothesis. Judging from the total score. Most students scored 100% of the high students in this test.

Keywords: Stage Performance; Vocal teaching; Operetta

Introduction

Compared with the art of instrumental music, vocal music can express the inner feelings of characters more directly and aptly Vocal music art is closely related to all aspects, among which singing and performance are two inseparable parts of vocal music art A competent singer should not only have exquisite singing skills, good artistic accomplishment, but also have skillful performance skills and healthy performance psychology, so as to sing gracefully and beautifully on the stage and play vividly, thus fitting the performance content of the works (Guo & Shi, 1991 : 1).

“Zai Bie Kang Qiao (Saying Good-bye to Cambridge again)” is China's first small theater opera and China's first narrative lyrical opera. It has become a classic textbook in the vocal music class of the Conservatory of Music. However, in traditional vocal music classes, teachers only focus on teaching notation knowledge and singing skills, and lack training on stage performances. When students learn to sing, they lack an in-depth understanding of its plot and performance (Xue, 2013 : 1).

“Zai Bie Kang Qiao (Saying Good-bye to Cambridge again)” has small performance space, less role setting, simplified accompaniment form, short and concise music structure, flexible and simple stage props layout, simple and clear story, which is more suitable for students to learn and present on the college stage. This study attempts to integrate the training of stage performances into the vocal music classroom to teach the opera (Ning, 2010 : 1).

Research Objectives

1. To study Vocal Stage Performance for Teaching Student to perform “Zai Bie Kang Qiao (Saying Good-bye to Cambridge again)” Operetta.
2. Construct vocal stage performance guidebook.
3. Teaching student to perform “Zai Bie Kang Qiao (Saying Good-bye to Cambridge again)” Operetta experiment guidebook.
4. To evaluate the results of teaching.

Literature Review

Vocal music teaching in colleges and universities.

Today's society is in a high-speed period. Innovative thinking, including information-based technology, has had a huge impact on all walks of life. Under the background of constant change, vocal music education is also undergoing continuous transformation. Currently, most colleges and universities are teaching vocal music. In terms of the choice of vocal music, there are many factors that make vocal music teaching still adopt the traditional vocal music teaching (Li, 2007 : 2). However, more and more scholars and vocal music educators believe that the contradiction between the overall training and professional training in colleges and universities is the most important factor. The key and foundation of the success of the current vocal music teaching reform in colleges and universities. The construction of a "scientific" new vocal music teaching has an important impact on the improvement of the current college vocal music major and teaching effect. In the new trend of vocal music teaching, "composite and practical" is a major trend in vocal music teaching in colleges and universities. "Composite" refers to the combination of "musicology and music performance". Vocal music teaching training; "practical" means that the first classroom in vocal music teaching is the basis, and the proportion of practical teaching in the second and third classrooms is increased, so that vocal music teaching can be combined with theory and practice, and theory can be applied to practice. Realize "people-oriented. The application-oriented teaching goal of “applying what you learn” (Tong, 2009 : 2).

With the continuous change of talent goal from "all-round" to "applied" in colleges and universities, more and more colleges and universities position talent training as "applied talents", and the professional teaching orientation is mainly reflected in the professional talent training scheme. However, as far as the current talent training situation is concerned, most

colleges and universities only involve musicology in vocal music teaching; Covering musicology and music performance is relatively small. On the one hand, most colleges and universities carry out the training of vocal music talents according to the training plan of musicology majors in college, and the overall training of applied talents is contradictory in its teaching orientation. On the other hand, a few colleges and universities carry out the training of vocal music talents according to the talent training plan of musicology and music performance in vocal music teaching, and their teaching orientation is consistent with the overall training of applied talents, and there are also "innovations". The coincidence lies in that vocal performance talents are "technical and applied", which conforms to the orientation of talent training; "Innovation" lies in cultivating "education" in the orientation of "application" (Zhang, 1998 : 12).

