

# อิทธิพลของเพลงการ์ตูนที่มีต่อการเรียนรู้จังหวะดนตรีของเด็ก

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## บทคัดย่อ

จังหวะเป็นหนึ่งในองค์ประกอบทางดนตรีที่สำคัญที่มีอยู่ในมนุษย์ตั้งแต่เกิด การรับรู้จังหวะเกิดขึ้นในทุกกิจกรรมในการใช้ชีวิตของคนซึ่งการรับรู้จังหวะนี้เข้ามายิงกับการพัฒนาการรับรู้จังหวะทางดนตรี การ์ตูนและเด็กเป็นของคู่กันมาตลอด ทุกยุคทุกสมัย ปัจจุบันการ์ตูนและนิทานรวมถึงเพลงประกอบการ์ตูนได้รับการพัฒนาด้วยแนวคิดทางดนตรีที่ลึกซึ้ง และมีการบันทึกเสียงที่มีคุณภาพ เพลงการ์ตูนอาจเป็นโอกาสให้เด็ก ๆ ได้เรียนรู้ดูดนตรีโดยอัตโนมัติจากการฟังเพลงประกอบการ์ตูน บทความวิชาการนี้มีวัตถุประสงค์เพื่ออธิบายแนวคิดเกี่ยวกับจังหวะและวิธีการสอนโดยใช้เพลงการ์ตูนในการสอนในห้องเรียน ดนตรีระดับประถมศึกษา รวมถึงประโยชน์ของเพลงการ์ตูนในเด็กที่สามารถนำมาใช้เพื่อส่งเสริมให้ครูสอนดนตรีใช้วิธีการสอนที่สอดคล้องและมีประสิทธิภาพได้มากยิ่งขึ้น

## คำสำคัญ

การเรียนรู้จังหวะ / เพลงการ์ตูน / ดนตรีในชั้นเรียนระดับประถม / ดนตรีศึกษา





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## The Influence of Cartoon Music on Sense of Rhythm in Children

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### Abstract

Rhythm is one of the essential music elements that exist in humans since their born. Sense of rhythm happens in everything in people's lives, related to the sense of rhythm in musical abilities. Cartoons and children go hand in hand regardless of the era. Nowadays, animated cartoons include a cartoon soundtrack that has been developed with great musical ideas and refined production. Cartoon music could be the opportunity for children can learn music by automatically listening to the cartoon soundtrack. This academic article aims to clarify the concept of sense of rhythm and teaching methods using cartoon music to teach in primary music classrooms. The final part is willing to discuss the benefits of cartoon music in children to encourage music teachers to apply the convenient and effective teaching approach.

### Keywords

Sense of Rhythm / Cartoon Music / Music in Primary Classroom / Music Education





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## Introduction

Rhythm is the necessary element of all music. The rhythm itself can exist individually without melody, such as drumbeats in primitive music. (Crossley-Holland, 2002) Rhythm is being in everything in people's lives from starting the day until bedtime. It happens when people have a conversation, synchronize body movement, walk or run, and even drink a coffee cup. The point is about synchronizing people themselves with their surroundings. (Baarøy, 2018)

University of Amsterdam (2016) had a study about the sense of rhythm, which is a uniquely human characteristic. People can recognize the rhythm pattern with no need to teach or training for it. The brain can analyze and memorize the sound patterns, making people synchronize the action, i.e., clapping, dancing, singing, or playing musical instruments.

Children could develop their coordination of sound and vibration with the movement. The rhythmicity and timing has been researched that could help to create the foundation of emotional and intellectual development. (Greenspan & Lewis, 2000)

### The concept of sense of rhythm

Music is an art form with sound as the means of expression. The music consists of rhythm, mode, harmony, and other factors, all of which are indispensable. Rhythm is the soul of music, and the sense of rhythm is an important part of musical ability. Children live in a world of sound. Rhythm is everywhere. The sense of rhythm in children's musical activities plays a significant role.

