



The Role of Singing in Piano Teaching: Issues and Solutions

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Abstract

Background and Aim: For coordination and singing abilities, students should practice with children's books, connect sight and feel to piano pitches, use simple accompaniments, and receive feedback. This article explores the role of singing in piano teaching, discussing strategies for improvement, textbook selection, classroom fun, parent communication, sight singing, ear training, and enriching children's music lives.

Methodology: This paper is a documentary study that combines descriptive content analysis with goals-oriented thinking.

Results: The issues with pitch, coordination, song familiarity, and self-assurance. Solutions include helping students with basic vocalizations, focusing on correct breathing techniques, using children's piano books, and providing motivation and constructive criticism. Sustained instruction and practice can improve coordination and vocal capabilities. Pedagogical approaches should be refined, and tailored to students' age, gender, and individuality, and teachers should enhance their expertise and establish clear teaching objectives. Time allocation and textbook selection should be based on the course schedule, and novel pedagogical approaches like role exchange can enhance student engagement. Consistent communication with parents is crucial for children's piano skills development. Sight singing and ear training can develop children's ability to perceive and use music.

Conclusion: The document review addresses issues with the role of singing in piano teaching, focusing on pitch, coordination, song familiarity, and self-assurance. Solutions include basic vocalizations, breathing techniques, using children's books, motivation, and teacher training.

Keywords: Solutions, Singing, Piano, Teaching

Introduction

Music is a natural demand for humans, and children's musical ability is one of the first talents they possess. Teaching sight singing and ear training for children aims to cultivate their ability to feel and use music. This involves listening, singing, and appreciating works, combined with children's performance in music. This helps children understand the composition of music and gradually master the basic language of music. Music talent is a comprehensive accumulation of skills, aesthetics, music intelligence, and music appreciation. Sight singing and ear training not only help children master musical skills but also enrich their music and cultural knowledge, leading them to explore and create music, cultivating their musical abilities and ultimately improving their musical talent. Enriching children's music life involves transforming ideas and concepts into general concepts that can be applied in real life. While standardized music education is not guaranteed, social music education provides an opportunity for more people to experience music in childhood. Using sight singing and ear training teaching to cultivate children's musical ability, is a more profound significance of children's music education.

Piano teaching has become a crucial aspect of quality education in China, particularly for children. The unique combination of psychological and performance skills makes it a popular subject in Chinese families, offering benefits such as better learning ability, faster adaptability, and higher learning efficiency. The piano teaching Xintiandi has injected new blood into domestic piano education, promoting the vigorous development of China's piano music education. As the number of piano test takers increases, various art training schools, piano training classes, and piano shops are doing well in business. However, the quality and level of teachers in children's piano teaching vary, and the teaching materials are mostly based on grading scores. This development has the imprint of exam-oriented education, neglecting the practical application ability of the piano and the cultivation of children's aesthetic taste. (Morris-Campbell, 2022). As children see learning the piano as a burden, all learning activities are aimed at passing exams, ultimately losing interest in learning. Most piano teachers focus on teaching techniques and overlook the integration of singing into piano performance, leading to educated students playing narrow rhythms and dull notes.

Common issues when teaching students to sing while playing the piano include pitch problems, coordination challenges, and unfamiliarity with songs. To address these issues, students can practice with visual aids, focus on proper breathing techniques, and use simple piano accompaniments. They can also



practice with familiar songs to avoid unconscious laziness and learn from children's piano books with simple tunes. Coordination challenges can arise when the voice goes on autopilot, making it difficult to maintain tempo with the hands. These students should practice the piano part until it's well-known and focus on proper breathing techniques. They can also use children's piano books with simple tunes to learn to play and sing. The students may lack confidence in their singing ability, which can be addressed by providing encouragement and feedback. By being patient, using visual aids, starting simple, and focusing on proper technique, students can develop the coordination to sing and play piano simultaneously. (Cogdill, 2013). With guidance and regular practice, students can develop the skills to sing and play piano simultaneously.

