

# **Constructing Chinese Art Songs Singing (1920-1949) Guidebook For Teaching of Hainan Tropical Ocean University, Sanya City, Hainan Province**

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## **Abstract**

The purpose of this study are: 1) To study Chinese art songs singing from experts.2) To construct Chinese Art Songs (1920-1949) Guidebook for teaching of Hainan Tropical Ocean University students.3) To use Chinese art songs singing Guidebook (1920-1949) for teaching students in the experimental group.4) To evaluate the result of teaching. Qualitative and quantitative methods were used in this study. In terms of qualitative research, through interviews with experts, a teaching guide suitable for sophomores was produced, and the teaching effect was evaluated through observation sheets, aiming to improve students' interest in learning Chinese art songs and their singing ability.

The results show that the Chinese Art Songs (1920-1949) Guidebook covers the theoretical knowledge and singing skills of Chinese art songs, as well as the teaching of Chinese art song singing. Among them, the teaching content of the Chinese Art Songs (1920-1949) Guidebook fully considers the actual situation and learning characteristics of the sophomore students majoring in music in Hainan Tropical Ocean University, so as to make the teaching guide more practical and operable. Data analysis of the test results showed that by constructing the Chinese Art Songs (1920-1949) Guidebook, teachers found suitable teaching methods and students could learn effectively. This is conducive to improving the singing and theoretical level of Chinese art songs of music students, and is also conducive to more people mastering the singing skills of Chinese art songs, so that they can better inherit Chinese art songs. The Chinese Art Songs (1920-1949) Guidebook has been successful and can provide lessons for other universities.

**Keywords:** Chinese Art Song; Teaching; University Students; Hainan Tropical Ocean University

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## Introduction

The vocal genre of art song was first produced in Germany and Austria, (called Lied in German, Art song in English), and is a product of European Romantic music in the 19th century. In Western music, an art song refers to a type of song that is closely integrated with poetry and music. It was first produced by the mass emergence of Romantic poetry in the 19th century. As Joseph Mach Lis points out in his book *Music Appreciation*: "Art songs flourished with the rise of lyric poetry. The rise of lyric poetry was a sign of the emergence of German Romanticism" (Feng, 1997).

At the end of the 18th century and the beginning of the 19th century in Europe, the Romantic trend broke the long-term confinement of people's thinking, and composers began to compose music based on the expression of their own emotions, and a new vocal genre reflecting the lives of ordinary people - art songs was born. (Zhang, 2021).

In the late 18th and early 19th centuries, art songs gradually emerged with the European Romantic literary movement. During the period of the New Culture Movement, Romantic literature was introduced to China by some musicians who studied music in Europe and the United States, and under the influence of the May Fourth Spirit, artists such as Xiao Youmei, Zhao Yuanren, and Huang Zi quickly took root and sprouted. During the May Fourth New Culture period, advanced intellectuals summed up the lessons and lessons of social development and fully realized that the rise of the country and the realization of China's great rejuvenation inevitably required ideological reform, breaking the old culture, developing the new culture, and completely changing the cultural and psychological pattern (Chen, 2018).

Chinese art songs have undergone years of precipitation, and they have their own unique qualities, which are the essence of many songs. National art songs are also appropriately integrated into the singing skills of some Western art songs, based on their own national characteristics, so that national art songs have unique national characteristics, and are an indispensable part of Chinese music culture, so in vocal music teaching, national art songs are one of the compulsory contents, and all vocal music teachers must take the education of national art songs seriously. (Wang, 2018).

Through the selfless dedication and innovation of countless artists, Chinese art songs have developed with novel ideas, integrated Chinese and Western, and based on the language of local ethnic folk music creation, with the call of the times and 5,000 years of musical culture as the clarion call, and under the careful cultivation of Chinese singers and lyricists, the development connotation and extension of Chinese art songs have been unprecedentedly developed. Some excellent songwriters have created a large number of high-quality art songs in capturing the details of Chinese folk customs and feelings, and the outstanding singers who have emerged have become more contemporary (Wu, 2023).

