



STAGING QUALITY IMPROVEMENT OF MUSICAL PERFORMANCE FOR KINDERGARTEN CHILDREN: A CASE STUDY IN KINDERGARTENS, HUE CITY

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Abstract:

Musical performance is an important activity in the memorial ceremony and local festivals, providing an effective educational program and raising a special attraction of the manager board in the kindergartens. A quality musical performance not only inspires the children with the joyfulness, interest, reviving of art passion but an efficient approach for cultural, minding and ethical education, fitting the educational program in the kindergarten. In this study, we analyze the current practice of the musical performance and propose solutions to actively support the teacher enhancing the quality of this activity in the kindergartens. With case studies in a variety of the kindergartens, our results are expected to amend the quality of musical performance for the kindergarten children and to provide novel insights for the kindergarten teachers in Vietnam.



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Thông tin bài viết	Tóm tắt
<p><i>Ngày nhận bài: 15/10/2022</i></p> <p><i>Ngày sửa bài: 18/11/2022</i></p> <p><i>Ngày duyệt đăng: 30/12/2022</i></p>	<p>Các chương trình ca múa nhạc vào dịp lễ - hội trong trường mầm non rất được quan tâm bởi đây là một hình thức hiệu quả trong hoạt động giáo dục trẻ. Một chương trình ca múa nhạc đạt chất lượng không chỉ mang lại cho trẻ niềm vui, sự hứng thú mà còn là công cụ sắc bén trong giáo dục văn hoá tư tưởng, thẩm mỹ và các giá trị đạo đức cần thiết của con người. Trong bài viết này, nhóm tác giả đề xuất một số giải pháp nhằm nâng cao chất lượng dàn dựng các chương trình ca múa nhạc cho trẻ, nghiên cứu điểm tại một số trường mầm non trên địa bàn thành phố Huế. Nghiên cứu kỳ vọng sẽ cung cấp tư liệu tham khảo cho giáo viên ở các trường mầm non trên toàn quốc về dàn dựng hiệu quả chương trình ca múa nhạc cho trẻ.</p>
<p>Từ khóa:</p> <p><i>dàn dựng, ca múa nhạc, trẻ mầm non, chương trình ca nhạc, thành phố Huế</i></p>	

1. INTRODUCTION

Cultural and musical performance (MP) have attracted a special attention and are indispensable during the integration and development of the country. Music is essential to improve the quality of the art performance in the festival, anniversary, cultural exchange in both national large-scale and small-scale of local performance in the kindergartens. Here, art presentation in the form of music is significant investigated to create a joyfulness environment for practice and amendment of musical skills for children in the kindergartens. The participation and enjoyment of the musical performance support the children a full development of awareness, anesthetic, minding and physical health. Observation at Hoa Mi Practice, Phu Binh, New Sky Bilingual, Phuong Nam Bilingual

Montessori kindergartens, we found that the teacher is capable of staging a qualified MP in content, however is bounded in art value. Almost musical programs are mosaicked from different musical repertoires, disconnected in topics and less stressed on art contents. In addition, improvement of capacity in operation and staging is essential to secure a qualitative MP in the kindergartens. Driving factors are discovered as the low capability in musics, dance performance, art repertory staging of the kindergarten's teacher; time budget for MP is limited due to requirements of children nourish, care, and education, which considerably impact on the implementation of MP ideas. Furthermore, documents of MP staging is in shortage with a very small number of updated documents of this implementation for kindergarten children. The deficiency of vital music

group leads to the discontinuation of the presented topics and disables to inherit the content of the previous performance. The literature review indicated a small number of documents closing to the research topic [1],[2],[3],[4], and only described the general contents without a detailed analysis and explanation of optimal approaches for the implementation of an effective MP in the kindergartens. We found further reading of the thesis, report, which provided basic contents of MP and staging methods [5],[6],[7], however reported works were restricted to an overview of the approaches and disabled to provide an in-depth analysis for different art works as well as qualify the impact of driving factors on the MP quality.

This study aims to (i) identify the driving factors or the *status quo* of the MP; and (ii) propose solutions to improve the quality of the MP (*i.e* performance and art content) for the kindergarten teacher, which are potential to be applied in different regions of Vietnam.

