The Application of Music Games in Elementary School Classes

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Abstract: Music games have been a teaching method in school music classrooms in recent years. The essence of music games is games, with the aim of experiencing and perceiving music. The essence of music games is to stimulate students' attention, interest, and physical activity, which is in line with the psychological characteristics of children's strong curiosity, short attention span, and playfulness. Music games mainly use physical movements, loud reading, and classroom games to experience the basic components of music, such as the strength of beats and the segmentation of music. Music games enable students to become the main body of music cognition, fully mobilize their enthusiasm, liberate them from the originally dull music classroom, and thus improve the classroom efficiency of music classes. The theme of this article is mainly divided into two parts. The first part focuses on the classification of music games, the actual classroom design of music games, and the basic principles that music games need to follow. The second part mainly introduces the experience summary after practice in the music classroom. Through the analysis and summary of music games, explore the connection between music games and the content in textbooks, and explore the connotation of music games to make students the main body of music. Understand music from the structure and motivation of music, and achieve the goal of easy and enjoyable learning.

Keywords: Music games, Classroom practice, Body rhythm.

1. Introduction

Music class is a kind of art education, but also a kind of aesthetic education, the focus is to experience and improve the aesthetic ability and aesthetic cognition, so the content of music class should be acquired through practice rather than through the teaching of monotonous teachers. However, in the real class, we often see students lack of interest, the class is monotonous, such a class is not only inefficient, and will greatly erase students' interest in music.

In the book Kodai Today, it is mentioned that music learning is a process from sound to symbol. "Sound" is an abstract art for students, and "symbol" is a relatively specific thing for students. Therefore, the theme of music games is to turn abstract sound into concrete symbols, and realize this process by clapping hands, waving hands, and beating the body.

2. Music Game

2.1. Classification of music games

In practical teaching, the classification of music games is diverse, and the classification methods can also be classified from the space, number of people, senses, music elements and other aspects. Here, there are several common music games in music classes.

According to the space required for music games:
1. Single circle music game: students around a circle, can do the overall object transfer game.
2. Double circle music game: students form two circles inside and outside, and can interact with students inside and outside circles.
3. Single line music game: not affected by the venue, students complete the game in their seats.

According to the number of music game participants:
1. Single-player music game: A person can combine a song and a body to show or perform.
2. Two-player music game: two people to communicate with the game, can be face to face clapping, body action transmission.
3. Multiplayer music game: a game that allows all students to participate in, such as the most common multiplayer music game, "throw a handkerchief".

Music games according to the sensory classification:
1. Listening game: to identify the different rhythms, different pitch and different melody styles shown by the teacher through listening.
2. Language game: through the emotional recitation of songs to quickly grasp the message of the song, determine the theme of the song.
3. Drawing game: the music knowledge for specific pictures, for example, the students can draw the different notes required by the teacher, let the students draw on the blackboard with a single line of the general direction of the melody is up or down.

Music games classified by musical elements:
1. Listen to and distinguish the timbre game: the teacher plays the melody fragments of different instruments, let the students distinguish the timbre of the instrument, and can combine the name and appearance of the instrument with the timbre issued by the instrument itself.
2. Music strength game: generally through the way of clapping or singing to let students make strong and weak contrast, understand the strength of music.
3. Rhythm game: through the body rhythm or language description to show the rhythm of the song, deepen the independent understanding of rhythm.
4. Melody listening and harmony listening game: playing not emotional melody for students to distinguish, playing different colors of harmony for students to distinguish, more use adjectives to describe, such as: happy, sad, excited, bright, low and other words, let students understand that music can
express people's feelings and feelings.

2.2. Specific practice of music games in the classroom

In the actual class, music games mainly guide, interest and simple rhythm teaching before students formally contact with learning songs. General music games are applied in the first class hour of new songs. This paper lists several singing lessons in primary school music textbooks and the music appearing in the appreciation class to carry out the practice of music games in the class.

"Good Morning" is a singing song that second-graders need to learn. Lyrics are simpler, for the rhythm of the three beat, in the teacher simple lead students to listen to the music after several times, can join the momentum game: in each section of the first clap two hands to the table, two clap after each section to clap, simple action is every second grade students can complete, three beats for a cycle to facilitate memory, hands clap the table is bigger, clap hands voice smaller, can vivid will three time "weak" rule. While playing the momentum game, you can lead the children to the beat loudly say " morning!" The interaction of action and language can quickly stimulate students' interest in learning. Then you can play a larger music game "double circle game". The double circle game requires students to be divided into two groups with the same number of students. One group of students forms a big circle, and the other group of students form a small circle, walk clockwise in a big circle, walk counterclockwise, and play the song "Good Morning" at the same time.

"Candy Fairy Dance" is a paragraph from the famous Russian composer Tchaikovsky's "The Nutcracker". This light ditty is a lesson for a primary school appreciation class. At the beginning of the class, let the students listen to the music twice and start playing music games."Imagine yourself to be a pianist, imagine the back of your deskmate as your own piano, and when the teacher plays the music, all the students will play with you." At the beginning, there will be a lot of students with normal or greater strength to play, the teacher began to ask," do you play like playing music dexterously and lively appearance?". In a round of students simulate playing the piano, many students unconsciously put their hand movements very light, can better keep up with the play of the tune, such a game, students will feel the feeling of stato, can make the sound become lighter, shorter. Then the teacher introduced the story of "Nutcracker" related to the music, with the help of multimedia to play pictures, plus the teacher's own text explanation, "Candy fairy Dance" mainly tells the scene of the candy fairy making cotton candy. After telling the background story, let the students imagine oneself is candy fairy, simple musical, most students choose in the beginning of the music, imitate the candy fairy dexterous walked out, or dancing, spinning, in the second half of the music, attachment, most students will understand it as fairy is doing cotton candy. The compilation and creation of musical can make students vividly understand different colors of music paragraphs depicting different scenes, and have a deeper understanding of the performance methods of legato and staccato.

