



Research on Innovative Practice of Midi Music Production in Music Class of Primary and Secondary Schools

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Abstract: Under the new curriculum reform, there are higher requirements for music teaching in primary and secondary schools in information technology based teaching, which also provides channels and platforms for the application and practice of Midi and music software in classroom teaching, and thus becoming one of the important content of music classroom reform in primary and secondary schools. In this study, the Midi music based theory knowledge is introduced with probes into the concrete methods for Midi music production. Through the computer music works creation practice, students can understand the Midi music production process so as to independently make a relatively complete works of music, improving primary and secondary school music classroom teaching effect.

Keywords: primary and secondary schools, music education, Midi, music production

1. The role of Midi music production in music class in teaching

1.1 The teaching effect has been significantly improved

Current computer teaching method has been applied to the music curriculum. Due to the lack of basic music theory of primary and middle school students, their inner music cultivation is also relatively low, so it is difficult to adopt standard music when creating computer music, and it is difficult to express their feelings of making music. Therefore, when teaching music, music teachers should ask students to be able to use pitch and rhythm to produce music melody that meets the requirements.

The application of computer technology to the production of music courses has significantly improved the teaching effect. After the implementation of computer technology, teachers can use the computer system to arrange the supplement of basic knowledge. Students are introduced with knowledge in speed notes and others through the computer broadcast system. Students can also use computer production software to demonstrate the production of each note.

Compared with the previous teaching mode, the duration in use of Midi technology is very short time. In addition, combined with the unique characteristics of the software, notes can be presented to be graphical. Students will understand it faster. Computer music technology can also be used to complete the production of music, which can improve the ability of students to use Midi notes language, thus providing help for students to create independently.

1.2 Methods for music production methods have been increased

The music teaching syllabus for primary and secondary schools is mad with clearly requirement that students should complete the creation of simple music independently, and at the same time, the creation personnel also need to record the music spectrum. In the traditional teaching methods, teachers usually draw music scores in class, and teach students to know music scores and notes, and students are guided to create independently. However, due to the lack of auxiliary teaching tools, it is usually difficult to meet the requirements of the teaching syllabus.

After the emergence of computer technology, teachers can use tools to assist music creation. Meanwhile, auxiliary tools have diversified characteristics, especially Midi tools with a large number of timbre resources, and students can use single timbre to create and audio LOOP timbre to create when using tools. Some schools even have multimedia classes. Midi keyboards can be connected to computers, and students can use Midi input devices to achieve independent creation. After creation, students can try to play on the keyboard, and Midi software can display notes.

In addition, students can also use the multi-track ensemble in Midi tools to achieve multi-voice mixed creation. Specific learning methods need to be completed under the guidance of teachers. After the completion of the teaching work, teachers can also require students to recombine materials through the method of cyclic timbre. Through the development of computer music creation courses, most students can use Midi tools to create simple music under the guidance of teachers.

1.3 Students' creative enthusiasm inspired

Music course is an important part of the curriculum of primary and secondary schools, which is the learning content stipulated in the syllabus. Students' enthusiasm for music course is not only related to whether the course can be carried out normally, but also pertinent to whether students can complete music learning according to the requirements. In the process of teaching practice, students have a certain interest in music creation, but when they encounter complex music creation, it will be difficult and difficult to understand. For a long time, students' enthusiasm for creation will be further reduced, and some students even have resistance to music learning.

The current music teaching classroom is difficult to stimulate students' interest in learning, the previous teaching methods can not meet the teaching needs, so it needs to adopt new teaching methods and methods to stimulate students' enthusiasm. Through the computer technology to change the traditional teaching way, In this practice, teachers will teach every knowledge point into the classroom through Midi software, and students use computer tools to create music independently. The majority of students show great interest in this new teaching method. In the past, many students were unwilling to participate in the creation of music. Through the new teaching method, many students are willing to integrate into the study and create music that meets the requirements under the guidance of teachers, which greatly improves the creation ability of students.

1.4 Improvement of students' practical ability

In the process of music teaching practice, students are required to learn and master solid theoretical knowledge to gradually improve students' practical ability. The majority of primary and middle school students, due to their poor creative ability, are difficult to memorize the complete score, in addition, students have a certain lack of understanding of music creation, so in the process of teaching practice, students generally master music knowledge is relatively slow. In music and song creation, even though some students have certain knowledge, it is difficult to complete the creation independently.