To sum up, under the overall training of "applied talents" in colleges and universities, the professional orientation of music discipline should conform to its "applied" training, and the training scheme of music performance specialty should be taken as the specific professional teaching orientation. The construction of "compound" music specialty training scheme plays an accurate role in the training goal and direction of vocal music specialty teaching, and the main body of professional talent training is fully reflected in the curriculum setting and implementation (Chen Meng Fan, 2022).

At present, the complete vocal music science system is composed of a variety of vocal music interdisciplinary subjects. In the conception of "composite" and the implementation of vocal music teaching, it is not only necessary to cultivate students' singing, but also to pass the foundation of vocal music-related sister disciplines. Knowledge and basic theoretical knowledge of vocal music can jointly improve students' comprehensive music quality and professional ability (Zhu, 2010 : 2). In the process of clarifying the objectives of the subject professional talent training program and the operation of the specific course plan of the training program, the implementation of vocal music teaching is the key to measuring the cultivation of vocal music talents. Because there will be results, only scientific and reasonable vocal music teaching will affect the results of vocal music teaching and the cultivation of good teaching and vocal talents will be the subject of vocal music. Vocal music teaching should include scientific thinking and technology of music and vocal music, should follow the laws of both in the two scientific systems of music and vocal music. And through their own teaching practice, they should continue to make vocal music teaching more human-oriented, practical, scientific and professional.

In addition to the "compound" talent training, which has a greater and greater impact on the current vocal music education, "practicality" has attracted more and more attention in the current vocal music education system. The practicality of vocal music teaching is mainly reflected in vocal music classroom teaching. In fact, the "practical" teaching of vocal music is based on the first classroom (vocal music professional classroom learning), increasing the proportion of practical teaching in the second classroom (campus professional practice activities) and the third classroom (social professional practice activities), so that vocal music teaching can really integrate theory with practice and apply theory to practice, and realize the applied teaching goal of "people-oriented, applying what you have learned" (Zhang, 2010 : 32). However, as far as the current practical development of vocal music teaching in colleges and universities is concerned, most colleges and universities do not support it. However, as far as the future of vocal music teaching is concerned, the professional characteristics depend not

only on the setting of characteristic courses in talent training programs, but also on the practical feedback in teaching (Zeng, 2008 : 1). A major has achievements, influences and characteristics in practical teaching, which will directly produce "brand effect" and "word-of-mouth effect".

Research Methodology

The research methodology is mix method research and experimental research that consists of document studies, interviews, and teaching.

Qualitative research:

- 1) Studying vocal stage performance learning and teaching with books, studying operetta “Zai Bie Kang Qiao (Saying Good-bye to Cambridge again)” learning and teaching with professors, and related research, etc.
- 2) Construct interview form for collected in-depth data from expert.
- 3) Analysis all of data from expert for construct vocal stage performance guidebook.
- 4) Lesson plan of vocal stage performance teaching.
- 5) Teaching student to perform “Zai Bie Kang Qiao (Saying Good-bye to Cambridge again)” Operetta experiment guidebook.

Quantitative research:

- 1) Plan experimental research with teaching plan and set clear research hypotheses and be consistent with the research purposes.
- 2) Experimental design by defining the details of the elements involved in the experiment.
- 3) Carry out the experiment according to the experimental design that has been set.
- 4) Process information and plan to present the findings.
- 5) Summary of experimental results.

Key informants

Criteria of the key informant: the key informant must meet with the following criteria:

1. Professionals who have been engaged in vocal music teaching for at least 20 years;
2. Chinese opera performers who have sung in bel canto style for at least 20 years;
3. Experts who have been engaged in stage art for at least 20 years;

