

Composing the Chinese's Ancient Poetry Songbook Found in Music Textbook for Student at Star Studio in Jinan City, Shandong Province, China

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Abstract

This study used a mixed - method approach with the following objectives. (1) To study the Chinese's ancient poetry, (2) to compose the Chinese's Ancient Poetry Songbook, (3) to experiment with teaching by using the songbook, and (4) to evaluate student learning outcomes. Qualitative data were collected through interviews, music composition, and analysis of Chinese's ancient poetry, while quantitative data were gathered through teaching experiments to assess the effectiveness of the songbook. The findings showed that Chinese's ancient poetry is an important part of traditional culture, included in the national education policy. The researcher selected 12 poems from the fifth - grade textbook, using Western music theory to create songs and compile a songbook. The songbook has three chapters: an introduction to Chinese's ancient poetry, basic singing techniques, and the 12 Chinese's ancient poetry. A 16 - week teaching plan was implemented with 10 students from Star Studio School in Jinan, Shandong, using pre-test and post-tests to measure learning outcomes. Results showed an improvement in student knowledge, with post - test scores increasing from an average of 40.70 to 50.40, and singing performance evaluation scores improving from 40.10 to 50.10 over three tests. The study concluded that the Chinese's ancient poetry songbook teaching method effectively enhanced students' learning of Chinese's ancient poetry and generated interest in the subject.

Keywords: Composing, Chinese's Ancient Poetry, Songbook, Star Studio, Shandong Province

Introduction

Chinese's ancient poetry is an important representative form of traditional Chinese culture. It carries the brilliant history of the Chinese nation with its own beautiful and unique rhythm. Music is also a key representative of traditional Chinese culture. Xi Jinping pointed out in the report of the 19th National Congress that China's excellent traditional culture is the root and soul of the Chinese nation. He emphasized the importance of adhering to creative transformation and innovative development in order to continuously forge new glory for Chinese culture. We should deeply explore the ideas, humanistic spirit, and moral norms embedded in China's excellent traditional culture, inheriting and innovating in accordance with the needs of the times (Jinping, 2017). The "Opinions on the Implementation of the Project for the Inheritance and Development of Excellent Chinese Traditional Culture," issued by the State Council in 2017, further explains and guides the significance and main objectives of preserving China's excellent traditional culture. The "Opinions on Effectively

Strengthening Aesthetic Education in Colleges and Universities in the New Era,” issued by the Ministry of Education in 2019, proposed the guiding ideology of “educating people deeply and transforming people rapidly” (Ministry of Education of the People's Republic of China, 2019). These guiding principles emphasize the importance of traditional culture and music education from multiple perspectives, demonstrating the country's commitment to traditional culture and its profound educational significance. The teaching method that combines poetry and music further enhances the effectiveness of students' aesthetic education, offering substantial research value.

Poetry is an important medium for conveying human emotions. Chinese's ancient poetry originated from the collective work and life of the people, becoming an integral part of both. As early as ancient times, there existed “Tange,” which described the hunting life in primitive society and was passed down through oral tradition. The earliest forms of poetry and music were integrated, and all poetry was performed as songs. Poetry was both song and song was poetry (Xu, 2019). In those times, due to the absence of musical notation, the melody in poetry could not be effectively recorded. Over time, this melody gradually separated from the poetry, and the transmission form of poetry shifted from singing to reading. As an important carrier of Chinese traditional culture, the inheritance of Chinese traditional poetry is now facing the impact of foreign cultures. Despite its long history, the development and preservation of poetry in China are not optimistic. In China, both music education and poetry education are essential components of quality education. In response to the national policy on the construction of traditional culture education for students, there are, however, challenges in the teaching of Chinese's ancient poetry. On the one hand, students lack interest in learning Chinese's ancient poetry. This is the motivation behind this research, which aims to present the transmission of Chinese's ancient poetry through melody, enabling students to engage with Chinese poetry that carries meaningful lessons and wisdom.

