

# Research on the Teaching Practice of "Red Song" in High School Music Classroom

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**Abstract:** Under the current trend of education, the importance of music is constantly highlighted. After the implementation of the "Double Reduction" policy, the status of music courses in primary and secondary schools will only increase in the future. If we want to implement the teaching of red songs in schools and give full play to the role of red song teaching, we need teachers not only to have strong red thoughts, but also to have good teaching ability. The Music Curriculum Standards have been promulgated and implemented for many years. Most music teachers in primary and secondary schools only teach according to the standards, following the requirements on the surface, and the curriculum design is often boxed, ignoring the richness and interactivity of the music curriculum content. Among them, the teaching mode of the red song section is often too rigid, resulting in the curriculum objectives cannot be well accomplished, and the students' impression of the red song only stays on the surface of "having heard" and "having learnt". If the teaching design of red songs in high school music class pays attention to and thinks about, upgrading the teaching effect, not only can broaden the students' musical horizons, at the same time, it can enrich their patriotic feelings, and it can stimulate the students' national pride, which is quite useful. This paper adopts the method of analyzing lesson examples to find out the unique advantages in the lesson examples, and re-design the curriculum to put forward some of my meagre teaching suggestions for the majority of high school music teachers, so that the teaching practice of red songs can deepen the development.

**Keywords:** Red Song; High School Music Education; Teaching Practice.

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## 1. Overview of Red Songs

### 1.1. The Concept of Red Songs

Nowadays, with the rapid development of economy and society, music culture is also progressing and flourishing in the inheritance from generation to generation. Carefully studying and analyzing primary and secondary music classrooms and music teaching materials, we can obviously see that the proportion of red songs in music teaching is increasing, which shows that red songs are getting more and more attention today. Therefore, I believe most people are not unfamiliar with the concept of red songs. Specifically, red songs reflect the fighting life during the revolutionary war, express the noble aspirations of the proletariat during the period of construction and development after the founding of the People's Republic of China, and reflect the life of the people and the prosperous development of socialism, which is also simply called "red songs". The feelings conveyed by red songs are uplifting and inspiring. When people enjoy red songs, they can not only experience them in their senses, but also enjoy them physically and mentally, draw spiritual power from them, and be influenced and educated. It can be said that red songs are not only an excellent carrier of revolutionary spirit and patriotism propaganda, but also a rare and good form of aesthetic education. Xiong Weina, a doctoral student at the School of Marxism of Renmin University of China, mentioned that "red songs are a form of popular literature and art, closely related to the social life of the masses; red songs are often easy to understand and catchy, which can enrich the spiritual life of the masses while improving their political awareness and ideological understanding, and truly realise the organic combination of entertainment and ideological mobilisation, and achieve the goal of moisturising the spirit of the revolution and patriotism. Mobilisation of the organic

combination of entertainment activities and ideological awareness, to achieve the effect of silent indoctrination." [1]

The teaching focus of red songs in primary and secondary school classrooms, one is that all students must be able to sing the songs very skilfully, so that the melody of the songs can be deeply imprinted in the hearts of the students, and enhance the students' musical literacy and the capacity of the songs. Secondly, it is necessary to pay attention to the introduction of the background of the song. Red songs are different from other songs, the background of the song is particularly important, is the final patriotic feelings sublimation of the important padding, which is also our country to increase the proportion of red songs in primary and secondary schools in the compulsory music courses in the fundamental purpose.

### 1.2. The Historical Development of Red Songs

Red songs have achieved a more complete development in China's modern history and contemporary history, it can be divided into three development stages in history. In modern times, China's time was turbulent and wars were frequent, and a number of great patriotic musicians appeared as if they were springing up. Therefore, the germination and rapid development stages of red song were mainly concentrated in China's modern times, while the steady development stage was concentrated in contemporary times.

#### 1.2.1. Budding Stage

During the period from the 1910s to the 1920s, when the times were turbulent, some musicians became deeply worried about the future of the country and began to compose red songs with strong patriotic sentiments, in the hope of inspiring the people, awakening their spirit of struggle and promoting national unity. Among them, Lai Kam Fai was one of the representatives of this group of outstanding musicians. During this period, our country, under the leadership of a group of patriots, built many new-style schools, which were

the only and the main institutions for our students to study in the country at that time. Initially, the new style schools offered many types of music classes and many categories. The biggest problem at that time, was the scarcity of the amount of repertoire, which in turn greatly facilitated the creation of red songs with mainly filler lyrics. Among them, the creation of Lai Kam Fai greatly promoted the development of red songs, he created many song and dance show tunes and children's songs, which were widely circulated in the later generations, and published many music education books of his own creation, which had a far-reaching significance to the historical progress of red songs in modern China, and was also a very important prerequisite for the entry of red songs into the public's field of vision.

