

Feasibility study on integrating Chinese traditional bamboo flute into primary and secondary school music curriculum

Junjie He

Anhui University, Division of Humanities and Social Sciences

ABSTRACT

As the representative of Chinese traditional national instrumental music culture, Chinese traditional bamboo flute is an important carrier to carry forward Chinese excellent traditional culture. It is self-evident that the music curriculum of primary and secondary schools plays an important role in the development of aesthetic education in our country. How to use traditional national Musical Instruments to play the function of aesthetic education and establish the sense of cultural self-confidence has become a common topic for the academic circles. The feasibility study of integrating Chinese traditional bamboo flute into primary and secondary school music curriculum is based on this. In this article, we explore the path of inheriting Chinese excellent traditional culture from the advantages of the instrument itself and the implementation path.

KEYWORDS

Chinese traditional bamboo flute; Aesthetic education; Advantages and characteristics; Implementation path

As an important part of the subject teaching in the compulsory education stage of our country, the music course plays an important role in the cultivation of students' cultural accomplishment, the improvement of their personality development and the enhancement of their comprehensive ability. Especially in recent years, the country attaches great importance to aesthetic education, and the music course has become a key step in the practice of aesthetic education. In 2021, the Ministry of Education issued the "Overall Planning of Chinese Excellent Traditional Culture and Revolutionary Traditions into primary and secondary school curriculum Textbooks, casting soul for students' growth - The Ministry of Education issued "Guide to integrating the Excellent Chinese Traditional Culture into Curriculum Materials of primary and Secondary Schools" and "Guide to integrating Revolutionary Tradition into the Curriculum Materials of Primary and Secondary Schools" . They emphasize that "the overall requirements of the curriculum materials of excellent Chinese Traditional culture into primary and secondary schools are decomposed and arranged in various disciplines...The arts (music, fine arts, etc.) are included with emphasis."^[1] In December 2023, the Ministry of Education issued the "the Ministry of Education's Notice of on the Full Implementation of the School Aesthetic Education Infiltration Action", which clearly requires that "in strict accordance with the curriculum standards of each school section, open good art-related courses, respect the law of education and the law of talent growth to help students master 1-2 artistic specialties through school study, to meet the needs of students' interests and talents development."^[2] Based on the important spiritual instructions of a series of documents of the Ministry of Education, primary and secondary schools across the country have begun to explore the practical way of integrating traditional Chinese national instruments into the music curriculum. The feasibility of its practice is thought-provoking.

1 The advantages of integrating bamboo flute into the music curriculum of primary and secondary schools

It is well known that there are many kinds of traditional Chinese instrumental music, including wind instruments, plucked instruments, string instruments and percussion instruments. In the current practice of primary and secondary school music courses, hulusi, bamboo flute, pottery flute, erhu, pipa, etc. are the most widely used traditional national instruments. How can Chinese traditional bamboo flute (hereinafter referred to as bamboo flute) stand out among many traditional national instruments and occupy a place in the teaching of music courses in primary and secondary schools have become a key issue for us to explore the feasibility of its integration into the music courses in primary and secondary schools.

1 Ministry of Education of the People's Republic of China:
http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/202102/t20210205_512630.html

2 Ministry of Education of the People's Republic of China:
http://www.moe.gov.cn/srcsite/A17/moe_794/moe_628/202401/t20240102_1097467.html

1.1 The shape and structure are simple and easy to carry.

The traditional Chinese bamboo flute is a standard single wind instrument (as shown in Figure 1), usually made of bitter bamboo, purple bamboo or spotted bamboo, the whole body length is about 100cm, the pipe diameter is about 2cm. Compared with pipa, guzheng, erhu and other Musical Instruments, bamboo flute is obviously smaller in quality and volume, which is convenient for primary and middle school students to carry around. Especially since the application of copper welding process in the production of bamboo flute in modern times^[3], the flute can be disassembled into two sections, which greatly improves the portability.

Secondly, the shape and structure of bamboo flute are relatively simple, and there are no other accessories or complex and precise tuning devices. Taking Erhu as an example, its basic structure includes barrel, rod, shaft, jack, horse, bow and string. Each component can be used for performance after mutual combination and debugging, and the instrument is often out of tune due to bump during carrying, which is not convenient for primary and middle school students to carry in class to a certain extent. The simple shape of bamboo flute is not easy to damage, but also easy for students to operate and use. The physical characteristics of the instrument itself is one of the advantages.