Research Objectives

1. To study the Chinese's ancient poetry.
2. To create Chinese's ancient poetry Songbook.
3. To experiment with the teaching by using Songbook.
4. To evaluate students' learning outcomes.

Research Scope

In this study, the study of Chinese's ancient poetry was conducted through interviews and the fifth grade primary school Chinese's ancient poetry music textbook, which was compiled into a Chinese's ancient poetry songbook.

Research Methodology

This research is a mixed research method. The qualitative research used in - depth interviews with key informants using an interview form on Chinese's ancient poetry and music teaching. The quantitative research collected data from the experimental group of the sample by using the songbooks, an achievement test, and a performance test to test students to assess the quality of teaching and learning levels.

Population and Sample

The population is Star Studio, which was divided into 4 classes based on the age of the students, with a total of 40 students and 10 students in each class. They are for primary school students aged 8 - 12.

The sample was 10 students selected from 1 class by Cluster sampling.

Research Tools

Interview Form: The researcher collected the information from key informants by using the interview form. And a one – on – one method was used for collecting. Use open - ended questions. Two groups of key informants are as follows: The first group is Chinese's ancient poetry key informants. The IOC's result score is 0.75, passing the evaluation criteria. And the second group, Music Teaching's key informants. The IOC's result score is 0.75, passing the evaluation criteria of 0.76. That means it can be used to collect the data from the key informants.

Achievement Test: Used for testing teaching by measuring knowledge pre-test and post - test according to the teaching plan objectives.

Performance Test: Used for testing the practice of singing, which is divided into 3 tests, covering all songs used in teaching.

Results

The researcher used qualitative research methodology to collect data, analyze data and synthesize according to various steps to create an ancient Chinese songsbook for grade 5 primary school students. The research results are summarized as follows:

1. The Chinese's Ancient Poetry.

Chinese ancient poetry and music are both treasures of Chinese traditional culture, and they have been closely connected since ancient times. It's going through nine development periods. Each period has its unique historical background and cultural atmosphere, which profoundly influence the creative styles of ancient Chinese poetry.

In the current educational context that emphasizes the inheritance of excellent traditional culture and the promotion of aesthetic education, the teaching model that combines ancient poetry with music has important research significance and practical value. Chinese's ancient poetry has a wide variety of styles, mainly including ten types as follows:

1. Farewell Poetry: Centered around the parting scene, it expresses emotions such as reluctance, longing, and exhortation during separation, conveying sincere friendship and easily evoking an emotional resonance among people when facing farewell.

2. Nostalgic Poetry: By means of concise words and typical images, it integrates profound insights into nature, society, and history, expressing emotions of sighing over the rise and fall of dynasties, changes in the world, or criticizing and satirizing rulers, demonstrating the author's in - depth thinking and sense of worry.

3. Scenery - Describing Poetry: Taking natural landscapes as the sustenance of aesthetics and emotions, literati depict natural scenery and infuse their own feelings, expressing emotions through scenery, and presenting the integration of the beauty of nature and the inner world.

4. Object - Chanting Poetry: Through detailed descriptions of objects, it uses techniques such as expressing aspirations through objects and expressing emotions by borrowing

objects to convey the poet's thoughts, wishes, and life insights, making the object a carrier of emotions and thoughts.

5. Homesick Poetry: The core emotion is the longing for hometown and relatives. This emotion often extends to the patriotic sentiment at the political level, full of the homesick traveler's attachment and concern for their native land.

6. Frontier - Fortress Poetry: Focusing on the life of garrisoning the border, it depicts the frontier scenery, the hardships of war, soldiers' weariness of war, their homesickness, and their ambition to serve the country, showing the spiritual outlook of soldiers and their patriotic feelings.

7. Love Poetry: It reflects the aesthetic, marriage concepts, and social customs of that time. By depicting the beauty and twists of love, it reveals the rich and colorful emotional world of the ancient people.

8. Educational Poetry: Its content covers social education and family education. In terms of social education, it involves the rulers' educational policies, the situation of school education, and the ideas of educators. There are also many folk poems with educational significance, playing an educational and enlightening role.

