

## Thought on Construction of Vocal Music Curriculum Group in Normal Universities

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### Abstract

To gradually deepen the construction of vocal music curriculum group plays an important role in driving the reform in vocal music teaching in normal universities and cultivation of talents. The construction of vocal music group in normal universities is put forward based on the experience for more than 20 years of reform, aimed at breaking the “single” curriculum, establishing the completeness of several curriculum groups, further deepening the construction of vocal music curriculum groups in normal universities and is the thought and exploration on promoting the reform in vocal music teaching, highlighting music education major and cultivating high-quality teachers for basic education.

**Key words:** Normal universities; Vocal music curriculum group; Thought

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### INTRODUCTION

Up to now, the reform in vocal music courses in normal universities has been conducted for more than twenty years. To further highlight professionalism and reach varied cultivating purposes, the teachers relentlessly explored and studied the teaching content, teaching

form, teaching method, textbook compilation and other aspects. The achievements and experience can be used for reference and thought by those who work on vocal music practice. It is the most dauntless breakthrough in the teaching history of vocal music art to change the “one-to-one” individual teaching form to the “one-to-many” collective teaching form, which was started in the 90s of the last century. The setting and establishment of vocal music groups in normal universities caused by this breakthrough not only are the challenges faced in the vocal music teaching reform in normal universities but also make us inspired and think more. The writer thinks, through the purpose of teaching practice and vocal music teaching, deepening and strengthening the construction of vocal music curriculum group can help the students of normal universities obtain more benefits. The purpose is to maximize the professional features of normal university’s vocal music course and satisfy the society’s growing deep-seated need for vocal music education talents in many ways so as to avoid the disjunction between our teaching and social employment demand.

## 1. CONCEPT OF CURRICULUM GROUP AND THOUGHT ON CONSTRUCTION MEANING OF VOCAL MUSIC CURRICULUM GROUP IN NORMAL UNIVERSITIES

### 1.1 Concept of Curriculum Group

The concept of curriculum group arose with the matching between the modern education system and means and social need, under the guidance of modern education thought, for the target requirement for talent cultivation in one or related major. It is the organic integration with many courses formed by re-planning, designing and constructing some courses with logical connection in teaching to perfect the knowledge, ability and quality

structure for the students in corresponding majors. It is a new course construction pattern with the principal line of cultivating students, the link of course connection, the support of teacher group's cooperation, the grip of quality and benefits and the driving force of deepening teaching reform.

## 1.2 Thought on Construction Meaning of Vocal Music Group in Normal Universities

For the target of cultivation in normal university, the vocal music course group in normal university is a new and modern vocal music teaching pattern in normal university, which was gradually developed based on *The Music Curriculum Standard in Full-time Compulsory Education* for 2001 and by combining the development condition of vocal music teachers and the development need of basic education. As far as the professional discipline of music teaching, the construction of vocal music curriculum group aims at integrating some courses which are closely related to the vocal teaching into correlative groups and forming the course system of professional logic of music education; it is the professionalization and concretization of vocal music curriculum system in the training objective for music education and is the basis for training talents with special characteristics, constructing special major and offering excellent course resources. It can effectively overcome the repetition in the content of courses because of neglecting the horizontal and longitudinal internal relations of relevant courses due to overemphasizing the systematicness and integrity of the contents of vocal music courses (especially the vocal music group courses) and can also effectively avoid and prevent the disjunction of knowledge structure and other drawbacks. The gradual development and modification of vocal music curriculum group certainly will promote the deep reform in vocal music education in normal universities and make it more rational, normative, feasible and long-lasting. The practice and ceaseless deepening and perfection of the construction of vocal music curriculum group will also offer necessary research materials for the modernization reform of vocal music courses in normal universities and supply more correct and detailed bases for the development of this theory.

## 2. PRELIMINARY CONCLUSION ABOUT CURRENT REALISTIC CONDITION OF VOCAL MUSIC TEACHING REFORM IN NORMAL UNIVERSITIES

Since the formulation of *The Music Curriculum Standard in Full-time Compulsory Education* in 2001, which offered guiding basis for the reform of vocal music courses in normal universities, the improvement and reform in teaching content and ways arisen from this standard as well as the experience obtained accordingly can further

propel the development of vocal music curriculum group and became the indispensable key factor in vocal music teaching reform in normal universities.

