

Research on the Integrated Teaching of Piano Performance and Piano Accompaniment

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Abstract: Piano performance and piano accompaniment, as two brilliant pearls in the modern music education system, are playing an increasingly important role in piano teaching at colleges and universities. The integrated teaching of piano performance and piano accompaniment is of far-reaching significance for improving students' comprehensive abilities, deepening their understanding and perception of music, and cultivating their practical skills and social adaptability. However, at present, some colleges and universities have the problem that piano performance teaching and piano accompaniment teaching are separated from each other, which may have an adverse impact on the overall effect of piano teaching. Based on this, this paper first briefly expounds the differences between piano performance teaching and piano accompaniment teaching, and then deeply analyzes the importance of the integrated teaching of piano performance and piano accompaniment. On this basis, it summarizes and puts forward effective strategies for the integrated teaching of piano performance and piano accompaniment, aiming to provide new ideas and innovative methods for the reform of piano education in colleges and universities and promote the overall improvement of piano teaching quality.

Keywords: Piano performance; Piano accompaniment; Integrated teaching

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1. Introduction

Traditional piano teaching often separates piano performance from piano accompaniment. Most teachers overlook the close connection between the two, making it difficult to give full play to their mutually reinforcing roles. This may result in students either focusing on solo technique training or emphasizing accompaniment skills development, which is not conducive to the balanced development of students' piano abilities and also fails to meet the practical needs of diversified music and art in the new era. Given that piano performance and piano accompaniment are two essential skills in students' future artistic careers, colleges and universities should attach particular importance to effectively integrating piano performance teaching with piano accompaniment teaching. By actively exploring scientific and effective integrated teaching paths, they can cultivate students'

comprehensive musical literacy, enhance their practical abilities, and lay a solid foundation for promoting the vigorous development of piano education in colleges and universities.

2. Differences between piano performance teaching and piano accompaniment teaching

First, the core goal of piano performance teaching is to cultivate students' solo ability, enabling them to gradually develop excellent musical expressiveness. This type of teaching focuses on systematically training students' piano performance techniques, helping them better master details such as fingering, dynamics, speed, and timbre. Meanwhile, it emphasizes cultivating students' ability to interpret and convey musical emotions, allowing them to proficiently grasp methods of emotional progression in piano playing. To help students establish a systematic, logical system of musical structure and enhance their understanding of the characteristics of works in different styles, teachers need to scientifically arrange course content and carefully select repertoires of diverse styles. This is highly beneficial for improving students' artistic expressiveness in performance ^[1]. From the students' perspective, they should give full play to their subjective initiative, devote themselves wholeheartedly to each practice session, and pay attention to timely summarization and reflection. Through repeated training, they can gradually form a unique performance style and find the most comfortable way of playing. Moreover, students should actively participate in various stage performances, such as concerts, art festivals, and piano competitions. Real-stage practice effectively hones their adaptability to the stage and strengthens their on-site psychological resilience, ensuring that each performance maintains a high professional standard and comprehensively enhances their stage expressiveness ^[2].

Second, the core goal of piano accompaniment teaching is to cultivate students' teamwork ability and improve their musical perception. Specifically, piano accompaniment teaching is not limited to mere skill training; it focuses more on guiding students to understand the importance of establishing a highly close artistic collaborative relationship between piano players and vocalists. In daily teaching, teachers often emphasize cultivating students' ability to improvise arrangements. In short, teachers will focus on instructing students to flexibly use rich musical elements such as harmony, texture, and sound effects for improvisation based on the melodic lines, rhythmic patterns, and emotional tone of the lead vocal part, aiming to enrich and enhance the musical expressiveness of the lead part ^[3-4]. To achieve this goal, students need to have a solid foundation in music theory, deeply understand harmonic structures, and quickly analyze the structure of works to formulate targeted performance strategies. In actual accompaniment, students need to possess keen musical perception and excellent on-the-spot reaction ability to flexibly respond to a series of unexpected situations, such as temporary key changes or rhythm variations by the vocalist. By quickly adjusting the performance plan, they can ensure the overall fluency and harmony of the music.