This paper divides teaching into two links, which are theoretical teaching link and practical teaching link respectively. First of all, theoretical knowledge and methods of audio source creation need to be demonstrated and described with the help of Midi software. After mastering certain knowledge, they can imitate operation, experience the methods taught by teachers, and understand the principles and key information. After mastering the learning method, this paper arranges students to use and apply it, and finish music creation independently. Students can create music by imitation, or create melody according to their own needs.

The system provides quick functions for students, which is convenient for users to sort out the score. Through students' learning, students can quickly understand the characteristics of music melody line. At the same time, through the imitation and operation of Midi software, it shows that after the completion of music teaching, students' hands-on ability has been further improved

1.5 Promotion of the reform of music teaching

Computer music production software can be introduced in the classroom, which will greatly improve the efficiency of teaching, but also broaden the way of teaching. For the majority of music teachers, this belongs to a new concept. But there are also higher requirements for the ability of music teaching in primary and secondary schools. If teachers need to use music software to improve the teaching of primary and secondary schools, teachers need to master the application of computer technology, can use Midi tools to complete a variety of operations, only in this way can music teaching work and computer technology fully combined.

Through continuous learning, teacher users can not only master the content and knowledge related to computer music production, but also greatly improve their ability and quality in this process. In addition, teachers should be required to further explore and learn in the process of computer music production, which can form a diversified teaching, which has requirements for teachers' art and information technology. On the other hand, through the implementation of computer music production course, the traditional teaching method witnesses a great change, which has great advantages. Through their own teaching practice, we can find out the method of modern music teaching, but also promote the reform and innovation of music teaching.

2. Midi music production based teaching implementation in music class

2.1 Course introduction

In order to let students quickly enter the state of learning, teachers should ask students questions and understand the process of students' music creation. Students are positive about the form of guidance, creation should not only have a certain basic knowledge, but also need to have inspiration and experience. The teacher confirmed the students' answers, and told

the students that they need inspiration, experience and other aspects of the requirements, but also need to have technical ability, writing skills and other abilities. Then the teacher carries on the case guidance, through the case guidance can let the student understand how to create the music song, at the same time can let the student will acquire the knowledge flexible application. Then the teacher writes down "Melody Change" in class and tells the students the knowledge and methods they need to master.

When teaching songs, this paper chose the song "Wang Daniang Bugang". Students listened to the song carefully in class. After the song, teachers are required to communicate with students about their feelings, and students responded positively and actively participated in it. They feel that the song was composed and played in a very happy tempo with mutual echo of every other period of music. The teacher confirmed the student's answer and gave a supplementary introduction to the relevant song, explaining that the song belongs to folk song, and the song adopts a symmetrical relationship and a one-to-one relationship, which is suitable for singing during performance and can achieve great effect.

2.2 Midi notes editing

Students gradually enter the state of learning, the teacher uses computer software to edit songs, such as melody songs, that is, I used straight up melody in the climax section. At the time of presentation, the teacher is explaining the operation of the main basic knowledge and method, and computer systems of students can enable synchronized presentations, arousing students' interests. After teaching, the teacher said that the melody line in the students' computer belongs to the straight melody line. In the first word of the music, the bass A and the high A form an octave relationship, and then the trend of the melody line can be displayed in the computer software system.

The teacher not only told the types and characteristics of melody lines, but also compared and analyzed the melody lines of the music spectrum to find out the differences between melody lines and introduce the relationship of the octave down so that students can understand the editing of music creation and students will have a higher enthusiasm for the music course. Students are required by teachers to carry on the operation by himself, from the straight up type and the straight down type melody. Students are guided to carry on the music editing, the use of the mouse and the keyboard in processing, and mouse can be used to drag the note, so that students can experience the different timbres and the music style. With the deepening of the course, students can use the method of teaching to master the knowledge of music, and follow up the teaching work according to the content taught by the teacher.

2.3 Cognition and operation of rhythm

The teacher introduces the knowledge of music, the main knowledge of notes, half notes, quarter notes, etc., while providing common rhythm and beat knowledge in the computer software. The teacher explained the demonstration of computer software, introduced the detailed meaning of each beat of the system software, and then observed the students' understanding of the beat. It was found that most students could well follow the progress of the teacher and arrange according to the existing teaching materials. The specific modification methods are as follows.