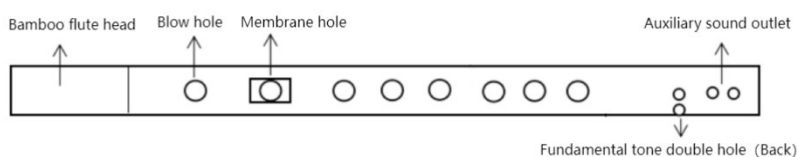


Figure 1 Schematic diagram of traditional Chinese bamboo flute shape

1.2 The basic intonation condition is good, and the tone correction method is simple

The author believes that another advantage of bamboo flute is that the basic intonation condition is good, the way of tuning is simple, and the player can reach the basic intonation level without long-term professional training. A bamboo flute that can be used for teaching practice has completed the basic intonation debugging work before leaving the factory. Because of its simple shape and structure without precision accessories, even if it encounters bumps in the transportation process, it will not cause intonation dissonance, and the player only needs to cover the flute film to play directly. In short, even beginners can ensure the basic stability of intonation as long as the mouth is correct and the finger hole is pressed firmly. This advantage is an important basis for improving students' interest in learning and ensuring the quality of performance. Before receiving professional music education, primary and secondary school students have not developed a good sense of intonation in their auditory system and are relatively unfamiliar with the use of Musical Instruments. Intonation, as the basic standard of music aesthetic evaluation system, directly affects the aesthetic perception of music performance. If beginners play erhu, pipa and other instruments that require certain playing experience to skillfully control intonation, on the one hand, it is not conducive to quickly stimulate students' learning interest in the short class time at school, on the other hand, the quality of performance and teaching effectiveness are greatly reduced. The way of tuning is simple. As long as we ensure the consistent state of the wind from mouth, we can tune by remove or insert copper tuning device according to the change of temperature conditions. Whether it is easy to get start with or good learning effect of beginners, bamboo flute has an "innate" advantage for beginners in primary and secondary schools.

1.3 The personality color is remarkable, the cultural connotation is rich

The advantages of bamboo flute are analyzed from the objective physical state of this instrument. As the product of Chinese excellent traditional music culture, the bamboo flute art's external personality color and internal cultural connotation are also the advantages of its integration into the music curriculum of primary and secondary schools.

First of all, the musical style of bamboo flute is divided into Southern faction and North faction because of the differences in the cultural background of the north and south regions of China. The style of North faction flute music is warm and lively, vigorous and powerful, mainly playing Bang flute; Southern faction flute music style is cadence and long lyrical, mainly playing the Qu flute. The types of bamboo flute in different tones of the North and South faction, the different styles of music, and the rich kinds of playing techniques jointly shape the distinct personality characteristics of bamboo flute, which can effectively attract the learning interest of primary and secondary students and stimulate the

³ The whole bamboo pipe is installed with copper sleeves between the blow hole and the film hole, or between the film hole and the finger hole for easy tuning and disassembly.

motivation of students to learn flute.

Secondly, from the historical development track of bamboo flute, it can be traced back to the Neolithic Age eight thousand years ago, and even earlier in the Three Emperors period, there is a legend of "Linglun cutting bamboo for temperament"^[4]. Chinese bamboo flute performance art has developed so far, and its form and content have become more and more colorful. From the initial palace music to opera music accompaniment, now it appears on the stage as a solo instrument, bamboo flute art has always shown its unique charm. The cultural connotation of bamboo flute art is the crystallization of Chinese excellent traditional music culture, and it is also a prominent representative of Chinese excellent traditional culture. The inclusion of bamboo flute in the music course of primary and secondary schools is an important practice of continuing the excellent traditional Chinese culture, which meets the needs of expanding the cultural quality of primary and secondary school students.

2 The implementation path of integrating bamboo flute into primary and secondary school music curriculum

As mentioned above, integrating bamboo flute into primary and secondary school music curriculum has three advantages: "simple shape and structure, easy to carry", "good basic intonation conditions, simple tone correction", "significant personality color, rich cultural connotation". After identifying the advantages of bamboo flute, thinking about smooth integration into the teaching process has become an urgent problem to be solved.

2.1 Combined with music textbooks, effectively link up the teaching content

At present, the daily music course teaching in primary and secondary schools mainly focuses on singing teaching and appreciation of music works. Affected by the teaching environment and teaching conditions, different schools have certain differences in musical instrument teaching. Some schools set up special musical instrument courses and are equipped with professional teachers, while some schools are restricted by various conditions and can only allocate part of time for musical instrument teaching in collective courses. The direction of musical instrument teaching in different schools has different emphasis. Therefore, we must first find out how to integrate bamboo flute into primary and secondary school music courses as a starting point. The author believes that we should combine the original content of music textbooks in order to achieve the effective connection of course content. There are two reasons: Firstly, as the daily music curriculum of primary and secondary schools pays attention to singing teaching, students have a high degree of familiarity with the songs in each unit of the textbook. We can choose representative songs as the repertoire of bamboo flute teaching, and the change of music performance can effectively stimulate students' interest in learning; Secondly, the current popular bamboo flute teaching materials are more suitable to be applied to music majors, and are not suitable for ordinary primary and secondary school students. While the music teaching books used in primary and secondary schools in our country are based on the actual situation of music teaching in primary and secondary schools, and conform to the musical practice level of primary and secondary school students. Taking such teaching materials as the blueprint is conducive to the smooth development of bamboo flute teaching.