Research Conceptual Framework

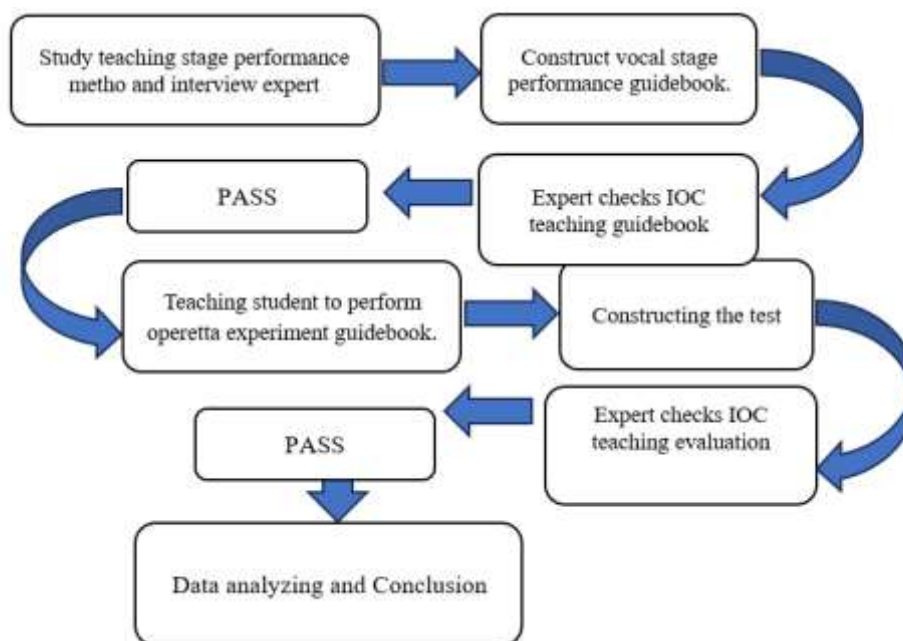


Figure 1 Conceptual Framework

Research Findings

1. The study teaching method of vocal stage performance

The researcher studied the application of stage performance into vocal music teaching and practice principles from expert interviews and literature materials, and studied the present situation of vocal music teaching in contemporary colleges and universities, the training of vocal music singing, the knowledge of stage performance art, the training of singing posture and expression, the rehearsal of opera and drama performance, etc. The practical application of stage performance in vocal music teaching stimulates students' enthusiasm for learning vocal music singing and improves their professional comprehensive ability.

2. The construct Vocal stage performance guidebook for teaching

2.1 The process for construct guidebook.

In this section, the researcher would present the process of Vocal stage performance guidebook. The researcher can summarize according to the process of guidebook as following:

1) Ideas: As a vocal educator is also a vocal performance practitioners know that vocal learners are most eager to learn the knowledge in the practice of stage performance, so as a teacher I should try to cultivate students' ability of vocal stage performance and provide them with the opportunity of stage practice. Through interviews with three experts are my master's tutor of vocal performance, Professor Yang Yan, my tutor of opera stage performance, Professor Cui Zheng Rong, and my stage art director, Professor Tan Ying. They are all famous artists in China, and they have taught and helped the author to improve his artistic achievements in recent ten years. The researcher learns the knowledge of vocal music, stage performance and

stage art guidance from three experts, and then summarizes it into a vocal stage performance teaching guide before teaching students the operetta “Zai Bie Kang Qiao”.

2) **The Objective:** After the interview, the researcher constructed a guide book of vocal music stage performance according to the opinions of three experts to teach the third-year students in the music department of Huizhou University, and took the operetta Farewell to Cambridge as a study and stage practice work. According to the research and experimental results, including: experts' evaluation of the curriculum plan; Student observation; This course plan is helpful for students to learn the knowledge of stage performance and vocal singing in the operetta Farewell to Cambridge. The course plan introduces "vocal singing", "theoretical knowledge and application of stage performance", "works and performances of operetta “Zai Bie Kang Qiao”", so that students can learn the knowledge of vocal stage performance teaching and improve their interest in vocal singing and learning.

The class will be taught according to the guide book According to the expert's suggestion, the course will be 15 sessions for 15 weeks. The course content will be set at 120 minutes per session according to the expert group's opinion.

3) **The student analysis:** 15 third-year students majoring in vocal music in the Music Department of Huizhou University were sampled. According to students' appearance conditions, sound conditions, music sense and singing ability, etc., the teaching plan and singing works of the tutorial are matched.

4) **Content analysis:** The process of studying content and information about the subject to be produced and analyzed. The research gets the content and information that is accurate, up-to-date, interesting and increases credibility Content analysis is the responsibility of producer (Research) to study textbooks, documents, content experts, and information from various sources in its entirety, sequencing the content from easy to difficult. for proper presentation and create knowledge understanding the target audience as well.

