

# *On the Classification Training of Vocal Music Technique under the Pentathlon Technique*

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**Abstract:** The classification of vocal music has its scientific basis. In the classification training of vocal music technology, it requires the precipitation of academic background and discipline, so as to ensure that the classification training of vocal music technology can carry out the actual operation and training under the guidance of pentathlon technology concept. This paper studies and discusses the operability of vocal music skill grading training on the basis of pentathlon technical concept.

## **1. Introduction**

The pentathlon concept of vocal music training refers to the professional skills that the students of vocal music training, instrumental music performance, dance, keyboard performance, calligraphy, impromptu accompaniment and chorus performance must master. In the process of training and teaching, according to the students' own situation, close to the characteristics of the new era and environmental factors, the teaching method of individualized teaching is implemented. In the specific training process, only five of them are selected for special quality training. Under the guidance of the concept of pentathlon, vocal music is undoubtedly the most basic and important project. The teaching method of vocal music is particularly important. Therefore, in order to improve the professional quality of students, we must carry out the circular teaching mode. But in the specific training, the practicality of the teaching books is relatively single. In order not to make the training objectives and teaching materials out of touch, we adopt the grading training of vocal music technology, and the teaching methods are more flexible.

## **2. The Main Characteristics of Vocal Music Teaching Materials under the Concept of Pentathlon**

### **2.1 Systematicness**

The compilation of vocal music teaching materials under the concept of pentathlon belongs to a new concept of teaching materials. The Compilation Characteristics of the teaching materials reflect the basic, normal and systematic. The whole set of teaching materials is divided into two parts: the high volume and the middle and low volume. The high volume is divided into five levels: Level 1 to level 3, each level is divided into two volumes, and level 4 and level 5 have one volume. There

are four levels in the volume, one volume for each level.

## **2.2 Quantitative Step by Step**

In the course of vocal music for higher music education major, the number and degree of songs selected for each level are in line with the principle of gradual progress and paying attention to the foundation, and the content is systematic and rich. The subjects, genres, forms and styles of the selected works are different, and all the repertoires are attached with range labels and singing tips, which play a positive role in students' learning.

## **2.3 Standardization of Technical Viewpoint**

Vocal music course of higher music education major (five grades, to be published by Higher Education Press) can represent the whole picture of knowledge and skills requirements of vocal music discipline of music education major. The determination of all repertoire has been repeatedly discussed in expert meeting organized by music education department and vocal music teaching and Research Office, forming the final result, which can effectively guide students' standardized learning. It is of great significance for students to learn vocal music while giving consideration to the expression of emotion and sense of music in vocal music art. On the basis of mastering the singing style and structure of the works, students can sing with both sound and emotion, which is of great significance to improve students' skills and musical accomplishment.

## **2.4 The Pertinence of Education and Teaching**

In the process of implementing “vocal music course for higher music education major”, teachers are in the leading position and play the role of fully excavating students' practical ability. Students should follow the correct guidance of teachers, carry out independent and in-depth learning in spare time, and conduct timely discussion and research, so as to make vocal music teaching more practical.

## **2.5 The Demonstration of Higher Normal Education**

First of all, the teacher's demonstration: (1) take my best voice as an example. (2) Teachers can accurately imitate the voice of students, and can exaggerate, let students know their problems. (3) The comparison and analysis after the demonstration is particularly important. Secondly, the demonstration of the classification of teaching materials: the classification teaching of vocal music module under the concept of pentathlon technology is the basic tool for the implementation of vocal music curriculum standards. Teachers should clearly let students know what they really need to learn, so as to strengthen and develop them and guide them to achieve their learning goals. However, we should realize that grading is not a tool for “controlling” teaching, and “serving for teaching” is the orientation of its basic function. Graded teaching not only carries knowledge and skills, but also permeates the giving of thinking methods, the optimization of cognitive structure, the formation of practical ability and the cultivation of innovative spirit.