3. The importance of integrating piano performance and piano accompaniment in teaching

First, it is conducive to enhancing students' comprehensive abilities. The improvement of college students' comprehensive abilities will have a profound impact on their future music careers. The integrated teaching of piano performance and piano accompaniment not only requires students to flexibly master basic performance skills, but also demands that they proficiently apply a series of skills such as harmony arrangement and texture

design. Such multi-dimensional skill training is beneficial to comprehensively improving students' piano skills and effectively breaking through the limitations of traditional single skills, which is crucial for cultivating compound talents who are both proficient in solo skills and good at accompaniment. Second, it helps deepen students' understanding and perception of music. Although piano accompaniment and piano performance are obviously different in form, fundamentally, both are in-depth interpretations and artistic reproductions of musical works. The integrated teaching of piano performance and piano accompaniment can guide students to be in diversified roles, enabling them to perceive music immersively and have a deep understanding of the structure, style, emotional connotation, etc., of musical works. Such an immersive learning experience can make students have a deeper cognition and perception of music art, and at the same time, it can inspire students' creativity, allowing them to roam in the world of music with the wings of imagination, thus laying a solid foundation for their future music creation and interpretation^[5]. Finally, it is beneficial to cultivate students' practical ability and social adaptability. Today's society has a high demand for compound talents who are good at both solo performance and perfect accompaniment, and the integrated teaching of piano performance and piano accompaniment just provides new ideas for the cultivation of such talents. In integrated teaching, teachers will provide students with rich practical opportunities, aiming to let them accumulate valuable experience through real performance and accompaniment practice, skillfully apply piano performance and accompaniment skills, and imperceptibly improve their practical ability and social adaptability, thereby laying a solid foundation for them to better integrate into society and firmly take the path of music in the future.

4. Effective strategies for integrated teaching of piano performance and piano accompaniment

4.1. Enhancing the ability of integrated teaching

To achieve the goal of integrated teaching of piano performance and piano accompaniment, teachers, as important organizers of teaching activities, their ability in integrated teaching is directly related to the final teaching effect. Therefore, the primary task of teachers is to equip themselves with solid and rich theories, gain students' recognition and trust through professional theories, and thus lay a foundation for the orderly development of integrated teaching. On the one hand, in terms of performance skills, teachers should not only master basic skills such as key-touching methods, timbre control, and fingering, but also focus on effectively combining skill training with musical expression. Only in this way can they guide students to deeply understand the connotation of musical works. On the other hand, in terms of accompaniment theories, teachers need to be proficient in theoretical knowledge such as harmony, texture, and accompaniment skills. At the same time, they should keep pace with the times, continue to learn, and in-depth study harmony arrangement skills in modern pop music, which is an important guarantee for guiding students' piano accompaniment practice^[6-7]. Moreover, teachers should actively participate in diversified academic exchanges and training activities, broaden their horizons, absorb knowledge from advanced educational concepts at home and abroad, and improve their teaching level. For example, the relatively popular "duo-piano performance" form at home and abroad plays a positive role in cultivating students' sense of collaboration. Teachers can introduce cutting-edge teaching concepts into the classroom and continuously optimize teaching methods through teaching practice, providing solid support and guarantee for the integrated teaching of piano performance and piano accompaniment. In addition, piano teachers should take the initiative to maintain close cooperation with teachers of vocal music and dance courses, making interdisciplinary teaching possible through collective lesson preparation and

discussion exchanges. In interdisciplinary teaching, piano teachers can find appropriate opportunities to guide students to think about how to adjust accompaniment strategies according to the singer's breath and emotional expression, or how to perfectly combine piano performance with dance movements, which is of great benefit to the improvement of students' integrated skills in piano performance and accompaniment ^[8].