2.2 Working steps before using the guide book for teaching.

Researchers follow the plan to achieve concrete results. Although not all of them follow the plan, researchers try to follow the plan as much as possible (practice is flexible but adhere to the principle). The researchers' work before using the guide book is as follows:

1) The researcher applied for the chorus rehearsal classroom of the school in advance as the teaching place, because the researcher used the mixed form of group teaching and individual guidance to teach. The advantages are as follows: a) The classroom area is spacious and can accommodate 15 students to teach collectively on the spot. b) The sound quality of grand piano piano accompaniment promotes the singing works. c) There are projectors and enough seats for group teaching theoretical knowledge and watching videos to appreciate works.

2) The researcher applied for the small concert hall of the school in advance for the stage rehearsal and performance report examination in the later stage of teaching. The advantages are as follows: a) The stage size of the small concert hall conforms to the presentation of the works of the operetta Farewell to Cambridge. b) The close distance between the stage and the audience makes the actors and the audience have better interaction. c) The existing lighting, sound and layout facilities of the concert hall contribute to the performance cost.

3) The research and application advantages of the functions of mobile phone camera software and editing software are as follows: a) It is used to record the teaching and record the students' learning progress. b) Recording the students' class content so that they can review the video and review the class content while finding out the shortcomings that need to be corrected and the advantages of continuing. c) Editing the promotional video of the performance and sending it to the social platform before the performance report to attract more viewers to watch the performance report.

3. The use of Vocal Stage Performance Guidebook for Teaching.

3.1 The process of Vocal Stage Performance Guidebook for Teaching.

According to the opinions of three experts, the course is divided into three parts: theoretical knowledge explanation and video appreciation module, opera aria singing teaching module and opera fragment drama rehearsal module. The stage performance is integrated into vocal music teaching to further improve students' understanding and love of opera.

3.1.1 Theoretical knowledge explanation and video appreciation module teaching content. Students have a one-sided understanding of vocal music stage performance and stage art, so the researchers introduced the characteristics of stage performance, stage art characteristics, and vocal singing and stage art in the classroom through group teaching. Integrating theoretical knowledge of performance. In addition, this part of the course mainly focuses on appreciation, watching opera clips and videos, leading students to the world of opera stage performances with pictures and melodies, and guiding students to improve music aesthetics and enthusiasm for learning through appreciating videos. While performing classic opera fragments, the researchers explained to students the components of stage art, the characteristics of opera in small theaters, the elements of stage performance and the elements of vocal music singing. Let students have a more accurate and comprehensive understanding of the knowledge of vocal music stage performance.

3.1.2 Teaching content of operetta "Farewell to Cambridge" works. At this stage, students have a certain degree of application of stage performance in vocal music singing. Through appreciating the classical aria of operetta "Farewell to Cambridge", researchers introduce the creative background and storyline of the works, as well as the artistic features and musical styles of the works to students. Then explain the main characters and musical features and singing styles in the opera. The main characters are: Xu Zhi Mo, Lin Hui Yin, Lu Xiao Man and Liang Si Cheng. The main arias are: "Farewell to Cambridge", "A Peach Blossom", "Heaven and Highland" and "Forget Everything in Rotation". Make students have a deeper understanding of the artistic style of the works and have a more accurate expression of the deductive works.

3.1.3 The teaching content of stage performance is synthesized by rehearsing fragments of works. According to the songs sung by students, the teaching of sound music processing and emotional expression is carried out. Then, according to the plot of the aria fragment, the teaching of posture performance and drama rehearsal is carried out. Finally, according to the role of stage art before and after the stage, the researcher assigns the students as the general director. The work roles assigned are: co-ordinator, financial officer, reminder, fashion designer, makeup artist, prop artist, sound engineer, lighting engineer, scenery engineer and so on. Let students cooperate to participate in the work roles before and after the stage of the opera segment report performance, so that students can fully understand and practice the stage performing arts and improve their interest in participating in learning and practice.