## **2.6 Theoretical Innovation of Teaching Materials**

“Vocal music course for higher music education major” is a kind of graded, quantifiable, scientific and systematic teaching material for vocal music skill course mode of music education major, which embodies the close combination of vocal music teaching reform and teaching material

construction. This set of vocal music teaching material is rich and colorful in content and various in forms, including required songs, optional songs, browsing songs and appreciating songs. It makes a reasonable collocation of Chinese and Western songs, and cultivates students' aesthetic ability of music art from many aspects. The content of the teaching material is in line with the basic requirements of the syllabus. It focuses on basic repertoire, does not emphasize theoretical knowledge, does not use low-quality vocal music works, does not blindly promote the level, and has appropriate coverage. The content of the textbook is combined with the old and new repertoire, matched with the content of classroom training, and connected with the five vocal modules of pentathlon grading training.

## **2.7 The Advantages of Grading Teaching Materials**

In the vocal music course of higher music education major, the progress of Vocal Music Grading Teaching and the assessment of vocal music professional level are not divided by grade. Instead, the teaching materials of corresponding level are compiled according to the learning level. The assessment of vocal music professional level is carried out according to the different levels of the required repertoire. The textbook is divided into eight high volume volumes and four middle volume volumes<sup>[1]</sup>. Among them, the setting of prescribed repertoire is a standard to determine the learning results. It is a set of selected and scientific advanced graded repertoire, which sets a range of required repertoire for students; while the examination and approval of optional repertoire provides more choices, making the range of learning repertoire wider.

## **3. Analysis of Vocal Music Teaching under the Concept of Pentathlon Technology**

1. Teaching materials and teaching methods. It is also a widely used method in early vocal music education to train students in sound technology, vocal music works and vocal music by using appropriate teaching materials, so that they can get the correct direction of development, cultivate and establish the correct sound concept and sound skills. The key problem in the teaching process is the selection of teaching materials. When preparing lessons, we can establish the growth files of vocal music learning stage for each student. 2. Step by step teaching method. In each stage of the five level classification, the selected repertoire is from low to high. Each level not only has the requirement of quantity, but also has a unified and qualitative standard. In the learning process, students are required to have the determination to overcome problems, not to be in a hurry for success, not to have the psychology of conceit and anxiety. Teachers should guide students according to the situation, supplemented by praise, encouragement and affirmation to achieve the teaching purpose. 3. Practice method. Under the guidance of teachers, students apply knowledge to practice and transform knowledge into skills. 4. Heuristic teaching method. It can also be regarded as metaphor and inspiration teaching method. Teachers should have the ability to control students' singing attention, and organize teaching by appropriately focusing, skillfully mobilizing and timely transferring students' singing attention. 5. Language teaching method. Using language to encourage students to love learning, and guide students to learn, grasp these two key issues, to carry out vocal music teaching. 6. Question and answer teaching method. In teaching, students' feelings, ideas and opinions are asked and then solved one by one. 7. Explanation teaching method. Before singing, the key points of music score, voice and emotion should be paid attention to and summarized after singing<sup>[2]</sup>.

## **4. The Proposal of Graded Training Mode**

### **4.1 The Scientific Basis of the Classification Training Mode**

Graded training mode is to carry out graded teaching according to the level of students. The “teaching” of teachers should adapt to the “learning” of students. According to the reality of students at different levels, we should treat them differently in teaching objectives, teaching contents, teaching approaches, teaching methods and teaching evaluation, so that the students at higher levels can further develop their potential, the students at middle levels can stand out and catch up, and the students with difficulties can learn systematically and completely to meet the basic ability requirements, so that the students at all levels can develop their potential. Students can get better development in their own original foundation. Vocal music grading teaching is a teaching mode implemented according to the professional characteristics and teaching rules of vocal music teaching. The scientific basis of hierarchical training mode is mainly manifested in two aspects: first, the law of human cognitive process; second, the law of educational development process.

## **4.2 The Academic Background of the Hierarchical Training Model**

With the continuous development of modern educational technology and teaching means, the development and reform of vocal music teaching system of music major in Colleges and universities are also in progress. Vocal music course has been playing an extremely important role in the teaching of music major in Colleges and universities. It is an important basic course of professional skills and an important part of higher music education system. For vocal music teaching, the existing problems are the uneven level of students, single teaching mode, lack of open communication and so on. How to reform the teaching of vocal music course, improve the quality, and make the students comprehensively improve on the original basis, will be the problem of concern and discussion in the academic circles. How to let the majority of students master the basic skills and methods of vocal singing through vocal music teaching, strengthen the mastery of students' performance, sense of music, music creativity and related theoretical knowledge, and improve the overall quality of music is a subject that every college teacher engaged in vocal music education needs to seriously study.

