



Innovative Multivoice Teaching Practices in Solfeggio Courses

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Abstract: Solfeggio is an interdisciplinary course in higher education, playing a critical role in subjects such as harmony, choral singing, piano accompaniment, and conducting, particularly in pitch accuracy training. Multivoice solfeggio is a focal point in solfeggio courses, addressing issues like off-pitch singing and pitch accuracy in students. Therefore, this paper's research on multivoice teaching in solfeggio courses is of significant importance.

Keywords: solfeggio course, multivoice, innovative teaching

1. Introduction

To enhance students' musical literacy, it is essential to strengthen multivoice solfeggio training in solfeggio teaching processes, thereby further improving students' learning outcomes. Additionally, integrating this training with classroom and stage settings can create a conducive learning atmosphere, enhancing students' mastery of musical elements and techniques. However, existing issues in solfeggio teaching hinder the improvement of students' learning efficiency, thus affecting the development of their musical literacy. This paper analyzes the importance of multivoice teaching in solfeggio, identifies problems in the current teaching practices, and proposes targeted teaching strategies to improve teaching outcomes[1].

2. The Importance of Multivoice Teaching in Solfeggio Courses

Analyzing the overall effectiveness of solfeggio, this course is highly practical and shows excellent results in music teaching. By focusing on solfeggio, auditory analysis, and rhythm training, the course enhances teaching completeness, improving students' control over music.

(1) Cultivating Students' Musical Literacy. Multivoice solfeggio training develops students' auditory skills and enhances their comprehensive musical literacy. It enables students to master basic skills and strengthens their control over musical rhythm and melody. Training different voice parts in various artistic expressions cultivates students' sense of rhythm.

(2) Shaping Students' Musical Soul. Using multivoice training methods in solfeggio teaching enhances students' ability to express musical emotions. By combining training with foundational knowledge and skills, students can analyze musical structures, effectively grasp musical themes and multivoice parts, and deepen their personalized expression. This method increases students' interest in learning and integrates their voices and movements in musical performances, thereby shaping their musical soul and improving their learning outcomes[2].

3. Issues in Multivoice Teaching in Solfeggio Courses

3.1 Lack of Adequate Teaching Staff

With the development of higher education, universities have expanded their enrollment, increasing the number of students in various disciplines. However, the teaching resources for music programs are limited and cannot meet the learning needs of so many students. Additionally, some teachers are not specialized in solfeggio during their teaching process. Some have not undergone formal solfeggio training and rely solely on textbook content, unable to integrate multivoice solfeggio into their teaching, thus lowering the quality of education.

3.2 Weak Basic Knowledge Among Students

Solfeggio is a highly comprehensive skill, requiring students to effectively control their voices by reading music and singing, using inner hearing to accurately identify musical melodies. This skill involves the coordination of ears, eyes, mind, mouth, and hands, demanding a high level of musical competence from the performer. However, college students have not been exposed to multivoice solfeggio for long and lack understanding and stable foundational knowledge, making practical application difficult. During the learning process of multivoice solfeggio, most students choose content based on their preferences, actively learning the content explained by the teacher but neglecting more difficult or uninteresting knowledge, thus lacking a comprehensive understanding of multivoice solfeggio. Additionally, teachers, aiming to meet professional require-

ments, may lower the difficulty of teaching to match students' foundational knowledge, which reduces students' interest, makes learning goals unclear, and neglects the development of solfeggio skills.

3.3 Lack of Application of Multimedia Technology

As science and technology continue to advance, multimedia technology is increasingly applied in education, enhancing the effectiveness of university teaching. Consequently, some schools have made significant investments in multimedia teaching. However, in the teaching of solfeggio, most teachers do not use multimedia technology in multivoice solfeggio instruction, continuing to rely on traditional piano teaching methods, which decreases teaching efficiency[3].

4. Strategies for Multivoice Teaching in Solfeggio Courses

4.1 Training in Multivoice Thinking

4.1.1 Interval Singing Exercises

Interval singing is a common training method in solfeggio teaching, helping students effectively grasp the properties of intervals. By using a particular note in a key as the root, students construct intervals based on the interval's properties and the resulting sound. For example, using D as the root note, students can form an interval either ascending or descending. This exercise enhances students' ability to perceive intervals in solfeggio pieces. After interval and chord training, students practice chord construction, helping them fully understand different chord arrangements and learn chord connections.

4.1.2 Rhythm Training

Rhythm training is crucial in music learning. Using methods such as sight-singing and imitation, students develop a sense of musical rhythm, master related theoretical knowledge, and enhance their artistic literacy. Creating rhythm patterns in music teaching through various methods and incorporating different elements in practice can significantly improve the effectiveness of solfeggio teaching.

