

Applying Clarinet Method of Avrahm Galper Improving Clarinet Academic Performance

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพการสอนดนตรีในเมืองเซี่ยเหมิิน จังหวัดฟูเจี้ยน 2) เพื่อจัดทำคู่มือการสอนคลาริเน็ต 3) เพื่อวัดผลสัมฤทธิ์ทางการเรียนของนักเรียน 4) เพื่อประเมินความพึงพอใจของนักเรียนที่มีต่อการเรียน ใช้กลุ่มตัวอย่างจากนักเรียนชั้นประถมศึกษาโรงเรียนดนตรีเซี่ยเหมิิน มาเป็นกลุ่มทดลองการใช้คลาริเน็ตของ Avrahm Galper ปรับปรุงผลการเรียนคลาริเน็ต

ผลการวิจัย พบว่า

1. ศึกษาสภาพการสอนดนตรีในเมืองเซี่ยเหมิิน จังหวัด ฟูเจี้ยน ประเทศจีน มีการสอนในทุกโรงเรียน นักเรียนชั้นประถมศึกษามีความสนใจเรียนคลาริเน็ต

2. คู่มือการสอนคลาริเน็ต แบ่งออกเป็น 15 บท ประกอบด้วย บทที่ 1 การควบคุมการหายใจ, บทที่ 2 ควบคุมการหายใจที่สำคัญ, บทที่ 3 ตำแหน่งมือขวา, บทที่ 4 การนับค่าของตัวโน้ตและตัวหยุด, บทที่ 5 โน้ตใหม่, บทที่ 6 เครื่องหมายจังหวะ 3/4, บทที่ 7 การบันทึกการแสดงการเล่นคลาริเน็ต, บทที่ 8 โน้ตและตัวหยุดตัวดำ ในอัตราจังหวะ 2/4, บทที่ 9 บันไดเสียงและการไล่ข้ามเสียง ของบันไดเสียง G เมเจอร์, บทที่ 10 โน้ตตัวเข้บัต 2 ชั้น, บทที่ 11 โน้ต 3 พยางค์, บทที่ 12 อัตราจังหวะ 6/8 บทที่ 13 บันไดเสียง D เมเจอร์ 2 ช่วงเสียง, บทที่ 14 ทบทวน การแสดง, บทที่ 15 บันไดเสียงและการไล่ข้ามเสียง ของ A เมเจอร์.

3. ผลสัมฤทธิ์หลังการเรียนด้วยคู่มือการสอนคลาริเน็ต อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 สูงกว่าเดิม

4. ความพึงพอใจของนักเรียน โดยมีคะแนนค่าเฉลี่ย \bar{X} เท่ากับ 4.74 และ ส่วนเบี่ยงเบนมาตรฐาน (S.D.) เท่ากับ 0.383 พบว่ามีค่าเฉลี่ยอยู่ในระดับมากที่สุด

คำสำคัญ: วิธีการคลาริเน็ตของ Avrahm Galper, ประสิทธิภาพการเรียนคลาริเน็ต

Abstract

The purposes of this research were 1) to study the music teaching council in the Xiamen province china, 2) to create a manual for teaching clarinet, 3) to measure students' learning achievements. 4) to assess students' satisfaction with learning, use a sample elementary school students from Xiamen School of Music as an experimental group of the Applying clarinet method of Avrahm Galper Improving Clarinet academic performance.

The research results revealed as follows:

1. Study Music Teaching Council in Xiamen, Fujian China: Teaching is taught in all schools. Elementary school students are less interested in learning the clarinet.

2. Clarinet teaching manual is divided into 15 chapters, consisting of Chapter 1 Breathe control; Chapter 2 Control a key breathe; Chapter 3 Right hand position; Chapter 4 Counting note and rest

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value; Chapter 5 New note E3; Chapter 6 3/4 meter; Chapter 7 The clarinet register; Chapter 8 Eighth notes and rests along with 2/4 meter; Chapter 9 Eighth notes and rests along with 2/4 meter; Chapter 10 sixteenth notes; Chapter 11 Triplets; Chapter 12 6/8 meter; Chapter 13 Two octaves of the D major scale; Chapter 14 cut time; Chapter 15 A major and arpeggio.

3. Achievement after learning with a manual for teaching clarinet statistically higher than before at .05 level of significance.

4. Student satisfaction the mean score (\bar{X}) was 4.74 and the standard deviation (S.D.) was 0.383. It was found that the mean was at the highest level.

