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A Study on the Difference between the Teaching Process of Gongche Notation and Staff

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Abstract

Theoretical background: the Gongche notation is the most widely used notation in Chinese traditional music. Since the Tang and Song dynasties, many folk music genres still retain the record and inheritance of the Gongche notation. Music education in China began in 1920s, enlightenment with western music knowledge, numbered musical notation and staff learning has been deeply rooted in Chinese music education.

Objective: starting from the Gongche notation, this paper explored the difference between the learning process of the Gongche notation and the staff , tried to sum up the rules of the teaching process through the comparison of the two notation, and discusses whether it can be transformed into a more concise and accurate form of the staff or the numbered musical notation in the teaching of the Gongche notation.

Methods: the research takes the learning process of Gongche notation in central Hebei province music bands and North Gaoluo primary school in Laishui County as the research object, combining with the existing Gongche notation examples and actual musical instrument performance, compares the learning process of Gongche notation with that of staff .

Results: the results show that there are great differences in the study of two kinds of notation methods: the recognition and teaching of staff notation are clear , one character corresponds to one pitch, which is simple and easy to learn ; and the recognition and teaching process of Gongche notation is complex and more free, one character corresponds to many pitches, which is complex and changeable. The difference between them is also determined by the different nature of Chinese and Western notation.

Conclusions and implications for music education: through the exploration of this teaching process, it provides great possibility and feasibility for the learning of Gongche notation in music class. Gongche notation as a native and ancient notation method in China, needs more scholars' research and support on how to popularize it in school music education.