

Teaching Strategies for Improving High School Music Appreciation

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Abstract: As an important part of aesthetic education, music plays an important role in teaching. Excellent musical works have a strong appeal and can bring people enjoyment through beauty. Music is an art form that is primarily auditory. By appreciating music, students can enrich their emotional world, relax, and vent their emotions. When their emotions accumulate to a certain level, students will naturally have the ability to appreciate music. Therefore, this article expounds on an effective way to improve the music appreciation abilities of high school students so as to help them learn music better.

Keywords: Emotional contagion, Music appreciation ability, Teaching emotions, physical and mental effects, Appreciation of teaching.

1. Introduction

With the continuous development of education, high school music appreciation teaching is receiving more and more attention from people. How to improve the teaching quality of high school music appreciation and cultivate students' music appreciation abilities has become an important issue in the current education field. This article will propose teaching strategies to improve the quality of high school music appreciation teaching from three aspects: cultivating appreciation ability, improving teaching quality, and experiential teaching methods. Firstly, cultivating students' music appreciation abilities is the foundation for improving the quality of music appreciation teaching. To achieve this goal, teachers need to start with three aspects: basic music knowledge, diverse music styles, and music practice. Secondly, improving teaching quality is the key to ensuring that students have a good music appreciation experience. To achieve this goal, teachers need to strictly control the quality of homework, strengthen classroom interaction, and conduct regular teaching evaluations. Finally, the experiential teaching method is an important means to improve the quality of music appreciation teaching. By adopting a group collaborative learning model, providing practical opportunities, and encouraging students to express themselves, it can help students better experience the emotions and atmosphere of music and deepen their understanding and feelings of it. In short, by comprehensively applying the above teaching strategies, the quality of high school music appreciation teaching can be improved, students' music appreciation abilities can be cultivated, and strong support can be provided for their comprehensive development.

2. Exploration of Cultivating Students' Appreciation Abilities in The High School Music Classroom

An ability accumulated slowly in music learning can guide students to experience music, mobilize their imaginations, and play an important role in their development. Music

appreciation is an important part of music teaching. It can cultivate students' interest in music, expand their musical horizons, and improve their feelings and understanding of music. As one of the symbols of cultural quality, music appreciation ability is indispensable in music education. [1] Music is difficult to think about and express in words, so students need to appreciate music with the help and guidance of teachers so as to improve their music appreciation ability and experience the beauty of music appreciation.

To do a good job with students' music appreciation and master their ability to appreciate music, it is necessary to learn basic music knowledge. Music appreciation is not just obtained without evidence. It is built on a solid foundation of music. Students can gradually gain an appreciation of musical works, that is, perception. Only students with a solid foundation in music can combine their thoughts and emotions to correctly evaluate music theoretically. [2] Therefore, in order to cultivate students' music appreciation ability, teachers need to effectively teach students the basic knowledge of music and help them continuously improve their appreciation ability.

The cultivation of appreciation ability cannot be achieved overnight, and the improvement of students' appreciation ability cannot be achieved through a few short lessons. Therefore, in order to effectively improve the music appreciation abilities of high school students, it is necessary to apply information technology for effective network teaching. [3] Online music teaching can break through time and geographical constraints so that students can experience it repeatedly after class. Under the guidance of teachers, students can use online platforms to experience different music cultures. Some students had problems with musical style and tune in music appreciation; some had problems with the emotional aspects of music; and some had trouble hearing specific instruments. Because the students have different problems, it is impossible for the teacher to do everything in the classroom. Using information-based online platforms can help students personalize their learning and allow them to better experience music. When students encounter problems in appreciation, they can ask questions to the teacher through information interaction on the platform. This approach

enables teachers to help students effectively address what they have learned about them, making music instruction more directional and pertinent in the classroom.

Life is the source of all art and culture, and music is closely related to students' lives, but students have less life experience and lack the ability to connect music with life. In the classroom, the teacher cannot explain the situation of each student. Therefore, by applying the online platform to connect music appreciation with students' daily lives, students can use the online platform to fully express their views on the connection between music appreciation and life, and through the teacher's correction, students can deepen their understanding of music appreciation.

3. Improve the Quality of Music Teaching and Give Full Play to The Role of Music Education

How to make the music appreciation class rich and colorful in high school, how to make music really touch the hearts of students, and how to improve their spiritual quality have become common concerns in high school music education. All of these require sound teaching strategies based on science. Therefore, in order to give full play to the educational function of music, high school music teachers must formulate good teaching strategies. [4] Music is the art of sound. Listening to sound has always been the main content of music class, and what moves students should be the music itself. In the music classroom of general music education, students are just music experimenters, not professional musicians. Teachers want to attract students with music skills, but students do not have such professional appreciation abilities. Therefore, to let students feel the beauty of music, it is first necessary to set up music scenes to enhance the charm of listening. [5] First of all, give students a musical background that should be vivid, specific in time and space, and strong in emotional suspense. Secondly, teachers should design a perfect listening environment, which requires preparation in both hardware and software. Hardware and software are very important for music lessons. Good music equipment is a good carrier for playing music. The sound quality and staccato effects of these classic pieces of music would disappoint students if sub-par equipment was replaced. In addition, teachers should prepare perfect music materials and beautiful performance equipment for students before class.

