

# Curriculum of Piano and Children's Song Accompaniment in China

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## Abstract

At present, there is still a lack of teaching standards for early education majors in the national vocational education standard system, and there is only an introduction to early education majors. The introduction to the early education major clearly requires graduates of the early education major to have "the ability to guide the comprehensive development of Children'ss and young children's cognition, movement, speech, and sociality" and "the ability to design, guide and implement Children's games and parent-child activities", which include the ability to carry out educational activities in the field of early childhood art. The professional profile also clearly requires that early education majors should offer basic courses in early education teachers' artistic skills. Piano and children's song accompaniment take important point for these changes. This article presented the Curriculum of piano and children's song accompaniment in China.

**Keywords:** Curriculum; Piano; Children's Song; Accompaniment; China

## Introduction

Internationally, early childhood education and preschool education have a unified name - Early Childhood Care and Education (ECCE), or early education for short. The national conditions of each country are different, and its scope and form are also different, but generally it covers children's education from the age of 0 until they officially enter primary school.

The internationally renowned early childhood educator Montessori once said: "The first three years of life are better than all subsequent stages of development, and are better than the sum of the years after three years old and death." Relevant information also shows that the first three years of life are the most important stage of human brain development. A period of rapid growth and change. At the age of 3, the brain volume is equivalent to 80% of that of an adult. 50% of a person's learning ability is developed in the first four years (Yuan & Liu, 2022). The intelligence level of a child before the age of 4 is equivalent to that measured at the age of 17. 50% of intelligence. It can be seen that early education from 0 to 3 years old has a crucial impact on a person's life.

In the 21st century, as countries around the world pay attention to the development of preschool education, preschool education has made great progress. Preschool education has been popularized to varying degrees in most countries around the world. So far, the quantity problem has been solved to a certain extent. (Li et al., 2017). Subsequently, high-quality early education has attracted much attention in various countries around the world, and government responsibilities have gradually strengthened. Early education has evolved from simple child care and care in the past to improving quality, cultivating abilities, reducing poverty, and promoting Fairness and even enhancing international competitiveness are important tasks with multiple implications.

The United States has always attached great importance to improving the quality of early education. In order to comprehensively improve the quality of early education, a large number of experts in the United States have conducted in-depth theoretical research and practical exploration in various aspects that affect the quality of early education, and have built a relatively complete early education quality assurance and evaluation system in the United States. Including: federal and state government education legislation, professional training and training of early childhood teachers, reform of early education curriculum content and teaching content and methods, early education quality assurance and evaluation system based on supervision and evaluation, and early education science Research promotion strategies, compensatory education and balanced development for disadvantaged children, support through stable financial funds, etc. (Chu & Hui, 2016).

High quality and fairness are the basic value pursuit and goal direction of the current development of preschool education in my country. They are also the requirements of the times to promote the deepening reform and rapid development of preschool education. In recent years, my country's preschool education has developed rapidly in terms of scale and quantity. Generally speaking, most provinces have popularized preschool education to varying degrees. However, it is not difficult to find that in the development of preschool education in my country, "quantitative development is more important than quality improvement, scale expansion is more important than institutional reform, and kindergarten construction is more important than teacher team construction" in the development of China's preschool education (Pang et al., 2012). Therefore, it is particularly important to learn from the experience of the United States, strengthen the training of early education professionals, and promote the reform of early education curriculum content and teaching content and methods.

## **Early Education Major**

With the development of contemporary social economy and the implementation of my country's three-child policy, the care of Children's and young children under the age of 3 has become a topic of widespread concern to society and parents, according to the "Guiding Opinions of the General Office of the State Council on Promoting the Development of Care Services for Children's and Young Children Under 3 Years Old" states: By 2020, the policy, regulatory system and standard specification system for Children's care services will be initially established, and a number of Children's care service institutions with demonstration effects will be built; by 2025, the Children's care service institutions will be diversified, diversified, and covering urban and rural areas. The child care service system has been basically formed. This means that more early education professionals need to be trained to meet the needs of the early education industry. Higher vocational colleges actively serve the

needs of economic and social development and have added early education majors. The number of higher vocational colleges nationwide that offer early education majors has increased from 83 in 2018 to 243.

