

Research on the Path and Practice of Integrating Red Music Culture into Vocal Music Courses in Colleges and Universities

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Abstract

Red music culture is the key carrier of China's revolutionary history and spiritual inheritance, which has profound historical value, unique artistic charm, and educational function. Vocal music courses in colleges and universities are the main positions for cultivating professional music talents and inheriting national music culture. Integrating red music culture is an effective way to enrich courses, improve quality, and implement moral education. Based on the characteristics and value of red music culture, this paper discusses the necessity and feasibility of its integration into vocal music courses in colleges and universities, and constructs the integration path from the dimensions of curriculum content reconstruction, teaching method innovation and practice platform construction, and expounds practical strategies in combination with teaching scenes, aiming at providing theoretical and practical references for the connotative development of vocal music courses in colleges and universities.

Keywords

Red music culture; College vocal music curriculum; Integration teaching practice; Cultural heritage

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1. Introduction

The red music culture was born in the great practice of China's revolution, construction, and reform. From March of the Volunteers' passionate melody to The Yellow River Cantata's vigorous movement, from the brisk rhythm of Nanniwan to the deep sigh of do not forget your initiative mind, these works take melody as the bone and spirit as the soul, which not only records the struggle course of the Chinese nation, but also embodies the feelings of the Chinese people for their homeland. As the core component

of music education, vocal music courses in colleges and universities not only undertake the task of imparting vocal skills and cultivating artistic accomplishment, but also shoulder the mission of inheriting excellent culture and cultivating the spirit of the times. Based on the needs of vocal music curriculum reform in colleges and universities, this paper systematically explores the integration path and practical methods of red music culture, in order to make red melody glow with new vitality in vocal music teaching and realize the unity of artistic inheritance and value guidance.

2. The value implication of the integration of red music culture into college vocal music courses

The integration of red music culture and vocal music courses in colleges and universities is a deep combination of artistic characteristics and educational goals, which is reflected in three aspects: artistic inheritance, skill improvement, and value guidance.

2.1. Artistic inheritance

Red music culture is a key part of China's national vocal music system. Its creation absorbs the essence of folk music and blends into the spirit of the times, forming a unique style. For example, "White-haired Girl" combines the melody and revolutionary theme of Hebei folk song "Chinese Cabbage" to create a new national opera; The Red Army is Not Afraid of Expedition, based on the tune of Jiangxi tea-picking opera, gives new meaning to traditional music. The integration of these works into vocal music courses in colleges and universities can help students understand the relationship between "nationality" and "times" of China's vocal music, and enhance the identity and inheritance of national music^[1].

2.2. Skills improvement

Red music works are rich in emotion and diverse in skills, which are high-quality materials for vocal skills training. For example, The Yellow River Cantata's passionate passages require the singer to have solid breath control and explosive voice; The delicate expression of Embroidered Red Flag tests the singer's timbre control and emotional grasp. By studying these works systematically, students can improve their ability to "express feelings with sound" in skill training and develop their vocal skills in an all-round way.

2.3. Value guidance

Red music culture is an important carrier of curriculum ideology and politics. Each work carries historical memory and spiritual connotation, such as Singing the Motherland, to convey patriotic feelings. Interpreting the background and lyrics of works in vocal music teaching can help students accept spiritual baptism under the influence of art, combine personal pursuit with the development of the country and the nation, realize the

goal of "educating people with aesthetic education and educating people with culture," help students establish correct three views and cultivate a sense of social responsibility and historical mission^[2].

3. The path and practical strategy of integrating red music culture into college vocal music courses

3.1. Reconstruction of the curriculum content system, consolidating the foundation of integration

Course content is the core carrier of integration, so we should break the limitation of the traditional vocal music course "technique first" and build a trinity system of "skill training + cultural interpretation + spiritual inheritance."

In the vocal skills module, red music works of different periods and styles are selected as training materials to form a gradient of content. Primary selection of works with simple melody and distinct emotions, such as "Ying Shan Hong" and "Red Star Song," focusing on basic skills such as articulation and vocalization; Advanced introduction of The Yellow River Cantata's "Long March Songs" and other large-scale works, to strengthen the chorus coordination, emotional expression, and other comprehensive capabilities. Gradient design can better meet the needs of students' skill development and improve the learning effect.

The cultural interpretation module analyzes the red music works in a specific historical context, and excavates the artistic characteristics and the value of the times. Such as Ode to Yan'an, combined with the revolutionary cultural background of Yan'an, this paper analyzes the symbolic meaning of the images of "Baota shan" and "Yanhe River" and the way in which the elements of northern Shaanxi folk songs and revolutionary passion are integrated in the melody; This paper introduces The Story of Spring, and interprets the connotation of "drawing a circle" in the light of the history of reform and opening up, so that students can understand the relationship between music and social development and improve their cultural quality. Cultural interpretation is the key link to integrating red music into the curriculum, which helps students to deeply understand the value and significance of the works^[3].

