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A Study of Dalcroze Music Teaching Method on Music Class
to Promote Musical Literacy of Primary School Students

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Abstract

The purposes of this study were to: 1) compare students' musical literacy before and after receiving Dalcroze music teaching method; 2) compare students' satisfaction before and after receiving Dalcroze music teaching method. The sample was 30 students (Class 1) from Grade 3 of Phoenix School in Honggutan District, and was randomly selected by cluster random sampling. The research tools used in this study were: 1) a music literacy achievement test; 2) a student satisfaction questionnaire. The statistics used to analyze the data were mean, standard deviation, and paired t-test and single sample test. The results showed that students' music literacy score after receiving Dalcroze music teaching method was higher than before statistically significant at the level of 0.05, and students' satisfaction was also at a high level after using Dalcroze music teaching method for learning management.

Keywords : Dalcroze Music Teaching Method, Teaching Music, Musical Literacy, Primary Schools

1. Introduction

With the promulgation and implementation of music curriculum standards, Chinese music education is becoming more and more important position. The New Curriculum Standards for Music presents the practical characteristics of music, musical uncertainty, abstraction, timeliness, expression, and emotion. It emphasizes that teaching in the field of music curriculum is conducted through listening, singing, playing, integrated art performance, and musical creation. In the process of participating in these time activities, the students have obtained a direct music experience and a rich emotional experience, which has laid a good foundation for mastering the knowledge and skills related to the music, understanding the connotation of the music, and improving the music literacy. Music literacy is a comprehensive quality education for learning music, which includes

the comprehensive theoretical basis of spectrum reading, visual singing, listening, rhythm, music appreciation and music history.(Zhi Menglin ,2017)

At the same time, there are still many internal problems in primary and secondary school music education of the basic education, mainly reflected in two aspects. Firstly,through the traditional music teaching methods,although students Learned music knowledge and skill in class,they did not internalize, of music and understand the connotation of music, which is easy to forget, and their music literacy was not really improved. Secondly, the inartistic tendency of music education which pay too much attention to the teaching and training of music knowledge and skills, ignoring the aesthetic value of music and the cultivation of students ' music interest; and simply equate the educational goal of non-art courses to promote the comprehensive development of students through the aesthetic education function of music. (Lu Rong, 2020)

Through long-term practice and research on music teaching, the famous music educator Dalcroze has finally succeeded with his hard work and patient exploration. Dalcroze teaching method pioneered the first generation, opened the prelude to the reform of western music teaching in the century, and the spread and influence in the world continues to this day. [i] Its outstanding advantage is that the music teaching refers to the training forms of various sensory combination of auditory, visual and sports perception, which runs through the whole music education process with the physical rhythm, and opens a new way for students to experience music and express music. The body rhythm teaching mode is the core idea of Dalcroze's teaching method. He argued that "music and body rhythm are closely linked, inseparable, and body rhythm can be an instrument". Therefore, when feeling music, using the rhythm of the body can better feel music and understand music, use the change of body amplitude, strength changes and different actions to feel the basic elements of music, and improve students ' music literacy. (Ye Shumei , 2021)

Music literacy is a common concept in the new curriculum standards, which refers to the basic quality of a person's understanding and feeling of music, and is a comprehensive embodiment of music knowledge, skills and attitudes. Some scholars also believe that music literacy is music quality and musical accomplishment, emphasizing that on the basis of mastering the most basic music knowledge and practical ability, a higher cognition and aesthetic ability of music. The improvement of music literacy is an asymptotic and systematic process, which covers music reading training, audiovisual singing, rhythm training, music appreciation and music culture, etc. (Zhu Hongzhen, 2021)

A person who learns music, does not learn music literacy, waits for a robot of mechanical play and singing, he cannot understand music, and express music. Therefore, the learning of music literacy is to comprehensively improve the comprehensive quality of music students, so as to promote students' learning of professional subjects and enhance the perception, understanding and creative ability of music. (Wang Shanshan, 2021).

I hope to learn how to better carry out primary school music teaching through this research and my own teaching experience.

2. Research Objectives

This research consisted of two objectives:

2.1 To compare students' musical literacy before and after receiving Dalcroze's music teaching method.

2.2 To assess students' satisfaction after receiving Dalcroze's music teaching method.

3. Research Methodology

3.1 Sample

This study was conducted on a sample of 30 grade 3 students at Phoenix School in Red Valley Beach.

3.2 Research instruments

The research instruments used in this research were: 1) An observation form to assess students' performance, 2) An achievement test on musical literacy, 3) A students' satisfaction questionnaire toward Dalcroz music teaching.

3.3 Data Collection

The procedures of data collection were as follows:

3.3.1 The sample was given the pretest for measuring musical literacy with constructed instrument.

3.3.2 The sample was taught by using Dalcroz music teaching

3.3.3 After finishing the instruction, the sample received the posttest by using the same instrument which was used in the pretest.