### **Early education major training goals**

This major cultivates the all-round development of moral, intellectual, physical, artistic and labor skills, masters a solid scientific and cultural foundation, the laws of physical and mental development of Children's and young children, guidance of Children's and young children's development, the design and implementation of Children's and early childhood education activities, etc., and possesses good humanistic qualities, scientific literacy and innovative awareness. , has the capabilities of Children's and child hygiene and health care, the design and implementation of Children's games and parent-child activities, Children's and child family education guidance and consulting services, etc., has teacher professional ethics and information literacy, is oriented to the field of early education, and can engage in Children's and child care services, Highly qualified educators who work in early education, counseling and guidance. The main professional competency requirements are as follows:

- 1) Have the professional ethics to engage in the education of Children's and young children, care for and respect Children's and young children, and love the work of caring for Children's and young children;
- 2) Have the ability to provide health care, scientific feeding and safety care for Children's and young children;
- 3) Have the ability to guide the comprehensive development of Children's and young children's cognition, movement, speech, and sociality;
- 4) Have the ability to design, guide and implement Children's games and parent-child activities;
- 5) Have the ability to provide scientific guidance and consulting services for Children's and young child family education;
- 6) Have the ability to provide scientific care and education for Children's and young children with special needs;
- 7) Have the ability to observe, analyze and scientifically evaluate the development level of Children's and young children;
- 8) Have the ability to integrate modern educational technology with early education activities;
- 9) Be able to pay attention to new concepts, new business formats, and new technologies in the development of early education and Children's care;
- 10) Have the ability to explore learning, lifelong learning and sustainable development.

### **The curriculum setting**

Based on the above training objectives and main professional ability requirements, the early education professional courses are offered as follows:

**Professional basic courses:** Teacher professional ethics and education policies and regulations, Children's and young child health and care, Children's and young child psychological development, introduction to early education, application of digital education technology, teacher oral English, and basic artistic skills of early education teachers.

**Professional core courses:** Children's nutrition and feeding, Children's and toddler activity design and guidance, Children's and toddler parent-child activity design and guidance, Children's and toddler game guidance, Children's and toddler behavior observation and development evaluation, Children's and toddler education environment creation and utilization, Children's and toddler family education Guidance and consultation (Yuan & Liu, 2022).

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### Target Setting

The "Teacher Education Curriculum Standards" (Teacher [2011] No.6) issued by the Ministry of Education in 2011 stipulates the curriculum objectives and curriculum for kindergarten pre-service teachers, and recommends the establishment of "Children's Art Education and Activity Guidance", "Music Skills" and "Dance Skills" and "Art Skills" and other art skills courses.

In 2012, the "Professional Standards for Kindergarten Teachers" (Teacher [2012] No.1) issued by the Ministry of Education clearly stipulates that kindergarten teachers must master "the subject characteristics and basic knowledge of various fields of kindergarten education" (including the art field), and have "corresponding Knowledge of art appreciation and expression".

In addition to the above national-level guidance documents, there is no unified plan for art skills courses for early education majors across the country, and there is relatively little literature research on this aspect. In 2015, Liu Tian'e's doctoral thesis of Central China Normal University, "Research on the Curriculum of Preschool Teacher Education in Colleges and Universities," showed that most of the universities interviewed generally attach great importance to the development of artistic literacy of future kindergarten teachers, and will "have certain artistic literacy and aesthetic expression" ability" or "master basic professional skills such as music, art, dance, etc." or "have certain artistic accomplishment and artistic expression ability" or "have certain basic foundations in music, dance, painting, and calligraphy" or "have certain artistic appreciation and Performance ability" Liu is written into the training objectives for preschool education professionals (Liu, 2015).

In 2022, "Journal of Guizhou Normal University" (Volume38, Issue3) published Yang Yongping's "Preliminary Study on the Current Situation of Art Teaching Competency of Early Education Major Graduates in Sichuan Province". Based on the comprehensive opinions of all parties, this study An evaluation index system for the art teaching competency of graduates majoring in early education has been developed, including Children's song singing, Children's song accompaniment, Children's music sight-singing, Children's music creation, Children's percussion arrangement, Children's music appreciation and music Seven skills including basic theory are included in the "musical ability" of graduates. The study also recommends: high-quality and sufficient art courses should be opened in the pre-service training of early education teachers to form an art course training system with the characteristics of this major; national standards for early education should be introduced to make the early education majors of various universities clear the requirements for art courses. Course objectives, course content, evaluation methods, etc.; talent training is combined with job requirements. The teaching of art courses in early education majors must be distinguished from the teaching of professional courses in art majors. It is necessary to establish a scientific, practical and

adequate art course teaching in early education majors. Curriculum training system (Yang, 2022).

"Piano and Children's Song Accompaniment" is a professional basic course offered by the early education major in higher vocational colleges. Its course goal should be to train students to play Children's songs, accompaniment of Children's songs, and to play and sing Children's songs by themselves. ability.