### 2.1 Current partial Achievements Obtained From Vocal Music Reform in Normal Universities

#### 2.1.1 Generation and Establishment of "Group Course"

In the 90s of last century, "one-to-two" and "one-to-three" teaching forms were in trial use and increasingly improved by the vocal music courses of all normal universities. In the beginning of the twenty-first century, the music education major of Shenyang Conservatory of Music first set the *Vocal Music Rehearsal* and made remarkable achievement; this largely propelled the vocal music course reform in normal universities. The number of students to "group course" was also expanded from five at least to more than ten. Later, the vocal music courses in all the normal universities popularized and established the teaching form of "group course"; the teaching content was also expanded from the former basic vocal training expansion to brief history of vocal music, theoretical knowledge for vocal music, music appreciation, multi-voice chorus etc..

#### 2.1.2 Compilation of Collective Teaching Materials

To adapt to the teaching form of group course, many vocal music teaching and research office in normal universities compiled the collective teaching courses accordingly and applied them to the group course. This is an important step in the unification of teaching materials and standardization of teaching.

My opinions on the experience obtained in the current vocal music course reform practices in normal universities

(a) The professional teacher-training is highlighted in the practice of "curriculum reform". As the saying goes, one might be a master in his special field. Over the past twenty years, the practical experience for the vocal music curriculum reform in normal universities indicates that "music education" is the feature of vocal music of music education. The cultivation of students majoring in vocal music of music education must place particular emphasis on music education. The related curriculum setting and teaching methods can never be the same with those of the students majoring in performance.

(b) Pay attention to cultivating the students' comprehensiveness in the practice of "curriculum reform". The social attribute and professionalism of music education demand that the music education needs to help the educates adapt to the society's comprehensive requirements for vocal music students in vocal music students majoring in music education so than they can be qualified to not only solo, but also chorus, teacher, chorus conductor and many other occupations concerning music;

(c) Comprehensiveness of curriculum contents in the practice of "curriculum reform". The characteristics of vocal music education in normal universities ask to

cultivate the comprehensiveness of students, which will also require the comprehensiveness of teaching content of vocal music curriculum. In the curriculum, not only the basic training for vocalization needs to be completed, but also other contents related to vocal music need to be involved, such as history of vocal music, theoretical knowledge of vocal music, music appreciation, multi-voice chorus etc., all of which will frequently appear in the future employment of graduates majoring in music education.

(d) Pay attention to motivate the students' initiative in the practice of "curriculum reform". The vocal music curriculum in normal universities shall mobilize and stimulate the educatee's initiative to make them have initiative for study through setting rational curriculum and teaching patterns. The traditional teaching pattern and curriculum setting overemphasize the function of "teaching". "Teaching benefiting teachers as well as students" can stimulate the students' initiative through reasonable and scientific arrangement, which is more good for cultivating their self-study and self-improvement abilities so that they will have the ability to participate in social practice, access society and adapt to the society.

## 2.2 Current Problems in Vocal Music Reform of Normal Universities

(a) The no solid vocalization foundation in low grade delays the study in senior grade. At present, in most vocal music reforms, the group curriculum is arranged in the freshman period. The initial starting point is to save teacher resources and solve the students' common problem in the vocal basis. However, the problem is that, after the students go through the intensified training before college entrance examination, basic training for vocalization is always neglected in the first year after they enter universities; but this is the basis of vocal music. As a result, the students almost get right in the sophomore year and begin to conduct vocalization foundation training. This neither helps the students to lay a solid vocalization foundation nor make them undisciplined in vocalization training for a year; they even regress for one year.

(b) Too many contents planned in group curriculum result in that the teachers can hardly complete the teaching contents by fulfilling both quality and quantity and students can hardly guarantee the learning efficiency; besides, overlapping of some contents with other curriculum may result in intangible waste of teacher resources such as *Chorus Conducting*, *History of Foreign Music and Music Appreciation*, *Masterworks of Western Operas* etc..