Simultaneously teaching sight singing, ear training, and piano can greatly improve students' sense of music and musical expression. The emotions of playing different music will also be grasped differently, which will be of great help to future music creation. Piano education is a fundamental discipline that reflects people's thoughts, emotions, and social life by teaching music as an auditory art. Piano education is a very important part of music education, and it has become the preferred instrument for children's music education in many economically developed countries around the world. (Chan et al., 2015). Through piano teaching, children can develop their intelligence, improve their imagination, comprehension, listening, and analysis abilities, teach them how to understand and feel life and create life in a certain sense, thereby cultivating a healthy personality and promoting their comprehensive development.

Singing instruction via piano encounters a multitude of obstacles necessitating inventive resolutions. The inadequacy of traditional elite private teaching models in Chinese vocational colleges of art to fulfill the requirements of music education has resulted in graduates who are deficient in critical abilities such as piano accompaniment for singers and composition of accompaniments. By integrating online technologies and big data into piano performance and singing instruction, learning outcomes can be enhanced and auditory training improved. In addition, classical singing instruction has transformed throughout time, placing greater emphasis on faculty attributes, students' aptitudes for learning, and a combination of conventional and digital pedagogical approaches. (He, 2021) In universities, research on piano instruction identifies challenges such as a dearth of course material and low student engagement. To improve the efficacy of instruction, learning strategies such as goal setting and teacher role transformation may be implemented. The integration of neural networks and cloud computing into the design of a piano instruction system could facilitate interactive teaching methods and ensure real-time synchronization, which would be advantageous for both instructors and learners.

To enhance coordination and singing abilities, students should practice with visual aids, connect their sight and feel on the piano to the pitches they sing, and use simple piano accompaniments. Addressing coordination challenges can help students avoid autopilot and difficulty in breathing. Using children's piano books with simple tunes can help students develop their singing abilities. Encouraging feedback, patience, and proper technique can help students overcome these issues and develop the coordination to sing and play piano simultaneously. Therefore, this paper aims to present the role of singing in piano teaching: issues and solutions with related issues such as 1) continuous improvement in teaching strategies, 2) selecting appropriate textbooks, 3) enhancing classroom fun, 4) regular communication with parents, 5) teaching sight singing and ear training, and 6) enriching children's music lives.

1. Continuous improvement in teaching strategies

1.1 Teachers should continually enhance their subject abilities and clarify teaching objectives. Continuous improvement in teaching strategies is crucial for enhancing the quality of vocal music education. Teachers must continually enhance their subject abilities and clarify teaching objectives to effectively instruct students. In piano instruction, the primary objective is to enlighten young children to artistic sensibilities and appreciate the piano's allure. Prioritizing both professional aptitudes and aesthetic sensibilities is essential. Tailoring instructional material to individual characteristics, gender, age, and personal inclinations can foster the growth of students' aesthetic sensibilities and sense of self. In singing teaching strategies, teachers should develop innovative activities aligned with new curriculum reforms to enhance students' knowledge application and practical learning activities. Learning-theory-based teaching strategies, such as breaking down repertoire into small chunks for mastery and providing high-quality feedback, are essential for effective singing instruction. (Chan et al., 2015). Deep learning-based singing voice synthesis systems can benefit from data augmentation methods to enhance training and improve singing quality. By embracing continuous improvement practices and incorporating advanced teaching



strategies, educators can elevate the quality of vocal music education and better support student learning and development.

1.2 The main task is to enlighten artistic aesthetics and cultivate students' professional abilities. Teaching strategies play a crucial role in enhancing artistic aesthetics and cultivating students' professional abilities. Methodical and grounded instruction is essential, focusing on understanding instruments, mastering fundamental music theory, and establishing a solid foundation for future studies. Teaching strategies can be modified to suit students' individualities while maintaining the fundamental structure. Including metacognitive learning skills, meta-learning strategies, contextual learning methods, and efficient group discussions can enhance the learning experience and promote students' progress. Adaptive continuous improvement methods can dynamically adjust teaching strategies based on student performance, ensuring alignment with learning objectives and enhancing teaching effectiveness. (Graham-Clay, 2005). A continuous improvement model based on the Peer Mentor framework can be used to revise online courses and maintain rigorous educational standards, especially for programs developed by faculty with limited online teaching experience. Through a systematic effort to seek and apply new teaching methods, faculty members can engage in a continuous improvement process leading to growth and development in teaching effectiveness.