### **Course opening**

#### **Introduction to Anyang Preschool Teachers College**

Anyang Preschool Teachers College is located in Anyang City, Henan Province, the earliest recorded capital in Chinese history, one of the eight ancient capitals in China, the hometown of Oracle, the birthplace of the Book of Changes, the birthplace of the spirit of the Red Flag Canal, and the hometown of Yue Fei, who served the country loyally. It is a full-time public municipal general college approved by the government and registered with the Ministry of Education.

The school was founded in 1978 and was formerly known as Anyang Normal School. In 1988, it was renamed Anyang No. 1 Normal School, and in 2002, it was renamed Anyang Preschool Normal School. (Wu, 2012). In February 2012, it was among the first batch of colleges in the province to be upgraded to an early childhood teacher college. The school currently covers an area of 500.4 acres, with a total construction area of more than 226,000 square meters, a library collection of 940,800 volumes, teaching instruments and equipment with a total value of approximately 62 million yuan, 72 off-campus internship training bases, and 2 affiliated provincial model kindergartens.

The school currently has nearly 11,000 full-time students, with students from 13 provinces and cities across the country. There are currently 522 faculty members, including 496 full-time teachers, 90 teachers with associate senior or above professional and technical positions, more than 20 teachers with doctorate degrees, and 53% of teachers have a graduate degree or above and a doctorate and master's degree. The school has excellent operating conditions and complete infrastructure. It is equipped with on-campus teaching or training venues such as parent-child activity training room, Montessori education training room, sensory integration training room, Orff music teaching training room, etc. (Wu, 2012).

The school adheres to the people-oriented philosophy of running a school and implements the fundamental task of cultivating people with moral integrity. It has formed a professional system with "preschool education as the guide, art education as the feature, child development related majors as the support, and social service majors as the supplement". It offers preschool education, early education, music education, music performance, dance performance and other 20 majors.

### **Course Design**

The early education major of Anyang Preschool Teachers College was opened in 2015. The music courses offered by the early education major include "Basic Theory of Music", "Children's Song Singing" and "Piano and Children's Song Accompaniment", all of which are required basic courses for the major. Among them, "Piano and Children's Song Accompaniment" is offered for 2 academic years, with 2 lessons per week in the first academic year and 1 lesson per week in the second academic year, with a total of 6 credits.

**Course Positioning:** This course is based on courses such as "Basic Theory of Music" and "Children's and Toddler Song Singing", and systematically trains the ability to play piano, arrange accompaniment, and sing while playing, and prepares for subsequent study of courses such as "Art Education for Preschool Children" lay the foundation (Wang & Sun, 2019).

**Course objectives:** Through the teaching of this course, students can achieve the following goals at the three levels of quality, knowledge, and ability.

- **Quality goals:** In the activities of children's song playing and singing, they can feel the charm of piano art and the profound connotation of musical works, improve their aesthetic ability and enrich their artistic accomplishment; in the activities of improvised accompaniment and improvisation, experience the joy of innovation; During the song playing and singing activities, you can feel the cheerful rhythm, concise lyrics, and vivid images of children's songs, experience happiness, and cultivate students' love for art, love for children, and love for early childhood education.

- **Knowledge objectives:** Master basic musical notation (staff and simplified notation) and keyboard music theory knowledge; master basic technical knowledge of piano playing and children's songs; understand modes, basic harmony, arrangement of children's songs, etc.

- **Ability goal:** Be able to skillfully play the scales in C, G, D, F major and a, d minor; be able to skillfully play the commonly used accompaniment textures in C, G, D, F major and a, d minor (including column chords, fully decomposed chords, semi-decomposed chord accompaniment textures); initially master the methods of children's song analysis, and be able to choose appropriate accompaniment textures according to the musical styles of different children's songs; have preliminary sight-reading and sight-singing abilities in children's songs, and be able to complete common children's songs Play and sing the song (Wang & Sun, 2019).

## Conclusion

The curriculum for "Piano and Children's Song Accompaniment" in the early education major at Anyang Preschool Teachers College aims to develop students' abilities to play and accompany children's songs, as well as to play and sing them independently. This course is part of a broader initiative outlined by the Ministry of Education, which emphasizes the importance of artistic literacy and skills for kindergarten teachers. Despite a lack of national-level standardization for art courses in early education, research highlights the critical role of such courses in preparing future educators. Anyang Preschool Teachers College, established in 1978 and upgraded in 2012, offers a robust early education program with strong infrastructure and a professional system focused on preschool and art education. The "Piano and Children's Song Accompaniment" course, which spans two academic years, builds on foundational courses like "Basic Theory of Music" and "Children's Song Singing" to enhance students' musical abilities, including playing scales, arranging accompaniment, and sight-reading children's songs. The course not only aims to impart technical skills but also seeks to cultivate a deep appreciation for the art of piano, foster creativity through improvisation, and instill a love for art and early childhood education in students.

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