2. CONTENT

2.1. Literature review

2.1.1. Definition of performance staging and MP staging

a. Definition of performance staging

According to the author Truong Anh Tuan “*A complication MP staging is the using of knowledge, skill to convert a musical acts from paper to sound formats so as to maximize the effectiveness to the performance director*”. In the theory of art staging for student, the author Nguyen Anh Tuan mentioned “*Staging skill is a basic capability of the director – a connector of art contents, use of single act, presenting acting forms, add/ remove content of literary devices, inspiring the actor to deliver the topic and present the content of the performance or an art work*”. Using the ideas of MP staging/ art staging, the term “staging” can be defined as follows:

Staging is classified as works of the general leader of the performance (director/ choreographer/ art director), which deliver the content from the paper to the performance forms on the stage through the arts of choreography, arranging the movement and development of the acts in space of the stage.

b. Definition of MP in the kindergarten

Different understanding were defined for MP as musical performance, complication art performance, musical festival, art performance. Generalizing the

most typical characteristics, MP can be interpreted as follows:

MP is a connection of art acts, following a coherence and cohesion logic, emphasizing the designed topic and musical embodiment, which creates an artistic and attractive performance, in which singing and dancing are the most popular arts used for performance.

A topic emphasizing MP will improve the enjoyment of the audiences and hence, help to understand the created contents, minding, art embody and derived message.

2.1.2. Classification and requirement of MP for the kindergartens' children

a. Classification of MP for the kindergartens' children

MP includes the main types of singing, dancing and a combination of singing and dancing. Additional MP arts involve traditional/ modern dancing, aerobic, play, short drama, story telling, poem reading, fashion show, musical instrument show, legerdemain, and quiz show. Using content creation as criteria, MP can be classified into two (2) categories:

MP has no topic: MP is designed without a requirement of building content by specific topics, the performance director will have the editing and staging to connect different acts into an attractive and completed performance [7, tr.11-13].

MP has topic: MP is designed with a requirement of creating content following specific topics. The director have to select and arrange the acts so as to emphasize the topic and make the performance more coherence [5].

In practice, MP with topic is usually suggested to maximize the effectiveness of education for the kindergartens' children and motivate the children participating in the performance.

b. Requirements of MP for the kindergartens' children

MP is required to be an excellent approach in the education of minding and culture, providing the children initial observation of the natural beauty, ethic value, and essential characteristic of the human-being. Given a character in a performance, the children is capable of recognizing the right/ wrong things, the good/ bad manifestation and build a self-orientation to the good target and social standards. In addition, MP

contents have to present the origins of the local festival, culture, and traditional practices in Vietnam and other countries, which arises the national elation and desire of spreading Vietnam’s culture worldwide.

Regarding the art characteristics, MP content should support the children with the capabilities of singing, dancing, musical feeling, and physical movements (strength, speed, stability, flexibility), and encourages the children unveiling their talents to keep their development in the future. During the participation in the performance and enjoyment of the show of the children, MP need to be designed to improve the children’s confidence and social soft skills, such as cooperation and conflict removal, or to be an environment for friendship and union in the class. MP is beneficial and amusement playground, and also an excellent environment to practice musical and art capabilities, which effectively educates the children with mind – charity - aesthetic in their life.

2.1.3. Methodology

We used both qualitative and quantitative methods for data visualization and analysis in this study, involving:

- Literature review and data collection: We collect data in MP staging method and framework in the four kindergartens. We analyzed and synthesize information in cooperation with the teacher participating MP staging.

In addition, we participated MP staging activities in a manner of observation and collection information of the performance effectiveness and interest of the children. Questionnaires were designed to officially collect data from 24 teachers, who directly participated in different MP staging activities in the studied kindergartens.

We used the open source statistic software JASP (<https://jasp-stats.org/>) for data statistical analysis of frequency, plotting, and Pearson correlation analysis.