9. Festival - Themed Poetry: With festivals as the theme, it contains people's understanding of various aspects such as human nature, climate, and history, reflecting humanistic pursuits and spiritual aspirations, and is closely related to folklore and sociology.

10. Patriotic Poetry: Running through the development of Chinese's ancient poetry, it embodies the profound feelings, national self - esteem, and pride of the Chinese nation for the motherland. The patriotic spirit is passed down in historical processes such as resisting foreign aggression and safeguarding national unity.

Each style reveals the emotional world and various aspects of life of the ancient people from different perspectives.

2. The Creation of Chinese's Ancient Poetry Songbook.

In music creation, the logicity and standardization of Western composition techniques and the innovation of mathematical logic are fully integrated. Taking the Western harmony system as an example, by reasonably using the rules of chord construction and harmonic progression, a rich and harmonious musical atmosphere is created for the songs. At the same time, mathematical logic is used to precisely design the musical structure, such as determining the proportional relationships and development contexts of various parts of the song, making the works possess both unique structural charm and the charm of traditional music. The application of electronic music technology also adds new vitality to song creation. By simulating the timbres of ancient musical instruments and natural environment sound effects, such as using electronic music to simulate the timbres of the guzheng, erhu, and natural sound effects like wind and rain, a unique atmosphere that matches the artistic conception of Chinese's ancient poetry is created for the songs.

From this knowledge, the researcher writing for explanation the Chinese's ancient poetry. The songbook consists of 5 chapters for teaching the grade 5 primary school students as follows.

Chapter 1: Chinese's Ancient Poetry; overview of Chinese's ancient poetry, The period of Chinese's ancient poetry, The kind of Chinese's ancient poetry, Chinese's ancient poetry poets, Explanation of Chinese's ancient poetry.

Chapter 2: Singing Basic; Introduction to Singing Techniques, Singing Techniques for Chinese's ancient poetry songs.

Chapter 3: Chinese's Ancient Poetry Songbook; The researcher selected Chinese's ancient poetry based on the suggestions of key informants by selecting 3 categories out of 10 categories, which have easy – to – understand content and are suitable for fifth grade primary school students as follows.

Table 1 The list's of Chinese's ancient poetry in songbook.

Type	Song	Composer	Period
Farewell and Homesickness	Yuan Er Shi An Xi	Wang Wei	Tang Dynasty
	Feng Qiao Ye Bo	Zhang Ji	Tang Dynasty
	Chang Xiang Si	Nalan Xingde	Qing Dynasty
	Zhi Zi Nong Bing	Yang Wanli	Song Dynasty
	Cun Wan	Lei Zhen	Song Dynasty
Loving the Motherland	Shi Er	Lu You	Song Dynasty
	Ti Lin An Di	Lin Sheng	Song Dynasty
	Ji Hai Za Zhi	Gong Zizhen	Qing Dynasty
	Cong Jun Xing	Wang Changling	Tang Dynasty
	Qiu Ye Jiang Xiao Chu Li Men Ying	Lu You	Song Dynasty
	Liang You Gan		
	Shi Er	Lu You	Song Dynasty

From Table 1, each song is described in detail by the researcher, including the background of the song, the lyrics of the ancient Chinese poem, the melody of the ancient Chinese poem, and the singing method.

The examples of Song yuan er shi an xi by Wang Wei (Tang Dynasty)

1. Background

This poem was written in the Tang Dynasty. At that time, the Tang Dynasty was very powerful, and the culture was very prosperous. Poetry creation was very popular. However, the transportation was not developed, and it was not easy for people to travel. Friends would be very reluctant when they parted. This poem describes the scene of Wang Wei seeing off Yuan Er in Weicheng. By urging his friend to drink one more cup of wine, it conveys his worry and concern for his friend's long journey. Because after his friend departs from Yangguan to the west, it will be very difficult for him to meet old friends and relatives again.

2. Singing and Performance Skills.

2.1 Singing Skills

1. Rhythm Grasping: The rhythm of the song should be stable and not too fast or too slow. You can follow the music and tap the rhythm several times. After getting familiar with it, sing.

