

Compiling Piano Improvisation Exercise Book for Grade 3 Student at School of Music University of Jinan, Shandong Province, China

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Abstract

The purpose of this study were: 1)To study Piano Improvisation from experts.2) To create piano Improvisation exercise book. 3) To teach students in the experimental group by using piano improvisation exercise book evaluated and approved by IOC. 4) To evaluate the effect of piano Improvisation exercise book for teaching piano Improvisation.

This study adopts qualitative and quantitative research methods. In the qualitative research, it's interviewed experts and made specific tracks suitable for grade 3 students according to the interviews of experts, with the aim of improving students' interest in learning Piano Improvisation and their performance ability, and observing students' learning dynamics. In the quantitative research, through the evaluation of the exercise book of Piano Improvisation by the International Olympic Committee, 10 third-grade students were selected from a group of 24 students in School of Music University of Jinan to carry out experiments. Combined with the Piano Improvisation exercise book, the test scores were collected and compared through formative tests (triple) and summative tests to test the learning effect of students using the Piano Improvisation exercise book. The results show that: (1) Through the study and interview of Piano Improvisation teaching experts, suitable for Grade 3 students at School of Music University of Jinan were made, and a teaching guide combining theory with teaching was made by reading relevant literature on Piano Improvisation teaching. (2) The evaluation score of the Piano Improvisation exercise book is $0.72 > 0.50$. Experts believe that the design and implementation of the Piano Improvisation exercise book is very reliable, reasonable and comprehensive, which meets the requirements of the Piano Improvisation exercise book and can be used as a reference for students to learn Piano Improvisation. (3) Through three formative test scores and the final summative test scores, from the first formative test score (all of students get Grade C) to the summative test score (100% get Grade B or above), the results show that this book has a good guiding role in improving Jinan students' ability to learn Piano Improvisation, and also proves that Jinan students are increasingly enthusiastic about learning Piano Improvisation. (4) Generally speaking. By compiling this exercise book, we have provided a valuable teaching resource for music educators and students in Jinan University, and also made positive contributions to the innovation and development of piano teaching.

Keywords: Compiling; Piano Improvisation Exercise Book; Grade 3 Student; School of Music University of Jinan; Shandong Province; China

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Introduction

Piano improvisation refers to the improvisation and performance of music without relying on pre prepared scores or scores. This technique allows piano players to demonstrate their unique style and musical personality, as well as a deep understanding of musical language. Piano improvisation includes piano improvisation accompaniment. Compared to traditional music with fixed scores, improvisation requires performers to proficiently master basic music theories such as scale, chord progression, rhythm, and have the ability to react quickly and make immediate decisions. In addition, understanding and mastering music style is also the key to success (Sowash, 2007).

The history of piano improvisation can be traced back to the classical music period, with composers such as Bach, Mozart, and Czerny all known for improvisation. In the romantic music era of the 19th century, improvisation became an important way for musicians to showcase their emotions and personalities. In jazz and blues music, improvisation has become a core skill. In the 20th century, jazz music became the main representative of improvisation. (Randall, 1993).

Piano improvisation has had a profound impact on the field of music education. With the development of music education, people have gained a deeper understanding of the goals and methods of piano teaching. In addition to traditional classical piano performance teaching, the demand for improvisation is also gradually increasing. Some educational institutions and music schools have begun to attempt to incorporate improvisation into piano teaching courses, or offer specialized improvisation courses to meet students' needs for diverse music skills.

The piano improvisation and accompaniment courses in China started with the teaching of song improvisation, and in the process of popularization and improvement, improvisation accompaniment gradually combined with the systematic keyboard harmony and improvisation teaching, forming a common development, close and inseparable relationship. Therefore, the author will discuss them together. Piano improvisation and accompaniment courses are a comprehensive music skills course developed based on the actual needs of higher normal education and music education majors in China. Their nature belongs to an emerging and interdisciplinary discipline. In 2006, the requirements for piano impromptu accompaniment teaching were officially put forward in the "Teaching Guidance Outline for Undergraduate Compulsory Courses of Musicology (Teacher Education) in National Ordinary Higher Education Institutions" - "Piano Course Teaching Guidance Outline" issued by the General Office of the Ministry of Education. Since 2005, the graduate program "Piano Improvisation and Teaching Research" has been officially offered at Shanghai Conservatory of Music. At the same time, the teaching content of the department has further standardized and systematized. In 2006 and 2009, Shanghai Conservatory of Music officially published the graduate specialized textbook "Keyboard Harmony and Improvisation Tutorial" (Volume 1 and Volume 2) jointly written by Sun Weiquan and Liu Dongyun, filling the gap in this field of music education graduate textbook. From then on, the teaching system of improvisation at the low, medium, and high levels in China was officially established and gradually consolidated.