2.2. Current status of MP staging for children in the kindergartens

2.2.1. MP operation

Our study indicated a high interest in MP staging in the surveyed kindergartens, presenting the selection of “importance” to “very importance”, in which 33.3% of the teacher ranked at a level of “very importance” (Table 1). Despite, the interest of MP was different among the listed kindergartens, which identified at a rate 50% of “very interest” and a half of remaining was bounded at only “interest”. Previous research works determined a higher investigation on the operation of MP staging, which might result in a better quality of MP activities. Within the children group, our data affirmed a high consensus (> 95%, Table 1) on the impact of “importance” to “very importance” on the kindergartens’ children.

Table 1. The role of MP staging in the kindergarten (number of sample n = 24)

The role of MP staging in the kindergarten					
	Percent (%)		Percent (%)		Percent (%)
Very importance	33.3	Importance	4.1	Pretty importance	62.5
Importance of MP staging to the children					
	Percent (%)		Percent (%)		Percent (%)
Very importance	54.1	Importance	41.6	Pretty importance	4.1
Interest of the kindergarten to MP staging					
	Percent (%)		Percent (%)		
Very interest	50.0	Interest	50.0		

2.2.2. MP qualification

The quality of MP staging is a vital indicator in the assessment of this activity in the kindergartens. Our survey found approximately 25% evaluated “very well” effectiveness whilst only 16% of the teacher agreed with “very well” remark of artistic value in MPs (Figure 1).

On the contrast, the data determined a relatively large number ranking MP’s quality of “pretty efficiency” (9 surveyed questionnaires, accounting for 37.5%) and artistic value of “pretty well” (7 surveyed questionnaires, accounting for 29.1%). These points raise a demand of proposing rationale solutions to improve the qualification and artistic value of MP staging.

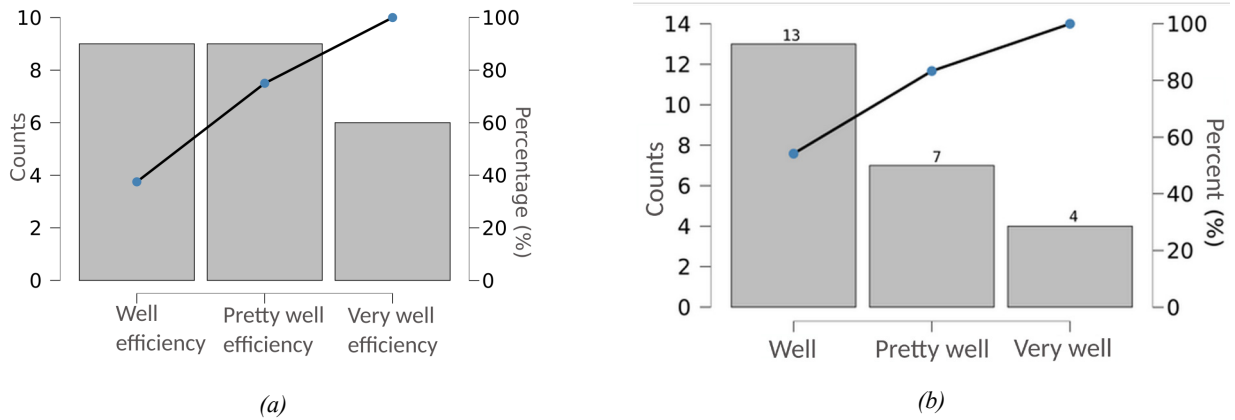


Figure 1. Staging effectiveness (a) and artistic value (b) in MP staging (number of sample $n = 24$). Gray columns identify the number of participants, dark lines indicate the accumulated percentage

In addition to MP quality, interest and capability development of kindergartens' children are both essential indicators during the operation of MP staging. A large number of the teachers affirmed a "very interest" level in the participation in performance and enjoyment (75%), hence supported to develop musical

and operation capabilities (37.5%) of kindergartens' children. However, we found 20 – 24% were pretty interested in MP staging with a comment of "not development" to "pretty development" in an evaluation of capability development when the children participated in MP activities (Table 2).

