

# *Practice and Exploration of Teaching Mode of Children's Vocal Music Course Outside School*

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**Abstract:** With the increasing awareness of the value of art education, vocal music courses outside school play an important role in cultivating students' musical interest, talent and lifelong learning ability. However, compared with traditional music education, off-campus vocal music courses face a series of unique challenges and opportunities. How teachers will design the course content to attract students, and what teaching methods and strategies can promote students' music development more effectively, the above questions need to be deeply thought and studied. Therefore, this paper aims to practice and explore the teaching mode of children's vocal music course outside school, aiming at providing a strong reference and guidance for educators in this field.

## **1. Introduction**

With the increasing social recognition of art education, vocal music course, as an important way of culture and art training, has a unique value in cultivating students' comprehensive quality, aesthetic emotion and music quality. However, the teaching mode of children's vocal music course outside school is relatively lacking of systematic research and exploration, which leads to some challenges in practice. Therefore, it is necessary to deeply practice and explore the teaching mode of children's vocal music course outside school in order to promote its development and perfection in non-educational institutions such as Youth Palace.

## **2. Practical significance of children's vocal music course**

### **2.1 Promote emotional and social skills development**

Off-campus children's vocal music course is not only a form of music education, but also an important booster for children's emotional and social ability growth. In vocal music education, children express their emotions through singing, which is both direct and profound. In the process of vocal music learning, children can not only learn how to express complex emotions such as happiness, sadness, excitement or calm with songs, but also learn to understand and feel the emotions contained in music. This ability to express and understand emotions is essential for children's emotional health and psychological development. In addition, in choir or group singing, children not only need to learn how to collaborate with others, but also learn to listen to others,

understand and respect different opinions and styles. This kind of teamwork experience can teach children how to coordinate the relationship between the individual and the group in social interaction, and how to find an individual position in the team and play a role in the group, which helps to establish self-identity and enhance social interaction ability.

Table 1: Survey data of children's emotional and social skills development in after-school children's vocal music courses

Student number	age	Emotional level before first class	Emotional level after the course	Percent improvement in emotional expression
1	8	3 (1-5 points)	4(1-5points)	33%
2	10	2(1-5points)	4(1-5points)	50%
3	9	2(1-5points)	3(1-5points)	50%
4	11	4(1-5points)	5(1-5points)	25%
5	7	2(1-5points)	3(1-5points)	50%

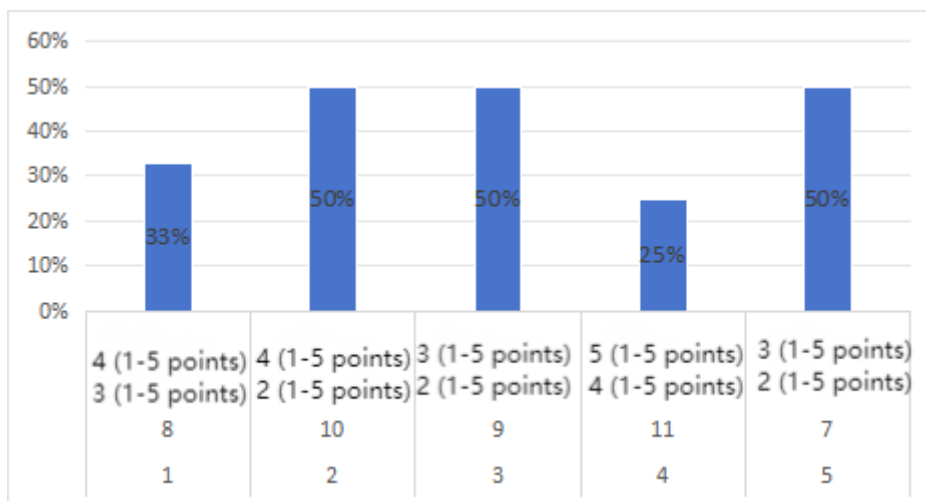


Figure 1: Trend chart of children's emotional and social skills in children's vocal music lessons

The above survey data includes five students. As can be seen from the table 1 and figure 1, the vast majority of students have made significant improvement in emotional expression, with the percentage of improvement ranging from 25% to 67%. The development of social skills also performed well, with an increase of between 10% and 50%. This study provides further evidence of the significant effect of out-of-school children's vocal music courses in promoting emotional and social skills development, and is not limited to age groups or initial emotional levels.