At present, the teaching materials for improvisation and accompaniment in undergraduate universities across the country are not yet unified. The focus of this article is to develop a piano improvisation exercise book suitable for undergraduate learning from the perspective of the rationality of teaching content and high acceptance of students. It does not only stay at the theoretical level, but also tests research results based on practice and experiments to make it more practical. Therefore, the research object and content, as well as the practicality of the research results, are one of the innovations of this topic when designing the theme.

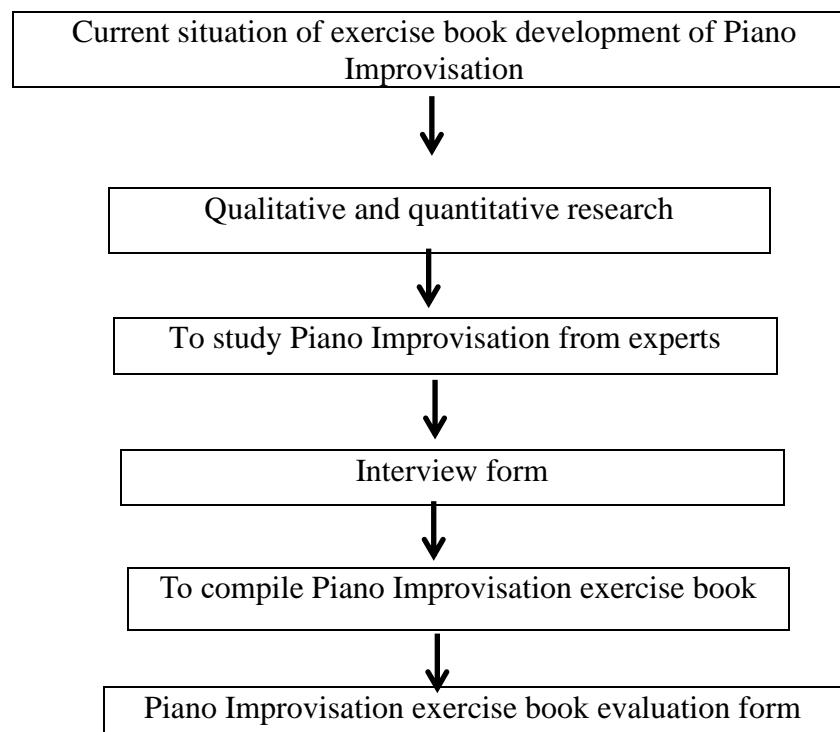
Research Objectives

1. To study piano improvisation from experts.
2. To create piano Improvisation exercise book.
3. To teach students in the experimental group by using piano improvisation exercise book.
4. To evaluate the effect of piano Improvisation exercise book for teaching piano Improvisation.

Research Methodology

This research is a mixed research method between qualitative and quantitative research.