(c) The vocal music curriculum is disjointed with other courses. Vocal music curriculum is one of the most important basic courses for the music education major. The related courses such as *Chorus Conduction* and *Impromptu Accompaniment* require the students with vocalization foundation. However, students' vocalization

of these classes is disjointed with that at the vocal music courses.

(d) Both the teachers and students' pressure are increased during the ongoing "curriculum reform", which exerted some negative effects on both the teacher and students' initiative for "curriculum reform". Especially, the reform of vocal music group curriculum put forward higher demands for both teachers and students. On one hand, the teachers' preparations before class are increased. The teachers not only need to carefully prepare the contents of vocal music courses but also shall integrate with other related contents within the discipline. On the other hand, the contents learned by the students are far too complicated and they cannot have a thorough grasp of everything. This affects their effect of learning and will reduce their initiative for reform as time passes.

(e) They only pay attention to the reform of teaching forms and process, lacking test for the effect of courses. The vocal music reform has been carried out for more than twenty years and the improvement for collective vocal music courses hasn't been interrupted; however, for the assessment system and form, the traditional assessment method has been followed; even though there are teaching materials for guidance, no comprehensive and proper assessment method can be formulated faced with the sophisticated contents of curriculum.

(f) The vocal music reform lacks steadiness, systematicness and standardization. Since the vocal music reform, some colleges and universities haven't clearly formulated the reform scheme. Although they carried out some practices, they didn't invest sufficient resources to fulfill and vigorously and continuously promote the implementation of reform. Related theoretical researches are in the exploration phase and no perfect systems have been formed. The education authority also fails to formulate more standardized guiding documents.

## 3. SEVERAL THOUGHTS REQUIRED FOR DEEPENING THE CONSTRUCTION OF VOCAL MUSIC CURRICULUM GROUP IN NORMAL UNIVERSITIES

The reform and development of vocal music curriculum in normal universities aim at making the vocal music education system in normal universities more adapted to current and future society's requirements for normal university education talents and to people's ever-increasing needs for vocal music cultural aesthetics. Therefore, the construction and development of vocal music curriculum group in normal universities have the real inevitability. The following is the several thoughts required during the deepening process:

### **3.1 Highlight the Teacher-Training and Adapt to and Fulfill the Students' Multi-Layered Requirements**

The reform of vocal music curriculum in normal universities is designed to serve the high-quality teacher resources for basic education for vocal music. Therefore, the construction of curriculum group, which is an important link in the reform of vocal music curriculum in normal universities, shall be also based on this purpose to make the cultivation of teach resources as the development direction, with consideration of the need of vocal music teaching in different levels so as to avoid the single pattern of thousand persons of one face for vocal music education talents. Then, the educatees with different bases, hobbies and characteristics can fully develop their advantages in vocal music and we can cultivate comparatively comprehensive and personalized education talents.

### **3.2 Be Independent and Reduce the Repetition in the Contents of Curriculum**

The construction and further deepening of vocal music curriculum group in normal universities are not only simple changes in traditional teaching pattern but also the development and changes in vocal music education thoughts and ideas and are relatively independent in the reform of vocal music curriculum in normal universities. Such independency includes two meanings: First, as far as the curriculum structure is concerned, it means the relative independency among horizontal groups for professional curriculum, which reflects the overall structure of disciplinary curriculum. Second, as far as the vocal music curriculum group is concerned, it means all the independency among curriculums of longitudinal curriculum group. Keeping such relative independency focuses on the optimization of system structure. It requires more attention paid to the scientificity of setting of curriculum in the construction of vocal music curriculum group, striving to reduce repetition in the contents of all curriculums so that all the curriculums have their own special teaching methods, teaching purposes and assessment methods.

### **3.3 Pay Attention to the Correlation and Avoid the Disjunction of Vocal Basis Knowledge Among Courses**

The curriculum group in normal universities is also composed of many relevant courses that interconnect and integrate the basic vocal music knowledge and skill-related teaching contents and that can form an organic integrity through comprehensive planning.. therefore, for the construction of vocal music curriculum group in normal universities, it is required to analyze the logic and structural relation between curriculums and curriculum system, break the barrier among curriculums, fully consider the correlation of all the curriculums in structure, content, teaching hours, time distribution etc. within the curriculum group.