The beauty of music is not imposed on students through the teacher's narration, and students can only feel the beautiful sound effects through listening. A superb teacher will seize every opportunity to create the most beautiful sound effects for students. Instead of looking for objective reasons, it is better to find a temporary voice for students. If students do not enjoy the most beautiful music in normal teaching, then they will start to doubt music and no longer agree with its disturbing charm. Therefore, teachers need to choose the most beautiful music materials and present them to students with good sound effects. [6] The guiding role of teachers should be ubiquitous. Before guiding students into the situation, the teacher needs to enter the situation first, and the teacher's teaching attitude should be more reflected in the interpretation of music. [7] When students listen to music, teachers can change the strength of gestures with the command of the music so that students can enter the world of music. They can also change body posture and body language so that students can feel the change in melody.

Finally, to reflect the musicality of the classroom, first of all, it should be placed in an important position in the classroom design, and secondly, the details should be meticulous and ingenious, and the method should be appropriate.

4. Practical Application of The Experiential Teaching Method

Music is an indispensable artistic element in people's daily lives. In the process of listening to different types and styles of music, people can feel different emotions and achieve the ultimate goal of relaxing the body and mind. Incorporating it into high school music education is a basic requirement of quality education, which can continuously cultivate and improve students' artistic ability and music literacy. In order to better carry out music teaching, students can be encouraged to enter relevant situations on the basis of experiential teaching and fully release their imagination and divergent thinking. [8] At the same time, they can use multiple abilities such as logic, perception, exploration, and understanding to learn and master relevant knowledge silently.

Music is a way of expressing emotion and a unique expression of a person's state of mind. According to the basic requirements and actual regulations of my country's quality education and music new curriculum reform, it can be seen that music education has unique characteristics such as professionalism and artistry, which are of great significance and value in cultivating and improving students' artistic thinking and aesthetic consciousness. Relying on the new educational philosophy, music teachers need to fundamentally understand and clarify the subjectivity of students, combined with experiential teaching methods, to promote students development in a diversified and personalized direction so as to improve their comprehensive musical ability and quality. [9] The core of experiential teaching is experience, and any teaching content and teaching plan are developed around the experience of students. Traditional teaching methods focus on teaching content and theory, with textbooks as the main teaching materials. The boring teaching content and teaching atmosphere can easily make students lose interest in music courses and fail to improve the teaching effect. In this regard, teachers can use some new, strange, and special questions to attract students' attention and enhance the suspense in the classroom, thereby improving learning efficiency, promoting students' specific memory of music knowledge, and creating a connection with the teaching content. Emotional resonance. For example, in the process of music appreciation in Latin America, music teachers can guide students to learn relevant knowledge step by step through a series of questions. First, ask questions such as "Where is the geographical area of Latin America? What is the original population?" etc., thus summarizing its characteristics and the reasons for the characteristic Latin American music. Then, use multimedia technology to play related music and guide students to appreciate it. Different students will have different musical experiences. At this time, music teachers should respect and understand students. They should not require the unity of music appreciation thinking but should continuously promote the dissemination of students' appreciation thinking so as to promote the cultivation and improvement of students' innovative spirit.

Judging from the current situation of music teaching, there are very few practical music activities. Music teachers should

always understand that no matter how rich the knowledge of music theory is, without the integration of practical activities, the educational effect will be greatly reduced. Therefore, music teachers need to organize different music practice activities in different ways and methods to meet students' real music needs. For example, in the teaching of Chinese Shaanxi folk songs, music teachers can ask students to collect various materials about Chinese Shaanxi folk songs in advance, make corresponding productions, such as handwritten newspapers, slides, etc., and introduce Chinese Shaanxi folk songs according to the specific content, development process, and style characteristics of students, so as to promote healthy communication and knowledge exchange among students and continuously improve students' learning experience. The art of music is rich in interest and emotion. It is not only a tool and language but also a voice to express people's inner emotions so as to gain more experience and pleasure. Relying on Chinese quality education, music education is the fundamental way to cultivate students' artistic ability and music literacy. As a teacher, we need to fully understand and clarify the basic connotation and practical significance of experiential teaching and be able to use this teaching method scientifically and rationally so as to promote students maintaining sufficient interest in learning and obtaining rich emotional experiences, so as to achieve the true value of music teaching.

5. Conclusion

To summarize the above, to improve the teaching quality of high school music appreciation, we first need to guide students to understand the basic elements of music in order to better appreciate it. Music elements include pitch, rhythm, harmony, and timbre, and the different combinations of these elements form different musical styles and expressions. By learning and understanding these elements, students can better understand music and improve their appreciation abilities.

Secondly, we should focus on students' emotional experiences. Music is an emotional art that can directly touch people's hearts. In music appreciation classes, we should choose music works that can resonate with students' emotions and guide them to feel and experience the emotions expressed by music with their hearts. At the same time, we can also help students better understand music and improve their appreciation abilities by explaining music background knowledge and the lives of composers.

Thirdly, we should focus on cultivating students' musical perception abilities. Music perception ability is an important foundation for students to appreciate music, including their perception of pitch, timbre, harmony, rhythm, etc. We can cultivate students' music perception abilities through various methods, such as listening practice, rhythm imitation, and harmony choir. Through these exercises, students can

gradually improve their music perception abilities and better appreciate music. Finally, we should focus on practice and innovation. In music appreciation classes, we can guide students to practice and innovate in various ways. For example, we can allow students to create simple musical works themselves and experience the charm and creativity of music through practice. We can also stimulate students' interest and creativity by organizing music activities, conducting music competitions, and improving their music appreciation abilities.

In short, improving the teaching strategy of high school music appreciation requires us to focus on understanding basic elements, guiding emotional experiences, cultivating music perception ability, and developing practical innovation. Only in this way can we help students better appreciate music and improve their musical literacy and aesthetic ability.

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