2. Emotion Expression: When singing, you should bring the feeling of reluctance to part with your friend. The voice can be soft, showing a melancholy feeling.

2.2 Word biting Skills:

1. “Wei Cheng Zhao Yu Yi Qing Chen”: The pronunciation of the word “Yi” should be accurate. When sing, you can slow down a bit and imagine the picture of the morning drizzle wetting the dust.

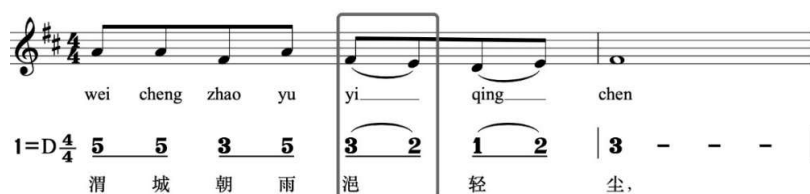


Figure 1 The Pronunciation of Wei Cheng Zhao Yu Yi Qing Chen

2. “Ke She Qing Qing Liu Se Xin”: Highlight “qing qing” and “xin”, showing the green and fresh of the willows around the inn. The intonation can be a bit lighter.



Figure 2 The Pronunciation of Ke She Qing Qing Liu Se Xin

3. “Quan Jun Geng Jin Yi Bei Jiu”: The word “Quan” should have a sense of persuasion. The intonation can be a bit heavier. “Geng Jin” should emphasize drinking this cup. You can appropriately increase the tone.



Figure 3 The Pronunciation of Quan Jun Geng Jin Yi Bei Jiu

4. “Xi Chu Yang guan Wu Gu Ren”: This sentence should be full of melancholy and worry. The intonation should be slowed down, and the voice can be low.

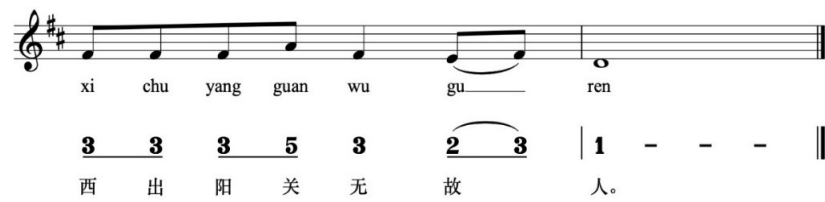


Figure 4 The Pronunciation of Xi Chu Yang guan Wu Gu Ren

2.3 Song Appreciation

song yuan er shi an xi
送 元 二 使 安 西

$\text{♩} = 80$

[唐] 王 维 词
王 晨 曲

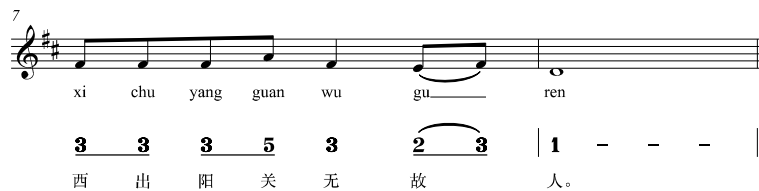
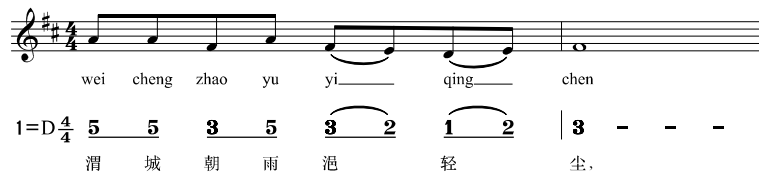