### **3.4 Consider the Systematicness to Make the Reform of Vocal Music Curriculum Rational**

The vocal music curriculum group in normal universities is a system, which consists of many correlated and interactive factors, and is an organic integrity with special functions. Each factor forms a system. Therefore, the construction of vocal music curriculum group must comply with the principle of system theory, fully consider the relation between the curriculum group and curriculum system even the teaching system and the relation between the curriculum group and certain specific curriculum constituting the curriculum group. Isolated construction of curriculum group is not allowed. Neither we can blindly expand or change the curriculum group's status in the whole curriculum system structure nor can we only pursue the completeness of a specific curriculum.

### **3.5 Adhere to "Being People-Orientated" and Ceaselessly Explore the Reform of Vocal Music Curriculum and Deepened Scientific Approach in Normal Universities**

During the reform and deepening of vocal music curriculum in normal universities, adhere to people first; insist on reform serving the need for rational social education talents; ceaselessly make conclusions to correct and adjust the construction schemes for vocal music curriculum group in higher education; pay attention to improve the overall quality of teachers for vocal music basic education; pay attention to the benign development of theoretical system and practice of vocal music system in higher education so as to explore relatively scientific approach for deepening of reform.

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## **4. THOUGHT ON EXPLORATION AND STRATEGY OF DEEPENING THE VOCAL MUSIC CURRICULUM GROUP CONSTRUCTION**

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(a) The course setting of vocal music curriculum group in normal universities combines the professionalism and the educability, and gives consideration to both the theoretical cultivation and practice ability.

The vocal music course is the professional compulsory course for the students majoring in music education to learn the singing skills and theoretical knowledge, and is a main subject education course for cultivating future music teachers; centering on this point, the courses in the vocal music curriculum group shall have strong professionalism, theoretical property, educability and practicalness. Professionalism means that students' singing skills shall be standard and scientific based on the standard vocalization; theoretical property means the subject teaching theories necessary for music teaching in elementary and middle schools; educability means the

cultivation and education of normal university students in the vocational direction; practicalness means closely combining the actual situation of teaching in elementary and middle schools, carrying out the planned observation and studying, and providing music education students with necessary and basic practice trainings in terms of singing and practice. Thus, the teaching team in the curriculum group are required to make clear the logical relationship of different courses in the curriculum group, pay attention not only to the cultivating and strengthening the theories, but also improving the professional abilities, and carry out the targeted course setting.

(b) Strive for due guarantee, practicability and efficiency, and establish a sound and rational management system. Formulating the management system and method for curriculum group construction is an important part of curriculum group construction, and only the perfect management and evaluation can ensure the normal operation, sequential development and objective achievement of the curriculum group construction. The curriculum group construction of normal universities shall be comprehensively planned, carefully organized, systematically and gradually conducted. It must conform to the characteristics of vocal music major in normal universities, and shall be scientific, rational and practicable. The curriculum group and each course constituting the curriculum group shall be assigned with responsible persons, and the clear work division and responsibility delimitation shall be achieved.

(c) Improve the system, make a long-term plan and properly arrange the courses and class hour. The vocal music curriculum group construction shall be subject to the basic principle of following the cultivation purpose; the group construction many focus on content integration of different courses; destroy the subject-based course arrangement; start from positioning the student cultivation purpose, future vocational development direction, existing knowledge basis, etc.; make a plan according to the “major course” layout; transform from pursuing the content stringency and integrity of a single course into pursuing the integrity of curriculum group, so as to transform the mutual isolation of courses in the group into interconnection and from inter-lapping into mutual complementation. During the curriculum group construction, the courses shall be evenly arranged in the four university years. By students’ different stages, a distinction shall be made between the important and the lesser one; compulsory courses shall be reasonable, and class hour arrangement shall be investigated; mutual penetration and connection shall be achieved among courses.