3.3.4 The sample was given satisfaction questionnaire toward Dalcroz music teaching.

3.4 Data Analysis

In this study, data were analyzed by using the statistical program according to the research objectives.

3.4.1 To compare students' musical literacy before and after receiving Dalcroze's music teaching method by using t-test for dependent samples.

3.4.2 To assess students' satisfaction after on learning through Dalcroze's music teaching method by using arithmetic mean and standard deviation.

4. Research Results

This part presents the findings related to the objectives of the research. The findings of this research were analyzed through descriptive statistics and t-test by using statistical package program to answer the progress of participants after its implementation. The results were presented according to the research objectives as follows:

Table 1 Statistical symbols

Statistical symbols	Description
$\overline{X}$	Sample mean
S.D.	Sample standard deviation
t	Sample t Test
p	Statistically Significant

Table 2 Section 1: Result of comparing Learning management using the Dalcroze's music teaching before and after receiving the students' learning achievement by using t-test for dependent sample.

Group	N	Pretest		Posttest		t	p
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
Experimental group	30	77.33	10.03	86.40	8.95	15.817*	0.000

From the result of t-test for dependent samples, we can say that:

Students had learning achievement of musical literacy score after learning management using the Dalcroze's music teaching method (post-test) gr eater than before learning through Dalcroze's music teaching method pre-test (at 0.05 statistical significant level t 29 =15.817*, *p < 0.05).

On average, Posttest scores were 9.06667 points higher than Pretest scores (95% CI [7.89, 10.24]).

Table 3 Section 2: The result of the satisfaction of the students on Learning management using the Dalcroze's music teaching method.

Reliability analysis results		
Number	Sample size	Cronbach α
10	30	0.973

Table 3 (Continue)

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Validity analysis results

KMO	0.612
P	.000

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From the result of the score of the satisfaction we can say that:

The reliability system value was 0.973, greater than 0.9, indicating that the reliability quality of the study data was very high and can be used for further analysis .Using KMO and Bartlett tests, we could see that the KMO value is was 0.612, somewhere between 0.6 and 0.7, and the study data was more suitable for extracting information.

5. Conclusion

5.1 The learning achievement: The students' learning achievement after learning through Dalcroze's music teaching method was higher than before statistically significant at the level of 0.05.

5.2 Satisfaction on learning management using the Dalcroze's music teaching method. The satisfaction of the students on learning management using the Dalcroze's music teaching method was at a high level.

6. Discussion

6.1 This study was conducted with the students who had some learning problems arising from traditional teaching method.The research used classroom observation, discussion with students, and pre -test method to collect real data to design teaching plans that can improve students' learning and management ability.

6.2 Students who received traditional teaching methods, the academic performance was not ideal, and the musical literacy ability was not high, mainly because the students could not actively participate in the learning .Teachers dominated the whole teaching process, and students do not have much opportunity to participate in learning.

6.3 The "body rhythm" in Dalcroze's music teaching method can improve the music literacy of the sample, give full play to the initiative of learning, successfully complete the learning task, and achieve the course objectives.

6.4 Students were very satisfied with the Dalcroze music teaching method, which might be due to the fact that in Dalcroze music teaching method teachers used body rhythm throughout the whole process of music education. Therefore, this sample had a strong interest in learning this course.

7. Recommendations

The purpose of this paper was to fully understand and use dalcroze's body rhythm teaching model for reference, combine dalcroze's body rhythm teaching model with the practice of primary school music teaching, and discuss the application of Dalcroze's music teaching method in primary school music classroom teaching.

In primary school music education, it is very necessary to carry out teaching design according to the psychological characteristics of children. The physical characteristics of pupils are naturally active, and the combination of dalcloze's body rhythm teaching mode is unified.

Since the new round of music curriculum reform in 2011, the basic concept and curriculum content of the new curriculum standard (expression, creation, feeling and appreciation and music and related culture) provide an opportunity to learn from dalcroze's body rhythm teaching model. In primary school music classroom teaching, it is necessary to carry out teaching design according to the psychological characteristics of children. The characteristics of pupils' inborn hyperactivity are consistent with the characteristics of Dalcloze's body rhythm teaching mode. Therefore, in the process of music teaching in primary schools, the combination of this teaching mode and music teaching in primary schools can make the classroom full of vitality and make students full of interest. Combining with the psychological characteristics of primary school students and the concept and content of the new curriculum standard, this paper discusses how to use the teaching mode of body rhythm in music classroom teaching of primary school in China.

Each kind of teaching method has its characteristic, only we apply, elaborate design. The teaching mode of body rhythm combines hearing and kinesthesia, perceiving music through the movement of the body, and understanding the content expressed by music from the perception and experience of music. If we apply this innovation to primary school music teaching reasonably, then, our teaching will bid farewell to the dull era of music classroom. So that students in the enjoyment of music, music learning in happiness. To this advanced music

In terms of educational concepts and methods, we should take the essence of the subject and discard the dregs.

Explore better efficient teaching methods for primary school music classroom teaching to do their meager power.

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