Keywords: Avrahm Galper method, Clarinet academic performance

Background and research problems

President Xi Jinping has announced the strategy. In February 2020, in order to guide the direction of modernization in the next 15 years, the Chinese authorities required all departments and areas to be seriously integrated into practice. There are 10 distinctive focus strategies in Strategy 2: Develop world-class high-quality education, emphasizing aesthetics. Improve the educational quality standard system that covers all levels/types of education and reflects global standards. As a result, there is music support in all educational institutions at all levels. The study of Western music was therefore more widely distributed. The clarinet is another type of musical instrument that has received the attention of youngsters.

Clarinet comes from the Italian word "Clarino", meaning "small trumpet". Clarinet can play up to 4 octaves. Clarinet is a woodwind instrument with a cylindrical shape Single-tongue type. The clarinet tongue is made of bamboo. The body of the Clarinet

is made of metal and wood or sometimes made of rubber or plastic. But most musicians and Clarinet players use wooden Clarinet instruments. The sound of the wind blows through the narrow openings, allowing the air to enter the center tube of the Clarinet, which acts as a loudspeaker. And change the sound by using fingers to open - close the holes and press the holes, which in the nature of the sound that occurs will vary according to the size of the pipe. The short-length of the pipe and the strength and speed of the wind blowing inside the pipe it is a better evolution of the machine this kind of music. The Clarinet is now more and more popular with the Orchestra, Military Band, and Jazz Band. Clarinet is also an instrument capable of producing a wide dynamic range. The sound range is widest and has the highest volume – softest in the family of all woodwind instruments.

A common problem in Clarinet student training is finger mobility. Caused by the movement of fingers that are not related to each other techniques for using air, breathing system are problems that should be studied, find solutions, and develop proper finger movements. The concept of Avrahm Galper method is a concept that can be developed for students and clarinetists well in developing solutions.

Avrahm Galper said: "The practicing of the low register and other exercises is one of the most important means of mastering the instrument. In my many years of teaching, I have found that students who possess control of the low register are able to handle the rest of the clarinet registers with ease." The Galper Clarinet Method has become among the most popular introductory methods for private clarinet study. Mr. Galper was born in Canada and studied clarinet in Palestine with Tzvi Tzipine, New York with Simeon Bellison, and London with Frederick Thurston. He was a member of the Toronto Symphony Orchestra. He was the principal clarinetist of the Toronto Symphony Orchestra, and

had performed with the CBC (Canadian Broadcasting Company) Symphony Orchestra as well as the Canadian Opera Company orchestra. He taught clarinet at the University of Toronto and the Royal Conservatory of Music, and was active as a composer, arranger, and author. Galper had a strong interest in the mechanics of the clarinet having patented his clarinet speaker vent and his tone enhancers. Many of his students are now members of professional orchestras and faculty members at distinguished institutions across Canada and the United States of America. These notable former students have openly referenced Galper's influence and listed him as a major teacher in professional biographies. He was the teacher of Guy Légère, the inventor of Légère synthetic reeds. As a composer and author, Galper published several etude books including a popular beginner 4 clarinet method, arrangements, and numerous pedagogy articles. His etude books remain widely in use in North America.

The researcher saw that Finger agility skills caused by the movement of fingers that are not related to each other techniques for using the wind and breathing system are important and useful. Directly to students and Clarinet students, able to apply such techniques to practice the most effective and efficient. Since Clarinet's songs and skill exercises contain a wide variety of notes and techniques, it is necessary to use a lot of finger movement techniques. Training to develop the correct fingering system will have a positive effect on the practice of Clarinet on the subjects and those who are interested in this research further.

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method is a concept that can be developed for students and clarinetists well in developing solutions.

The researcher saw that Finger kinetic skills are important and helpful, directly to students and clarinetists who can apply such techniques in practice. The most effective and efficient because in the song and clarinet skill exercises there are notes, and a variety of techniques. This requires a very high technique of finger movements. Therefore, the researcher has collected documents, textbooks, body of knowledge, and has studied how to practice for development. The right finger system will have a good effect on the practice of clarinet with the sample group and those who are interested in this research further

Research Objectives

The objectives of this research were:

1. To study the music teaching council in the Xiamen province china.
2. To create a manual for teaching clarinet.
3. To measure students' learning achievements.
4. To assess students' satisfaction with learning.