Table 2. Impact of qualified ML staging on the kindergarten children (number of sample $n = 24$)

Capability of development of musical and artistic skills during participating MP							
	Percent (%)		Percent (%)		Percent (%)		Percent (%)
Very well development	37.5	Well development	41.6	Pretty development	16.6	Not development	4.1
Interest of children during participating MP							
	Percent (%)		Percent (%)		Percent (%)		Percent (%)
Very interest	75.0	Pretty interest	4.1	Interest	20.8		

2.2.3. Teacher in MP staging

Our in-depth survey of MP staging operation in the kindergartens determined the drawbacks of qualification, artistic value and remarkable impacts on the children. Here, we designed other groups of question to discover the role and impact of the teacher/ participant, a driving factor qualifies the success of MP staging.

Given surveyed kindergartens, our analysis identified that 50% of the teacher have not participated in the training classes on the implementation techniques of MP staging (Figure 2a) and a proportion of 45% of the questioned teacher found and referred to relevant documents (Figure 2b).

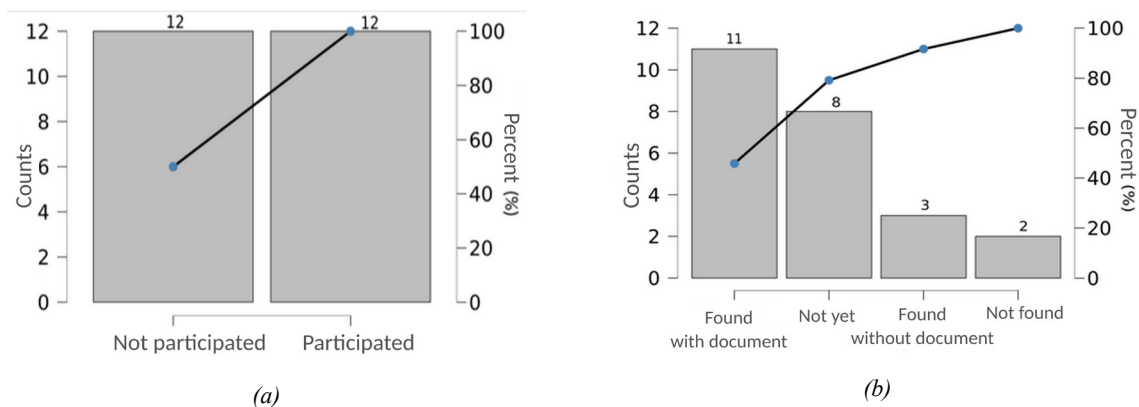


Figure 2. Participation of the teacher in MP staging training class (a) and searching of relevant documents (b) (number of sample $n = 24$). Gray columns identify the number of participants, dark lines indicate the accumulated percentage

Remarkably, collected data identified a restriction on the implementation skill and participation frequency of the teacher in MP staging activities. Our study indicated approximately 50% of the teachers ranked the staging capability between “unwell” and “pretty well” options, and a large number of 45.9% have not implemented/ implemented a few MP activities to the date of the survey (Table 3). The data confirms our hypothesis of pretty low quality of MP staging in the

kindergartens, partly due to the driving factor of less skill and experience of the teacher. Develop reliable solutions of operation and staging capability is in demand to assist the teacher essential skills for MP improvement and further works in the kindergartens. A rate of over 70% of the participants in the survey thought the participation and implementation of MP staging supporting “well” to “very well” to the teacher’s career works.

Table 3. Impact of qualified participant in ML staging (number of sample $n = 24$)

Capability of staging							
	Percent (%)		Percent (%)		Percent (%)		Percent (%)
Very well	20.8	Well	29.1	Pretty well	41.6	Unwell	8.3
Implemented/ Not implemented MP staging							
	Percent (%)		Percent (%)		Percent (%)		Percent (%)
Implemented	54.1	Not implemented/ a few implementation	45.9				
Improvement of career capability during participating MP staging							
	Percent (%)		Percent (%)		Percent (%)		Percent (%)
Very well	41.6	Well	33.3	Well	20.8	Unwell	4.1

With additional analysis, we statistically described the relationship between the quality of the involved teacher and the quality of MP staging activities (Table 4).