### **4.2.1 The Subject Accumulation of Graded Training**

Art Education in Colleges and universities has its own distinctive teaching characteristics. As far as vocal music teaching materials are concerned, the former vocal music teaching materials are lack of teaching materials that can clearly define the degree, guide and standardize teaching as other disciplines. As far as technical training is concerned, the former vocal music teaching seems to have no specific standards for students' professional learning: all these problems are involved. The traditional teaching mode itself restricts the improvement of the quality of vocal music education, and has a negative impact on the teaching. Vocal music teaching must follow the scientific logic system and the law of students' understanding and development, formulate the stage teaching objectives with concise and clear contents, step by step, stimulate students' learning initiative, and enable students to systematically master basic knowledge and basic skills. It is the basic principle of vocal music teaching to follow step by step, which is of great significance to the development of vocal music Z technique. Teaching students in accordance with their aptitude is also the main feature of vocal music teaching. The differences of vocal music education objects and teaching objects in voice conditions, music feeling and acceptance ability, as well as the differences of Freshmen's professional level when they enter school, the differences of teaching requirements and teaching progress in the same grade, so the vocal music teaching methods of music education students, such as the use of graded selection of teaching repertoire, graded teaching. In order to improve the quality of vocal music teaching, it is necessary to strengthen the incentive and restriction mechanism of vocal music teaching.

## 4.2.2 The Feasibility of Grading Training Mode

There is a clear and unified degree standard in the grading examination, and there are unqualified students in the examination, which is one of the significant differences between the grading examination of vocal music and the traditional vocal music examination. Traditional vocal music teaching has no clear requirements for teaching progress, teaching materials often accommodate students' practical professional level, and the improvement of students' professional ability can only be carried out slowly in natural training. The assessment does not clearly define the professional level, only depends on the performance of students' own practical ability, which will inevitably lead to the situation that students with great differences in level will pass the examination; this result can only lead to the phenomenon that some students can study passively and graduate with or without learning, which increases the difficulty of professional teachers' teaching management. At present, the grading teaching assessment of vocal music can break the grade boundaries and increase the constraints on students' professional management. Teachers can teach students in accordance with their aptitude for skill training and theoretical teaching according to different degrees of teaching objects. Students can improve their singing level step by step based on their actual professional starting point and learning situation, which is more in line with the requirements of education and teaching law. Students can choose freely from different levels of repertoire, which not only stimulates students' initiative, enthusiasm and creativity in learning, but also enhances their ability and exercises their will. This requires that the determination of different levels of vocal music teaching should be established on the basis of students' actual level and the possibility of teaching development, and should also be forward-looking. In addition, teachers must infiltrate the value of vocal music training according to the systematicness and logicity of vocal music teaching in the selection of graded teaching repertoire. The internal relationship between each grading stage of vocal music training is an inseparable part of each teaching link<sup>[3]</sup>. Grading reflects the difference of professional level, and grading assesses the level of professional level. It quantifies the norms of vocal music teaching, breaks the traditional form of repertoire compilation of vocal music teaching materials, and is conducive to the improvement of vocal music teaching materials and the development and construction of disciplines in normal universities.

## 5. Requirements of Vocal Music Grading Teaching for Students

### 5.1 Correct the Attitude of Vocal Music Learning

Vocal music grading teaching materials require students to correct their attitude towards vocal music learning, promote students' interest in vocal music learning, and cultivate students' basic ability of vocal music learning. This can better promote the development of students themselves. At the same time, the teaching materials of vocal music classification also advocate that students can learn the fun from vocal music, use their own understanding and emotion of vocal music to influence others, and use their vocal music knowledge learned in vocal music classification to let more people know the fun and mystery of vocal music, so as to better promote the improvement of students' self-cultivation. Therefore, Vocal Music Grading Teaching to survive, can correct the attitude of vocal music learning, this can also better reflect the effectiveness of vocal music grading teaching.