In general, we call theoretical rhythm the regular combination of length, strength, and strength of the sound, which becomes rhythm. "Rhythm" is everywhere, in nature, social life, and even we are all around the rhythm of the environment, such as the nature of thunder, rain is a particular rhythm, the road whistle is a rhythm, and even our heartbeat is a rhythm. (Du Chengrong, 2019)

The sense of rhythm is an essential part of musical ability. Singing, dancing, and playing musical instruments cannot be separated from the sense of rhythm. This idea implies that students with strong rhythm can learn music with less rhythmic practice and master a piece more easily. (Kang Li, 2009) As a kind of perceptual ability, rhythm sense is the resonance and resonance between music and the human body.

Sense of rhythm is an essential ability to learn music. The sense of rhythm is the basic ability to learn music. Simply put, the sense of rhythm is the ability to accurately grasp the changes of rhythm, which determines whether students can truly learn to appreciate music. (Du Chengrong, 2019)

The sense of rhythm is an integral part of the aesthetic ability of music. Suppose primary school students have a good sense of rhythm. In that case, they can have higher perception and aesthetic ability of music, better understand and appreciate music, and even exert their subjective initiative to make a creative adaptation of music. (Shen, 2015)

The sense of rhythm of music is the vital force of music. If primary school students can master the sense of rhythm of music skillfully, they can better understand and learn music. A good sense of





rhythm is very important for pupils to learn music. (Xi, 2017) In Merriam Webster Dictionary, the sense of music is the ability to dance or play music to stay with the beat of the accompanying music.

In primary school music teaching, the sense of rhythm is very important. It is the basis of music education to cultivate the sense of rhythm in primary school students, which can help them feel the mood in music art. (Yang, 2018) The sense of rhythm is a kind of human instinct, which can be seen clearly in primitive peoples and in young children. (Zhong, 2018) Rhythm is the foundation of music and sense of rhythm is the ability to experience and feel the emotional expression of rhythm in musical art and accurately reproduce music in musical activities. (Si, 2017)

Rhythm is the source of music vitality, and the sense of rhythm is an important part of music ability. Sense of rhythm refers to the ability to feel, understand and correctly express the relationship between the values of musical works with keen and agile. The sense of music rhythm refers to the gradual loss of the "walking stick" on the basis of beating and paddling with the hand, and the accurate mastery of the beat and rhythm with the mental and inner feeling without the help of sound and body movements. (Liu, 2018)

In Baidu baike, the sense of rhythm is introduced as follows: the sense of rhythm of music can be a kind of basic musical ability, which has not only physiological basis, but also psychological and emotional effects. This is the reason why expressive music can move people. Rhythm is the regular alternation of all things in the world movement form, is the foundation, skeleton and core of music, music will not be established without rhythm. Swiss music educator Emile Jaques-Dalcroze said, "Music education is to cultivate students' sensitivity and agility." German music educator Orff also emphasized the importance of rhythm training in music education. (Zhou, 2016)

### **The teaching method and strategies for cultivating students' sense of rhythm**

Du Chengrong (2019) pointed out that the training method of rhythm teaching, 1) Strengthen the rhythm of listening. 2) Pay attention to train students' perception of rhythm. 3) Basic exercises of rhythm. 4) Homemade Musical Instruments enable students to understand the rhythm.

According to Liu (2010) methods of cultivating students' sense of musical rhythm, 1) Stimulate students' interest in music rhythm activities. 2) Pay attention to listening rhythm training. 3) Pay attention to the rhythm of movement training. 4) Incorporate rhythm into the song. 5) Combine rhythmic teaching with other disciplines. 6) Use instruments for training your rhythm.

