

# On the Role of Emotional Experience in Music Teaching

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**Abstract.** This article mainly starts from the structure of high school music curriculum, analyzes the emotional experience in each module, understands the role of music emotional experience in music teaching, helps to learn music and feel the beauty of music. The six modules of music appreciation, singing, performance, creation, music and dance, and music and drama performance are relatively independent and interrelated, and cannot be confused or replaced. The six modules of music appreciation are the foundation of music emotional experience and an important form of music expression, forming independent and distinctive modules in music teaching. The emotional experience of music runs through these six modules, effectively linking music courses together and integrating different art genres, making them mutually penetrate and integrate, reflecting the new development of the music discipline.

**Keywords:** Emotional Experience; Music Courses; Music Teaching.

## 1. Introduction

The emotional experience teaching model is based on the perspective of the music teaching syllabus, advocating the cultivation of students' aesthetic taste, aesthetic ability, and the development of students' non-intellectual factors. The emotional experience teaching mode is the most fundamental teaching mode in music teaching, which is built on the principles of situational, motivational, and emotional aspects. The situational principle refers to fully utilizing various teaching factors and creating vivid teaching contexts; The principle of motivation refers to the use of unique methods and methods in music teaching to explore the connotations of words and songs in songs and stimulate students' motivation for learning; The principle of emotion is to focus on enriching students' aesthetic taste and enhancing their aesthetic creativity.

## 2. Emotional Experience in "Music Appreciation"

### 2.1 Overview of "Music Appreciation"

Music appreciation is the process of comparing, identifying, and evaluating the music heard with the accumulated music in one's own music memory based on appreciation. The "appreciation" emphasized in high school music teaching is different from the requirements of music teaching in the compulsory Educational stage stage, and it adds general knowledge of Music of China and western music brief history, Chinese and foreign popular music, computer music and title music, non title music and music aesthetics from the content. In terms of learning methods, emphasis is placed on discussions, exchanges, comparisons, and comments based on listening. On the basis of experience, pay attention to the application and integration of methods such as comparison, exploration, and cooperation. Music appreciation is the most important course in high school music curriculum and a top priority in the new curriculum standards. Music appreciation can be said to be the basic course of music lessons. The first thing to learn in the process of learning music is music appreciation. Good music appreciation ability is the primary ability to learn, appreciate and create music. So, in music learning, there must be music appreciation classes.

### 2.2 The Status and Role of Emotional Experience in "Music Appreciation"

Emotional experience is the basic condition of music appreciation and plays a primary role in the learning of music appreciation. Emotional experience is the foundation of sensory appreciation, which originates from the understanding of music art. Learning music lies in pursuing the feeling of beauty in music, which comes from the emotional resonance of music. Under the premise of this

resonance, it is necessary to understand and analyze music, which is the emotional experience of music.

Emotion is essential in the composition of music art. Emotions are the foundation of creating beauty. It is said that art comes from life, and what constitutes life is various emotions. Experiencing these emotions is experiencing music. Creating music is also a way to express emotions, and in order to seek resonance in music, one must experience the emotions in music.

Different types of music may have different emotional expressions, but music still expresses emotions, and appreciating music is achieved through the analysis of emotional experiences in music. Music appreciation and emotional experience are inseparable, and emotional experience is a main thread that runs through music appreciation. With this complete thread, it is the true direction of music appreciation implementation.

### **2.3 How to Feel the Emotional Experience in "Music Appreciation"**

By utilizing various teaching methods and methods to gain emotional experiences, teachers must also fully understand music works and have a certain understanding and insights during the teaching process. At the same time, they must combine various relevant teaching methods and methods, utilize all favorable resources, and obtain emotional experiences. Based on the psychological and physiological characteristics of high school students, teachers must guide them to empathize with their emotions. Teachers must have a sufficient understanding of students' psychological and physiological characteristics, and combine them with their existing music appreciation abilities to guide teaching. High school students have independent thinking patterns and abilities. In the teaching of music appreciation, teachers can only assist students in seeking resonance in the music from the sidelines, rather than stipulating what music has and what emotions, which imprisons students' enthusiasm for music. Combining with the times and getting emotional experiences close to students' actual lives, contemporary music education is a combination of multiple disciplines. This comprehensive music education focuses on music emotions and artistic expression. In order to enrich students' emotions through music, emotional experience is crucial. Combining the times with students' actual lives is an effective way for students to acquire musical emotions. The emotional experience through this approach is more conducive to enriching students' emotions and improving their emotional world.

### **3. Emotional Experience in "Singing"**

The "singing" course in high school is not only different from the vocal music courses in universities, but also different from the singing courses in the past. Its purpose is to guide Students shift from instinctive "singing" preferences to more scientific and standardized "singing" training, using a healthy aesthetic awareness

Standardize one's singing practice, cultivate musical expression and aesthetic abilities. Singing is one of the basic forms of music expression and a means of musical expression. Singing teaching is different from other teaching methods, and its characteristic lies in the differences in singing. Different subjects, styles, and techniques of singing all have differences, which makes singing a unique way of artistic and cultural dissemination. Any sound can become a form of singing, and anything that can be pronounced is the subject of singing. The singing in the "singing" module of senior high school is different from other music Educational stage, and closely linked with other music Educational stage singing, forming a complete music education system.

Emotional experience plays a dominant role in "singing". Singing expresses emotions, and experiencing the emotions in singing is about experiencing the emotions of music. Emotional singing is the true singing, and emotional singing is the key to expressing the meaning of music. To express a musical work through singing, it is particularly important to experience the emotions in the work in order to highlight its content and connotation. Emotional singing has also become an important way to express musical works.

The use of emotional singing makes music more poetic, while non emotional singing makes music appear very pale. The dynamic beauty expressed in music is driven by emotions, resulting in longer and more rhythmic rhythms. Emotional guidance also endows singing with ideas. It is very important to understand the background of a vocal work before performing it, and to fully collect various relevant materials

The work of material is the first step in singing. In the process of collecting these materials, one should screen out those that are beneficial to oneself and be good at singing Grasping emotions helps to understand the emotional expression in music.

After understanding the emotions expressed in music, combined with other relevant background information, obtain the resonance of music emotions. Carefully analyze the emotions of musical works, truly integrate into them, and gain a sense of being the protagonist of the music.

After truly experiencing the emotional connotations of music, use proficient music techniques to sing the work, repeatedly feel the expression of emotions in the music, and achieve emotional singing.

#### 4. Summary

Emotional experience plays an essential role in music teaching, helping and guiding the implementation and completion of music teaching. In the process of music teaching, emotional experience gradually permeates, which is a major feature and focus of contemporary music education. Music art and emotions are inseparable, and both the expression and experience of emotions are at the center of music art. In music teaching, emotional experience more or less drives the entire music teaching and is the central link in music teaching.

How to grasp emotions has become a research direction in music teaching, and feeling music emotions has become the main content of music classrooms. Whether it is the internal emotions of music works, the emotions taught by teachers, and the emotions learned by students, they are all part of the emotions in music classrooms. Emotional experience is an important content of music art and a key to learning and researching music.

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