Figure 5 Song yuan er shi an xi Notation

3. The result of experiment the teaching by using Songbook.

The researcher designed the teaching plan to be divided into 16 weeks. A systematic and comprehensive teaching plan was developed. Use a pre-test to measure students' knowledge level before beginning instruction. For teaching each week, clear teaching objectives, key and difficult points, and diverse teaching methods were set for each Chinese's ancient poetry song. Taking "Song Yuan Er Shi An Xi" as an example, the teaching objectives include enabling students to understand the meaning of the poem, experience the poet's emotions, master the singing and recitation skills of the song, and guide students to think about the similarities and differences between ancient and modern farewell ways. In the teaching process, the lecture method was used to introduce the author, the meaning of the poem, and the historical background; the discussion method was adopted to organize students to discuss their experiences of farewell in life, stimulating students' thinking and expression; the demonstration method was applied to play the song and demonstrate recitation, allowing students to intuitively feel the rhythm and emotion of the song; and the practice method was arranged to let students practice singing the song and writing, consolidating the learned knowledge and skills.

The researcher used pre-test and post - test to measure the knowledge skills of each music student in the sample. The total score of the test was 60 points. The passing criteria were 70% on the pre-test, 42 points. Ten students passed the pre-test with an average score of 40.7 points. The post - test was 80%, 48 points. Ten students passed the post-test with an average score of 50.4 points. This indicates that before the study, the students had some knowledge but did not pass the evaluation criteria. After the study, the students gained more knowledge and understanding of the content that was taught, passing the evaluation criteria.

In addition, the performance assessment is based on songs from Chinese's ancient poetry books. The test is divided into 3 rounds according to the teaching plan. The full score is 60 points. Students are asked to choose one song for the performance test at a time. The assessment criteria are as follows Figure 6.

Performance Test		
Performance Method	Total	Score
Pronunciation	20	
Rhythm	20	
Timbre quality	10	
Emotional expression	10	
Total	60	

Figure 6 Performance Test

Table 2 The result of the performance test's summarized.

Performance Test Student	(1)	Grade	(2)	Grade	(3)	Grade
Student A	44	B	49	B	53	A
Student B	37	C	48	B	52	A
Student C	45	B	48	B	51	A
Student D	39	C	45	B	51	A
Student E	37	C	45	B	48	B
Student F	38	C	48	B	51	A
Student G	28	D	32	C	35	C
Student H	39	C	48	B	52	A
Student I	48	B	51	A	54	A
Student J	46	B	48	B	54	A
Average score	40.1		46.2		50.1	

From the evaluation of 2 forms, pre-test and post - test and 3 performance tests, all 10 students as a sample group understood the content, songs, background and depth of Chinese's ancient poetry. Each form resulted in the students' significant development from the scores that passed the standard criteria. As for the performance test of singing Chinese's ancient poetry, from the 3 tests, it was found that the students had a good understanding of the content of the songs and could access the songs. Therefore, they were able to perform well by singing, resulting in the singing evaluation that passed the performance criteria. However, some students had low scores. This may be related to their singing skills. Chinese's ancient poetry has been adapted into interesting musical stories. Composing melodies and inserting lyrics from Chinese's ancient poetry stimulates students' interest in learning. Each songbook is written clearly, with detailed steps and diverse content. It covers the appreciation of Chinese's ancient poetry, explaining singing techniques and introducing the background of songwriting, which is a rich and comprehensive source of information for teaching. These will allow students to learn and be proud of Chinese traditional culture and appreciate its value. The use of melodies helps develop students' memory.

This significant overall change fully demonstrates that after applying specific teaching methods, students' understanding and mastery of relevant knowledge have been gradually strengthened, and their performance has achieved stable growth in a series of assessment processes. It strongly confirms that this teaching method has played a positive and effective role in promoting students' learning of corresponding knowledge.

Moreover, from the perspective of the change in the average scores, the average score of the first examination was 72.80 points, which increased to 79.50 points in the second examination and further rose to 85.60 points in the third examination. This series of data further demonstrates the stability and reliability of the teaching effectiveness from a macro perspective, providing powerful quantitative support for the effectiveness of this teaching method.