### **1.2.2. Rapid Development Stage**

During the period from the 1920s to the founding of New China, it was a period of rapid development of red songs. The greatest influence on red songs in this period was the anti-Japanese salvation song movement. When the Japanese army invaded our motherland, a large number of musicians who loved their country emerged, and they sang to express their strong voices to fight against the enemy and save the country, and to protect the country. "After the September 18th Incident, the number of anti-Japanese songs grew very rapidly, and the related themes were basically the same, and they were widely circulated among the people, and the development of red songs in this period greatly exceeded that of any other period in China's modern history. The most representative musicians were Xian Xinghai and Huang Zi, who composed "Yellow River Cantata" and "Fluttering Colourful Flag", which are extremely famous red songs and made great contributions to the victory of the war of resistance.

### **1.2.3. Smooth Development Stage**

From the founding of New China to today's China, there are still a lot of red songs coming out. 20 February 2021, General Secretary Xi Jinping stressed at the Party History Study and Education Mobilisation Conference of the Communist Party of China that "we should educate and guide the whole Party to vigorously carry forward the red tradition, inherit the red gene, and continue the spiritual bloodline of the Communists. To establish a correct view of party history, better to correct the origin, consolidate the root" [2] From the general secretary Xi Jinping's speech we can learn that the red song is also very important now, and must be vigorously carried forward. Although compared to the past, we are now in a peaceful environment, but our patriotic feelings and red genes must still continue to be inherited and maintained. The most famous red songs after the founding of New China, comparatively speaking, are "On the Fields of Hope" composed by Chen Xiaoguang in 1978 and "The Story of Spring" made by Jiang Kairu and Ye Xu in the 1990s, as well as the red song "We Are All Dream Pursuers", which is the most familiar to the teenagers after our 00s, and so on.

## **1.3. Importance of Red Songs in High School Music Classroom Teaching**

### **1.3.1. Enhance Students' Patriotic Feelings**

Red cultural resources are an important spiritual and cultural carrier of the Chinese nation, witnessed the great rejuvenation of the Chinese nation, contains a wealth of spiritual culture and ideological and moral concepts, is an important high school music course "nutrients". The penetration of red cultural resources in high school music

education is not only a need for the development of music curriculum, but also a need to meet the needs of cultural heritage and student development. In order to cultivate the noble quality of students, enhance the patriotic feelings of students. [3] High school students are at a stage where they have important cognitive and awareness needs for the country, society and life. By learning red songs in teaching, it can deepen students' understanding of Chinese history and help them better grasp the development of the country, society and life, the national historical heritage and the essence of culture.

### **1.3.2. Enhance the Teaching Level of Teachers**

Completing a lesson plan for a red song classroom is a very big challenge for music teachers. Teachers, when preparing lessons, need to constantly search for information, understand the period and background of the creation of various red songs, understand the composer's relevant information, and even earlier to practice, rehearsal of the piano accompaniment that can drive the students' emotions, memorise the lyrics of the songs and demonstrate them for the students in the classroom. Therefore, only when teachers have a rich amount of red songs, a very firm political stance, and a very strong patriotic feeling, can they better lead students into the learning of red songs. Therefore, in the music classroom of high school, attaching importance to the education of red songs can not only improve the patriotic feelings of students and teachers, but also enhance the teaching level of music teachers in China. Red songs have many artistic attributes such as morality, aesthetics and history, etc. Through the classroom explanation and singing of red songs, teachers can guide and cultivate students' appreciation and aesthetic level of music, literature, art and other aspects, and improve their cultural cultivation and ideological quality. At the same time, teachers in the process of lesson preparation, their own knowledge system is also enriched, and all aspects of the ability will be improved.