1.3 Teaching content should be tailored to students' age, gender, and personality, making teaching more personalized. Teaching strategies are essential for enhancing the effectiveness of education. By tailoring content to students' age, gender, and personality, educators can make teaching more personalized and enrich classroom enjoyment. Young children are primarily interested in tangible, practical objects, so instructors should employ innovative teaching strategies that encourage thinking, initiative, and interest in the learning process. This includes implementing role exchange, utilizing classroom forms flexibly, respecting student personality development, increasing interactive enjoyment, and improving group performance. Research shows that tailoring teaching content to students' personalized needs can significantly impact learning outcomes. (Suriyonplengsaeng & Trakarnrung, 2016). For example, gender-specific teaching methods in vocal music education can lead to rapid progress in aspects like breathing, vocalization, and emotional expression, leading to clearer learning goals and improved teaching levels. Similarly, adopting a continuous improvement approach in emergency teaching modes can stimulate active learning, enhance teaching quality, and nurture competent nursing students with reflective skills. Optimizing classroom teaching decision-making based on students' personalized learning needs can maximize teaching quality, attention to individual needs, and overall student satisfaction, ultimately promoting their all-round development.

1.4 Regular communication with parents is crucial for continuous improvement in teaching strategies and enhancing student learning outcomes. Educators play a crucial role in establishing strong partnerships with parents through effective communication, which can be achieved through technology like websites for sharing homework assignments. The Teach-Model-Coach-Review approach emphasizes the importance of teaching parents to implement Enhanced Milieu Teaching, an evidence-based intervention for young children. Factors influencing successful parent-teacher partnerships include attitudes, organizational support, and active engagement in children's musical learning. (Kaiser, & Roberts, 2013) By fostering continuous communication and collaboration, educators can refine their teaching methods and create a supportive learning environment for students. Consistent communication with parents is beneficial for their piano education and can help rectify the utilitarian psychological states of some parents. Guardians should exercise prudent oversight over their children's education and provide them with flexibility to develop, enabling them to understand the allure of piano craftsmanship and consistently increase their eagerness to learn. However, the development strategy should clearly define the time frame, and resultant goals according to the steps, and support the budget appropriately.

2. Selecting appropriate textbooks

2.1 Piano learning should be systematic and based on textbooks. Piano Adventures is a recommended series for piano learning, focusing on Analysis, Creativity, and Expression. It breaks down music into essential elements like rhythm, pitch, and feel, allowing students to make choices and communicate emotions through music. The series includes an interactive app for iPad or iPhone, and the Faber Teacher Atlas offers virtual workbooks. It caters to different age groups and includes a structured course starting from elementary to more advanced pieces. Accelerated Piano Adventures is designed for older beginners and offers a systematic reading strategy, teaching Grand Staff reading, chords, and



technique secrets. (Luo & Yang, 2022). Both series provide a comprehensive curriculum, engaging repertoire, theory, improvisation, and systematic technique programs for an effective learning experience.

2.2 Teachers should plan time according to the course arrangement, considering students as the main body. Teachers are essential in course planning, focusing on students. (Cogdill, 2013) They optimize the scheduling process by setting assignment constraints, creating multi-objective functions, and ensuring teacher availability. Methods like geometric models, ant colony algorithms, and identity authentication enhance the teaching experience. Prioritizing students improves resource utilization and enhances the learning environment by organizing classes and tailoring them to student needs.

2.3 Relevant courses should be adjusted according to students' personalities while keeping the basic arrangement unchanged. Integrating personality traits into course design can improve academic adjustment and learning outcomes. These traits influence students' social, psychological, and academic performance. By tailoring learning materials to individual needs, educators can enhance student engagement and motivation. This approach can address issues like lack of motivation and vague career perspectives, particularly in fields like science and engineering. (Sweet, 2018). Thus, personality-based adjustments can positively impact student success without compromising the core curriculum structure. Furthermore, the development plan should be conducive to the creation of budgets. By publishing textbook documents and organizing textbook document contests, and competitions, the process of creating high-quality work will be expedited.