4. Evaluate students' learning outcomes

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Conclusion and Discussion

The importance of Chinese's ancient poetry, it is a cultural transmission method, which is used in this research to allow students to learn about traditional Chinese culture and ancient teachings. Accordant to Rui (2023) said, using Chinese's ancient poetry, a highly condensed Chinese culture carrier, to conduct Chinese culture teaching is an excellent way to learn Chinese culture. For teaching, the researcher used a method of explaining the history of Chinese's ancient poetry, the origins and types of poetry, and then used an explanation of the story of the origin of the song so that students could understand the basics of the song first, as Xingjie Xie said, about teaching objectives: 1) Provide a foundational understanding of the history and development of ancient Chinese poetry and art songs. 2) Utilize emotional teaching methods to nurture students' aesthetic and musical appreciation abilities (Xie & Punvaratorn, 2024 : 278 - 295). Combining Chinese's ancient poetry with music is something that must be considered appropriately. The poetry must be consistent because it will affect the melody, which will promote understanding and interest even more, as Xia & Roongruang (2024) said, the genre of art songs was originally imported, and the writing of western art songs has strict rules. Western melodies are designed according to the severity and strength of the melody, while traditional Chinese poetry and music are tuned according to themelody and level. In comparison, the ancient poetry and art songs created by modern composers are relatively flexible. A good song is inseparable from the mutual support and matching of poetry and music. Only good words and good music can be regarded as an excellent work. In the works, we have to analyze the changes of harmony and music from different angles. Music is a further expression of words and a re - enrichment of the color of words. We use different methods to realize the expression structure of music and words, and find the internal relationship between them in the rhythm. For example, the emotionally intense part of the text is in the music remake, and the key words need to be given prefixes and emphasis when singing. (Xia & Roongruang, 2024 : 615 - 624)

Suggestions

1. Theoretical Suggestion

In theory, we may use other theories together to obtain qualitative results, such as sociocultural theory emphasizes the importance of social interaction and cultural context in learning, suggesting that poetry should be explored not only as an individual endeavor but also as a collective experience. By discussing ancient Chinese poems in a group setting, students develop a shared understanding of cultural symbols, metaphors, and poetic themes, which enhances both their social and emotional development. This approach encourages learners to view poetry as a bridge between language, culture, and self-expression. Additionally, Constructivist Learning Theory supports active, hands-on learning, where students engage in activities like performing, discussing, and creating poetry. This enables students to construct meaning based on their experiences and interactions with the material, fostering deeper cognitive engagement. By incorporating music teaching into this process, such as singing poems or using traditional instruments, students can connect with the rhythm, melody, and emotional expression inherent in poetry. This multidisciplinary approach not only nurtures an appreciation for poetry but also enhances creativity, collaboration, and cultural understanding, allowing students to fully experience poetry as both a literary and musical form.

2. Policy Suggestions

Policy recommendations for teaching Chinese's ancient poetry to grade 5 students should focus on integrating cultural, historical, and artistic elements into the curriculum. Schools should prioritize the inclusion of poetry not just as a literary subject, but as a means to explore Chinese culture, history, and values. Teacher training programs should emphasize interdisciplinary approaches, combining literature, music, and performance techniques to engage students actively. Furthermore, the curriculum should be designed to promote collaborative learning, where students can discuss and perform poems together, fostering both social and emotional growth. Policies should also encourage the use of multimedia tools and resources, such as audio recordings and visual aids, to enhance understanding and appreciation of poetry.

3. Practical Suggestions

To effectively teach Chinese's ancient poetry to grade 5 students, educators should integrate historical context, singing techniques, and creative activities. Start by introducing the history of Chinese poetry with simple explanations of key poets, periods, and poetic forms, using visual aids like timelines and maps to enhance understanding. Incorporate songs based on the poetry, focusing on basic singing techniques and expression to engage students in both reading and performing the poems. Select poems with relatable themes such as nature and family, and use audio and visual aids to help students connect with the material. Encourage interactive discussions and creative writing activities to deepen their understanding and allow for personal expression. By keeping the process enjoyable through games, art, and critical thinking exercises, students will develop a deeper appreciation for the cultural and literary significance of Chinese's ancient poetry.

4. The program should be expanded to other schools.

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