(d) Consider strengthening and improving the teaching effective evaluation system. Make clear that the evaluation system and policy are a kind of stimulation for the study of students. There are many study evaluation methods for

vocal music education major; besides the examination and scoring, the proportion of scores at ordinary times can be increased, for example: the performance in teaching at ordinary times, task completion condition, outside practice (competition, performance, etc.) achievements, etc. can be considered for performance evaluation. Each course shall be provided with evaluation measures and positive evaluation policies, to accurately reflect students’ in-class, outside, theory-practice combined comprehensive learning and mastering condition. By strengthening and improving the teaching effective evaluation system, more detailed objective basis can be provided for deepening the reform.

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## 5. THOUGH ON DEEPENING AND IMPLEMENTING THE CONSTRUCTION OF VOCAL MUSIC CURRICULUM GROUP IN NORMAL UNIVERSITIES

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### 5.1 Personal Thought of Curriculum Setting and Development of Vocal Music Curriculum Group in Normal Universities

For vocal music students of music education major, the class of curriculum group shall further emphasize the characteristics of vocal music education major, and the biggest difference from the performance major is to cultivate the talents who are “able to teach”. Thus, it is required to not only learn “how to sing” (basis) but also learn “how to teach” in the vocal music curriculum; this requires the support from many aspects, namely: learn to teach, listen and apply. The long-term vocal music collective curriculum reform has rich contents and multiple forms; however, during the actual operation, they are often restricted by time or place, which consequently restricts our purposes. This is because the vocal music collective curriculum is assigned with two many missions, and it is impossible to accomplish the contents required by vocal music curriculum only by means of a single vocal music curriculum (including individual and collective vocal music class); for this problem, the construction of curriculum group shall be strengthened, and the course setting in the curriculum group shall enrich, from the following aspects, the contents and basis of vocal music curriculum in normal universities, to make them further satisfy the course characteristics of music education major, and simultaneously reduce the burden of basic vocalization training and make the basic vocalization training simpler and more efficient.

#### 5.1.1 Vocal Music (Basic Course)

Here refers to the vocal music individual class, which is the basis of vocalization training; for students with different voice conditions, foundations and characteristics, it is an irreplaceable basic course. With the individual

class, the teacher can tutor the students accordingly in many aspects such as voice, breath, resonance, style, skill, etc., to consolidate their singing methods, strengthen their singing skills, improve their singing level, make them freely master the singing methods, broaden their singing styles, and highlight their singing personalities.

### 5.1.2 Vocal Music Small-Group Class

In the small-group class, a few students learn together to find the problems of each other in music singing, analyze other students' singing problems with their own judgment, and learn the mistake correction methods from the teacher. This will not only facilitate students' learning from each other, but also lay a good foundation for future music teaching.

### 5.1.3 Chorus Class

With the training in Chorus Class, students will understand the common character of vocalization basis and the relations among all voice parts; it will achieve the harmony and unification of the voice between voice parts during vocal music singing, and it will create a higher performance level; after receiving the training in chorus rehearsal class, students will have high proficiency in future chorus rehearsal after graduation. This course is linked with the *Chorus and Conducting*.

### 5.1.4 Basic Vocal Music Theory

It is the basic theoretical knowledge of vocal music major, and shall include the physiological and acoustic knowledge for singing, psychological knowledge for vocal music, skill training for vocal music, performance training for vocal music, art appreciation of vocal music, Chinese and foreign vocal music development histories, etc., to make the students majoring in music education have a systematic and all-round understanding of professional basic knowledge of vocal music and satisfy the future teaching needs of basic education. Meanwhile, by means of studying the theoretical courses of vocal music, consolidating and digesting the vocal music singing methods, students can not only master the singing skills, methods, etc. from the perspective of comprehension, but also theoretically understand and digest them, so as to actually improve their singing level.

### 5.1.5 Appreciation of Chinese and Foreign Vocal Music Works

It is a course to improve the morality and professional teaching potential of the vocal music students majoring in music education. The contents of the course shall include Chinese and western vocal music works of different times, themes, forms and styles, to let students learn different vocal music works, guide them in appreciating different vocal music works, improve their ability in vocal music

appreciation, and more importantly, enrich and satisfy students' demands in future teaching.