(1) Change the tempo. The teacher will import part of the song "Love China" into Midi software, students can feel the song "Love China", and curious students can use the software to play. Teacher will play the song of "Love China" with changed tempo for students. The teacher explains to the students that although the melody of the song has not changed, the rhythm of the song has changed, which will lead to the abnormal music style. The teacher will compare the original melody line with the melody line after the adaptation. Midi software is used to identify the differences that exist, and then to understand the methods and patterns of music adaptation.

(2) Change the tempo. The teacher will import part of the song "Xiao Cao" into Midi software, students can feel the song "Xiao Cao", and curious students can use the software to play. Most students find that this song is sad. The teacher confirmed the students' point of view and students are guided to keep the original beat, and the rhythm can be adapted to feel the rhythm of music and songs. Then by use of Midi software melody, student can experience and analyze. Teachers believe that the change of rhythm will lead to the occurrence of song style, and guide students to change the rhythm of music, change the tempo, change the tone, etc., in the process of creation, through a variety of methods to vent their inner emotions, so that the work is personalized

2.4 Music creation with the help of computer

The teacher divided the students into four groups, and each group used Midi software to create and design music melodies. The first group adopted straight up and straight down creation method, the second group used straight arc and full inverted arc creation method, the third group used up and down zigzag creation method, the fourth group used straight line creation method.

In the process of students' independent creation, due to the different qualities of students, teachers are required to

conduct one-to-one guidance and guidance for students with learning difficulties, and summarize the problems encountered by students in the creation process. First, some students are not familiar with the operation of computer software, so they can ask other students or teachers for advice. Second, the melody of music should not imitate the teaching materials, students should create their own to develop their own characteristics. Third, in the creation of the time, the characteristics of impersonation should be reflected to ensure that there is a linear section. Fourth, the line should have diversified characteristics, not all of them are one type of line.

The teacher instructs the students to use Midi software tools to save music, and then use the same Musical Instruments to play different music, for example, the bow and other methods can be used. Finally, the data can be transmitted to teachers through the computer broadcast system. Teachers can divide students into two groups. The first group mainly adapts the fragments of Liuyang River, and the second group mainly adapts the fragments of Yimeng Mountain Xiaodiao. Teachers encourage students to change the tone and tone of the two songs. Under the guidance of teachers, Midi software should be adopted to play the modified song clips independently. After the students finish the music creation, the music can be sent to the teacher's computer system, the teacher after class to judge the music, in order to master the students' learning situation.

2.5 Expansion and summary

Teachers are required to guide students to create songs independently. Teacher plays two songs "We Walk on the Road" and "Guerrilla Song", and then integrates the melody of these two songs into Midi software tools. Students use audio and computer equipment to observe melodic lines and find out the differences and similarities in rhythm and sound effects between the two pieces of music. After completion, the teacher summarizes the songs and tells the students that although the two songs belong to marching song, they have different styles.

"We Walk on the Road" is a cheerful song, "Song of the Guerrillas" gives us solemn feeling. The two songs are also very different in terms of writing techniques. "We Walk on the Road" uses a straight up melody, while "Song of the Guerrillas" uses an up and down zigzag melody and is also slower than the previous song. After the completion of teaching, teachers need to summarize the class, sort out the knowledge of the course, and reiterate several common methods of music melody and song adaptation. After class, the students are required to adapt the music melody of Protecting the Yellow River, and then praise the students, encourage them to review and create after class seriously, use Midi technology to integrate their creative ideas into the music, and develop the habit of independent learning, taking music creation as a hobby after class.

3. Conclusion

In conclusion, through learning Midi production related knowledge, students' various musical qualities in primary and secondary school, such as the ability to read music, solfeggio, ear training, keyboard playing ability, software application ability and harmony form ability can be enhanced. At the same time, it also provides rich ideas and means for the innovation and reform of music teaching in primary and secondary schools, and creates interesting teaching classes, so that more modern music teaching content is integrated into the traditional classroom, and comprehensively improves the music quality and core literacy of students in primary and secondary school.

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