2.3. Basic principles of music games

2.3.1. The principle of joint participation

The music games discussed in this paper are mainly carried out in primary school classes, so in the process of the game, every student in the class should fairly and equally participate, and avoid the situation that only individual students participate and the rest of the students become onlookers. Mentioned in the teaching method "can't let any child alone" teaching principle, in classroom practice, full participation and group activity method is very desirable, so students' classroom participation is high, the ability to accept knowledge should not participate in music games too much differentiation, teachers in the process should also pay attention to students' participation, in the professor of knowledge also embodies a kind of humanistic care.

Children love to play games, because in the process of game can quickly make a person happy and happy, music games in the process should also follow the game bring happy experience, so in the music game, too boring games or too complex, let the students understand bad music games should be abandoned. As a teacher, we should meet the psychological needs of children of different ages and design games suitable for children of different ages. The difficulty should be moderate and the process should be interesting. Let the students have a fair and happy teaching experience.

2.3.2. The principle above music

Music game is a teaching method around the music classroom, its starting point is to better understand and learn music, the means is through a variety of games related to music or the original elements of music, the purpose is to let students can better understand and master music knowledge. No matter what kind of music game, the purpose should follow the principle of music first, in the process of practice, students can finally understand the music knowledge, learn to sing music songs, have an interest in music class or music, so
as to achieve the purpose of music game. Therefore, if we only pay attention to games and ignore music, this teaching method cannot be called music game teaching method.

2.3.3. Equal participation principle
In the process of music games, attention is to let students as the main body to experience and feel the music, so a teacher should not only pay attention to the equality between students and students, but also pay attention to the equal status of teachers and students in the process of games. As the leader of the classroom, teachers should guide students to play music games. In the process of the game, they should be a follower, not a superior conductor. Once the teacher becomes the conductor and students lose the subject status, it is difficult to achieve the purpose and significance of implementing music games. Under the principle of equal participation, it can also better carry out the construction of the class and cultivate students' fairness and unity.

2.3.4. Principle of directionality
Music game started by action, language slowly into a system of game, action, language this kind of factors is very good to understand for students, music games as a kind of teaching method, the purpose is to let students quickly understand the content, so the music game not too complicated abstraction, thus violates the purpose and purpose of the music game teaching method.

3. Experience and Summary of The Application of Music Games in Class

3.1. The role of the teacher will change with the game
There is also a process for students to accept music games. The design of music games should be from simple to complex, and students' acceptance ability will increase with the growth of age, so in this constantly changing process, the role of teacher should also change accordingly.

In the early stage, when the students are just exposed to some music games, the teacher should be a leader. As a new teaching method, music game is different from the traditional classroom: the teacher speaks and the students listen, so most students dare to act and do not actively participate in when contacting music games. At this time, the teacher should, as the leader of the music game, should have a clear allocation of how to implement the game, and students should be constantly encouraged to participate in the process of the game.

In the intermediate stage, the students are familiar with the mode of music games, and the teacher will continue to lead the students to make new music games in class, and the role of the teacher should be transformed into a guide. Different from the leader, the guide only needs to introduce the simple rules before the game starts, and ask the students to complete the music game through their own experience and exploration. When the teacher becomes the guide in the classroom, the students' sense of active participation will be greatly improved.

In the music game, the role of the teacher should become a follower in the game. Teacher is to assist students to complete the music game, the game subject thoroughly to students, let the students in the music game from their own to feel music knowledge, the relationship between teachers and students also gradually become a partnership, maximize the students' participation, and can let the students in the process experience the game, found the joy of knowledge.

3.2. Students can improve their music cognition in the games
Music games is the purpose of the music class more efficient, in the process of different games, students for rhythm, timbre, melody have a certain understanding, but this process is a spiral process, so the role of music games are mostly guided, if you want to master knowledge, still need more class to consolidate.

Music games are also a dynamic process. In this process, students communicate with each other with music, enhance each other's feelings, and cultivate a harmonious and united class atmosphere. This also reflects the social function of a kind of music, and the educational concept of aesthetic education.

3.3. Promote the mutual cooperation between teachers and students
The fun in music games is not only attractive to students, but also an important motivation for teachers' continuous improvement of classroom teaching. In the game, teachers can explore the potential and shining points of different students according to different types of games. In my time teaching, I find that students' memory ability to the rhythm through music games is amazing. This process is also a process of continuous cooperation between teachers and students. Through the development of music games, students will become more and more adapted to the class rhythm of teachers, so that to master the knowledge will be more handy.

4. Tag
This paper mainly discusses the observation, understanding, practice, and summary of the music game teaching method during my internship. In undergraduate class, come into contact with like off teaching method, kodak teaching system such advanced teaching idea, during the internship, also tried to this kind of teaching method into their classroom, this is because this step practice, make my thesis selected theme, through three months through a lot of literature and college graduation thesis, this thesis has a general framework. Instead of treating music games as a knowledge-absorbing game in class, treat them as a new teaching concept, a teaching method, which follows the core connotation of "interest is the best teacher". Let the students as the subject of understanding, rather than to objectively accept the object of knowledge, so that students can know in practice, to create in understanding. As an ordinary music teacher, teach students a way of learning, lead students to find their own interest in learning, is more important than teaching them simple knowledge, hope every teacher can maximize the development of students' potential, enrich their classroom, as the foundation of our education career to lay a solid foundation.

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