Table 4. Pearson correlation coefficient (r) among studied factors (number of sample $n = 24$)

	r		r
Question 6 - Question 2	0.38	Question 7 - Question 4	0.48
Question 7 - Question 2	0.35	Question 6 - Question 5	0.48
Question 5 - Question 3	0.47		

in which:

Question 2: Have you participated any class/ training on MP staging?

Question 3: Do you have any documents regarding MP staging for children?

Question 4: How do you rank your staging skill/ experience?

Question 5: Have you participated in any MP staging activities?

Question 6: Please have comments on the effectiveness (content, artistic value) of MP staging activities that you participated.

Question 7: Does MP staging support you improvement of mixed capabilities (sing, dance, poem reading, artistic, toy making, story telling, script writing)?

Analytic data indicated a level of impact of the participation on training class on the effectiveness of MP staging ($r = 0.38$) and improvement of mixed capabilities of the teacher ($r = 0.35$). In addition, searching and reading of MP staging documents increased the teacher’s confidence and the number of implemented MP staging activities ($r = 0.47$).

Correlation analysis denoted the positive impacts of experience and skill on the quality and artistic value of MP staging ($r = 0.48$). In short, the factors of skill, experience, staging effectiveness, and number of implemented MP staging activities are all correlated with Pearson coefficient r ranging from 0.35 – 0.48. The preliminary results are important basement to

create synthetic solutions for an improvement of MP staging quality in the kindergartens,

2.3. Improvement of MP staging quality: proposal solutions

2.3.1. Proposal solution for MP staging operation and involved participants

a. Imprint in factors driving MP's quality and effectiveness

* *Purpose*: Support the teacher an overview of the factors driving the quality of MP staging to change the manner of operation approaches

** Implementation*:

- Factors driving MP staging operation (physical capital, budget, equipment):

+ *Sound*: Quality of sound decides 50% success of the performance. Therefore, the teacher has to manage the sound equipment and quality in a simulation manner with the sound technician for a few days to weeks prior to the official performance.

+ *Costume – equipment*: The teacher should consider different requirements of costume fitting the regional, art works and children body characteristics to gain the best performance. Elaborate costume and large numbers of equipment should be avoided to support the children a simple operation in performance.

+ *Budget*: Depending on different operational features, the MP staging cost can be increased and get over the current budget. Therefore, the teacher has to build a budget plan with detail of works prior to the practice and performance. This step will assist the team obtaining sufficient budget and secures a success MP staging activity.

- Factors of human resources:

+ *Master of Ceremonies (MC)*: MC is an indispensable component in the staging of MP. MC brings the positive atmosphere to the performance with written scripts and speaking. The selection of a good MC should be follow the criteria of fluent speaking, good looking, and flexible improvisation in the performance. In addition, MC need to correctly follow the scripts to secure the contents, avoiding the prolixity, rhetorician, and cliché and stay closed to the actors and audiences.

+ *Actor's health and psychology*: Health and psychology have a two-ways impact, which should be carefully addressed in MP staging. The teacher need to embrace the children to keep them in good health and psychology during the practice an performance. A coherence design is required to secure the physical capability, and hence retains a comfortable psychology of the children in MP implementation.

+ *Audience*: In a MP, encouragement and exhortation from audience strongly support the actor and other participants. Therefore, the teacher should nourish an enjoyment culture with the children to create active and cheering team during the local performance.

b. Build the musical and art performance team

* *Purpose*: Build the team and nourish the talent individuals for future art performance in class and school.

* *Implementation*: The teacher selects the talent children in the art of singing, dancing, story telling from different classes to build the art teams for further performance. It is not rationale to have a qualified team in a short time, hence a detailed plan with sufficient time budget is a good starting point. An excellent art team will save the teacher from wasting time and support to secure the content and artistic value of a MP.

Example: Given a talent group of singing, the teacher should designs new songs with additional complexity in song structure and rhythm. In a group of dancing, the teacher is suggested to have options of diverse movements, and music to create a quality and professional acts.

2.3.2. Proposal solution for improvement of MP staging activity

a. Imprint in content creative

* *Purpose*: To create artistic MP with coherence and diverse contents. The solution supports the teacher a capability of operating MP staging by topics, art works fitting the movement and awareness of the children.