### 5.2 Learning for Application, Transforming Knowledge into Ability

Vocal music grading teaching materials are very close to real life, vocal music grading teaching materials are clearly marked, hoping that students can apply what they have learned and use vocal

music to bring happiness to more people. The purpose of each student learning vocal music grading teaching is not only to obtain a basic skill, but also to be able to apply the learned knowledge to real life to improve the living standard and quality of life, improve their self-cultivation, and bring joy to more people. If students can not apply what they have learned, this is a serious failure of teaching, which will make classroom teaching ineffective. The course of grading teaching of vocal music should be combined with real life<sup>[4]</sup>. Only in this way can students learn vocal music knowledge and strengthen their understanding of vocal music knowledge through their own personal experience. Only in this way can vocal music have more soul and emotion, so as to transform students' knowledge into vocal music ability.

## **6. The Realization Way of Grading Training**

### **6.1 First Level Training**

1. Purpose: (1) to guide the students to use the correct breathing method and realize the support of breath to sound. (2) To train students to have the ability to understand and analyze the works, and to better sing the basic teaching materials of this grade. (3) Strengthen the auditory training of singing, gradually establish a correct concept of sound, so that students gradually have the ability to distinguish between right and wrong voice, and can carry out vocal music learning more scientifically: 2. Requirements: (1) require students to have correct singing posture, positive psychological state of singing, and gradually cultivate good singing habits. (2) Based on the natural sound area, focus on the middle sound area training, so that the larynx is stable and the pronunciation is natural and smooth. (3) Chinese works require students to sing in Putonghua, while foreign works should sing in the original text, basically speaking clearly. (4) The number of basic training repertoire per semester: 8-12, which can be freely selected from the top and bottom of the first level repertoire of the five level classification of the supporting textbook “vocal music course for music education majors in Colleges and universities”.

### **6.2 Level 2 Training**

1. Purpose: (1) students can basically master the correct breathing method to sing. (2) Consolidate and develop the basic knowledge and skills, and apply them to the singing of different types of works, which can fully express the thoughts and feelings of songs. 2. Requirements: (1) talk about the basic theoretical knowledge of vocal music, the characteristics of young people's voice, voice training and health care during voice changing period. (2) On the basis of consolidating the middle voice area, the range should be expanded appropriately. The female voice is required to reach about 12 degrees and the male voice is required to reach about 11 degrees. To achieve the basic unity of voice, voice coherence, fluency, mellow. (3) In singing, the language should be clear and the words should be correct. (4) The number of basic training repertoire per semester: 8-12, which can be freely selected from the top and bottom of the second level repertoire of the five level classification in the supporting textbook vocal music course for music education majors in Colleges and universities.

### **6.3 Level 3 Training**

1. Purpose: (1) according to the characteristics of students' voice, we should train their voice changing skills, expand their range of voice, and gradually get better mixed resonance. (2) To cultivate students' singing skills of controlling volume and changing timbre. 2. Requirements: (1) students are required to have a certain ability of breath control and use breath to sing in a controlled

way. (2) The students are required to have the ability to analyze and deal with the songs independently and express the thoughts and feelings of the songs more accurately when singing. (3) The number of basic training repertoire per semester: 8-12, which can be freely selected from the top and bottom of the third level repertoire of the fifth level classification in the supporting textbook vocal music course for music education majors in Colleges and universities.

#### **6.4 Level 4 Training**

1. Purpose: (1) on the basis of mastering the theoretical basis and singing skills of vocal music, to be able to sing works with great difficulty and various styles, and to create a complete artistic image with both sound and emotion. (2) Under the guidance of teachers, we should pay attention to the cultivation of students' vocal music teaching ability. 2. Requirements: (1) on the basis of unifying the voice, further expand the range, and require the female voice to reach about 14 degrees and the male voice to reach about 12 degrees. (2) The number of basic training repertoire per semester: 8-12, which can be freely selected from the top and bottom of the fourth level repertoire of the five level classification of the supporting textbook “vocal music course for music education majors in Colleges and universities”.