Conceptual Framework

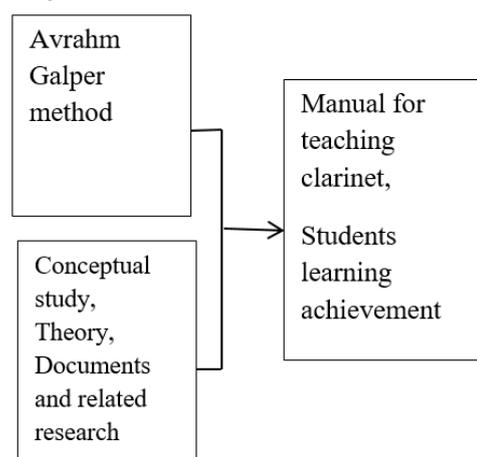


Figure 1 Research Conceptual Framework

Research Method

Population and samples

The sample group used in the research was students in elementary school students from Xiamen School of Music grade 5 and 5 students using the Purposive Sampling Method

Research tools used in the experiment

1. Manual for teaching clarinet 15 chapter as follows:

Chapter 1 breathe control, 1) Students can explain the notes in lesson 1, 2) Students can correct breathing, 1 hour.

Chapter 2 Crolling to the A key, 1) Students can explain the notes in lesson 2, 2. Students can crolling to the A key, 1 hour.

Chapter 3 right hand positions, 1) Students can explain the notes in lesson 3, 2). Students can understand right hand position, 1 hour.

Chapter 4 Counting note and rest value, 1) Students can explain the notes in lesson 4, 2) Students can understand counting note and rest value, 1 hour.

Chapter 5 new note E3, 1) Students can explain the notes in lesson 5, 2) Students can play note E3, 1 hour.

Chapter 6 3/4 Meter, 1) Students can explain the notes in lesson 6, 2) Students can understand 3/4 meter, 1 hour.

Chapter 7 The clarinet registers, 1) Students can explain the notes in lesson7, 2) Students can play clarinet register, 1 hour.

Chapter 8 Eighth notes and rests along with 2/4 meter, 1) Students can explain the notes, 2) Students understand eighth notes a1, 1 hour.

Chapter 9 G major scales and arpeggio, 1) Students can explain the notes in lesson 9, 2) Students can play G major scale and arpeggio, 1 hour.

Chapter 10 Sixteenth notes, 1) Students can explain the notes in lesson 10; 2) Students can play sixteenth notes, 1 hour.

Chapter 11 Triplets, 1) Students can explain the notes in lesson 11; 2) Students can play triplets, 1 hour.

Chapter 12 6/8 Meter, 1) Students can explain the notes in lesson 12, 2) Students can understand 6/8 meter, 1 hour.

Chapter 13 Two octaves of the D major scale, 1) Students can explain the notes in lesson 12, 2) Students can understand 6/8 meter, 1 hour.

Chapter 14 Cut time, 1) Students can explain the notes in lesson 14; 2) Students can understand cut-time, 1 hour.

Chapter 15 A major and arpeggio, 1) Students can explain the notes in lesson 15, 2) Students can play A major and arpeggio, 1 hour.

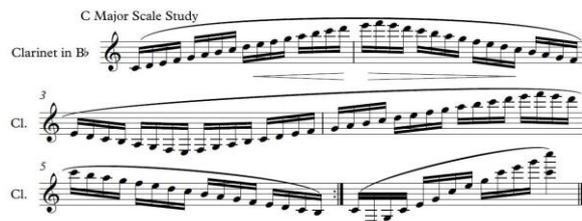
Data Collection Tools

Clarinet Instrument Learning Achievement Test

Results

Keystroke skills need to be practiced in a simple group of rhythmic notes called Patterns: Major scale or minor scale, ascending and descending. Chasing the Sixteenth note (Semi Quaver) to practice wind and finger movements in relation to each other because when faced with notes that have a fast tempo rate or have to press and switch finger positions with speed. This will make the finger strokes more relevant and easier to practice. In which to press a finger to play well it should make your fingers feel as relaxed as possible while turning the keys on and off. It is important to relax the muscles around the fingers while performing. It will help to chase the finger in the middle of the tempo. More convenient and easier at the same time, if it is an exercise or a

song with a fast tempo will be able to control the movements of the fingers as well.



Fugue 1: Practice note C Major Scale

Research Summary Applying clarinet method of Avrahm Galper improving clarinet academic performance can be summarized as follows:

1. The results of the analysis of music teaching conditions. The clarinet, in particular, received very little attention from students. Because of the document there are very few exercises for the clarinet and the clarinet is a rather difficult instrument to play.