### 5.1.6 Vocal Music Pedagogy

It is a compulsory course for vocal music students of music education major, and is an important course to distinguish the vocal music performance major; the *Vocal Music Pedagogy* shall set about the teaching knowledge in many aspects such as the contents, organizational form, process and evaluation of vocal music education, the links to be mastered, issues requiring attention, etc., to teach students about how to "teach".

### 5.1.7 Impromptu Accompaniment and Singing While Playing

Students are required to have the basic singing skills and the ability to provide impromptu accompaniment for the song, which will play a significant role in future teaching. The *Impromptu Accompaniment and Singing while Playing* requires students to master certain music theory and basic theoretical knowledge and certain keyboard playing ability and have the integrated ability to organically combine the vocal music singing and accompaniment, besides certain vocal music singing skills. The purpose of music education in normal universities is to cultivate eligible music teaching talents who are required to adapt to the basic music education, have a good performance ability and give impromptu accompaniment on different occasions. Thus, it further indicates that this comprehensive ability needs to be cultivated and trained in the course.

## 5.2 Suggestions for Course Time Arrangement of Vocal Music Curriculum Group in Normal Universities

The courses shall be arranged and rationally opened by terms and stages within the four undergraduate years, to let students lay a good foundation for both "singing" and "teaching", pay high attention to both the cultivation of professional ability in vocal music teaching and the improvement of students' comprehensive quality in vocal music theory, aesthetic appreciation, etc., with the purpose of avoiding problems in teaching such as no distinction between the major and the minor, catching one and losing another, for instance, paying attention to "singing" rather than "teaching", etc.. The rational class hour and sequence arrangement in the vocal music curriculum group will make students more carefully and comprehensively trained in each basic link of vocal music, and make the vocal music curriculum setting of music teaching major combined with the purpose of vocal music education in a closer way; the major subdivision is more outstanding, and the characteristics are more distinct. The courses in the vocal music curriculum group can be arranged as below:

**Table 1**  
**The Coursed in the Vocal Music Curriculum Group**

Type of course	Name of course	Teaching form	Class hour arrangement of each term								Remarks
			I	II	III	IV	V	VI	VII	VIII	
Compulsory	Vocal music	Individual class	14	18	18	18	18	18			Terms I and II for all students; terms III and IV for vocal music majority students; terms V and VI for major vocal music students
	Basic vocal music theory	Big class	28	36							All students
	Vocal music pedagogy	Big class					36	36			All majority students
	Vocal music small-group class	4-8 (persons)			36	36					Restrict to students excused from vocal music
Elective	Impromptu accompaniment and singing while playing	4-6 (persons)					36	36			Unlimited
	Appreciation of chinese and foreign works	Big class					36	36			Unlimited
	Chorus class	Big class			36	36					Unlimited

From the above table, it can be learned that the vocal music courses of the senior year are not arranged in this table, of which the reasons include: (a) Many universities arrange this period for internship and writing the graduation thesis or several professional vocal music classes, and the existing problems include: i). the professional teacher is vacant during the internship of students and has excessive workload after the internship period, resulting in irrational class hour arrangement. ii). Some students have the intention of entering the trial period after their internship at different places, or some other students start to find their jobs or start a business or the students preparing for taking the postgraduate entrance exams can not attend class on time, which result in the “disperse” status of graduating class. (b) After internship, the teaching problems encountered by students can not be solved, such as: voice tutoring of students during their voice change period; it is indeed a hard case for vocal music students in postgraduate stage; however, it is a universal problem for middle school students; they try hard to seek for solutions during internship, but after the internship, they get back to the status of paying attention only to their own singing. (c) It is difficult to unify the completion of graduation theses, and the main reason is that they did not systematically learn how to write the thesis; therefore, it is suggested to open the important course of *Thesis Writing* beyond the vocal music curriculum group. In the senior year, coordination shall be conducted according to the course setting of different universities, and this is the key period of inspecting the students with respect to applying their knowledge; listening to students’ needs and trying to help them to solve their problems are not only the teacher’s responsibilities, but also the inspection and supplementation for self-improvement of teaching in universities.