Suggestion strategies for cultivating students' sense of rhythm 1) Stimulate students' interest in music study. 2) Make full use of all kinds of musical instrument teaching resources. 3) Adopt the body rhythm teaching method. First, stimulate students' interest in music study. Interest is always the best teacher and motivation for students to learn. In primary school, the development of music teaching should pay more attention to the cultivation of students' interest in music to stimulate students' enthusiasm in learning music knowledge and training their sense of rhythm. Music rhythm for primary school students contact music more abstract, but this stage cultivates students' sense of rhythm in the best setting. Therefore, teachers should have a comprehensive understanding of students' psychological





characteristics and interests, and hobbies and help students find the sense of rhythm around them by combining the elements that students like to make students interested in the concept of sense of rhythm.

Second, make full use of all kinds of musical instrument teaching resources. In primary school music teaching, teachers should make full use of every instrument resources, help students to enhance the grasp of the music rhythm teachers can make use of some such as frame drum son rap rhythm strong percussion instruments, such as teaching through these instruments to play, also can have an opportunity to play for the students to make students in the actual operation and performance, to grasp the rhythm, stimulate students' interest in learning, to enhance the quality of primary school music class on the teaching of rhythm.

Third, adopt the body rhythm teaching method. The so-called Dalcroze eurhythmics refers to the teaching method of experiencing music rhythm and cultivating music rhythm sense in body movements. The Dalcroze eurhythmics was originally proposed by Dalcroze, aiming at enabling students to exert their subjective initiative, fully perceive and experience through body movements, and cultivate students' sense of rhythm. In primary school music teaching, the use of body rhythm teaching method, coordination of the head, shoulders, waist, mouth, hands, feet body performance, on the one hand, can make students obtain psychological and emotional satisfaction; On the other hand, it can also stimulate students' self-expression ability.

#### **The rhythm content in classroom music textbook**

The examples of three music pieces in this article were selected from the grade 1 Chinese music book. The first song is Happy New Year which is called Xin Nian Hao. The second song is “Sound of Drums” song (Long Dongqiang), and the third song was chosen from the grade 2 Chinese music book, snail and the oriole (Wo Niu Yu Huang Li Nia). The music elements that connect with the sense of rhythm could be identified as time signature and rhythmic pattern.

#### **Time signature and rhythmic pattern**

In Grade 1 of Chinese music book, the time signature including 2/4 and 3/4. The example song is “Happy New Year” song that has a 3/4 time signature.





Example 1 “Happy New Year” song music notation

# 唱一唱 新年好

英国儿歌  
杨世明译配

中速 高兴地

新年好呀, 新年好呀, 祝贺大家 新年好。  
我们唱歌, 我们跳舞, 祝贺大家 新年好。

(Primary school music & voice version first grade, first book, happy new year song", 2021)

The example cartoon music with the same time signature as this song is “So This Is Love” from “Cinderella.” This music has the 3/4 time signature with a waltz rhythm.





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## Example 2 “So This Is Love” Music notation

## So This Is Love – Das Glück

## Der Cinderella-Walzer

Mack David, Al Hoffman and Jerry Livingston

*Adagio, amoroso*

Geodim7

Am7

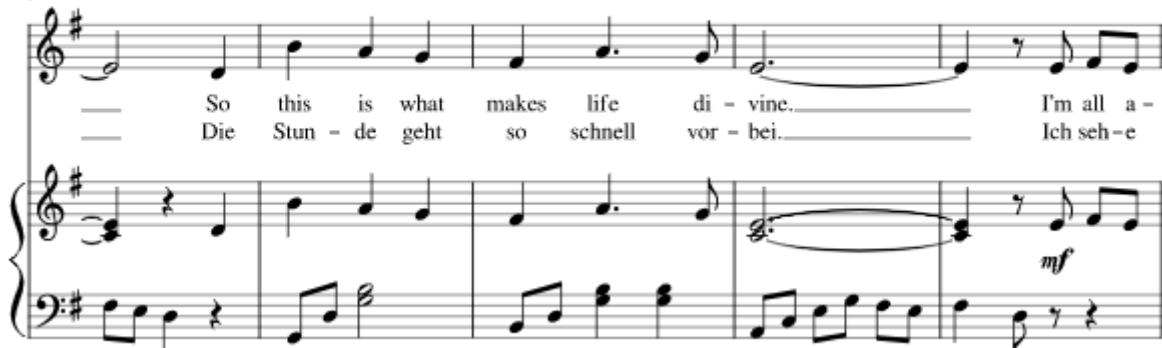


4 D7

G

Am7

D7



(David, Hoffman & Livingston, 2021)