3. Enhancing Classroom Fun

3.1 Teachers should adopt innovative teaching methods to enhance classroom fun and foster critical thinking, initiative, and interest in learning. These methods include case studies, group activities, and practical classes. In music and foreign language education, teachers should use creative pedagogical techniques to inspire and motivate students. In vocal psychology, understanding the psychological aspects of singing activities is crucial for effective teaching. To engage students, teachers should implement teaching methods like technical crossword puzzles. Moreover, guiding students to think creatively and critically can improve their improvisational skills and interest in music. Encouraging divergent thinking in experimental practice can also enhance problem-solving skills. Training programs promoting critical thinking and reflective processes can help teachers develop a constructivist framework for active knowledge construction. (Zhang et al., 2022) Combining these approaches creates a dynamic and stimulating learning environment that not only enhances classroom fun but also cultivates students' thinking abilities and interests in various subjects.

3.2 Teachers play a crucial role in creating effective communication and learning environments by utilizing flexible classroom forms, enhancing assertive behavior and communication skills, and incorporating interactive activities like Line Exercises. Music in sports dance can help students connect emotionally with content, improve expressiveness, and organize movements effectively. To enhance classroom fun and interactive learning, teachers should adopt various forms of classroom interaction, prioritize student engagement, utilize technology to foster interactions and implement creative language teaching practices. (Zhang, & Gao, 2020) They should also promote role exchange between themselves and students to cultivate observation, imagination, and critical thinking skills. By incorporating these strategies, teachers can create a dynamic and engaging classroom environment that supports both academic learning and personal development.

Therefore, multimedia resources in phonics education can enhance singing teaching by evaluating musical performance and aligning learning guidelines. Real-time feedback on singing performance boosts confidence and competence in preservice music education students. (He, 2021) Providing transformative pedagogy through pitch-matching interventions can boost students' confidence and competence in primary school classrooms singing teaching can be improved by integrating technological tools like SmartMusic, SingSnap, EarTrainer, TikTok, YouTube, etc. Innovative approaches like 'classroom karaoke' can make the learning environment less intimidating and foster student interaction. Incorporating audio-visual media in singing practice improves students' singing skills, leading to increased enthusiasm and learning outcomes. Singing not only develops musicianship but also fosters social connections within a community. Providing transformative pedagogy through pitch-matching interventions can boost students' confidence and competence in primary school classrooms.

Furthermore, public exhibitions of performance abilities showcase significant empirical findings and include students, educators, and parents. This activity aims to present the work completed after the



semester to raise awareness and promote recognition of the talents possessed by both instructors and students to the audience and stakeholders.

4. Regular communication with parents

4.1 Regular communication with parents is crucial for children's piano learning, as parental involvement, even without musical knowledge, positively impacts their development. Effective communication between parents and children is crucial for children's development and academic success. Research shows that parents' prior music education significantly affects their children's performance anxiety. Poor parental communication can hinder children's achievement in mathematics activities. (Yim, & Ebbeck, 2016). Therefore, fostering open and effective communication between parents and children, regardless of musical knowledge, is essential for promoting overall development and academic success. Effective communication not only enhances academic achievement but also influences mental health and self-directed learning.

4.2 Regular communication between parents and music teachers is crucial for supporting children's musical learning. Parents play a significant role in fostering young children's learning by providing stimulating experiences and being responsive to their development. Studies show that parental involvement in children's music learning can lead to positive outcomes, including personal growth and musical development. Parents should supervise their children's learning reasonably, engaging in discussions with music teachers about their progress and musical skills. (Ilari, 2018). By creating a partnership with music teachers and actively participating in their children's musical education, parents can contribute to a supportive environment that nurtures their love for music and helps them reach their full potential. Effective communication and cooperation between parents and music teachers are key factors in supporting children's musical learning. Allocating time for communication helps prevent unhealthy activities and promotes growth. By supervising their children's learning reasonably and providing ample growth opportunities, parents can positively impact their children's overall development and academic success.

Furthermore, effective communication is crucial in pediatric settings, particularly in children's hospitals. Utilizing tools like iPads for innovative parent communication can facilitate the sharing of children's work through digital photographs and screen captures, creating a window into classroom experiences. The Babysong Project highlights the potential of using songs to connect with families and carers. Collaborative parent-teacher relationships are essential for holistic child development. Mothers speaking and singing to their infants in incubators can also enhance parent-infant interactions, emphasizing the role of communicative musicality in fostering child development.