2. The effectiveness of the Manual for teaching clarinet 15 chapter meets the criteria assessed by experts.

Table1: Content validity score of lesson 1-15

Items	The evaluation of the				Result
	A	B	C	IOC	
1. Lesson 1	7	7	7	1	yes
2. Lesson 2	6	6	6	0.85	yes
3. Lesson 3	7	7	7	1	yes
4. Lesson 4	6	6	5	0.80	yes
5. Lesson 5	7	7	7	1	yes
6. Lesson 6	7	7	7	1	yes
7. Lesson 7	7	7	7	1	yes
8. Lesson 8	7	7	7	1	yes
9. Lesson 9	6	5	6	0.80	yes
10. Lesson 10	7	7	7	1	yes
11. Lesson 11	7	7	7	1	yes
12. Lesson 12	7	7	7	1	yes
13. Lesson 13	7	7	7	1	yes
14. Lesson 14	6	6	6	0.85	yes
15. Lesson 15	7	7	7	1	yes
Total	101	100	100	0.95	yes

3. The students' academic achievement by using the 15-chapter clarinet instruction manual had higher learning outcomes. On a statistically significant scale, it was 0.5 for all 15 chapters.

4. Student satisfaction the mean score (\bar{X}) was 4.74 and the standard deviation (S.D.) was 0.383. It was found that the mean was at the highest level.

Discussion

In research, Avrahm Galper's clarinet is used to improve clarinet grades. There are some important points that should be discussed as follows:

Learning achievements with the five clarinet practice skills exercises were: 1) Finger movement in relation to cutting the tongue; 2) Note practice with different marks; 3) Major scale 4#, 4b; 4) Chromatic scale practice and 5) Finger movement skill exercises. The researcher took the idea from Avrahm Galper which is a clarinet who has done a skill exercise on Finger movements for clarinetists to practice and has techniques for practicing in various forms as well. The most professionals and clarinetists have teaching techniques and methods. Similar most of the emphasis is on the fundamentals of clarinet practice, that is, the practice should have the correct appearance according to the natural physique, and must understand every part of the body because every part must work at the same time while performing. These are wrists, fingers, lips, tongue, teeth, breathing and air support. After using the skill exercises created by the researcher make students. There are techniques in the movement of the finger system in relation to Pronounce correctly and more fluently. Because the researcher has clearly and clearly planned the rehearsals and the details in the skill training. By increasing the tempo rate each week so that the sample group can practice and develop their skills

and competence in that matter accordingly. The steps are from easy to difficult and appropriate to the skills of the students. By increasing the speed rate each week to allow the sample to practice and develop skills and abilities in that subject. There are steps from easy to difficult and suitable for learners' skills. And as a result, the students' ability to practice clarinet with the finger kinetic skill exercises were different from those before the class. According to the assumptions set it was shown that teaching with skills exercises helped students to be more flexible in their practice that resulted in higher teaching and learning achievements. The results of this research are consistent with the research on creating effective skills training, solving problems and improving fingering skills of the clarinet. Case study of the Introduction theme and variation for Clarinet and Piano composed by Gioacchino Rossini (The study of problem, resolution, and development of fingering technique in Clarinet playing: Gioacchino Rossini's Introduction theme and variation for Clarinet and Piano). The results showed that the students have achievement after school study significantly higher than before school at .05 level.

The effectiveness of the Manual for teaching clarinet (15 chapters meets) the criteria assessed by experts. It has an efficiency of 0.95, which meets the established criteria. This was achieved because the process of creating a clarinet instruction manual was created by the researcher with a detailed implementation procedure and based on the method of Avrahm Galper. Thus, the students have better knowledge and skills to practice.

The results of the analysis of music teaching conditions the clarinet, in particular, received very little attention from students. Because of the document, there are very few exercises for the clarinet and the clarinet is a rather difficult instrument to play. Compared to

other types of instruments from the interview data 9 music teachers commented that because the nature of the clarinet has a low and high range. The clarinet in Bb is characterized by different lows and highs. It's very difficult to place your fingers between octave 1 and octave 2.

The effectiveness of the Manual for teaching clarinet 15 chapter meets the criteria assessed by experts. It has an efficiency of 0.95, which meets the established criteria. This was achieved because the process of creating a clarinet instruction manual was created by the researcher with a detailed implementation procedure and based on the method of Avrahm Galper. Thus, the students have better knowledge and skills to practice.

Suggestions

1. Using the Applying clarinet method of Avrahm Galper improving clarinet academic performance. Users should study to understand before use. Therefore it will benefit the students.
2. Should study and research in teaching at a higher level

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