### **1.3.3. Enhance Our Cultural Self-confidence**

Culture is the indispensable soft power of a country. The discipline of music can be said to be one of the most important and dynamic members of the big family of culture. The students of the new era can only learn more red songs, understand the patriotic feelings of famous musicians in our modern history, understand the firm stance of our country during the war of resistance, and move forward, in order to effectively enhance the cultural self-confidence of our youth and our people. The report of the 20th Party Congress puts forward the goal and task of "promoting cultural self-confidence and self-improvement, and forging a new splendour of socialist culture". It can be seen that the study of red songs in the high school music classroom is very important.

## **2. The Human Voice Version of High School Music Compulsory 2 "Singing" in the Red Song Course Analysis Study**

### **2.1. Introduction**

As mentioned in the abstract, this paper will analyse the more characteristic music lesson examples, so as to research a better teaching method of red songs in high school music lessons, with the aim of making the practical use of red songs in high school music appreciation lessons more effective and convenient in the future.

There are many lessons about red songs in the textbook

"Singing", which is a compulsory part of high school music in the Renyin version, and the lesson examples are also very rich. In this paper, we will analyse and study the lesson examples of "My Motherland and I", "Never Forget the Beginner's Mind" and "The East is Red" in "Singing" and put forward suggestions for improvement.

## **2.2. Analytical Study of Me and My Motherland**

### **2.2.1. Analysis of Lesson Examples**

Through continuous screening on the Internet, it was finally decided to take a teacher's quality lesson demonstration - "Me and My Motherland" as an example, which possesses many advantages, but its room for improvement is also very large, which is suitable to be used as the material of this paper.

At the beginning of the lesson, the teacher played the singing video of the song "My Motherland and I" and asked the students to feel the mood of the song by watching the video. After watching it, the teacher played and sang the song, and at the same time let the students paddle the beat to the teacher's music, which consolidated their understanding of the structure of the song. Next, the teacher divided the song into two parts, using the piano to assist in teaching the song phrase by phrase, and then asking the students to sing it coherently. The first part of the song was about the beautiful mountains and rivers of the motherland, so the teacher asked the students to sing the song with a proud and expansive feeling. The second part of the song is the climax of the song, so the students should sing with a passionate and enthusiastic feeling. After mastering the melody of the song and the emotion of singing, the teacher played the accompaniment of the song with multimedia, and the students sang the song in its entirety.

In the final extension session, the teacher played the classic American patriotic song "God Bless America" for the students to make a comparative analysis and feel the patriotic feelings that flow from the western works. Finally, the teacher asked the students to collect other patriotic songs after class and share and exchange them in the next class.

### **2.2.2. Course Design**

"I and My Country" is a representative red song with strong patriotic feelings.

**Introduction:** The teacher plays a video showing the development and changes of our country in recent years through multimedia and invites the students to express their after-thoughts. Finally, the teacher introduced the background of the song's creation.

**New Lesson Teaching:** Firstly, the students were invited to feel the mood, rhythm and singing form of the song by watching the singing video of "My Motherland and I". After watching the video, it was emphasised that the song used a mixed plaque of eight-six and eight-nine beats, and that the singing form of the song was a mixed chorus, and to extend the lesson, the teacher led the students to review the classification of the chorus as well as the way of scratching on the eight-six and eight-nine beats. Through the explanation of the mixed tiles, the teacher guided the students to discover the characteristics of the song with the same head and the same tail. Next, the teacher leads the students to familiarise themselves with the song by teaching by playing and singing, singing the note names first and adding the lyrics later. After the end of learning and singing, the teacher can let the students sing in male-female pairs or group pairs to enhance

the students' sense of tacit understanding, and then finally emphasise the patriotic feelings of the song, so that the students can analyse the lyrics of the song and look for the patriotic feelings revealed in the lyrics, and then end the class with moving songs under the background of strong emotions.

**Summarise and sublimation:** the teacher plays other red songs in China and lets the students make a comparative analysis. Emphasise the need to love the country and home, love the peace of the moment, study hard and strive for glory for the motherland. Assign homework after class, let students go home to find other patriotic red songs and share them in the next class.

### **2.2.3. Conclusion Analysis**

In the teaching of red songs, the introduction link is crucial, such as the above analysis: the first point, in the introduction link, the teacher through the multimedia to play a video showing the development of our country in recent years, and invited students to publish their own afterthoughts, this introduction link has achieved remarkable results, students for the video expressed many of their own feelings, which for the back of the new lesson taught link played a good paving The second point is that the teacher introduces the background of the creation of the red song, which can greatly increase the emotional resonance of the students and provide considerable help for the next learning; the third point is that in the teaching of the new song, we must also pay attention to the music theory knowledge contained in the song and lead the students to learn, which should not be ignored.

