



Vision of Dynamics Sounds through Color Interactions to Improve its Performance in the Piano (an Innovative Way to Teach Dynamics)

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Abstract

This study suggests an innovative way to teach dynamics (IWTD) in the piano compositions during the learning process through color interactions, in fact it is an approximations way to perform those dynamics sounds (DS) and not specifically for emotions. But more importantly in this way how the piano students see the DS and hear the color interactions (CI)?

Dynamics is considered one of the most important musical performance difficulties; this is due to the intervention of musician sense, thus, affecting the final output for the composition formulation to the listener. Therefore, it is important for the musician to be aware of learning, understanding and feeling the DS and interact with other musical elements. So what could happen if the musician saw DS in musical compositions?

So, through the relations between DS and CI, the significance of DS for specific colors and the existence of CI between DS [1], the use of colors impact, also the key to educational experience for supporting structural function and the specific tasks carried out in it, and the creation of positive emotional effects [2].

In addition to the indirect effect on building audio, visual and emotional memory during the training process [3], studies suggest a cortical representation of outcomes, as presentation of a visual signal that predicts an aversive auditory event produces activity in the auditory cortex [4]. This study came to activate memory and sense to improve the performance of DS.

Proceeding from those visions and concepts, and what the colors and their interactions impact psychological and sensuous, and associated with both visual and emotional memory. And the stability of what is stuck with those colors in the human mind. This study aimed to see the performance of some DS and how it linked to CI, by applying (IWTD) using colors to improve some DS performance of piano students in the early educational stages through four compositions, which have been prepared so that linking between a set of primary- secondary colors, and some DS, eight piano students were selected to do the experiment. Despite the disparities between students, results showed how quickly, understanding and mastering the performance dynamics for the piano students through (IWTD).

References

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