

## The Development of Piano Music in China's Third – tier Cities

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### Abstract:

**In order to study the current situation of piano music development in China's three tier cities, taking piano music education in Linyi of Shandong province as an example, the development of piano education in north china is discussed. Based on the social history and musical culture of Linyi, the historical methods are used to compare the development of different periods from the perspective of ethnomusicology. The development of piano music in Linyi has been comprehensively combed, and the teaching of piano music with local characteristics in Linyi has been studied. The status of Linyi piano music education and its influence and contribution to the development of Linyi music culture are discussed. It is concluded that the study of piano music education can show the changes of people's ideas in the cultural level at this stage. It has important auxiliary significance to the study of the evolution of social culture.**

### Key words:

**Piano music; China's three tier cities; musical culture.**

### 1. Introduction

As an important part of music education in China, piano music education has undergone a tortuous course under the influence of social environment changes, and has shown different characteristics in different historical periods. In terms of theory and practice, it has gradually developed into a systematic and scientific model from the beginning of the embryonic exploration, which is closely related to the continuous progress of social economy and changes in China's educational policy. Therefore, in a sense, its development reflects not only the comprehensive requirements of our educational policy, but also the change of ideas and ideas of the people in the cultural consciousness. Since the 1990s, with the improvement of China's national strength and the economic level of the people, various art social groups and music schools have mushroomed. Piano music education has also entered people's lives, and gradually formed a certain scale. This shows that, as an inevitable product of Chinese aesthetic education, piano music education has been effectively penetrated into the concept and ideology of the urban public [1]. Music is a necessary component of personality development, and it is also a necessity of human spiritual development. Therefore, the focus of piano music education lies in this.

Therefore, taking the piano music education in Linyi of Shandong province as the example, the development of piano education in north China is discussed to study the development of piano music in China's third-tier cities. In this case, the study of piano music education will be regarded as a cultural phenomenon. It shows the changes of people's ideas and ideas at the cultural level, and has important auxiliary significance to the study of the evolution of social culture [2].

### 2. Piano music education in Linyi's school

The piano music education in Linyi's school is basically consistent with the development of the whole music education in new china. From 1949 to 1978, it was an important development stage of school music education in new China, and roughly experienced the following four stages of development. Influenced by the new development of piano art, piano music education in Linyi has also taken steps [3]. The city music education has made great progress. With the development of music education, the influence scope of piano music is expanding. After 1978, the music education in the city developed

rapidly in the course of adjustment and reform, and formed a new pattern of multilevel, multi form and all-round development. Piano music education has also been gradually developed.

### **2.1 Development period of piano music education in Linyi**

The important development stage of school music education in New China has roughly gone through the following four periods:

The first stage: From the founding of new China in 1949 to 1956, it was the construction period of the new Chinese school music education [4]. The promulgation of a series of principles has established the status of aesthetic education in the overall development of school education, and the school music education has developed in a healthy way.

The second stage: From 1957 to 1966, it was a period of twists and turns for school music education in china. In China's educational policy, aesthetic education is not included, and the status of music learning in school education is gradually weakened. Especially during the "Great Leap Forward" movement and the "Educational Revolution" movement between 1958 and 1960, the normal music education was weakened by the influence of the left thought of class struggle. Some school music classes have been canceled, and the teaching objective of music classes has been limited to the narrow range of political services, and the aesthetic function of music lessons has been watered down [5].

The third stage: During the period of "Cultural Revolution" from 1966 to 1976, it was the stagnation period of music education of China. As the main content of aesthetic education, music education and the whole education of our country has suffered serious damage influenced by the Ultra-Leftist line. The teaching order is in a mess, and the teaching purpose of music education is distorted. The aesthetic education function of music education is totally neglected.

The fourth stage: From the end of 1970s to the end of 90s, music education was prosperous in our country. Especially in 1978, after the Third Plenary Session of the 11th Central Committee of the Party, the school music education has gradually been paid attention to and restored. The important status of aesthetic education and music education in the overall development of school education has been reestablished. There has been a prosperous situation in the school music education, and the piano art in China has started a new development.