3.1.4 After the study of the first two teaching sections, the study of the third teaching section can sing on the basis of the emotional expressions and posture movements performed by opera characters, so that students can further feel the charm of opera. First of all, let students rehearse the duet fragments, let students have rich imagination, arrange drama performances according to the plot, scene, music expression and character characteristics, and then organize students to attend classes collectively to observe and rehearse each other's feelings in rehearsal, and the roles of actors and audiences are exchanged. Let students more vividly experience the charm of the integration of vocal music and stage performance in opera and cultivate their love for vocal stage performance. Finally, through the stage practice report performance, each student's learning achievements are evaluated. Teaching is divided into five aspects: teachers guide students to self-study, team cooperation, expansion and introspection, as follows:

1) Teacher guidance Students' knowledge of vocal stage performance of opera is not comprehensive. Teachers should guide students to understand the relevant knowledge of opera vocal stage performance, so that students have a strong interest and enthusiasm for the combination of vocal singing and stage performance of opera, which paves the way for students to learn to sing opera.

2) Students learn independently Autonomous learning requires students to have clear goals in learning. Before practice teaching, teachers can help to establish the short-term goal of learning vocal stage performance and gradually guide students to learn to establish the middle goal of performing opera with the knowledge of vocal stage performance. In learning, teachers should guide students to learn the connotation of vocal stage performances and opera works by themselves. When students study independently, teachers should participate in the whole.

3) Group cooperation When learning relevant theoretical knowledge, students are arranged to collect relevant materials to solve classroom problems before class and discuss with class as a whole in class. After class, group exercises and rehearsals will be arranged. Participating in opera duet and drama performance in combination during rehearsal of opera fragments can not only strengthen students' self-study ability, but also promote students' positive interaction. In the stage practice, report the performance, assign the work roles of stage art in the form of division of labor and cooperation, such as: the person in charge of costumes, props, stage lighting, stage sound, etc. This form can not only make students work together to complete the work before and after the stage, but also cultivate their comprehensive ability of stage performing arts. Building a sense of sharing and cooperation requires positive interaction between students and students, as well as between students and teachers. This kind of collective participation and cooperation can enhance collective consciousness, and group cooperation is the highlight of team activities, not just individuals. Only when each team member cooperates sincerely and has a strong sense of collective honor can the team better understand what they have learned.

4) Extensions and extensions. At the end of the extended course, the students outlined the essence of vocal music in opera stage performance In this part, students perform the classic fragments of the operetta Farewell to Cambridge in the school concert hall in the form of stage practice report performance, and then take this report performance as a teaching summary and learning evaluation, including vocal music singing, stage performance and music

processing. The purpose is to let students summarize and review what they have learned in class.

5) Introspection Combining the course content and students' acceptance of classroom knowledge learning ability and emotional experience, we can collect existing problems and improve the suggestions of teachers and students' classroom content expression, cultivate students' habit and reflection ability, improve classroom design and improve classroom efficiency.

4. The results of teaching.

Researchers can conclude that in the use of the Vocal Stage Teaching Guide book, the formative test at the 5th and 10th weeks and the summative test at the 15th week respectively. A total of 15 students reached the musical proficiency test. In the first formative test, students studied through the first five weeks of voice training, and scored relatively well in vocal music, but the scores of music performance and posture performance were low, accounting for 80% of the total students, and the middle score accounted for 20% of the total students. On this basis, the researchers added posture training and eye expression training with more stage performances, as well as emotional performances to the teaching plan, strengthening the coordination of posture and posture to assist the flow of breath and the line direction of voice, and strengthening emotional performances to make singing songs more expressive. After that, the researchers tested the students with scores in the second test. Results the overall score of posture and emotional expression was improved by 80% of the total students, but the performance of style and drama performance was still lacking. In the final test, the researchers chose to join the aria rehearsal of the operetta Farewell to Cambridge, first of all, the opera background, artistic features, character characteristics, singing style and so on, and then sang the works, performed roles and performed the drama. Finally, using the knowledge of stage art, let students participate in the role of opera performance, such as: modeling person in charge, lighting person in charge, sound person in charge, photography person in charge, logistics person in charge and so on. Let students experience the practical application of vocal stage performance in opera singing more immersion. As shown in the table, at last, all the students got better grades in the summary test of the stage performance report performance, and the overall performance was at a high level. In the 15th week of vocal music stage performance teaching, the average score of students is 87.80. In terms of total score, most students scored 100% in this test in line with the research hypothesis.