The teacher might introduce the cartoon music from “Cinderella” to connect with the song in the music book. The teacher could encourage the students to watch the cartoon and lead the children to focus on the music in the cartoon.

Focusing on rhythmic pattern, the second example is “Sound of Drums” song. It was selected from the grade 1 of Chinese music book which has the 2/4 time signature and the unique rhythmic pattern which mixed the dotted quaver note with the semiquaver note.





Example 3 “Sounds of Drum” music notation

**龙咚锵**

热烈地 刘明将词曲

过新年 呀 龙咚龙咚锵!

多快乐 呀 龙咚龙咚锵!

龙咚龙咚锵! 龙咚龙咚锵!

龙咚龙咚锵! 龙咚锵! 镒! 镒!

The musical notation is in 2/4 time, F major. It consists of four lines of music. The first line: '过新年 呀 龙咚龙咚锵!' (Happy New Year, yeah, dragon drum dragon drum). The second line: '多快乐 呀 龙咚龙咚锵!' (So happy, yeah, dragon drum dragon drum). The third line: '龙咚龙咚锵! 龙咚龙咚锵!' (Dragon drum dragon drum). The fourth line: '龙咚龙咚锵! 龙咚锵! 镒!' (Dragon drum dragon drum). Each line of lyrics is accompanied by a set of hand and foot emoji indicating the rhythm.

(Wu, 2021)

The example cartoon music which represents a similar rhythmic pattern is “Heigh-Ho” from Snow White. The rhythmic pattern might not exactly the same in the music notation, but this song is able to present the rhythmic pattern of dotted note which is important in sense of rhythm.





Example 4 Heigh-Ho music notation

www.poppiano.org

## Heigh-Ho

From Snow White And The Seven Dwarfs



Words by Larry Morey  
Music by Frank Churchill

Arranger: Ido Ronen

With Spirit

Piano

*mf*

We dig dig dig dig dig in our mine the whole day through. To

dig dig dig dig dig is what we like to do. It

ain't no trick to get rich quick, If you dig dig dig with a shov-vel or a pick in a

mine, in a mine, in a mine, in a mine, where a

2 4 5 3 1 3 3

2 3 1 2 3 5 1 3 5

2 1 5 3 1 5 3

2 1 5 1 3 2 1 5 1 3

1 3 1 3 2 4 3 1 3

1 3 1 3 2 4 3 1 3

1 3 1 3 2 4 3 1 3

1 3 1 3 2 4 3 1 3

("Snow White &amp; the Seven Dwarfs-Heigh-Ho", 2021)





The last example is the song called “snail and the oriole”. This song starting with using semiquaver note which outstanding rhythm from other pieces in the music book. The repeating rhythmic pattern make children to easy memorize the rhythmic pattern.

**Example 5** “snail and the oriole” music notation

**蜗牛与黄鹂鸟**

陈弘文词  
林建昌曲

1. 阿门 阿前 一棵 葡萄树， 阿嫩 阿嫩 绿地 刚发芽。  
2. 阿树 阿上 两只 黄鹂鸟， 阿嘻 阿嘻 哈哈 在笑它，

蜗牛背着那重重的壳呀，一步一步地往上爬。  
葡萄成熟 还早得很哪，现在上来

干什么。阿黄阿黄鹂儿 不要笑，等我爬上它就成熟了。

(Wu, 2019)

The cartoon song for introducing this piece is the animated music video to get the attention and let the children memorize the melodic and rhythmic pattern automatically. Teacher convenience using the animated cartoon music of the song in the textbook in many advantages. Students get more attention from cartoon animation than the ordinary teaching in the classroom. The quicker of memorizing rhythmic make the teacher can spend less time for keep repeat singing the song. In case of insufficient music material in the music classroom, animated music videos can allow listeners to have excellent sound quality with correct rhythm and pitch.