### **2.2 Formative period of piano music education in Linyi**

From 1987 to 2009, the school music education has entered a period of prosperity and development since the Third Plenary Session of the 10th National Committee of the Party. School music education has also been paid extensive attention. With the steady progress of teaching material construction and the further development of teaching reform, piano music education has developed vigorously throughout the country. Under this upsurge, the piano music education in Linyi has entered a new stage. In the field of piano music education, institutions of higher learning and professional art schools have set up special piano teaching and research departments, introducing piano professional education talents. At the same time, the school also invests in building piano houses, buying pianos, and using specialized piano textbooks. Schools will invite famous piano educators and musicians from home and abroad to visit and give lectures in Linyi and hold personal concerts. From the two aspects of hardware and software, piano music education has been promoted to a good and positive state [6].

Taking Linyi Normal University as an example, in 1999, the Linyi Teachers College merged with Linyi Education College to form the Linyi Normal University. In 2001, musicology was set up at Linyi Normal University. The music academy now has two departments and an institute, which is music, drama and dance performance department. The music drama department contains four teaching and research sections, and the dance performance department contains a teaching and research section. In addition, the music institute pays great attention to the quality of teachers and the continuous improvement of their teaching ability. Over the past few years, there have been a number of piano teachers to learn in some famous school, such as the Central Conservatory of Music, China Conservatory of Music, Shanghai Conservatory of Music and other well-known domestic universities.

### 3. Amateur piano music education in Linyi

The vigorous development of the piano education in the professional field has effectively promoted the rapid rise of amateur piano music education in Linyi, and made a wave of amateur piano education. Its first manifestation is that there is a marked increase in amateur training schools and amateur learners. These music institutions are run by professional teachers, and the learners are from the cultured middle-class family. This shows that many people consciously want to participate more in the dominant culture, reflecting changes in their ideology. In the following, taking Lanshan district of Linyi as a case, the amateur piano music education in this area is discussed emphatically.

#### 3.1 Current status of amateur piano music education in Linyi

Since the reform and opening to the outside world, the economy has developed rapidly, and the people's material level has improved. The standard of cultural life has also been improved. With the development of economy and the improvement of civilization, social music education has been carried out more and more widely in the last two or thirty years. As the center of commerce and trade in northern Jiangsu province, the social music education in Linyi has achieved better development. There are many schools for children and children's amateur music education. However, for these amateur music education schools, piano classes in Piano Schools and amateur art schools are most prominent [7].

On the whole, the number of students studying musical instruments in Lanshan district of Linyi is more than half of the total number of students. The students who study piano account for 1/4 of the total number of musical instruments, and the proportion is higher. Students in other areas also have a relatively high proportion of musical instruments and are nearing half of the total number. But in comparison, the proportion of piano learning is very small, and the number is less than 1/10. It should have a great relationship with the comprehensive investment of the piano, such as economy and energy.

#### 3.2 Social activities of amateur piano music education in Linyi

The social activities of amateur piano music education in Lanshan district of Linyi are not very rich. It is mainly composed of social examinations and local governments as well as the municipal competition organized by academy. On the one hand, this activity can test the results of piano education every year and stimulate students' enthusiasm for piano. On the other hand, it also provides a platform for the exchange of teachers' teaching experience and the improvement of teaching level.

Level examination: With the development of piano learning in Linyi, the piano grading test followed and the number of students in the examination increased year by year. Taking a survey in 2008 as an example, excluding the number of students taught at home, there are nearly 15 large piano schools in Lanshan district. The number of each school piano adds up to about 3200 people. There are nearly 30 piano schools with small and medium size. The number of each school piano add up to about 2900 people. In this huge number of piano team, there are nearly 1/2 students participated in the exam or for grading, which shows the development of piano grading test in Linyi.

Competition and social activities: In 1989, the electronic organ institute led by Hao Meixiang from Linyi art school is the first keyboard class instrumentation. In the same year, the first "Longquan Cup" children's electronic piano competition was held. At that time, more than 40 students competed, and the competition also invited Yao Jigang teacher as the judge. The event takes place about once every two years [8]. The piano competition in Linyi began in 1994. The first competition was the Taoyuan cup, and more than 100 students took part in it. In recent years, there are also some children's talent competition and piano competition, but they are not systematic, most of them is the commercial publicity competition.