Spiritual inheritance module, focusing on the

connection between red music works and the spirit of the times. Combining with the theme of social development in the new era, students are guided to think about the contemporary interpretation of the red spirit, such as linking the spirit of hard struggle in Nanniwan with the spirit of innovation and entrepreneurship of contemporary youth, and echoing My People, My Country's feelings of home and country with the responsibility of youth. Through theme discussion and works adaptation, students can deepen their understanding of the red spirit in their creative expression, make the course content resonate with the times, and enhance their sense of the times and the educational effect of red music culture.

3.2. Innovative teaching methods and models to activate the integration process

The innovation of teaching methods is the key to improving the integration effect. It is necessary to change the one-way mode of "teacher demonstration-student imitation" and build an interactive, experiential, and inquiry teaching scene.

Using the "situational teaching method," we can restore the creation scene of the works through multimedia, and enhance students' sense of substitution. Teach "On the Songhua River," play the historical images of the September 18th Incident, create a sad atmosphere with the piano, guide students to experience the pain of homesickness and the hatred of national subjugation, and then guide singing skills, so that students can convey emotional tension with their voices. The combination of "historical situation + emotional experience + skill training" can enhance students' understanding of the works, stimulate their interest in learning, and enhance their emotional experience^[4].

Carry out "project-based learning," design comprehensive projects with red music works as the carrier, and cultivate inquiry ability and innovation consciousness. For example, around the theme of "national spirit in red music," organize students to study red songs in different regions in groups, analyze the characteristics of the integration of regional music elements and revolutionary spirit, and present the results in the form of reports, performances, and research reports. During the implementation of the project, students should collect historical materials, analyze culture, design stage, etc., to

achieve the coordinated development of various abilities and cultivate comprehensive ability and innovative spirit.

Introduce "cross-border integrated teaching" and cooperate with teachers of ideological and political, history, and literature courses. Learning excerpts from White-haired Girl, vocal music teachers guide singing skills, ideological and political teachers interpret the connotation of class liberation, history teachers supplement the social background of the war of liberation, and literature teachers analyze the narrative structure of lyrics, so that students can understand the deep value of the works from different dimensions, break down the barriers of disciplines, promote students' all-round development and enhance their comprehensive quality^[5].

3.3. Building a multi-practice platform to strengthen the effectiveness of integration

Practice is the key to testing the effectiveness of the integration of red music culture into vocal music courses in colleges and universities. It is necessary to link inside and outside the classroom and build a multi-practice platform so that students can deepen their understanding and inheritance of red music culture in singing, creation, and communication.

3.3.1. Enriching the form of classroom practice, strengthening the experience perception

Classroom practice is the cornerstone of consolidating teaching effect, and designing various activities can enhance students' artistic expression and cultural identity. Carry out the "Red Music Singing Workshop" and carefully train specific works with small class teaching. For example, when rehearsing The Yellow River Cantata, guide students to experience the emotions of different images, such as "boatman," "exile," and "warrior" in different roles, and enhance the singing appeal with the help of body and facial expressions.

Hold a "red music appreciation meeting" to encourage students to choose their own works to appreciate and sing. Before the exhibition, students should complete the "three ones" tasks: writing the background report of the work creation, analyzing the unique singing skills, and sharing personal feelings. For example, students who sing "Singing the Motherland" can talk about their understanding of the times of "crossing

mountains and plains” in combination with their own growth. This kind of exhibition exercises students’ expressive ability and promotes the spread and resonance of red music culture in the group.

Introduce “red music adaptation practice” to guide students to make artistic innovation while retaining the core spirit. For example, “Guerrilla Song” is adapted to the Acabella version, and the agility of guerrilla warfare is expressed with a sense of hierarchy; Combining “Dongfanghong” with modern arrangement elements, the dialogue between tradition and modernity is displayed by the collision of piano and electronic music. In the adaptation, teachers guide students to grasp the principle of “keeping integrity and innovation,” ensure that the core of red spirit is not dissolved, and make innovation an extension of inheritance^[6].

3.3.2. Expanding extracurricular practice, extending the educational field

Extracurricular practice is an extension of classroom teaching, so it is necessary to link resources inside and outside the school to provide students with a broader practice space and let red music culture go out of the classroom and integrate into life.

Relying on campus cultural activities to create a red music brand project. Hold “Red Music Chorus Festival” regularly, organize all teachers and students to participate in the rehearsal and performance of large-scale chorus works such as “No communist party, No New China” and “The Road to Rejuvenation,” and feel the unity in collective singing. The “Red Music Culture Wall” will be set up to display the manuscripts of classical works, singing stills, historical background, etc., and with the function of code scanning and listening to singing, the campus public space will become a red music communication position.