4.1.3 Aural Skills Training

Aural skills training develops students' multivoice thinking and enhances their understanding of musical layers. During teaching, it is essential to assess students' prior knowledge, such as their understanding of modes, keys, rhythms, and meters, and strengthen multivoice solfeggio training to enable students to express multivoice pieces fully. Most individuals analyze chord functions and properties based on musical development during aural skills training. However, some students with weaker musical perception struggle to identify chord properties within melodies. In such cases, reverse identification can be used to analyze the final chord's properties and determine the melody's tonality, distinguishing chord functions and properties based on musical development and different voice parts[4].

4.1.4 Harmonic Analysis

Harmonic analysis involves identifying chords by ear and extending musical memory to grasp chord properties and sound color, thus creating a personalized aural system and enhancing students' musical literacy and multivoice thinking.

Students can choose their pieces for practice, analyze the music's chords and intervals, and accurately understand their functional significance. Teachers should guide students on how to master these elements through listening and sight-singing. Group study can be effective, where a student plays chord and interval connections to strengthen the internalized auditory experience, then introduce passing chords. When students hear chords connected within a key, they should analyze the structure using note names.

4.2 Emphasizing Fundamental Skills Education

Students are required to have a solid professional foundation, and teachers must prioritize fundamental skills training, including rhythm, interval singing, aural skills, and vocal imitation. Using relevant music theory knowledge, teachers should guide students in discerning musical colors, thereby enhancing their foundational abilities and interest in learning.

Employing a "tiered management and differentiated training" teaching model based on students' varying learning levels in solfeggio courses can be effective. For instance, students who meet certain assessment criteria might be exempt from some classes. Students with a foundational understanding of solfeggio and high motivation could be offered elective courses, while those with strong sight-singing and aural skills might pursue advanced major courses. Additionally, regularly organizing solfeggio concerts can boost student enthusiasm. This approach not only meets national solfeggio course reform requirements but also provides tailored education methods for students of different needs and levels, without increasing the teachers' burden, while integrating student resources and fostering their potential, thereby promoting their strengths.

4.3 Building a Professional Teaching Staff

To address the shortage of qualified teachers, it is essential to establish a team of highly educated, capable, and specialized instructors. Teachers should enhance their professional levels through "bringing in and going out" strategies, where

they can attend high-level music institutions for training or invite experts to conduct on-campus lectures. Enhancing the knowledge base of the teaching team will improve teaching philosophies and meet the demands of new curricula.

Modern educational requirements position teachers as guides and students as the primary focus of the classroom. In the process of imparting knowledge, teachers should fully explore students' potential, engage in more discussions and interactions, and use motivational evaluations to foster student progress and growth[5].

4.4 Utilizing High-tech Assistance

Incorporating multimedia technology, software, and professional teaching aids into solfeggio teaching can enhance the traditional teaching model's effectiveness and cultivate students' aural skills. Teachers can set training content that allows students to engage in continuous rhythm exercises through methods such as rhythm imitation, sound comparison, and rhythm programming. This approach corrects students' rhythmic precision during music performance and helps them master note lengths. Updating traditional teaching models, enriching content, and making lessons dynamic and engaging can broaden students' musical horizons and boost their initiative and enthusiasm. Teachers should leverage their guiding role, using multimedia technologies to expand teaching methods, and play self-produced teaching materials in class to improve the level of solfeggio education.

4.5 Student Choral Training

Multivoice solfeggio training demands high standards for students' rhythm and pitch accuracy, and after developing multivoice thinking, students can perform sight-singing pieces uniformly. Choral training plays a significant role in multivoice solfeggio instruction. Analysis of the objectives of solfeggio teaching shows that it lays the foundation for other music education. Using multivoice solfeggio training improves singers' levels and skills, guiding the development of multivoice solfeggio training.

The curriculum set by music teachers enhances students' aesthetic abilities, aural memory, and sight-reading skills, as well as their collaborative and comprehensive performance abilities. Furthermore, choral performance and training require singers to have a high level of aesthetic perception. Therefore, cultivating students' basic aesthetic abilities during choral training deeply integrates solfeggio education. Feedback on students' deficiencies in solfeggio training helps determine the direction for teaching development[6].

5. Conclusion

Solfeggio is a systematic and comprehensive course, essential for students' professional studies, combining theoretical knowledge and practical training skills. As the importance of solfeggio courses grows, improving teaching quality and cultivating students with scientifically sound and standardized aural skills in music becomes increasingly crucial. Teachers must aim to interpret musical works and convey knowledge to students in appropriate ways, which should be a primary goal for modern educators.

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