Research Conceptual Framework



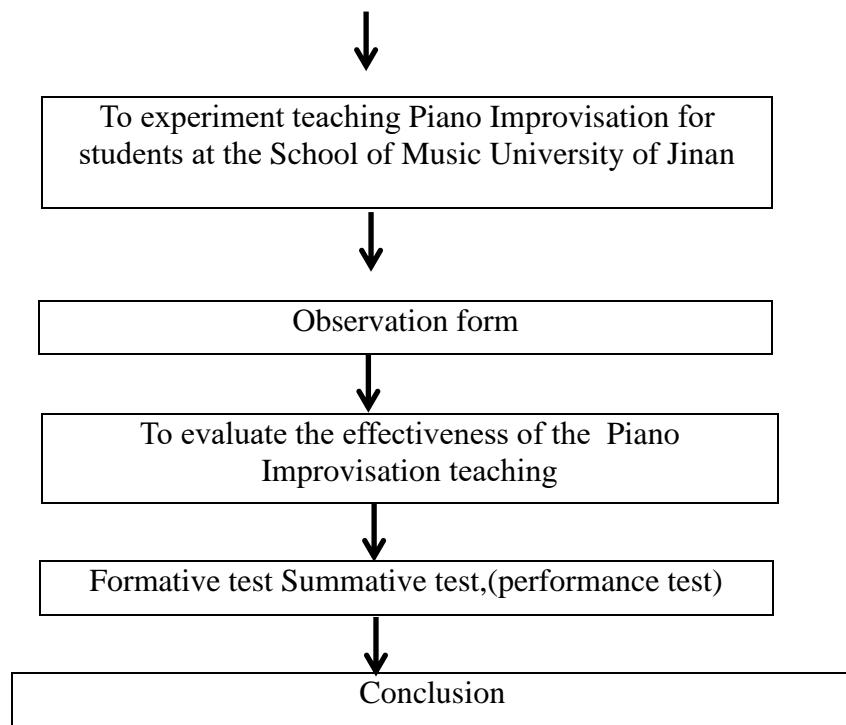


Figure 1 Research Conceptual Framework

Research Results

1. To Study Piano Improvisation From Experts

Through interviews with piano improvisation experts, four piano improvisation track suitable for grade 3 students at School of Music University of Jinan were made, and the exercise book combining theory with teaching was made by reading relevant literature on piano improvisation teaching.

2. To Compile Piano Improvisation Exercise Book

This piano improvisation exercise book is divided into four chapters, including the development course, knowledge of music theory, piano skills, piano improvisation construction way and other basic knowledge of piano improvisation. At the same time, there are four popular tracks of piano improvisation to learn to play, This exercise book aims to help students master the theory knowledge and playing skills of piano improvisation. let them enjoy playing piano improvisation and understand piano art.

3. To Teach Students In The Experimental Group By Using Piano Improvisation Exercise Book.

The teaching process is divided into four stages. The first stage introduce the conception of piano improvisation and background knowledge of the music,introduce the theoretical knowledge related to the music, and construct the music harmony. The second stage instruct the students on how to improve their piano skills. The third stage explain how to construct the musical framework and musical fabric of piano improvisation, and apply it to the actual playing. The fourth stage shows the learning results.

4. To Evaluate The Effect Of Piano Improvisation Exercise Book For Teaching Piano Improvisation.

Ten students passed the formative test, summative test and performance test, which proved the effectiveness of this piano improvisation exercise book.

In the first formative test, All the students got Grade C (60-74) without Grade D. In the second formative test, one student got Grade B (75-84), and nine students got Grade C (60-74) without Grade D. And in the third formative test, nine students got Grade B (75-84), one student got Grade C (60-74). In the summative test, three students got a Grade A (85-100 points). The results show that the number of test scores is on the rise, all the students' scores are rising. Finally, three students got an A-level, which proves that this exercise book has a good guiding role in improving students' ability to learn piano improvisation, and also shows that students' enthusiasm for learning piano improvisation is getting higher and higher. This piano improvisation exercise book is successful and can provide some reference experience for other universities.

In the performance test, among the 10 students, 9 scored above (5-4.0) (excellent), 1 scored between (3.9-3) (Very good). These data show that after 16 weeks of study, 100% of the students have achieved good results, and the playing skills and emotional expression ability of piano improvisation have made great progress. The students performed very well.

Discussion

Based on the research objectives, the discussion will be presented as follows:

When reading the teaching literature of piano improvisation, the contents of discussion include music theory and techniques, methods and techniques of improvisation, case studies and exercises, music psychology, etc, in order to help researchers better understand the teaching of piano improvisation, these discussion topics aim to help researchers fully understand and master the skills of piano improvisation, while also providing theoretical knowledge and practical advice to foster researchers' growth and development in improvisation (Evans, 2001).

