

The Artistry in Piano Accompaniment Teaching

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Abstract: piano accompaniment teaching is a scientific activity as well as an artistic activity. To study piano accompaniment teaching from an artistic point of view, conform to the basic requirements of contemporary piano accompaniment teaching to cultivate all-round talents. This paper first introduces the basic knowledge of piano accompaniment. Then, it expounds the main performance of piano accompaniment teaching artistry, including guidance, attraction, comprehensiveness, innovation and effectiveness. Finally, it summarizes the essence of piano accompaniment teaching artistry, including “truth”, “goodness” and “beauty”.

1. Introduction

The unique timbre, sound and harmony colors of the piano make it possible to accompany all voices and instruments, so piano accompaniment has become an important part of the practice of music performance^[1]. In the practice of music performance, piano accompaniment mainly plays the role of foreshadowing the theme, creating artistic conception, setting off the atmosphere, constructing the tonal layout, shaping the musical image and promoting the artistic expression. Piano accompaniment teaching is based on piano accompaniment theoretical knowledge and skills as the main content of the teaching.

2. The Connotation of Piano Accompaniment Teaching Art

The artistry of piano accompaniment teaching is mainly reflected in the following aspects.

2.1 Guidance-Make Students Master the Method of Learning

Piano accompaniment teaching plays a guiding role in the formation and development of students' musical accomplishment, psychological quality, knowledge structure, artistic vision and related ability. In terms of music cultivation, piano accompaniment teaching guides students to form a correct understanding, appreciation and identification of musical works. In terms of psychological quality, piano accompaniment teaching guides students to form a confident, stable, positive, and optimistic psychology. In terms of knowledge structure, piano accompaniment teaching guides students to form a knowledge structure of various vocal singing, various musical instruments, band conductor, dance, opera, etc.^[2]. In terms of related abilities, piano accompaniment teaching guides students to form the ability to cooperate with performers, the

ability to adapt to changes in cooperation, the ability to accurately grasp the works, and the ability to arrange accompaniment. The guidance of piano accompaniment teaching enables students to master scientific learning methods.

2.2 Attractivity-Make Students “Willing to Learn”

Piano accompaniment teaching is very attractive. The reason is that its teaching content is rich and covers a wide range, allowing students to be free from the constraints of piano music, and to be exposed to a variety of people and things, such as vocal music, dance, and other types of musical instruments. At the same time, teachers should adopt a variety of teaching methods in the teaching process. The richness of teaching content and teaching methods meets the learning needs of different students and avoids their aesthetic fatigue. In addition, piano accompaniment teaching pays great attention to stage practice, and the colorful stage practice further enhances the appeal of teaching. The attractiveness of piano accompaniment teaching makes students actively participate in teaching.

2.3 Comprehensiveness-Make Students “Happy to Learn”

Piano accompaniment teaching is a comprehensive art. It is a synthesis of time and space, a synthesis of hearing, vision, perception, and kinesthesia, a synthesis of imagination, thinking, and creation, and a synthesis of knowledge, skills, and qualities. In the teaching of piano accompaniment, teachers often organize and coordinate various factors according to the teaching objectives and requirements, and design and choose the best teaching content and methods. For example, in the teaching of basic music theory, in order to avoid students' boring sense of learning, teachers will not only use language explanation and demonstration teaching method, but also use multimedia equipment to teach, so as to give students stronger perceptual stimulation, so as to improve the quality of teaching. The comprehensiveness of piano accompaniment teaching meets students' diversified learning needs and makes them happy to learn.

2.4 Effectiveness-Make Students “Study Frequently”

Teaching all pay attention to teaching effect, piano accompaniment teaching is no exception. Good teaching effect is the important embodiment of the artistic quality of piano accompaniment teaching. The good teaching effect of piano accompaniment is manifested in clear teaching goals, perfect teaching content, reasonable selection of teaching methods and methods, scientific teaching evaluation, good teaching environment, effective teaching management, harmonious teacher-student relationship, full student learning enthusiasm, comprehensive student development, etc.^[3]. The effectiveness of piano accompaniment teaching allows students to continuously gain learning experience and results, so as to obtain learning satisfaction and develop good habits of regular learning.

3. The Intrinsic Requirement of Piano Accompaniment Teaching Artistry

The essence of piano accompaniment teaching art is determined by the fundamental goal of piano accompaniment teaching. The fundamental goal of piano teaching is embodied as the goal of educating people. This paper holds that the educational goal of piano accompaniment teaching is to cultivate students with creativity and musical accomplishment. To achieve this goal, teachers should pay attention to the following points in piano accompaniment teaching.

3.1 Teaching Should Emphasize “Truth”

The “truth” in piano accompaniment teaching is the teacher’s accurate grasp of the rules of piano accompaniment, piano accompaniment teaching and students’ piano accompaniment learning rules. For example, piano accompaniment teaching has a process from the enlightenment stage to the intermediate stage and then to the advanced stage. Teaching and learning in piano accompaniment teaching is an interdependent and complementary relationship and so on^[4]. In piano accompaniment teaching, teachers should organize and carry out teaching based on objective laws, and accurately grasp the objective, essential, and inherent inevitable connections in piano accompaniment teaching. Teachers should continuously explore and verify existing laws through a large number of teaching practices, and at the same time actively explore new laws.

3.2 Teaching Should Emphasize “Goodness”

The “goodness” in piano accompaniment teaching refers to the teachers’ attention to the students’ moral development. Throughout the excellent piano masters at home and abroad, they not only have superb accompaniment level, but also have noble moral character. Noble character can gain the respect and love of others. For the students who learn piano accompaniment, it can make their piano accompaniment carry temperature and height, and improve the performance and appeal. Therefore, in piano accompaniment teaching, teachers should not only pay attention to the teaching of accompaniment theoretical knowledge and skills, but also moral education, such as modesty, respect, tolerance, integrity and so on.

3.3 Teaching Should Emphasize “Beauty”

“Beauty” in piano accompaniment teaching refers to the cultivation of students’ aesthetic consciousness and ability by teachers. The “beauty” in piano accompaniment teaching has many manifestations, such as the melody beauty, posture beauty and emotional beauty of the accompaniment itself, the action beauty of the accompanied dance, the sound beauty of the accompanied voice, and so on^[5]. In piano accompaniment teaching, teachers can directly or indirectly guide students to discover and affirm these beauties, which can cultivate students’ aesthetic consciousness and ability. The improvement of students’ aesthetic consciousness and ability can make them have pleasant psychological experience in the process of learning, and improve their enthusiasm and initiative in learning.

4. Conclusion

In piano accompaniment teaching, teachers should organize and develop the teaching from the artistic level. In this way, piano accompaniment teaching can give full play to the function of knowledge transformation, emotional edification, moral shaping, psychological pleasure and so on. The artistry of piano accompaniment teaching highlights the educational concern for students. It affirms that students are the main body of teaching, and takes students’ high-quality mastery of theoretical knowledge and practical skills of piano accompaniment and rapid improvement of relevant quality as the fundamental goal. It requires teachers to actively explore and grasp the objective law of piano accompaniment teaching, and actively carry out teaching reform and innovation.

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