

The Construction of Composition Technology Theory Curriculum System in Music Education of Normal University under the Background of “Harmony Centralization”

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ABSTRACT. *Harmony is an important part of composition technology theory curriculum system in music education of normal university, which is closely related to other courses. In order to further improve the teaching quality of composition technology theory course in music education of normal university, and enhance the students' understanding and application ability of composition technology theory course content, this paper takes harmony as the guiding ideology, sets harmony as the “center” of composition technology theory course system, realizes the organic integration and penetration of composition technology theory courses, and establishes the “harmony-centered” composition technology theory curriculum system.*

KEYWORDS: *Harmony, Music education, Composition technique, Curriculum system*

1. Introduction

The goal of music education in normal universities is to train high-quality and skilled music educators in primary and secondary schools. For music majors in normal universities, learning the theory course of composition technology can improve their understanding and expression of music and develop their preliminary music creation ability. It will also lay a solid foundation for the study of composition and composition theory in the future[1]. Music education in normal universities in China attaches great importance to the teaching of composition technology theory, but there are still many schools with poor teaching quality of composition technology theory. The unreasonable curriculum system is an important reason for the low quality of teaching. Specifically, the content of composition technology theory course in music education of Normal University in China mainly includes “harmony”, “musical analysis”, “polyphony”, “song writing” and “orchestration”. These courses contain a lot of knowledge. In the course of teaching, students need to learn the above course content according to the teacher's teaching plan. Considering the music foundation of students, teachers usually cut down the content artificially or reduce the teaching difficulty when explaining the above courses, which will easily lead to students' confusion about some professional and difficult knowledge, reduce the application ability of knowledge, and affect their own professional development.

2. The Concept of Harmony Centralization

It can be seen from the above statements that the content of composition technology theory course in music education of normal university mainly includes “harmony”, “musical form analysis”, “polyphony”, “song writing” and “orchestration”. Among them, “harmony acoustics” is the musicology knowledge that the music majors of normal university need to master, and it is the important basis for them to analyze and create music works, as well as to learn other theoretical courses of composition technology.

For a long time, each composition technology theory course of music education in normal universities in China has its own independent system with insufficient integration and penetration. However, from a professional point of view, each course has a very close practice. The specific performance is as follows: in the theory of harmony, relational transposition involves the knowledge of song analysis and writing; in the theory of musical form, the analysis of work structure involves the knowledge of harmony analysis; in the theory of polyphony, counterpoint involves the knowledge of harmony thinking; the theory of orchestration is the organic integration of harmony, musical form and polyphony. “Harmony centralization”, that is to say, harmony is the “center point” of these courses, so that it can be combined and permeated with such courses as musical form,

polyphony, song analysis and writing, orchestration, etc., so as to realize an integrated and cross teaching[2]. “Harmony Centralization” integrates the original multi-composition composition theory courses into a comprehensive new course, which emphasizes the integration and penetration of the various composition theory courses. And purposefully affirmed and clarified the position of “harmonics” in various theoretical courses of composition technology.

3. System Construction of “Harmony Centralization” Composition Technology Theory Course

3.1 Construction Strategy

Teaching philosophy. “Integration and penetration” is the basic idea of “harmony centered” composition technology theory teaching. This paper holds that “form analysis” and “polyphony”, which are closely related to “harmony”, should be regarded as the first level of curriculum system. “Song writing” and “improvisation accompaniment”, which are closely related to “harmony”, should be the second level of the curriculum system. “Orchestration”, “chorus conductor”, “computer music” and “solfeggio” should be regarded as the third level courses in the curriculum system[3]. In the whole course system, “harmony acoustics” is at the “center” of the course system, and it integrates and penetrates with other courses of composing technique theory.

Teaching objectives. Teaching objective has a key influence on the whole teaching activity. The definiteness and rationality of teaching objectives are directly related to the efficiency and quality of teaching activities and personnel training. “Harmony centralization” not only clarifies the position of “harmonics” in the composition technology theory course system, but also clarifies the relationship between “harmonics” and other composition technology theory courses. Therefore, when setting the curriculum teaching objectives, it is necessary to highlight the central position of “harmonics” and emphasize the internal connection between other theoretical courses of composition technology and “harmony”. This paper holds that the teaching goal of “harmony centralization” can be set as: requiring students to establish the concept of harmony centralism, breaking the barriers between the courses of composition technology theory, finding out the common content, and then combining the characteristics of each course, mastering multiple knowledge of composition technology theory courses at the same time.

Teaching content. Use “harmony collaboration and analysis”, “chord configuration and application”, “harmony function and color” as the knowledge connection points, integrate and penetrate the relevant composition technology theory knowledge, so that students can learn as much composition Technical theory knowledge as possible at the same time. Taking “chord configuration and use” as an example, the teacher teaches “harmonic” chord configuration methods, and at the same time, teaches “song analysis”, “polyphony”, “song creation” and other courses. Among them, “music analysis” teaches the analysis of chords when dividing the structure; “polyphony” and “song creation” teaches the relationship between melody collaboration and chord configuration. In this way, “harmonics”, “form analysis”, “polyphony” and “song creation” have formed an integration and penetration in the teaching content, and students can learn from both theoretical and practical perspectives at the same time, thereby significantly improving their learning effects[4]. In order to ensure the effectiveness of the teaching content, colleges and universities should carefully select the teaching materials of each composition technology theory course on the basis of fully considering the teaching concept of “integration and penetration”. That is, try to choose textbooks that are close to the relevant knowledge points of “harmonics”, and use the “harmonics” textbooks and other composer technology theory course materials in terms of knowledge points.

3.2 Key Points of the Construction

First, make reasonable teaching time. “Harmony centralization” will integrate the traditional composition technology theory with multiple courses, and its internal capacity will be greatly improved. In order to ensure that students can fully grasp the content of composition technology theory course, teachers must reasonably plan teaching time.

Second, strengthen the integration and penetration of curriculum. “Harmony centralization” emphasizes the integration and penetration of each composition technology theory course, rather than the simple addition of each composition technology theory course. Teachers should change the teaching logic of “harmony-musical form-polyphony-song analysis and writing-orchestration”, and explain the new teaching concept of other course contents with harmony as the center.

Third, cultivate students’ comprehensive learning ability. “Harmony centralization” integrates the theory

courses of composition technology into a comprehensive course. Since it is a comprehensive course, students need to have strong comprehensive learning ability. Therefore, in the teaching process, teachers should pay attention to the cultivation of students' comprehensive learning ability, and guide students to analyze and explore the organic relationship between the knowledge of various courses of composition technology theory.

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