#### **6.5 Level 5 Training**

1. Purpose: (1) to combine vocal music course with a series of open lectures of vocal music teaching and research department, and invite well-known experts of off campus education type, academic type and professional type to give lectures, so as to encourage students of level 5 to have more professional exchanges, broaden students' ideas and lay a solid foundation for future development. (2) Finish the writing and finalization of graduation thesis. 2. Requirements: take part in or hold student report singing meeting, Graduation Concert, chorus practice performance, participate in domestic and foreign competitions, encourage students to improve themselves, and test the teaching effect of vocal music course in time. It is still free to choose from the fifth grade repertoire of the fifth grade of the supplementary textbook vocal music course for music education majors in Colleges and universities<sup>[5]</sup>.

### **7. The Scientific and Artistic Basis of the Feasibility of Vocal Music Skill Grading Training under the Concept of Pentathlon**

#### **7.1 The Scientific Basis of the Feasibility of Vocal Music Skill Grading Training**

##### **7.1.1 We Should Have Scientific Ideas and Methods**

When talking about the understanding of pharyngeal sound, Mr. Shen Xiang said: “I personally understand the concept of pharyngeal sound. If I think it is the most basic sound, it is a very relaxed sound sung in a stable cavity, that's right. If the understanding is wrong, people have to have a fixed timbre, and this fixed timbre is unnatural in singing, it must be wrong. “ ① There is a question of scientific concept. To solve the different problems encountered in vocal music teaching, effective methods are adopted to solve them, and good teaching results are achieved, which involves the scientific problems of methods.

##### **7.1.2 There Should Be a Scientific Curriculum**

This requires us to first solve the problem of school running philosophy, such as the contradiction and quality decline caused by the expansion of enrollment in recent years. This also

reflects our lack of due understanding of art education personnel training. The second is the issue of curriculum, which art courses we really need to set up. The third is the evaluation standard of teaching. Due to the lack of reasonable understanding and discussion of “Chinese and Western”, “traditional and modern” and other issues, it is difficult to establish the subject evaluation standard, which is easy to cause confusion in concept.

### **7.1.3 Actively Make Use of Existing Scientific Achievements**

In the era of radio recorder, we say “recorder is the best teacher”. Now the multimedia technology can make the sound and image synchronous, which provides the possibility for the singer to observe repeatedly, and also makes the vocal music teaching have a more three-dimensional reference. So now we have to say that learning to use multimedia is the best teacher to learn to sing.

## **7.2 The Artistic Basis of the Feasibility of Vocal Music Skill Grading Training**

### **7.2.1 The Artistry of Vocal Language**

Due to the core position of language in vocal art, we must have enough understanding of the language teaching of vocal art. Our national vocal music art attaches great importance to the study of language, it is not only the pursuit of sound beauty, but from the characteristics of Chinese language, teaching is not divorced from the basis of language, sound training is always closely combined with language. There will be no sound is sound, language is the separation of language. Because the beauty of sound must contain rich emotional color, and rich emotional color must be expressed through language. In other words, only the organic combination of sound and language, and the accurate and vivid expression of feelings, is the ultimate goal of vocal art.

### **7.2.2 The Artistry of Teachers' Guidance**

First of all, learning vocal music should have a certain musical ability, not only a better voice, but also a better sense of music; teachers can make students fully and independently show their talents, and develop their talents; they should guide students to understand a truth: what they get from voice training is only a simple means of artistic expression, which is necessary. But the performance of music, temperament, style, for students to learn singing, by no means just skills. Secondly, teachers should demonstrate and infect students with their positive and optimistic attitude, so as to increase the attraction and influence of teachers' education and management of students<sup>[6]</sup>.

## **8. Conclusion**

In the learning process of vocal music, we should first master the correct singing posture. Under the guidance of the correct posture, we can drive the various organs of the body to produce the most harmonious and beautiful sound. Through the pentathlon technical concept to carry out vocal music connection, through the learning of theoretical knowledge and repeated training, students will quickly master the principle of sound production. The so-called vocal music, the voice is by the singer's voice and range of common function. Through the hierarchical learning, the students' knowledge gradually improves and their singing level rises steadily, which greatly promotes their interest in learning and is of great benefit to the development of music students.

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