

# Percussion Curriculum and Teaching Method in University in China

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## Abstract

This article explores effective percussion teaching methods, focusing on fostering student engagement, skill development, and a deep understanding of rhythm and performance. Key teaching strategies include the question-based method, which encourages critical thinking through guided questioning about rhythmic structure and technique, and the project-based method, which promotes teamwork and practical application by organizing percussion ensembles. Experiential learning, through live performances and competitions, provides students with hands-on experience to enhance their practical skills and artistic expression. Additionally, the implicit education method subtly nurtures students' passion for percussion by creating a culturally immersive musical environment. Together, these methods not only improve technical proficiency but also inspire creativity, collaboration, and a lifelong appreciation for music.

**Keywords:** Percussion; Curriculum; Teaching Method; University; China

## Introduction

Music education plays an important role in all-round quality education, which not only contributes to the improvement of students' artistic accomplishment, but also promotes their all-round development. As an important part of music education, percussion music has unique artistic charm and educational value. However, how to carry out percussion teaching scientifically and effectively is still a problem that needs to be further studied. At present, percussion teaching faces many challenges, including: different schools and teachers adopt different teaching methods, which lack of systematic and normative; some colleges and universities lack of percussion teaching resources, such as obsolete instruments and equipment, limited teaching venues and so on; the professional level and teaching experience of percussion teachers are uneven, which affects the teaching quality; great differences in students' interest and learning effect on percussion music, and more personalized and adaptive teaching methods are needed.

Internationally, the research of percussion teaching methods has achieved some results, and many advanced teaching concepts and methods have been applied in teaching practice. However, in China, especially in Shenyang colleges and universities, systematic research on percussion teaching methods is still relatively scarce, and it is urgent to explore the teaching methods suitable for this region through investigation and research, learning from foreign advanced experience and combining with local reality.

With the increasing importance of national and local governments on art education, a series of policies have been introduced to support the development of art education. At the same time, the demand for high-level artistic talents is also increasing, which provides a good policy and social environment for the research of percussion teaching methods.

With the increasing importance of national and local governments on art education, a series of policies have been introduced to support the development of art education. In view of the above background, it is of great practical significance and academic value to investigate percussion teaching methods in Shenyang colleges and universities. Through research, we can: find and popularize effective teaching methods, improve the overall level of percussion teaching; Reasonable allocation of teaching resources to improve teaching efficiency; To provide teachers with advanced teaching ideas and methods to promote their professional growth; To improve the quality and reputation of the school and attract more excellent students and teachers; To provide decision-making basis for education authorities and promote the reform and development of music education.

## **Percussion curriculum and teaching method in university**

### **Teaching objectives**

Lv Qingshan (2007) in the article "Analysis of percussion teaching in Shenyang Conservatory of Music" pointed that, as early as October 2006, at the "First National Percussion Teaching Seminar" held in Shenyang Conservatory of Music, percussion education experts from all over the country were concerned about an important topic: the design of percussion teaching system and the scientific curriculum. The design of percussion teaching is a systematic project. It is necessary to integrate the professional ability and characteristics of teachers, students' comprehensive ability, teaching materials and employment needs, and more importantly, the orientation of teaching objectives.

The main goal of percussion education in Shenyang colleges and universities is to cultivate students' performance skills, musical expression and comprehensive quality, so that they can have the ability of independent performance, teaching and research. At the same time, percussion education also aims to inherit and carry forward traditional Chinese music culture and enhance students' cultural self-confidence.

### **Curriculum**

Li Ding (2008) in his article "on the teaching and practice of percussion elective courses" pointed out that percussion major is different from other musical instrument majors (such as piano, violin, etc.) in music performance, because learning this major involves a wide variety of percussion instruments and a large number of playing skills, especially the domestic professional courses are more finely divided.

Percussion courses in Shenyang universities cover a wide range, including:

Basic courses: such as percussion fundamentals, music theory and solfeggio ear training, basic skills training, etc., focusing on the basic knowledge of percussion instruments and the training of basic playing skills.

Professional courses, such as percussion performance, chamber music and band ensemble, emphasize the improvement of practical performance ability and the cultivation of teamwork spirit.

Elective courses, such as music history and music appreciation, music composition, are designed to expand students' musical knowledge and creative ability.

Practice and performance: Organize students to participate in concerts, competitions and performances inside and outside the school to provide a wealth of practical performance opportunities.

Wang Yidong (2023) pointed out in "Compilation of Curriculum Standards and Textbooks for Chinese Percussion Majors" that Chinese percussion art has a long history and has experienced more than half a century of development as an independent professional discipline. During the systematic and standardized teaching and development of the main course of Chinese percussion major in the undergraduate stage, China Conservatory of Music adheres to the school-running philosophy of "carrying on the study of the country, promoting the rhyme of the country, cultivating the instruments of the country, and strengthening the sound of the country", advocates and builds the "Chinese music school" as the driving force, adheres to the teaching philosophy of "inheriting the tradition, keeping the integrity and innovation, and integrating Western learning with multiple elements", and follows the teaching philosophy of "from the simple to the deep, step by step," To point to the surface, according to the aptitude of teaching "teaching guiding ideology, cultivate" both Chinese and Western, learn ancient knowledge today; Mainly in the middle, a professional multi-ability "musical talents. The establishment of a standardized and systematic teaching system is the most effective way to meet the needs of the discipline construction, development and improvement of the training objectives of this major, as well as the inheritance and promotion of Chinese percussion art.