## **3. The Specific Application of Red Songs in High School Music Classroom Teaching Way**

### **3.1. Pay Attention to the Introduction Link**

In the teaching of red songs in high school music classroom, the introduction link is crucial. A good introduction is half of success. A successful music course cannot be separated from a good introduction. A good introduction link, like a bridge, connects the new course and the old course; also, like the preamble, it foreshadows the subsequent climax and ending, is more conducive to mobilising students' motivation and attention, stimulating students' intellect, curiosity and interest, and facilitating two-way teaching and learning activities between teachers and students.

#### **3.1.1. Carefully Designed Introduction Link**

Red song teaching class on the introduction link is different from other courses, red song teaching more need a strong atmosphere of infection to stimulate students' enthusiasm for learning, which requires the teacher to spend more thought than other courses on the design of the introduction. For example, carefully selected a relatively well-known red song, with the form of video playback, as the opening of the course, of course, can also be the teacher to sing, so that more vivid. Can also drive students to sing together, to attract the attention of students.

#### **3.1.2. Pay Attention to the Introduction of the Historical Background and Author of the Red Song**

Red songs are different from other works, have a certain creative background, and these creative background precisely reflects the lyrics of red songs, and the lyrics precisely reflects the emotion and content of the song. So, by introducing the background of the song's creation, the teacher can form a very important pavement for the next learning. It is very important

for students to understand the emotion and content of the red song.

### **3.2. "Singing" is the Focus, Emphasising Practice.**

The significance of music practice activities is to allow students to learn to use, so that students can practice in a timely manner after learning the theoretical knowledge of music, and in practice, you can feel the deep meaning behind the theoretical knowledge, while students can also broaden their own horizons in the process of practice [4]. This means that the music practice activities mentioned in the new standard are extremely important, that is to say, let the students sing more and more co-operation, which can not only make the students more comprehensive understanding of the red songs, increase the repertoire of the students' red songs, but also more importantly, enhance the students' self-confidence and performance experience.

#### **3.2.1. Class Chorus and Choral Singing**

Class chorus and unison singing is a class activity that must be required by every school, and its importance can be imagined, so I won't go into details here, but what needs to be emphasised here is that the chorus of the red song "Yellow River Cantata" is relatively weak and needs to be strengthened by the students; class unison singing is a more common way of practicing in the high school music classroom, but at the same time it is also the most effective, especially in the learning of the red songs, which is the best way to improve students' confidence and performance experience. Especially in the learning of red songs, singing in unison is the most effective way to drive the atmosphere and emotion. In the past class cases, I have also noticed that some students with weak musical talent can hardly sing the whole song in chorus, while they can in unison. To sum up, the teacher should arrange the timing of unison singing and chorus reasonably, so that all students can participate in it.

#### **3.2.2. Co-operative Performance**

According to the observation, high school students have a strong competitive mindset, and they are usually interested in the scoring system of group games in particular. Through the scoring system group games, their motivation and good will will be well stimulated. Therefore, music teachers can make flexible use of this for the classroom design of red song teaching. Usually, students' impression of the red song classroom is rather boring and tedious, but through the group competition, students want to win and lose, and will actively participate in the teaching activities, the classroom atmosphere will be fully active, students' self-confidence and practical ability will be enhanced, and the teaching effect will be a qualitative leap. For example, "My Motherland and I", which was analysed in detail in the case study above, is very suitable for the form of collective performance. In the combination, students can choose a representative with the most outstanding musical talent to sing the lead, or choose a boy and a girl to sing a male-female duet, perform it briefly on the stage, and ask the rest of the group to score and evaluate each other. By doing so, students will experience the fun of performing, and at the same time deepen their impression of learning the Red Songs, and better comprehend the charm and connotation of the Red Songs.