Example 6 The snail and the oriole cartoon animation



(Beva Nursery Rhymes, 2015)

### Tempo

In grades 1 and 2 in the Chinese music book, the tempo varies from *Moderato* to *Allegretto*. The speed of the song introduces by using cartoon music is the efficient method because the image in the video is always related to the soundtrack. The speed in the music represents the tempo and the context in the cartoon.

### The influence of cartoon music on music teaching in primary schools

The frequency of using cartoon music has a considerable influence on children's motivational preparation for carrying out musical activities and reading study materials, and creating a positive learning atmosphere. This could perhaps be connected with their beliefs that the image is generally a more important component in cartoons. Therefore, cartoon music is used as a motivational resource as often as we would like.

Cartoon music and its integration into the learning process are essential because cartoons cause emotional experiences while watching them and are close to children's lives and interests. That is why children not only love to watch them, but they also enjoy listening to the music that accompanies the scene in cartoons. This is, indeed, correlated with the perception and acceptance of various components of cartoons, as well as the influence on the development of children's interest in music, which is their constant companion in everyday life. (Gorjanc & Rozman, 2014)





### Benefits of Cartoon music in Children

According to Connelly (2011) Canadian scientists who specialize in learning, memory and language in children have found exciting evidence that pre-schoolers can improve their verbal intelligence after only 20 days of classroom instruction using interactive, music-based cognitive training cartoons. According to Yang (2015) Music has become an essential part of the early growth and development of children. In terms of music itself, music can edify people's sentiment and bring people spiritual enjoyment.

Online article about the benefits of using animated nursery rhymes. ("Benefits of Using Animated Nursery Rhymes With Your Child | Prayan Animation", 2020) In my opinion, animated nursery rhymes are the same as cartoon music, both of which can bring some influence to students. Nursery rhymes can become great allies when it comes to the development of oral skills and listening awareness in children. They promote the development of phonetic awareness. They favor the understanding of concepts. They build memory and articulation. They develop social skills. They improve listening skills

According to Nimer, Farrah, & Zalloum (2016) the use of sound and music effects and how they are presented in animated cartoon adds to cartoon film's qualifications as an instrument of teaching. It increases students' ability to analyze and interpret information, because the sound supports the image and event in an animated film. Animated cartoons encompass live actions that are integrated with music, voice-overs and texts that all support language learners' vocabulary acquisition. The sound and music effect would deepen students' understanding of meaning and content, as it facilitates learners' ability to recall information and analyzing of cartoon messages. In other words, if teachers select proper cartoon films that suit learners' age, cartoon will be satisfying tool that enables teachers to achieve pedagogical purposes due to the nature of cartoon itself.

### Discussion

The sensitive issue about using cartoon music is the negative effect of using electronic devices such as iPad, tablets, and mobile phones to watch the cartoon for an extended period. (Meng, Sheng, Zhao, Wang & Su, 2020) The parents or babysitters might leave the children with the gadgets for watching cartoon animation, and children will lack physical activities during that time. The use of cartoon music to introduce the rhythmic pattern always occurs with the teacher who designs it to teach specific music elements. Parents should concern about spending time on the internet with their children. Another critical situation in using the internet or online cartoon music is looking at inappropriate content for children, which might happen when parents allow their kids to use their phones by themselves.





## Conclusion

The advantages of using cartoon music are seen in many research and study. The development of the soundtrack in the cartoon is rising in the music composition and music production quality. The internet era allows a teacher to reach the online music materials in the fast and various sources. The video and animated cartoons were created and displayed online. The teacher can search for different music, not only the music in the textbook but also the music around the world.





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