## 2.2 Enhance language ability and auditory sensitivity

First of all, vocal music education plays a key role in improving children's language ability. The learning and singing of songs requires children to accurately understand the meaning of the lyrics, and to be able to express these words and concepts clearly. By learning different songs, children will not only improve their vocabulary and language skills, but also make progress in understanding and using the complexity of language. Secondly, vocal music education also has a significant impact on enhancing auditory sensitivity. In vocal music learning, children need to carefully perceive and distinguish pitch, timbre and rhythm, such sensitivity to musical details not only helps

music performance, but also plays an important role in improving auditory analysis ability in daily life, helping children to more accurately distinguish the nuances of language in daily dialogue. To illustrate this effect, we consider data from a survey that showed significant improvements in language ability and auditory sensitivity among children who participated in out-of-school vocal music classes for children:

Table 2: Survey data of language ability and auditory sensitivity of children in after-school vocal music courses

age group	Evaluation project	Pre-course test	Post-course test	Increase percentage
5-7 Years old	Language comprehension	60%	80%	33.33%
5-7 Years old	Auditory resolution	55%	75%	36.36%
8-10 Years old	Language comprehension	65%	85%	30.77%
8-10 Years old	Auditory resolution	60%	80%	33.33%
11-13Years old	Language comprehension	70%	90%	28.57%
11-13Years old	Auditory resolution	65%	85%	30.77%

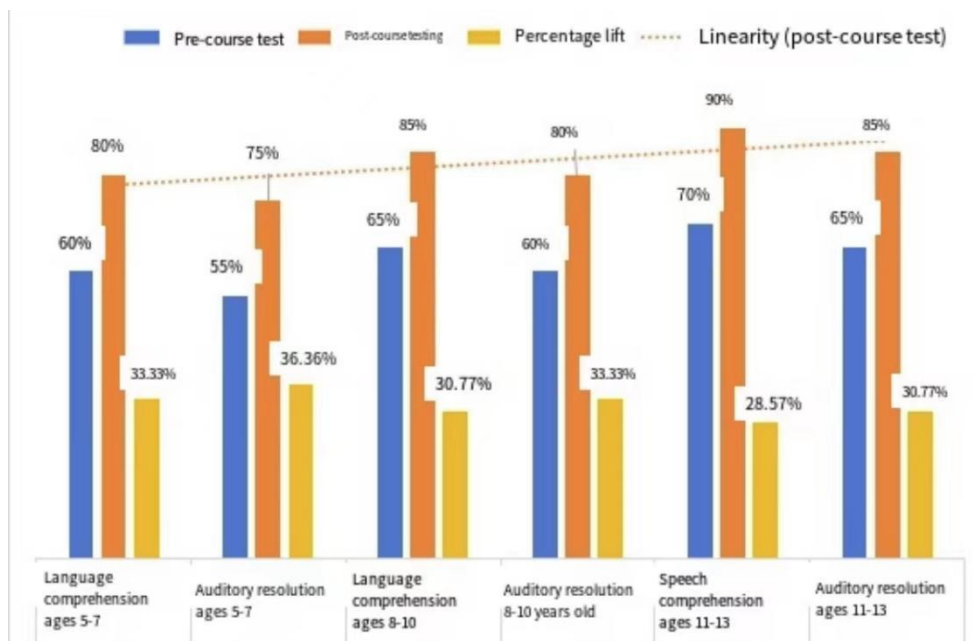


Figure 2: Trend chart of children's language ability and auditory sensitivity in the vocal music curriculum

See Figure 2 and Table 2, the above data show that vocal music education has a significant positive impact on children's language comprehension ability, language expression ability and auditory discrimination ability. The improvement of language comprehension indicates that children have made progress in understanding complex language structures and concepts. The improvement of language expression ability reflects the enhancement of the ability to express ideas clearly and effectively. The significant improvement in auditory resolution shows that children's

ability to distinguish and understand different pitches and timbre has improved<sup>[1]</sup>.

### **2.3 Cultivate aesthetics and creativity**

Vocal music course is not only a place for the training of musical skills, but also a place for the cultivation of children's aesthetic concept and creative thinking. Through various songs and music works, vocal music education shows children a variety of artistic forms and expressions, and its diversity constitutes an important part of aesthetic education. In the process of learning and singing songs of different styles, children not only learn musical skills, but also come into contact with artistic works under different cultural and historical backgrounds, thus gradually forming personal aesthetic understanding. In addition, in vocal lessons, children are encouraged to experiment with different singing methods and styles, and even to create their own songs. This creative process not only requires the use of existing music knowledge and skills, but also requires children to play imagination and innovative thinking<sup>[2]</sup>. By creating and performing works, children are able to explore and challenge their creative potential while enjoying music. At the same time, in the process of vocal music learning, children will learn how to appreciate the beauty of music, how to feel and understand the emotion and artistic conception in music. This ability to understand music at a deeper level can enhance their aesthetic feelings and develop sensitivity to art and the world. In short, off-campus children's vocal music courses play an important role in cultivating aesthetics and creativity, which provides a platform for children to discover beauty, understand beauty and create beauty. Through learning and practicing vocal music, children can not only improve their understanding and appreciation of music, but also constantly challenge and expand the boundaries of personal creation, which has a profound impact on their personal growth and the improvement of comprehensive quality.