## **Percussion teaching methods**

Percussion teaching methods are gradually formed and developed in teaching practice, for a long time, teachers in the process of teaching students to learn, constantly time, and gained many proven methods and strategies. The following are the main percussion teaching methods:

### **Question teaching method and project teaching method**

Question-based teaching promotes active learning and deep understanding through teachers designing questions and guiding students to think and discuss. In the percussion teaching, teachers can guide students to think about the rhythmic structure, playing skills and expression of the music by asking questions. For example, a teacher might ask, "Which part of this rhythm is the most difficult to master?" "Why?" Such questions can stimulate students' thinking and help them better understand and master the music. The project-based approach encourages students to learn and apply knowledge in practice by engaging them in practical projects. This approach emphasizes students' autonomy and ability to cooperate. In percussion teaching, teachers can organize students to form percussion ensemble teams and complete a complete performance project. Students work together to solve problems and apply their percussion skills during preparation and rehearsal. This method can not only improve students' performance level, but also enhance their teamwork spirit.

Percussion instruments are an important part of music teaching, which can help stimulate students' interest, mobilize students' initiative and enthusiasm in music learning, transform students' passive acceptance of music knowledge into independent exploration, and improve students' awareness of innovation. Students' percussion skills and levels must undergo a gradual development process. In the process of music teaching, teachers should guide students to practice and operate step by step, but should pay attention to the distinction between music teaching and general subjects. Because percussion music has more aspects of students' life experience and emotional perception, there are more concerns and requirements. Therefore, in order to train a high level of percussion skills, it is necessary to analyze and

strengthen training from these aspects. In the teaching process, music teachers must truly return the classroom initiative to students and effectively innovate teaching methods according to students' cognitive laws. Through innovative percussion training and teaching mode, it is helpful to improve students' ability to understand and operate instruments, experience the fun of playing, and enable students to continuously develop standardized methods in the process of playing, and effectively improve the training effect of percussion teaching.

#### **Experiential learning method**

Experiential learning helps students learn and apply knowledge in real situations through practical experiences and activities. This approach emphasizes hands-on and hands-on experience. In percussion teaching, teachers can arrange students to participate in actual performances and competitions, through this real performance experience, students can better grasp the percussion skills and performance of the artistic expression.

Wu Junfei (2020) in the article "A Brief Analysis of the Teaching Emphasis and Methods of Classical percussion Instruments in colleges and universities", the author Wu Junfei believes that the teaching of classical percussion instruments is an important part of the knowledge structure of Western classical music. Percussion instruments are a very important part of the symphony orchestra, which can play a role in stabilizing the rhythm of the orchestra and setting off the atmosphere of the music scene during the symphony performance. In view of this, in the teaching stage of classical percussion instruments, teachers need to build knowledge according to the actual teaching mode. Percussion teaching in colleges and universities not only requires professional skills and knowledge, but also needs to integrate rigorous concepts into the curriculum and impart them to every student, so as to better deepen students' ability to analyze and understand classical percussion knowledge, so that students can improve their ability on the premise of mastering basic concepts and skills, and lay a solid foundation for future music learning.

#### **Implicit education method**

Zhang Zhigang (2019), tacit education affects students in a subtle way, often used in ideological and political education, but can also be applied to art education. In percussion teaching, teachers can cultivate students' love and interest in percussion imperceptibly by creating a strong musical atmosphere and cultural environment. For example, percussion lectures, concerts and master classes are organized regularly so that students can be influenced and inspired by what they hear. Zhang Zhigang (2019), in his essay on the Method and application of implicit education in Ideological and political education in colleges and universities in the new era, believes that the method of invisible education is one of the important methods in the implementation of ideological and political education in colleges and universities. Recessive ideological and political education includes infiltration education method, edifying education method and practical experience education method. The invisible ideological and political education method can influence students imperceptibly in the process of ideological and political education because of its permeability and infectivity. Making good use of recessive education in ideological and political education in colleges and universities is conducive to improving the effect of ideological and political education.

## Conclusion

In conclusion, effective percussion teaching methods are built on the foundations of active engagement, experiential learning, and gradual skill development. The question-based and project-based teaching methods promote student autonomy, encouraging critical thinking about rhythm, structure, and technique, while fostering teamwork through ensemble performances. Experiential learning further deepens students' understanding by providing hands-on opportunities such as live performances and competitions, allowing them to connect theoretical knowledge with real-world application. Moreover, the use of implicit education helps cultivate a lasting passion for percussion by immersing students in a culturally rich musical environment. By incorporating these diverse approaches, teachers can guide students in mastering percussion techniques while enhancing their cognitive, emotional, and collaborative abilities, ultimately fostering a deeper connection to music and strengthening their performance skills.

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