The development of Chinese art songs over the past century is a process of continuous integration of the national attributes of Chinese musical works with Western creative techniques. National attributes are the essential difference between Chinese and Western art songs, and they are also the essence of Chinese art songs taking the road with Chinese characteristics (Lin, 2022).

Chinese art songs have been born for a hundred years, and they have become one of the art genres with Chinese folk music style due to their unique traditional cultural characteristics, and they are also an indispensable and important type of vocal music teaching in China. How to better use Chinese art songs to achieve the current training goals of vocal music education in China is a problem worth discussing (Gao, 2015).

Since the introduction of art songs into our country, they have been given different historical meanings in the context of different times, with different themes of the times, in the development history of hundreds of years, musicians are constantly inheriting and exploring, from the development of art songs in the past hundred years, you can read the history of our country in the past 100 years, and different historical periods have laid different epochs on our country's art songs, but what remains unchanged is the continuous injection of national character (Xie, 2021).

As far as vocal music teaching is concerned, modern Chinese art songs can help improve students' cultural accomplishment, enrich training materials, enhance national self-confidence, and cultivate students' patriotism (He, 2020).

Chinese art songs are the treasures of China's culture and art, and in the process of singing art songs, singers need to have excellent singing skills, and the singing of art songs is also one of the best ways for singers to show their artistic accomplishment and vocal skills. It can not only consolidate the singers' solid vocal skills, but also improve students' musical cultural literacy and historical patriotism. Therefore, Chinese art songs should occupy a very important position and significance in the teaching of colleges and universities. Teachers should take up their obligations and responsibilities to promote the development of Chinese art songs and the elegant music culture of society (Li, 2019).

Vocal music is an important part of the national vocal music industry, which can play an important role in improving vocal music teaching. Due to the impact of global economic integration, many industries have been affected by foreign cultures, especially cultural and educational undertakings. As far as vocal music teaching is concerned, China's development level is low, the education system is not perfect, and it is more susceptible to the impact of foreign culture, which restricts the development and improvement of vocal music teaching in China to a large extent. At this stage, the key is to increase cultural self-confidence, enhance the Chinese people's awareness and inheritance of local culture, and only from the perspective of cultural self-confidence can we improve the lack of selection of modern Chinese art songs in the vocal music teaching of senior teachers and improve their teaching level (Wu, 2021).

Art song is the perfect combination of poetry and music, and it is an important part of vocal music teaching in vocational colleges. The study of art songs has a subtle educational function in terms of the improvement of literary accomplishment, the cultivation of the heart, the edification of artistic beauty, and the enrichment of humanistic emotions. We should take this as a source, and on the premise of using Italian classical art songs to lay the foundation for sounding, we should study Chinese art songs more in a standardized and systematic way, and understand the breadth and profundity of Chinese culture. In teaching, teaching materials should be selected scientifically and systematically, and flexible teaching methods should be adopted to guide students to learn to enter the palace of art songs and feel the charm of art songs (Bao, 2021).

Vocal music teachers in colleges and universities should uphold the working principle of seeking truth from facts, effectively combine vocal music teaching with Chinese art songs, realize the importance and necessity of applying Chinese art songs in vocal music teaching from the root, attach importance to the promotion of traditional culture, and give full play to the application value of Chinese art songs, provide rich and diverse materials and resources for classroom teaching activities, strengthen the ideological and political nature of classroom teaching, mobilize students' enthusiasm for vocal music learning, consolidate students' basic vocal music skills, cultivate students' vocal literacy, further improve students' vocal singing level, and ultimately promote the overall improvement of the effectiveness and quality of vocal music teaching in colleges and universities.

### **Research Objectives**

1. To study Chinese art songs singing from experts.
2. To construct Chinese Art Songs (1920-1949) Guidebook for teaching of Hainan Tropical Ocean University students.
3. To use Chinese art songs singing Guidebook (1920-1949) for teaching students in the experimental group.
4. To evaluate the result of teaching.