### **2.4 Support cultural diversity and inclusion**

Vocal music education usually involves a variety of musical works in different cultural backgrounds, providing children with a window to understand and appreciate cultures around the world. By learning songs from different countries and nationalities, children can not only be exposed to various languages and musical styles, but also understand the cultural stories and historical background behind the songs<sup>[3]</sup>. This kind of cross-cultural learning experience helps children to build up their understanding and respect for multi-cultures, thus cultivating their cultural inclusiveness. In vocal music education, children can not only learn how to appreciate and understand the music of different cultures, but also learn how to express and share their own cultural background in music. This kind of two-way cultural exchange experience can enhance children's understanding and respect for other cultures. In the process, children will learn how to build Bridges between different cultures, how to find common ground and mutual respect in a diverse environment. In addition, with the development of globalization, the public is living in an era of cultural integration and pluralism. In this context, the cultivation of children's cultural diversity awareness and inclusive thinking through vocal music education will help them grow into individuals with global vision and cultural sensitivity. In summary, the extra-school vocal music programme for children plays an important role in supporting the development of cultural diversity and inclusion, through which children learn how to appreciate and understand music from different cultures, and how to respect and understand each other in a multicultural environment<sup>[4]</sup>.

### **3. Classification of teaching mode of vocal music course**

#### **3.1 Traditional face-to-face teaching mode**

As the most common teaching method in vocal music education, traditional face-to-face teaching mode emphasizes the direct interaction between teachers and students, which makes the teaching process more personalized and targeted. In this mode, teachers not only teach vocal music skills and music theory, but also observe students' learning conditions through face-to-face communication and timely adjust teaching methods and contents. The core advantage of traditional face-to-face teaching mode lies in its timely feedback and personalized guidance. Teachers are able to directly observe student performance and immediately identify student problems and needs, in turn providing appropriate guidance and advice. This timely feedback is vital when dealing with the nuances of vocal technique, and the teacher can directly correct the student's vocal method, breathing technique, or intonation, ensuring that the student can correct and practice the correct technique in time. In addition, through face-to-face communication, trust and understanding can be established between teachers and students. Such close teacher-student interaction can enhance beginners' learning interest and help them build confidence and motivation in the early stage of vocal music learning<sup>[5]</sup>.

#### **3.2 Interactive online teaching mode**

As a modern education mode, interactive online teaching mode is becoming more and more popular in children's vocal music courses outside school. This teaching mode is closely related to the rapid development of technology, and its core is to use the network platform to provide students with flexible and convenient learning methods, and is not limited by geographical location, so that students can receive vocal music education at home or any place with the network. The remarkable feature of online teaching mode is that it has a high degree of interactivity. Teachers and students can use video calls, online classes and other digital media to communicate and feedback in real time. The interaction is not limited to teaching and learning, but also includes virtual choir rehearsals, online concerts, interactive discussions and other forms, which can increase the interest of learning and enhance the sense of participation and motivation of students. In addition, the interactive online teaching model also has significant advantages in terms of flexibility and convenience. Students can choose their learning time according to their personal schedule, and at the same time, they can play back teaching videos for review and practice. At the same time, this mode allows teachers to share teaching resources such as audio files, music scores and teaching videos through the network platform, making learning resources more abundant and diversified.

#### **3.3 Group teaching and choir training**

The group teaching and choir training model emphasizes the value of teamwork and group learning. This model not only focuses on the improvement of individual students' vocal skills, but also emphasizes the importance of collaboration and common growth in the group. In the group teaching session, students will be divided into different groups or work as a whole, which helps to develop students' listening, communication and coordination skills. At the same time, children learn music theory, vocal music skills and performance methods through teamwork, which will enable them to master music theory knowledge faster in imitation and practice. In choir training, each member plays an important role, students need to learn how to find their own place in the team, and how to integrate their individual voice with the team to create a harmonious and unified musical effect, which requires not only good vocal skills, but also the ability to listen and the spirit of

teamwork. Through this teaching model, children can improve their musical ability and learn to respect, patience and interdependence in a team. In addition, the group teaching and choir training mode also provides students with the opportunity to demonstrate their talents, which helps to improve students' self-confidence and stage performance, thereby promoting the development of artistic perception and critical thinking.