## 4. Reflections on the development of piano music in Linyi

### 4.1 Analysis of the status quo of piano music in Linyi

Since 1990, Linyi has launched a piano craze, and now this learning boom is still developing. Piano team continues to expand, while the learning group is not only the young children, but also the aged in university. There are countless piano training centers in the society, which plays a certain role in promoting the development of piano education in Linyi. However, under the upsurge of the development of piano music education, there are also some problems that are unfavorable to the development of Linyi piano music education:

The teacher troop level is imbalanced. With the rapid spread of piano learning, it has become a new trend to let the children learn the piano. In this trend, more and more teachers are involved in it, forming a huge piano teacher team. Most of them are excellent piano teachers. However, due to the high income of piano teaching, some people who do not have the ability to teach the piano began to mix into the ranks of teachers, mixing up the piano teacher team. At the same time, most parents do not understand piano learning, so their choice of piano teacher is not very strict, which also provides an opportunity to some piano teachers without high quality.

Piano teaching does not respect the objective law. In recent years, the development of piano music education in Linyi has been speeding up. Therefore, the piano grading test has become a social activity that majority of the piano children and their teachers and parents often carry out. In the understanding of the test, some teachers did not play the role of the beacon, and lost the real purpose of the piano teacher. They blindly cater to the idea of parent's eager for quick success and instant benefit. The piano training schools ignore the gradual and shallow teaching principle. Teachers do not consider the actual level of the child, further training on children blindly.

### 4.2 Countermeasures of piano music development in Linyi

In twenty-first century, piano music education in Linyi is gradually popularized. We should look to the past and look forward to the end. The development of piano education should proceed from reality:

To strengthen the theoretical quality of teachers themselves. In addition to the actual performance of the piano and music theory, teachers should strengthen the study of pedagogy and psychology. Nowadays, more and more students are learning piano, and they are not limited to middle school students and primary school students, as well as some adults. The teaching methods adopted by people of different ages are necessarily different, which requires our teachers not only to know how to teach, but also to know how to teach better. Therefore, the knowledge of psychology and pedagogy is a powerful tool for guiding us on how to do it. At the same time, internal communication should be strengthened and seminars will be held regularly. Piano teachers in universities, primary and middle schools and social schools should communicate with each other.

To strengthen foreign exchanges and adopt the "come in and go out" strategy. Schools may invite experts to conduct lectures or short-term teacher training to broaden the depth and width of piano teaching. Especially when foreign experts and professors come to the city to hold master classes, both students and teachers should avoid shyness and fear, actively showing true level. People can improve their piano skills through communication and learning with experts and professors. Teachers should also adhere to the principle of entering a famous school and visiting a famous teacher, and study regularly to improve their professional ability and teaching level.

To raise awareness among students and parents. Learning piano is an aspect of aesthetic education. The purpose is to cultivate the students' musical taste, sensibility and comprehension, so as to improve their personal quality. Therefore, teachers should communicate with the students and parents about the play mentality so that they can form a correct understanding of the piano. Teachers should guide the students to keep a good state in the learning process to avoid such phenomena as "wind up against the wind" which are not conducive to piano learning.

To rely on the power of all walks of life and government agencies. Concerts and piano competitions in various forms are often held to enlarge the influence scope of piano music and create a good

atmosphere of culture and art, so that parents and students are able to learn successfully in a special field.

## 5. Conclusion

The piano music education in Linyi started from 60s of last century, and has been going through half a century now. This half century is the period when the new China has thrived and flourished. The piano music education in Linyi has also undergone several twists and turns, and ushered in a new stage of its own development. There is no denying that the vigorous development of piano education in the professional field has effectively promoted the rapid rise of amateur piano music education in Linyi, which has caused a wave of amateur piano education in this area. Influenced by the new development of piano art, the music education in the city has developed rapidly due to the adjustment and reform, and has formed a new pattern with multi-level and multiform development.

Generally speaking, the piano development in Linyi start late, while the conditions for school running are limited and the teachers are not strong enough. However, relying on the unremitting efforts of government organizations, teachers and amateur organizations at all levels, the piano music education in this area has made great progress, and is moving towards standardization and systematization. What we would like to see is that the new teaching idea should be introduced into the piano music education. Professional educational institutions can introduce more and better teachers, and give more authoritative guidance to the teaching practice with a hill-top sight so that Linyi's piano music education can move to a higher level.

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