### **Research Methodology**

This study uses a combination of qualitative and quantitative research methods. Adopted: Interview form; Observation form; Formative Test Form; Summative Test Form; Performance Test form.

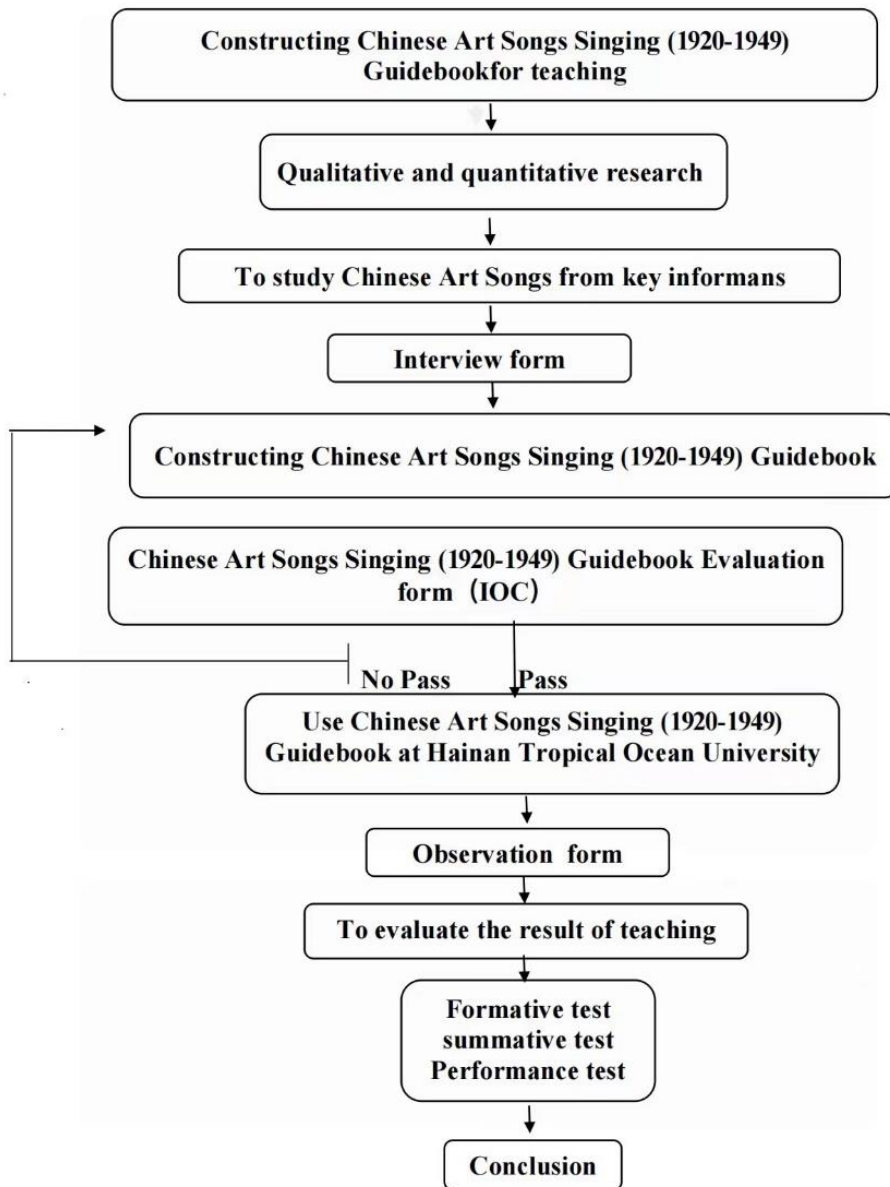
#### **Population**

There are 40 second year students majoring in vocal music at the School of Arts of Hainan Tropical Ocean University.