5. Teaching sight singing and ear training

5.1 Sight singing and ear training aim to cultivate children's ability to feel and use music, with research showing that these methods significantly improve participants' abilities, leading to enhanced piano performance skills. A multimodal and interdisciplinary approach can increase students' music liking and activation levels. Collective sight-singing before melodic dictation can enhance dictation performance. Integrating aesthetic education at multiple levels can boost students' aesthetic abilities and literacy, promoting learning and development in music colleges. Leveraging new media for music reading skills in ear training can enhance students' musical sensitivity and enable interactive communication between individuals and technology, showcasing the evolving applications of these training methods in modern education.

5.2 The teaching activity involves listening, singing, and appreciating works, combined with children's performance in music. Quality music education for young children involves a multifaceted approach that includes listening, singing, and appreciating musical works, with teachers playing a crucial role in instilling vocal and choral skills and nurturing creative abilities. The use of platforms like YouTube and collaborative materials enhances the musical learning experience. World Music Pedagogy emphasizes informal teaching approaches and multimodal strategies, including singing, listening, movement, storytelling, and instrumental performance, to develop children's musical and cultural knowledge from an early age. Engaging children in playful musical encounters helps them explore different cultural contexts and develop a deeper understanding of themselves and others through music.

5.3 Music talent is a comprehensive accumulation of music, including skills, aesthetics, music intelligence, music appreciation, reflecting cognitive abilities, personality traits, and psychosocial skills. Identifying and developing musical talent is crucial in educational settings, where it provides appropriate responses and opportunities. Diagnostic procedures like the BILSEM Music Diagnostic Exam integrate contemporary talent theories, objective evaluation principles, and music technology. Foreign research



emphasizes the importance of innate inclinations, external socio-pedagogical factors, and professional music training in maximizing an individual's musical potential.

Furthermore, sight singing and ear training are very efficient techniques for youngsters to enhance their musical aptitude. By engaging in active listening, receiving voice instruction, and consistently practicing, kids may continually enhance their talents.

6. Enriching Children's Music Life

6.1 The main ideas introduced by children in education should be few but precise. Enriching children's music life in education involves focusing on artistic expression, musical development, and integrating music into various subjects to enhance learning experiences. Policy rhetoric and practice in early childhood education should nurture a child's musical self within a meaningful context. Music instruction can support a child's overall learning environment by enriching literature, language arts, science, and math, and meeting special learner needs. Utilizing high-quality and developmentally appropriate music experiences is crucial to avoid pitfalls and enhance instructional strategies effectively. Incorporating children's literature and poetry with music can provide comprehensive insights for young readers.

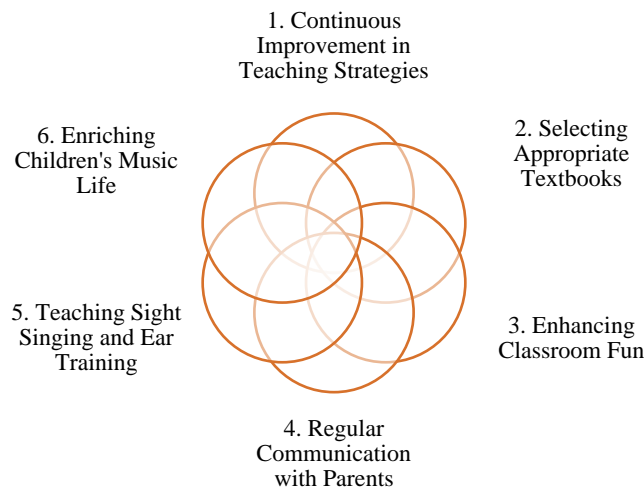
6.2 The ultimate goal of any type of education is to incorporate this ability into daily life. Music education aims to enrich children's lives by integrating musical abilities into their daily experiences. It supports a child's overall learning environment, enhancing literacy, language skills, and cognitive development. Community music programs can induce changes in auditory processing, benefiting at-risk children by enhancing neural processing linked to reading and language skills. Policies emphasizing artistic expression and music education in early childhood aim to nurture a child's musical self within a meaningful musical context. By incorporating music into various aspects of a child's day, educators can provide a holistic educational experience that fosters creativity, communication, and cognitive skills.