* *Implementation*: In content creative, the following issues should be addressed:

- *Types of repertoires*: MP topic need to be considered at the early stage of content creative. Song selection is starting with the lyrics, dance option relies on dancing music and content whilst play, story telling

are both based on the context, stories that all fit the topics.

- *Content is appropriate with the children's awareness and movement:* The repertoires should be created with the clean, optimism, and happy contents, which educate the morality and artistic characteristics for the children. Songs are easy to sing, keep the lyrics in mind with reasonable pitch.

+ Selection of musical characteristics fitting the exciting, effervescent, and gentle strengths of the children. Songs with contents and melodies of sadness, contemplation, harmonization, and slow tempo are challenges to perform at the ages of the kindergarten's children.

+ Design of dance and movement that the children are able to correctly follow in a reasonable time budget. A complex movement will not improve MP quality, but leaves the negative emotion and impatience to the children.

- *Diversify art genres and performance forms:* A diversity of art genres and performance forms support a reasonable manner for content design and rhythm balance of MP staging. High frequency of a single art work in a MP staging activity reduces the staging attraction, unbalance in rhythm and is difficult to arrange the order of the acts. Furthermore, the teacher should have more attention on the local culture and music, maximize the using of unique features in regional culture (folk song, heave-ho singing) for a diverse content creative in the performance.

- *Design of performance forms fitting the content and physical capital:* Several forms is available for a song performance (single, dual, trio voices), however musical technique is required to find the most forms for the singing of the children. Harmonious and unison singing are recommended whilst backing, continuo singing are not suggested for the kindergarten's children.

- *Content fitting the time and space of MP activity:* A MP's content is designed for running in 45 – 90 minutes and is not over 120 minutes due to the limitation of the children in attention and movement psychology. In addition, the teacher need to gather sufficient information of the performance space to create content and performance forms to secure the best effectiveness in the show.

b. Improvement of art performance in a time frame of month

* *Purpose:* Build and develop the capability for large scale performance. This solution aims to provide the teacher an inheritance to small scale and implemented MP staging in the past, and support the children an active environment to learn and practice novel skills in a continuous approach.

* *Implementation:* The teacher need to build the topics by months at early days of the terms. Then, MP staging can be operated at small scale with minor groups in month. This approach assists the children to build and practice essential performance skills in a gradual development, which is sustainable and following the children's psychology. In the kindergarten's festivals with official MP, the teacher has available materials for a good practice of qualified MP.

2.3.3. Capability improvement of operation and staging for the kindergartens' teacher

* *Purpose:* Deliver the teacher relevant information and capabilities for MP staging in a professional approach. In addition, recommendations are provided to support the young teacher standardizing the skills of singing and dancing in the kindergartens. Teacher, who is standardized in capability, will be an ideal exemplar for the children to learn, imprinting in their mind and emotional recognizing the movement during the enjoyment and performance.

* *Implementation:* Participation in advanced class, training course of MP staging, choreographer, performance director together with improvement of vocal lesson, musical instrument playing, and dancing are suggested to the kindergartens' teacher. In addition, art passion should be nourished during the joining in art works and performance in the schools. The teacher need to leave sufficient time budget to participate as much as possible in MP staging activities in their work places and additional local festivals to secure the staging experiences in the future.

We also suggest the header of the kindergartens to encourage the teachers in participation of short training courses of MP staging with experienced experts. Furthermore, MP staging documents have to be updated to provide the teacher novel techniques and approaches in MP staging to support the teacher a better understanding in both theory and practice. The

header is recommended to bravely give the teacher opportunities to consult the art contents and be a leader in MP staging activities. That will be the shortest approach to secure qualified individuals as the general director or the excellent leader in further MP staging.

3. CONCLUSION

In this study, we analyzed the current status of the musical performance staging and proposed three (03) groups of solution to improve the staging quality in the kindergartens in Hue city. The solutions were interpreted in details with diverse examples and analysis, providing novel insights and documents for the kindergarten's teachers in both Hue provinces and other regions in Vietnam. Extension of the proposed approach and solution are ongoing to different artworks and regions in the future.

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