### **3.4 Project-based and experiential teaching models**

Project-based and experiential teaching models integrate the learning process with actual projects and experiential activities to provide a student-centered, practice-oriented learning environment. Through participation in specific musical projects such as musical production, songwriting, concert preparation, students are able to learn and improve vocal skills in a hands-on manner and develop personal abilities in a wider range of areas. The core of project-based teaching is to provide an interdisciplinary learning platform that enables students to integrate vocal music learning with other art forms, cultural content and social practice. For example, participating in a musical production requires not only vocal skills, but also an understanding of the content of the script, role playing, and stage acting. This diversified learning process contributes to the overall development of students. Experiential teaching puts more emphasis on students' personal experience and perception. By participating in concert preparation and performance, students can experience the charm of music first-hand, understand the complexities of concert preparation, and learn how to present themselves on stage. This kind of personal experience can not only improve students' vocal skills, but also develop their self-confidence and public expression ability. Under the project and experiential teaching mode, students will be encouraged to experiment, explore and create, which can make their vocal music learning more vivid and interesting, so as to fully stimulate children's creative potential and independent thinking ability.

## **4. Practical strategies of teaching mode of children's vocal music course outside school**

### **4.1 Flexible and adaptive teaching plan design**

In the off-campus children's vocal music course, in order to adapt to different students' learning needs and backgrounds, teachers should develop flexible teaching plans, which should include the adjustment of teaching content, as well as the flexible treatment of teaching methods and progress. First of all, when designing the teaching plan, teachers should consider students' age, interests, vocal skill level and personal learning goals. For example, for young students, the teaching plan should pay more attention to gamification and fun to stimulate their interest in vocal music; For older or more experienced students, more challenging and technical course content can be designed to advance their skills. Secondly, flexible and adaptive teaching plans require teachers to adjust teaching methods in real time based on student feedback and learning progress, such as shifting from group teaching to individual instruction, or adjusting course difficulty and teaching focus. In addition, teachers should also take into account the changes in students' emotions and motivation, and timely encourage and motivate students to maintain their learning enthusiasm and enthusiasm. In order to realize this strategy, teachers should constantly update their personal teaching knowledge and skills, understand the latest educational theories and vocal music teaching methods, and obtain new teaching inspiration by attending professional training, reading relevant literature and communicating with peers, so as to design and implement flexible and adaptive teaching plans more effectively.

For example, when teaching the basic course "vocal training", the basic skill of children's vocal music learning, at the initial stage, teachers can help students establish a correct vocal foundation

through simple breathing exercises, such as abdominal breathing. Subsequently, teachers can introduce scale exercises to make students familiar with different pitches and gradually improve the accuracy and control of vocalization. In the process, the teacher should adjust the difficulty and depth of the exercises according to the age and skill level of the students. For example, for beginners, the focus should be on basic scale practice; For students with higher skills, dynamic scales or linking exercises can be introduced. At the same time, teachers should encourage students to conduct self-exploration and innovation, try different vocal skills and styles, in order to increase the interest and depth of learning.

## **4.2 Promotion of interactive and participatory learning**

In the teaching practice of children's vocal music course outside school, promoting interactive and participatory learning is an important strategy to improve teaching effect and enhance students' learning experience. In order to achieve this goal, teachers should adopt a variety of methods to stimulate students' active participation and promote classroom interaction. First, teachers need to increase student engagement by designing interactive activities and games. For example, through role play, vocal competition or group cooperation tasks, students can learn vocal skills while participating, while increasing their interest and motivation. Secondly, teachers should also encourage communication and discussion among students to create an open and mutual learning atmosphere. In the classroom, teachers can set up links to guide students to share personal learning experience, difficulties and successful experiences, learn from each other and inspire each other, so as to establish connections between students and promote their in-depth understanding of vocal music knowledge. In addition, the promotion of participatory learning requires teachers to learn how to effectively guide students to conduct self-exploration and independent learning, which involves setting appropriate questions to guide students to think and explore, or providing necessary resources and support to help students find and solve problems in the learning process. At the same time, teachers should also use feedback and evaluation mechanism to promote interaction and participation, help students understand the progress in the learning process and the aspects that need improvement through timely feedback, and involve students in the evaluation process through mutual evaluation or group evaluation, so as to enhance their critical thinking and self-reflection ability.