#### **Samples**

A total of 15 second year students majoring in vocal music from the School of Arts of Hainan Tropical Ocean University were selected and stratified by sampling. (Specific sampling method: According to the performance test score at the end of the first year, 3 students from each group with a score of less than 60, 60-69, 70-79, 80-89, and 90-100 will be selected for research).

## Research Conceptual Framework



**Figure 1** Research Conceptual Framework

## Research Results

### 1. To study Chinese art songs singing from experts.

By consulting with experts, the researchers learned about Chinese art songs, teaching methods, and many suggestions for building a guidebook. The three key informants agreed that Chinese art songs have a strong national character and are the shining pearls of Chinese culture. Singing Chinese art songs requires a lot of knowledge in the early stage. In terms of repertoire selection, repertoire should be chosen according to the level of the student. There are many benefits to learning art songs, which can promote traditional Chinese culture and national spirit, improve students' aesthetic ability, and improve students' singing ability.

The teaching of Chinese art songs should follow the principle of combining theory and practice, and the classroom teaching should adopt the method of teaching according to aptitude. In course design, it is important to understand the objectives of the course and to incorporate cultural and historical context into the course. In instructional design, the difficulty of the course is from shallow to deep. The content of the instruction book should include an overview of the theoretical knowledge of Chinese art songs, an explanation of singing techniques, and the background and history of representative repertoire of different musical styles. A semester of Chinese art song classes may involve about 10 to 14 tracks. Start with simple songs and gradually introduce more complex songs.

The most effective way to teach is to combine theory and practice. During classroom learning, at least three formative tests are set up to measure student understanding and progress. Summative tests and performance exams at the end of the course to reflect on the student's learning. Evaluate the effectiveness of teaching and learning through examinations, including the singing of a piece of music, to evaluate the teaching guide of Chinese art songs. The cover design of the guide book ensures the national character of Chinese art songs, and makes it clear that the workbook is tailor-made for Chinese art song learners.

### 2. To construct Chinese Art Songs (1920-1949) Guidebook for teaching of Hainan Tropical Ocean University students.

The aim of this study is to produce a “Chinese art Song Singing Guidebook (1920-1949) for teaching of Hainan Tropical Ocean University”, which will be used to carry out teaching activities, design lesson plans, and evaluate teaching effectiveness based on the input of key information providers. Based on interviews with key informants, the researchers designed the content of the guide, which is divided into three parts, the first chapter is the theoretical part, the second chapter is the practical teaching of Chinese art songs, and the third chapter is the practical teaching of ancient poetry and art songs.

According to the recommendations of key informants, the results of the experiment include: IOC (Guide Book Evaluation); formative test results; Summative test results, and performance test results; Student observation. After the guide to Chinese Art Song Singing (1920-1949) was written, three experts were invited to evaluate it. The three experts believe that the teaching content of the guide book meets the requirements, and the experts believe that the guide book is practical and feasible.

3. To use Chinese art songs singing Guidebook (1920-1949) for teaching students in the experimental group.

Chinese Art Song Singing Guidebook (1920-1949) for teaching of Hainan Tropical Ocean University can help students learn the singing of Chinese art songs and improve their comprehensive cultivation, the first chapter is the theoretical part, the second chapter is the practical teaching of Chinese art songs, and the third chapter is the practical teaching of ancient poetry and art songs.

The 12 lesson plans, one 45-minute lesson per week, was developed by the researchers, with a combination of theory and skills and a progressively more difficult song, with a total of 15 participants. According to the course plan, arrange a semester of study. A total of 3 formative tests were performed at weeks 4, 8 and 12. At the end of the course, a summative test is conducted, and a performance test is conducted.

4. To evaluate the result of teaching.

To further understand the experimental results, the researchers administered three formative tests to students at weeks 4, 8, and 12, a summative test at week 16, and a performance test at the end of session 16. Students are graded based on their overall performance in singing a Chinese art song, and are graded on a 100-point scale. 90 is excellent, 80-89 is good, and 70-79 is moderate, 60-69 is a pass, and less than 60 is a failure to pass the test.