4.2. Effectively integrating teaching content

First, construct a systematic teaching system and strive to help students solidly master the knowledge and skills of piano performance and piano accompaniment in a step-by-step manner. Generally speaking, the integrated teaching system of piano performance and piano accompaniment should follow the basic progressive logical principle of "laying a solid foundation — improving skills — comprehensive application." By building a hierarchical and modular curriculum system, it can ensure that students can gain a lot at each stage ^[9]. To consolidate students' theoretical foundation, teachers should systematically teach core theoretical knowledge such as basic fingerings, scales, chords, and modes of piano performance, so as to lay a solid foundation for students' performance. Gradually, teachers can transition to the stage of cultivating students' solo ability. By guiding students to analyze the structure of music, dynamically control the speed, and train emotional expression, their stage performance level can be improved. Finally, through special courses such as accompaniment and harmony arrangement, teachers can teach students the skills and methods of designing and arranging harmonic textures according to different music styles, aiming to improve students' improvisational accompaniment ability, enhance the flexibility of their musical expression, and stimulate their creativity. In this process, the teaching objectives corresponding to different teaching stages are not the same. Teachers should clearly understand and effectively integrate teaching content around the teaching objectives to ensure that students' piano accompaniment and piano performance abilities can be improved simultaneously, and then realize the seamless connection between piano performance teaching and piano accompaniment teaching. Second, expand diversified teaching content. Teachers should carefully select teaching content, which is best to cover multiple music styles and different types of works, such as classical, jazz, pop, etc. ^[10-11]. Teachers should guide students to deeply analyze the characteristics and performance skills of different music styles, so as to broaden students' musical horizons and enable them to have a deeper understanding of music. By guiding students to accurately grasp the differences and connections between piano performance and accompaniment under different music styles, they can accumulate valuable experience for their future music practice and creation.

4.3. Innovating and integrating teaching methods

First of all, teachers can adopt situational teaching methods, which aim to provide students with immersive artistic experiences and fully arouse their interest in learning. For example, teachers can decorate the classroom as a concert venue with an audience area, a performance area, etc., and require students to plan concerts and participate in performances in groups. Students can select representatives to perform piano solos or complete collaborative performances. Through diversified performance forms, students can deeply perceive the unique charm of piano playing and accompaniment, enrich their stage experience, and better cultivate their teamwork ability. Secondly, teachers can also actively promote project-based teaching methods. By transforming teaching content into specific project tasks, they can promote the integrated development of students' piano playing and accompaniment skills. Take the project "Modern Adaptation and Interpretation of Classic Folk Songs" as an example. Teachers can let students freely choose their favorite folk songs for adaptation and interpretation. In

this process, students need to carry out innovative designs on the original works from multiple dimensions, such as harmony arrangement, rhythm reconstruction, and performance forms ^[12]. As the project progresses step by step, students need to solve a series of possible problems, such as inconsistent speed between accompaniment and solo, a mismatch between harmony and melody, etc. This is of great benefit to comprehensively improving their playing and accompaniment abilities. At the same time, it can also effectively stimulate students' innovative thinking and cultivate their good team spirit ^[13].

4.4. Carefully designing practical sessions

Practice is a crucial link in consolidating and testing students' piano performance and accompaniment abilities. Teachers should actively encourage students to participate in a variety of musical practice activities inside and outside the school, such as concerts, art festivals, and theatrical performances. More importantly, teachers can regularly organize small-scale concerts within the class and encourage students to take part in organizing these events, aiming to immerse students in a rich artistic atmosphere. Teachers can divide the concerts into different segments, such as "Reinterpretation of Classical Works" and "Premiere of Original Works", and encourage students to sign up actively. During the preparation process, teachers should provide professional guidance. After the event, teachers and students can jointly select awards such as "Outstanding Individual Award," "Best Synergy Team Award", and "Innovative Interpretation Award" to enhance students' sense of honor and self-confidence, further stimulating their interest and motivation in learning ^[14–15]. In addition, relying on school-enterprise cooperation platforms, schools should provide students with more opportunities to collaborate with outstanding musicians, such as participating in opera performances and community cultural shows. Through immersive rehearsals and performances, students can continuously improve their stage expressiveness and on-the-spot responsiveness, refining their piano performance and accompaniment skills ^[16].

5. Conclusion

To sum up, in the new era, the integrated teaching of piano performance and piano accompaniment has become an effective measure to promote the reform of music education in colleges and universities, and also an inevitable path to cultivate interdisciplinary music talents. This paper focuses on elaborating on the effective strategies for the integrated teaching of piano performance and piano accompaniment from four different dimensions: improving the ability of integrated teaching, effectively integrating teaching content, innovating integrated teaching methods, and carefully designing practical links. It is hoped that these strategies can promote the coordinated development of students' piano performance and accompaniment skills, and cultivate more high-level professional talents in piano performance for society.

Disclosure statement

The author declares no conflict of interest.

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