For example, in the course of chorus training, first of all, the teacher should play the recording of the chorus song to be performed, so that the students have a preliminary perception of the song. Next, an open discussion should be organized to guide students to share their first impressions and feelings about the song, so as to stimulate students' interest and sense of participation. Teachers then introduce vocal basics in an interactive way, such as abdominal breathing and scale exercises. For example, students can work in pairs, with one student observing a partner's breathing method, another student practicing breathing, and then switching roles to help students learn skills and increase classroom interaction. When learning the specific content of songs, teachers can adopt group teaching method, each group is responsible for different vocal ranges, when each group of students fully master the melody and lyrics, the two groups need to perform with each other, observe and learn from each other's performance. Subsequently, teachers can organize a series of small vocal competitions or challenges, such as group duets, speed challenges, etc., so that students can practice songs in a relaxed and pleasant atmosphere, improve vocal skills in practice, and strengthen interaction and teamwork within the class.

## **4.3 Integrating modern scientific and technological teaching methods**

First of all, teachers can use music education software and applications to enrich the content of

vocal music courses, which can provide tools and resources in vocal music practice, music theory education and music creation, so that students can access through mobile phones, tablets or computers to achieve all-round practice inside and outside the classroom. This way can improve students' learning flexibility and make them master vocal music skills more autonomously. Secondly, teachers can use online education platforms for distance teaching, so that students who cannot attend the classroom can also be free of pressure. Teachers can interact and guide students in real time through video conferencing tools and online interactive platforms, so that students can learn vocal music in a comfortable home environment, and expand the coverage of vocal music education. In addition, virtual reality (VR) and augmented reality (AR) technology can also be applied to vocal music teaching, teachers can use the virtual environment to simulate concert performances or vocal music practice scenes, so that students can experience the feeling of vocal music performance. This immersive learning mode will enhance students' sense of participation and learning motivation. In addition, teachers can use social media and online communities to build learning networks, promote interaction and collaboration among students through online discussions, music sharing platforms and social media groups, and give children the opportunity to share personal music works and exchange learning experiences with peers, thereby strengthening the building of learning communities.

For example, when teaching children vocal music "stage performance training" course, first of all, the teaching content should be designed around the key elements of stage performance: voice expression, stage movement, and expression management. In terms of vocal expression, music education software such as GarageBand or Sibelius can be used to provide students with simulated vocal practice and instant feedback. Next, in stage movement training, teachers can use video conferencing tools to demonstrate stage movements through video, and students can imitate and practice at home. Teachers can observe and provide guidance in real time, ensuring that students' movements are standard and in place. In terms of expression management training, augmented reality (AR) technology can be utilized. Through the application of AR, students can see the comparison between their own expressions and stage performance and professional standards, so as to master the use and control of expressions more effectively. In addition, social media and online communities can be used during the teaching process to create dedicated Facebook groups or WhatsApp groups where students can share personal practice videos, comment on each other and learn. Teachers can also post assignments in groups, organize online discussions, and increase interaction and collaboration among students.

Within the specific teaching cycle, teachers can arrange the following steps:

- 1) Use music software to perform basic vocal exercises, focusing on intonation and rhythm.
- 2) Learn and practice stage movements through video teaching.
- 3) Use AR technology to train expression management, so that students can understand how to better express emotions in performances.
- 4) Submit homework and give feedback on social media to increase the interactivity and interest of the course.

#### **4.4 Teaching methods combined with actual performance**

First, teachers should organize regular student concerts or performances to provide students with the opportunity to demonstrate their vocal skills. By singing in real performance situations, students can better understand the interaction between music and the audience, thereby improving performance skills. Secondly, teachers can encourage students to participate in music competitions and competitions, provide guidance and preparation for students, stimulate students' competitiveness through competitive activities, and help them improve their vocal skills. This



approach will provide students with a goal and motivation to study vocal music harder. In addition, teachers can also combine the course content with actual performance scenarios. For example, teachers can select some representative songs so that students can understand the background story and emotional expression of the songs in the learning process, and then convey the emotions through performance, thereby helping students to have a deeper understanding of the music works and improve their performance skills and emotional expression ability. In addition, teachers can also cultivate students' cooperation and team spirit through choir and group performances, so that students can learn to coordinate and cooperate with others to create beautiful music.

## 5. Conclusion

To sum up, the practice and exploration of off-campus children's vocal music course teaching model provides beneficial theoretical guidance and practical experience for improving the quality of music education and promoting the improvement of young people's music literacy. Through in-depth research and continuous improvement, it can better meet the needs of students in music learning, cultivate more talented young people in music, enrich social and cultural life, and contribute to the development of music education.

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