The results showed that, Formative Test 1 Their average score was 66.2, with 1 student scoring the highest score with a score of 75.5 and 1 student failing with a score of 59. The remaining 13 students all scored between 60 and 69 points. Formative test 2 , The results showed that: Their average score is 69.8 points, with a maximum score of 78 and a minimum score of 64, 8 students scored between 60 and 69 and 7 students scored between 70 and 79 points, and the overall score was significantly improved from Formative Test 1. Formative test 3 The results showed that: Their average score is 69.8 points, the highest score of 84.5 points, the lowest score of 70 points, 1 student scored between 80 and 89 points, and 14 students scored between 70 and 79 points, and the overall score was significantly improved from Formative Test 2. Summative Test.

The results showed that: Their average score was 87.06, with a maximum score of 89 and a minimum score of 84.5, and the 15 students all scored between 80 and 89 points, which was a significant improvement over the Formative test 3. Performance Test Their average score was 85.68, with a maximum score of 95 and a minimum score of 81.66.

These data show that after 16 weeks of study and test, all students achieved excellent results. The repertoire of the performance exam is the Chinese art song studied this semester, and the students choose one of their own, and the students have designed the overall singing of the song through their own understanding. Through the examination and evaluation, it was found that the students' skills in using voices, their ability to process songs, their singing skills, and their emotional expression have made great progress, and their ability to shape costumes and control the stage has also been continuously improved.

## Discussion

### 1. To study Chinese art songs singing from experts.

Through interviews with key informants, the researchers found that the formation and development of Chinese art songs has a century-old history and representative repertoire, and Chinese art songs have a strong national character and are the bright pearls of Chinese culture. accord with Song (2018) Art songs are a cultural treasure of our country, which can not only interpret vivid culture, but also express people's true feelings. No matter which song, there are different forms of expression, some are euphemistic, some are direct, some are lyrical, some are lyrical, and some are lyrical, and each song has its own core connotation, giving us a different artistic experience and emotional experience. As the carrier of cultural elements and the cradle of talent training, colleges and universities must assume the responsibility of history, enhance the importance of Chinese art songs, and better integrate Chinese art songs into teaching activities, so that college students can appreciate and learn the classics at the same time, but also let Chinese art songs have a long history.

Through interviews with key informants, the researchers found that the benefits of learning Chinese art songs are numerous. Chinese art songs are not only a simple transplantation of Western art songs, but also a rich enrichment of the diverse culture of the Chinese nation, an interpretation of the "inclusive" characteristics of the Chinese culture, and can promote China's traditional culture and national spirit. Secondly, it can improve students' aesthetic ability, and the significance of the teaching practice of Chinese art songs is to promote the effective promotion of aesthetic education, so that the educated can gradually establish a correct aesthetic sense through the practice of teachers and students, and stimulate the ability of the educated to learn and perceive beauty, so as to ultimately promote the all-round development of the educated. Finally, it can improve students' singing ability, which includes not only the perception of rhythm and pitch, but also the processing of timbre and emotional control. Chinese art songs have a wide range of genres, rich contents, rich repertoire, and works of different levels of difficulty, which are suitable for male and female voice characteristics and voice singing, and can meet the requirements of students at all stages to choose repertoire to a certain extent. Choosing songs with different levels of difficulty according to the different levels of students is conducive to improving students' basic practice, training students' vocalization, controlling breathing, beautifying timbre, etc., and cultivating musical accomplishment. It complies Xu (2021) Cultural inheritance is an important part of the cultural rejuvenation of the Chinese nation, and Chinese art songs, as an excellent representative of China's national culture, are conducive to promoting China's current cultural rejuvenation. Therefore, it is of great practical significance to integrate Chinese art songs into the teaching of vocal music in modern colleges and universities, which can not only inherit music culture, but also enable contemporary students to understand and learn history, and truly understand the significance and importance of cultural inheritance.