Cooperate with local red cultural venues to carry out the “Red Music Research Tour.” Organize students to enter revolutionary memorial halls, martyrs’ cemeteries, and other places, and sing related red music works at historical sites, such as “Ode to Yan’an” at Yan’an Revolutionary Memorial Hall, so as to make historical scenes echo the music melody and enhance students’ emotional experience. At the same time, we cooperated with the venues to carry out the “Red Music Story

Collection” activity, recording the memories of old party members and veterans related to red music, and sorting them into oral history materials to provide fresh materials for vocal music teaching^[7].

Connecting with social needs and participating in the practice of spreading red music culture. Organize students to enter the community, primary and secondary schools to carry out “red music singing” activities, teach and sing classic red songs, and explain the stories behind the works; Use the new media platform to make short videos of “Red Music Micro-Classroom,” share works such as “Ying Shan Hong” and “Red Plum Zan” in the form of “singing + interpretation,” and spread the red music culture among young people. This practice has improved students’ social service ability and made the red music culture glow with new vitality in communication.

4. The guarantee mechanism for the integration of red music culture into vocal music courses in colleges and universities

4.1. Strengthening the construction of teaching staff and enhancing the integration ability

Teachers are the key to the integration practice, and their red music cultural literacy and teaching ability are related to the integration effect. Colleges and universities can improve the comprehensive quality of vocal music teachers in various ways. Hold a “seminar on red music culture” and invite party history experts and music theorists to systematically teach the historical context, artistic characteristics, and spiritual connotation of red music; Organize vocal music teachers to participate in the seminar on the creation of red music works, and deeply understand the creative concept and expression techniques of the works.

At the same time, an interdisciplinary teaching team should be established, and teachers in vocal music, ideological and political science, history, and other disciplines should be integrated to jointly develop integrated courses and design teaching programs. For example, vocal music teachers and ideological and political teachers cooperate to compile the textbook *Appreciation and Singing of Red Vocal Music Works*. Vocal music teachers are responsible for explaining

singing skills, and ideological and political teachers are responsible for analyzing spiritual connotation, so as to realize the deep integration of professional knowledge and ideological and political elements. The team regularly prepares lessons collectively and discusses teaching plans for key works to ensure the scientific and systematic integration of teaching^[8].

4.2. Building a high-quality resource pool and consolidating the integration foundation

The resource database is an important support of integrated teaching, which needs to systematically integrate red music works, historical materials, teaching cases, and other resources. Build a “database of red vocal music works,” and sort out the works according to historical period, artistic form, and theme content, covering music score, audio, video, creative background, singing guidance, and so on. For example, the Long March Roadmap of the Red Army, scanned manuscripts created by composers, and different versions of singing videos are provided for the Long March Songs, which is convenient for teachers to prepare lessons and students to learn independently.

Develop “Red Music Virtual Simulation Teaching System,” and use VR technology to restore the creation scene and performance scene of important red music works. Let students “stay” in the auditorium of Yan’an Central Party School, which premiered in *The Yellow River Cantata*, and feel the warm atmosphere at the scene; Participate in the *White-haired Girl’s* performance in Xibaipo, and understand the mobilization role of the work in the revolutionary period. This kind of immersive resource can significantly enhance students’ learning interest and experience^[9].

4.3. Improving the evaluation system and guiding the direction of integration

A scientific evaluation system can point out the direction

for the integration practice, so it is necessary to change the traditional evaluation method of “focusing on singing skills” and build a multi-evaluation system that takes into account artistic expression and cultural understanding. In the evaluation content, we not only pay attention to students’ singing skills, but also pay attention to their understanding of the cultural connotation of the works, and also examine the practice of their red spirit.

In the evaluation mode, the combination of “process evaluation + summative evaluation” is adopted. Process evaluation covers classroom participation, group discussion, practical performance, etc., such as recording students’ creativity and involvement in the practice of red music adaptation. The summative evaluation adopts the form of “singing + defense.” After students sing the red works, they need to answer questions about the cultural connotation of the works. This evaluation method can fully reflect the comprehensive quality of students and guide the development of teaching to “pay equal attention to skills and culture”^[10].

5. Conclusion

The integration of red music culture into vocal music courses in colleges and universities is an important move to inherit the red gene and innovate vocal music education. The core is to realize the unity of artistic inheritance and value guidance. From the aspects of value, path, and practical strategy, this paper injects cultural spirit into vocal music courses, provides a systematic framework, and makes culture “live.” In the future, colleges and universities need to further deepen the integration of red music culture and vocal music courses, make red melody a nutrient to nourish students’ artistic pursuit and spiritual growth, and cultivate new era music talents with superb skills, profound cultural accomplishment, and feelings of home and country, so that red music culture can continue to glow with vitality.

Disclosure statement

The author declares no conflict of interest.

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