Discussion

By learning the theoretical knowledge of vocal stage performance teaching and operetta "Farewell to Cambridge", the researchers improve the vocal teaching curriculum content and create new curriculum content. (1) According to the foundation of vocal teaching courses in comprehensive universities into the stage performance and stage practice content, the curriculum development around the vocal stage performance teaching related materials;(2) Explain the theoretical knowledge of stage art and vocal stage performance related vocal training combined with stage performance training teaching, vocal singing stage performance;(3) Join the opera works of learning rehearsal performance, the stage practice into the teaching report performance as a summary test to evaluate students' learning effect.

Stage practice is actually a deep-seated expansion of vocal music teaching, and it is also a re-presentation of the essence of vocal music works. It makes vocal music teaching more significant, not only makes students accept professional knowledge, but also helps students learn practical learning. It emphasizes the combination of knowledge, helps student better performance ability and inquiry ability, and helps students learn to have personality. Stage performance, as a special form of expression, is not only to show the knowledge of teachers and students, but also to test the teaching effect at ordinary times. Through stage practice, we can find out the problems and deficiencies in teaching, and select real talents and top students, which is not only conducive to the whole vocal music teaching, but also conducive to the continuous expansion of social influence. It can be said that the role of stage practice is not only to test and supervise, but also to enrich the artistic system of vocal music teaching (Li, 2007 : 2).

Through the study of the teaching principles of vocal stage performance, this paper reveals that the teaching of the teaching guide book of vocal stage performance pays attention to giving students a variety of experiences, thinking and creating their own works, and giving them a new vocal music experience of deducing the music style of works. Of course, after the experiment on the third-grade students, it is found that the evaluation results are true among all the students, so the researchers reflect the following understanding and thinking:

Opera is the expression of drama art with singing. In diversified vocal music teaching, it is of great practical significance to explore the stage scenery, beauty technology, dance literature, drama stories and other elements of opera performance to improve students' vocal music literacy (Zou, 2000 : 1). Through this integration of stage performance training into vocal music classroom teaching and creating stage practice for students, researchers deeply know the difficulties and difficulties in implementing teaching under the limited curriculum and facilities in schools.

Through the research, the researchers found that there are some problems in vocal music teaching in the music department of comprehensive universities: (1) The teaching of the course is single, ignoring the theoretical knowledge and performance training teaching in opera, and the course does not study the opera theory comprehensively and systematically, and lacks the understanding of stage performance. Mainly to vocal training and spectrum-based, singing opera works lack of role shaping and stage performance (Tong, 2009 : 1). (2) Insufficient stage performance teaching of teachers. Vocal music singing and opera performance is a comprehensive course, which needs the perfect coordination of opera storyline, stage performance, music processing and costume props. Teachers need theoretical knowledge and sound training teaching ability, but also have certain stage practice and comprehensive ability (Zhao, 2001 : 1). (3) There is a big gap between vocal music teaching in comprehensive universities and professional music colleges. The professional setting of music discipline in comprehensive universities is imperfect, and students' ability is insufficient, so it is difficult to rehearse opera works and stage practice.

Recommendation

1. Practical Recommendations

The teaching of vocal music stage performance is still a new teaching in China, which is constantly tested and reformed. Researchers must review and write teaching plans for other teachers to learn, and translate them into other languages to communicate with interested foreigners.

2. Recommendation for future research

The teaching practice of vocal music stage performance has the principle of vocal music teaching, but the widening of the concept improves the learner's ability, thus giving him more opportunities. Therefore, studying other music teaching concepts or teaching will not only improve the skills of teachers and students, but also study teaching problems, and carry out music teaching will be able to directly answer or solve problems.

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