### 2. To construct Chinese Art Songs (1920-1949) Guidebook for teaching of Hainan Tropical Ocean University students.

Through interviews with key informants, the researchers found that the teaching content and teaching methods of the guide book should be combined with theory and practice, combined with the actual situation of students. accord with Zheng, (2019:79) Vocal music guidebooks are an important basis for instructors to determine teaching content and choose teaching methods. Therefore, vocal music teachers should first choose appropriate vocal music teaching guidebook based on a comprehensive analysis and understanding of the



syllabus. In the selection of teaching guidebook, it is necessary to take the teaching objectives in the syllabus as the basis, integrate the basic requirements of the new era for the teaching of music quality of college students, and combine the actual situation of students' vocal music learning and personal ability, timbre and other actual conditions to make selection. In the process of selecting teaching guidebook, attention should be paid to the interspersing of art songs to ensure the rich variety and training value of art songs.

Through interviews with key informants, the researchers found the importance of learning vocal theory and singing skills, and experts suggested that the first chapter of the guide book should be used to learn vocal theory and vocal skills .accord with Wu (2023) In the process of vocal music teaching, Chinese art songs can not only effectively stimulate the artistic inspiration of creators for the external expression of vocal music, but also pay more attention to the cultivation of the independent spirit of art performers, and purify the minds of learners through the vocal artistic beauty of traditional Chinese art songs, so as to present the true value and significance of art songs. At the same time, it integrates diversified Chinese art songs into the vocal music teaching of various colleges and universities, helps students transform boring vocal music professional knowledge into rich and diverse notes and melodies, stimulates their enthusiasm to learn vocal music theory knowledge and performance skills, and lays a solid foundation for future music and art work.

3. To use Chinese art songs singing Guidebook (1920-1949) for teaching students in the experimental group.

Through interviews with key informants, the researchers found that good cultural and artistic accomplishment is very important for learning art Chinese art songs, which have a deep cultural heritage. Compliant with Li (2019). The purpose of vocal music teaching in colleges and universities is to cultivate a solid theoretical foundation of vocal music, good cultural and artistic accomplishment and strong professional ability, and to provide a steady stream of vocal music teaching and vocal performance talents for the society. Since art songs were introduced to China from Europe in the 30s of the last century, they have become one of the indispensable musical genres in vocal music teaching in colleges and universities, and have played a huge role in promoting the development of Chinese art songs and vocal art. With the progress and development of the times, the development of Chinese art songs in college vocal music courses is facing many challenges.

4. To evaluate the result of teaching.

Through interviews with key informants, the researchers found that the most effective way to assess the effectiveness of teaching is through the comparison of test score data. Key informants suggested that at least 3 formative tests should be set up and interspersed in this course. At the end of the course, a summative test and a performance test will be conducted to reflect the student's knowledge and knowledge of Chinese art song。 accord with Wang (2016) Vocal music assessment is indispensable in the process of students learning to sing, it can not only play a role in urging students to learn, but also enable students to find their own shortcomings and find the direction of learning from the assessment results and process. Teachers should require students to dress neatly, have natural expressions, and be relaxed in vocal assessment, which is an important factor in training students' overall singing performance.

## Recommendation

### 1. Practical Recommendations

It is suggested that the cultivation of intonation, musicality, rhythm and artistic accomplishment of singers should be strengthened in teaching. Choose the right teaching method for teaching according to the student's talent.

In the teaching of vocal music in colleges and universities, it is necessary to pay attention to the study of Chinese art songs and inherit the traditional vocal music culture.

### 2. Recommendation for future research

Regularly evaluate the teaching effect of the guidebook, listen to the feedback of experts and students, and continuously improve and refine the content and teaching methods of the workbook.

In short, the compilation of this book provides a good way for the teaching and inheritance of Chinese art songs. This study has universal practical significance and reference value for the improvement of the teaching of vocal music in the School of Art, Hainan Tropical Ocean University.

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