6.3 Children's sight singing and ear training education transforms music skills into musical abilities through training and elevates musical abilities into musical talents through accumulation. Music education is crucial for children, as it transforms their musical skills into abilities and talents through training and accumulation. Active, exploratory learning processes, supported by teachers, can lead to self-organized musical activities, enhancing creative and musical skills. Studies on children with Developmental Cerebellar Anomalies (DCA) highlight the cerebellum's role in music perception and production. Integrated musical training enhances executive functions in preschool children, demonstrating long-term benefits on cognitive abilities, even after cessation of training.

Moreover, enhancing the musical experiences of children in school entails emphasizing creative expression, fostering musical growth, and incorporating music into other academic disciplines. Establishing reciprocal involvement fosters the highest level of trust, motivation, and assurance.

Conclusion

From what has been explained, the content can be summarized as follows. Music education is crucial for children's development, fostering their musical abilities through sight singing and ear training. Piano teaching is popular in China, offering benefits like better learning ability, faster adaptability, and higher learning efficiency. Common issues in teaching piano include pitch problems, coordination challenges, and unfamiliarity with songs. To improve coordination and singing abilities, students should practice with visual aids, connect their sight and feel on the piano to the pitches they sing, and use simple piano accompaniments. Continual improvement in teaching strategies, selecting appropriate textbooks, enhancing classroom fun, regular communication with parents, teaching sight singing and ear training, and enriching children's music life is essential for enhancing vocal music education. Tailoring instructional material to individual characteristics, gender, age, and personal inclinations can foster growth in students' aesthetic sensibilities and sense of self. Regular communication with parents can help refine teaching methods and create a supportive learning environment. Piano learning should be systematic and based on textbooks, with series like Piano Adventures and Faber Teacher Atlas providing comprehensive curriculums. Teachers should plan time according to student needs, adjust courses according to personalities, and adopt innovative teaching methods to enhance classroom fun and critical thinking. Enriching children's music life involves focusing on artistic expression, musical development, and integrating music into various subjects to enhance learning experiences. The issues can be summarized as follows.



1. Continuous Improvement in Teaching Strategies
 - 1.1 Teachers should continually enhance their subject abilities and clarify teaching objectives.
 - 1.2 The main task is to enlighten artistic aesthetics and cultivate students' professional abilities.
 - 1.3 Teaching content should be tailored to students' age, gender, and personality, making teaching more personalized.
2. Selecting Appropriate Textbooks
 - 2.1 Piano learning should be systematic and based on textbooks.
 - 2.2 Teachers should plan time according to the course arrangement, considering students as the main body.
 - 2.3 Relevant courses should be adjusted according to students' personalities while keeping the basic arrangement unchanged.
3. Enhancing Classroom Fun
 - 3.1 Teachers should try innovative teaching methods, guide students to think, strengthen their initiative, and enable students to generate interest in the learning process.
 - 3.2 Teachers should flexibly use classroom forms, respect student personality development, enhance interactive fun, and use role exchange.
4. Regular Communication with Parents
 - 4.1 Regular communication with parents is crucial for children's piano learning.
 - 4.2 Parents should supervise their children's learning reasonably and provide ample room for growth.
5. Teaching Sight Singing and Ear Training
 - 5.1 Sight singing and ear training aim to cultivate children's ability to feel and use music.
 - 5.2 The teaching activity involves listening, singing, and appreciating works, combined with children's performance in music.
 - 5.3 Music talent is a comprehensive accumulation of music, including skills, aesthetics, music intelligence, music appreciation, and other aspects.
6. Enriching Children's Music Life
 - 6.1 The main ideas introduced by children in education should be few but precise.
 - 6.2 The ultimate goal of any type of education is to incorporate this ability into daily life.
 - 6.3 Children's sight singing and ear training education transforms music skills into musical abilities through training and elevates musical abilities into musical talents through accumulation.



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