Before compiling "Piano Improvisation exercise book", according to the research objectives, the discussion contents are as follows:

Content and structure of the exercise book: We discussed that the piano improvisation exercise book needs to comprehensively and systematically introduce the application of piano improvisation teaching, from music theoretical knowledge, music expression ability to performance skills, improvisational thinking, so that readers can fully understand the teaching form of the piano improvisation course. We also discuss how to improve the practicality and comprehensiveness of piano improvisation (Mortensen, 2020).

This discussion laid a solid foundation for the compilation of the piano improvisation exercise book. We believe that through our efforts, this exercise book will become a valuable resource to help more people understand piano improvisation teaching.

When discussing how to teach piano improvisation to Jinan University students, we seriously considered the research objectives and drew the following key points:

(1) Expert participation: We emphasize the importance of inviting experienced experts. The experts are all university professors with rich experience in teaching piano improvisation. Their professional knowledge and personal experience can not only enrich students' learning experience, but also stimulate their potential for piano improvisation.

(2) Evaluation and feedback: It is conducive to promoting students to objectively understand the learning level, their own development status quo, active and active development. It is beneficial to promote teachers to objectively understand the development level of students, analyze the effectiveness of education and teaching, reflect on the education and teaching methods, and promote the curriculum reform scientifically. It is beneficial to promote the school to understand the development status of students, grasp the law of students' learning, and effectively change the mode of talent training. It is conducive to promoting the reform of the evaluation mode and changing the practice of evaluating the students with the test result as the only standard. Regular assessments will help to track student progress and find direction for improvement to ensure the effectiveness of the teaching approach (Wigram, 2004).

By considering these key points, our discussion aims at developing a comprehensive and diverse teaching scheme for piano improvisation in Jinan University. We believe that the implementation of these strategies will create a dynamic and rich learning environment for students and develop an interest in piano improvisation.

When discussing how to evaluate the teaching effect of the piano improvisation taught by Jinan University, we carefully considered the research objectives and came to the following points:

(1) Evaluation of academic performance: Evaluation and assessment can be conducted by means of achievement report, performance and observation. Results report, performance, view at the same time still by all the piano teacher collective score, on the spot, namely the reviews, if time allows can also assign personnel to students play one by one, let the students in listening comments, have an objective and fair evaluation of themselves, find deficiencies, clear the direction of learning. This way of assessment and assessment not only evaluates the students' piano learning performance, but also achieves the purpose of leading, demonstrating and motivating (Burnsed, 1978).

(2) Expert evaluation: We invite experienced piano improvisation professional teachers in the evaluation process. Their professional knowledge can provide valuable opinions for students' progress and the effectiveness of teaching methods (Damron, 1973).

By considering these key points, our discussion aims at making a comprehensive evaluation plan and effectively evaluating the teaching effect of piano improvisation taught by Jinan University. We believe that the multi-directional evaluation method will provide valuable insights for understanding students' learning experience and better serve the teaching of piano improvisation.

Recommendation

According to our research results and experience in compiling the exercise book, we put forward the following suggestions to ensure that the exercise book achieves the best effect in teaching practice:

1. Policy Formulation Suggestions

Teacher training: provide training and lectures for piano improvisation educators, so that they have a clear understanding of the use and teaching methods of exercise book and use them properly in teaching practice.

2. Practical Application Suggestions

Student participation: Encourage students to participate in piano improvisation performances, and competitions, and improve their practical experience and music perception with piano improvisation.

Strengthen the interaction between teachers and students: Teachers and students engage in improvisational playing together, creating vibrant and enjoyable music through spontaneous interaction, expanding possibilities for music exchange and collaboration.

Developing personal style: Discovering individual musical characteristics and styles, attempting to integrate one's own emotions and experiences into improvisational playing, and creating unique and personality-rich music compositions.

Creating original music: Transforming the creativity from improvisational playing into original music compositions, and recording, sharing, or performing them.

3. Suggestions For Further Research

Continuous improvement: regularly evaluate the teaching effect of the exercise book, listen to the feedback from teachers and students, and constantly improve and perfect the content and teaching methods of the piano improvisation exercise book.

In general, by compiling this exercise book, we have provided a valuable teaching resources for piano improvisation educators and students in the School of Music of Jinan University, and also made positive contributions to piano improvisation. I hope this exercise book will better help students learn systematic piano improvisation classes.

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