2.2 To aesthetic education as the purpose, response to the school aesthetic education infiltration action

Cai Yuanpei, a famous modern educator, said, "Aesthetic educators apply aesthetic theory to education aiming at cultivating emotions. Music is pure aesthetic education."^[5] He emphasized that "aesthetic education is free, aesthetic education is the whole (era), and aesthetic education is universal."^[6] It is not difficult to see that aesthetic education has great significance to the cultivation of personal sentiment and the cultivation of personal cultural quality. In recent years, the state insists on "educating people by aesthetics and educating people by culture", and strives to run aesthetic education through every section of school education. In many aesthetic education contents, music is naturally an important part that cannot be ignored. Music art itself contains strong aesthetic education meaning. Integrating bamboo flute into the primary and secondary school music curriculum should also take aesthetic education as the purpose, and actively respond to the school aesthetic education infiltration action. Only in this way, bamboo flute could obtain lasting development in the primary and secondary school music curriculum. The participation of bamboo flute in school

4 [Han] Gao Yongzhu, [Qing] Bi Yuan School, Xu Xiaoman Punctuation. *Master Lü's Spring and Autumn Annals*. Shanghai: Shanghai Ancient Books Publishing House, 2014, p. 103.

5 Literary Aesthetics Series Editorial board. *Cai Yuanpei's Aesthetic Literature*. Beijing: Peking University Press, 1983, p. 174.

6 Literary Aesthetics Series Editorial board. *Cai Yuanpei's Aesthetic Literature*. Beijing: Peking University Press, 1983, p.164.

aesthetic education can take music performance teaching and music theory teaching as the starting point. The former is to let students appreciate the charm of traditional Chinese music from music performance practice, and the latter is to deeply explore the cultural connotation of bamboo flute art and popularize the knowledge of traditional Chinese music culture to students from the perspective of literature and art theory. "The Analects of Confucius" says that "flourishing in poetry, established in rites, and formed in music"^[7]. Since ancient times, music has been regarded as a comprehensive art integrating poetry, dance and music, and its own aesthetic education value is self-evident. The bamboo flute continues to take aesthetic education as the purpose in the music curriculum of primary and secondary schools is a return to the aesthetic education thought in traditional Chinese culture.

2.3 Student-oriented, stimulating learning motivation

"Teaching" is a combination of "teaching" and "learning" in Chinese word. Although "teaching" is in front of "learning", "teaching" still serves "learning" and takes students as the main body of teaching. Therefore, the integration of bamboo flute into primary and secondary school music curriculum must clearly be student-oriented. Teachers need to deeply understand students' learning difficulties and pain points, and stimulate learning interest and motivation with different teaching forms. Only after clearly understanding the specific needs of students, can we accurately find the appropriate teaching methods to provide ideas for the smooth integration of bamboo flute. We must realize that stimulating students' learning motivation is the internal driving force to maintain the long-term development of bamboo flute music courses in primary and secondary schools, which requires teachers to explore the key points that can mobilize the enthusiasm of learning from the perspective of students, and seek brilliant teaching results with novel teaching forms and rich teaching content.

3 Articulation

Chinese traditional bamboo flute has its own unique advantages when it is integrated into the music curriculum of primary and secondary schools. From the aspect of the physical characteristics of this instrument, bamboo flute has the characteristics of simple shape and structure and good basic intonation conditions; From the aspect of literature and art theory, as a traditional Chinese national musical instrument, bamboo flute with a long history of more than 8,000 years, has formed an instrumental music culture with unique national characteristics. It should be pointed out that the advantages of bamboo flute are the effective entry point for its integration into the music curriculum of primary and secondary schools, and the setting of the specific implementation path is the key to explore the feasibility. First of all, "combining music textbooks and effectively connecting teaching content" has made sufficient preparation for the rapid integration of bamboo flute; Secondly, "taking aesthetic education as the purpose and actively responding to the action of aesthetic education infiltrating the campus" provides the direction for the effective integration of bamboo flute; Moreover, "student-oriented, stimulating learning motivation" is the driving force to maintain the integration of bamboo flute into the music curriculum of primary and secondary schools. Therefore, integrating the traditional Chinese bamboo flute which is a representative of the national musical instrument into the teaching practice of primary and secondary school music courses is a continuation of the excellent traditional Chinese culture.

7 Chen Xiaofen, Xu Ruzong. *The Analects of Confucius, University and the Doctrine of the Mean*. Beijing: Zhonghua Book Company, 2015, p. 92.