### 5.3 Thought on Teaching Team Construction and Teaching Staff Allocation for Vocal Music Curriculum Group in Normal Universities

Teaching team is a teacher group composition centering on curriculum group, and the teacher group carries out the teaching research and reform by means of cooperation and communication between members, so as to improve the overall quality of teachers and the teaching level. An effective teaching team shall have the following characteristics.

#### 5.3.1 Innovation

The group members must have the spirit of active innovation, and the group shall actively carry out the research-based teaching, practical teaching and other teaching reform projects to cultivate students with the consciousness of innovation. For example: The teachers of “small-group class” teaching team guide the students, and the students carry out the self-orchestration; this form greatly stimulates the enthusiasm of students and improves the cultivation of students’ consciousness of innovation.

#### 5.3.2 Cooperation

Some courses in the vocal music curriculum group can be completed independently by the professional teacher, but some courses can be completed only through cooperation of two or more teachers; for example: the *Impromptu Accompaniment and Singing while Playing* is a very important double-discipline course for music education major, which requires not only a good ability in impromptu accompaniment, but also certain vocal music basis; besides, the coordination among hand, mouth and body. As for the universal condition of teachers for this course, those who play well are not good at singing, and those who sing well are not good at playing; thus, the teachers in the group shall have a good spirit of

cooperation, communicate with each other, and jointly cultivate students according to their aptitudes.

### 5.3.3 Durability

The curriculum group construction shall be long-lasting; firstly, the teaching team shall have the spirits of continuous development and aggressiveness; teaching group members shall properly communicate with each other and jointly exploit ideas, to achieve both the scientific research and the talent cultivation. A high-level team with continuous development and competitiveness must have the high-level scientific research for support.

In actual teaching process, the corresponding teaching staff allocation is insufficient due to the influence by traditional education. With the in-depth research on vocal music reform of normal universities, it is urgent to strengthen this link during practice.

### 5.4 Establishment and Implementation of Curriculum Group Evaluation System

To further stimulate the learning initiative of students, give play to their strong points and potentials, the curriculum setting of vocal music curriculum group must also combine with certain assessment system: for example, the freshman year is the period of fundamental study, in which the curriculum setting shall focus on basic subjects, so as to let students have a comprehensive and systematic understanding of the vocal music education and other disciplines, lay a solid foundation for future major study, and understand their own characteristics and potentials; educators also gradually master the condition of students and properly guide them. During practice, the “stepped” method can be adopted for talent selection in each academic year, namely: separate some students whose voice conditions are not suitable for vocal music study when they enter the sophomore year from freshman year; however, these students excused from vocal music study can still select other small group classes and the chorus class; this choice facilitates students’ multi-aspect development without making efforts for the vocal music which they are not good at. Some other students are separated out again for majoring in vocal music by evaluation and selection when they enter junior year from sophomore year; accordingly, the *Vocal Music Pedagogy* naturally becomes the compulsory course for the students majoring in vocal music. With the deepening of reform, the corresponding subject majoring system is also gradually established for the students with other strong points, such as: chorus conducting, impromptu

accompaniment, singing while playing; the evaluation method shall also combine the usual study condition of students and the comments of other teachers. The construction of vocal music curriculum group is no longer a single unified education, but a systematic education that combines multiple disciplines and sections; thus, the corresponding evaluation systems shall be also diversified, to provide a wider development space for students with different strong points and embody the humanization and segmentation of education.

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## CONCLUSION

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The construction of vocal music curriculum group is an important link of vocal music education reform in normal universities, is the necessity that adapts to the development of vocal music education system in normal universities and the practical demands of vocal music education, is intended to improve the efficiency of educational training and students’ thirst for knowledge, comprehensively cultivate versatile vocal music education talents, facilitate students’ participation in education and consequently achieve the modern education mode with the purpose of mutual promotion between teachers and students. For the construction of vocal music curriculum group under progressive development, vocal music educators are required to perform continuous exploration and summarization during vocal music teaching practice, so as to organically combine vocal music training with vocal music practice and theory as well as other relevant disciplines, and thereby further improve the vocal music curriculum group.

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