#### **3.2.3. Integration of Red Songs and Other Red Musical Works**

In addition to the teaching of red songs, the history, culture,

ideological education and other aspects of the songs should also be integrated in the teaching content. At the same time, teachers should not only let students learn red songs, but also continue to extend the red songs to the scope of red music. For example, the large-scale dance "The East is Red" analysed in detail above, and also the piano music created by the modern Chinese composer He Luting, are all in the category of red music. Take the dance course as an example, in the practical application of high school red song education classroom, teachers need to actively improve the traditional single teaching mode, standing on the perspective of students' diversified needs, to ensure the quality of secondary school music education, to enrich the students' artistic experience, and to achieve the diversified teaching standards of music, music and dance teaching content into high school music education classroom, and to achieve the perfect combination of the two, to further create a good environment for the student body. The perfect combination of the two can be achieved by integrating the teaching content of music and dance into the classroom of high school music education and creating a good artistic learning space for the student body. On this basis, students should also further grasp the important role of music and dance artistic expression and aesthetic interest in the development of physical and mental health, both as the most intuitive form of artistic expression, which can bring skills for the actual music teaching classroom infectious force, so that the students in the music perception and art and dance experience under the comprehensive literacy to raise the importance of music and dance learning. To sum up, the extension of red songs not only strengthens students' understanding of red music more fully, provides a novel learning experience, but also helps to expand students' horizons and love the country more.

## **4. The Educational Value and Significance of Red Songs**

### **4.1. The Educational Value of Red Songs**

In 2019, General Secretary Xi Jinping stressed when he visited the members of the literary, artistic, social and scientific circles participating in the CPPCC meeting, "The republic is red, and we can't dilute this colour. The work of culture, literature, art, philosophy and social sciences belongs to the work of cultivating the roots and casting the soul" The educational value of red songs lies in introducing the masses to the knowledge of the historical revolution and stimulating their patriotic consciousness through red musical works on specific themes; it also aims to add specific red musical fragments to students' aesthetic experience and, by incorporating them into music education activities, to enrich their aesthetic experience, thus playing a role in music teaching and interesting learning. In other words, from the point of view of functional attributes, the educational value of red music can be divided into two categories: the first is the moral value, the value function of the ideological influence of red songs on the audience; the other is the value of aesthetic education, the influence of red songs on the audience's sensory aesthetic experience.

### **4.2. Cultural Significance of Red Songs**

Red song is a form of music and culture originating from the red gene and red thought of the Communist Party of China. It is the cultural aggregate of the red blood of the Communist Party of China. At the present time when China is building a

modern society with Chinese characteristics, red music can strengthen the foundation of the CPC's party building work from the cultural level, and it can also construct the soul of the people for the construction of socialism with Chinese characteristics, so that the CPC's political line maintains the red gene and the purity of serving the people is always maintained in the process of the construction of socialism. [6] Red songs are not only a form of music, but also a cultural symbol. Red songs represent the spirit and cultural level of the people during the revolutionary period, and moreover, they unite the patriotic feelings in the hearts of contemporary people. Many red songs have become the cultural symbols and spiritual wealth of the Chinese people, which are widely sung and played in the society, and become a great representative of Chinese culture.

### 4.3. Social Significance of Red Songs

While the socialist culture with Chinese characteristics is strong, the implementation of red songs has social significance. Red songs publicise the revolutionary ideas and concepts of the CPC and promote the spirit of the party and the revolutionary spirit. As a cultural carrier, red songs express the love for the Party and the country on a wide social surface. It lays the foundation for cultural trends and embodies the spirit of superior ideas and current affairs. Red songs are unique as a form of music. Leading cultural and social trends is the social significance of red song characteristics over time. At present, the theme and connotation of red songs are consistent with the ideological core of the basic values of socialism with Chinese characteristics. It represents the ultimate guiding ideology needed by Chinese society and is the positive energy that drives the people forward. Whether it is the 2008 Beijing Olympics or China's current anti-epidemic campaign, red songs have been involved and have always conveyed positive sentiments to all sectors of society.

## 5. Conclusion

To sum up, in the teaching practice of high school music

classroom, teachers should pay attention to the teaching of red songs, constantly improve their professionalism, and endeavour to make innovations in curriculum design. At the same time, they should enrich the classroom content, increase classroom interaction, improve students' participation in the classroom, and try to leave students with appropriate time for reporting and displaying to test the teaching results. In addition, teachers should open their minds to the teaching of red songs, not only limited to the songs, but also using integrated teaching, trying to add more expanded knowledge, to meet the needs of students' diversified learning, broaden students' knowledge and practical ability, and encourage students to keep making progress. Through the teaching of red songs, we can inspire students' patriotic feelings, strengthen students' national pride, and make students become a powerful driving force for the progress of the country.

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