

# APPLICATION AND IMPACT OF THE ORFF MUSIC TEACHING METHOD IN MUSIC TEACHING FOR PRESCHOOL EDUCATION MAJORS IN CHINA

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## Abstract

The Orff music teaching method, recognized as one of the most influential approaches to music education, emphasizes the integration of music, rhythm, movement, and improvisation to cultivate students' musical sensitivity, creativity, and overall artistic expression. Since its introduction to China in the 1980s, the method has transformed traditional music education, offering innovative strategies for fostering student engagement and comprehensive development. **This study explores** the application and impact of the Orff music teaching method in music education, particularly its role in preschool education programs. It highlights the strengths and limitations of this method, discussing its ability to enhance students' creativity, teamwork, and professional development while addressing the challenges posed by resource requirements and teacher training needs. Beyond its pedagogical advantages, the Orff method reflects a deep connection to belief, culture, and religion. Rooted in the concept of "original music," it resonates with humanity's innate rhythmic and melodic instincts, linking education to shared cultural traditions and spiritual practices. The Orff approach often incorporates folk music and traditional art forms, fostering cultural awareness and respect for diverse heritage. Furthermore, its emphasis on group activities and collective creativity mirrors the communal values often found in religious and spiritual contexts, nurturing students' sense of unity and empathy. This article the multifaceted influence of the Orff music teaching method, not only as an educational tool but also as a bridge connecting

students with cultural and spiritual dimensions of music. By integrating belief, culture, and religion into the educational experience, the Orff method offers a holistic approach that contributes to students' artistic growth and their understanding of the broader human experience. This article presented (1) application and impact of the Orff music teaching method in music education, and (2) music teaching in preschool education majors.

**Keywords:** Application and Impact; Orff Music Teaching; Preschool Education Majors

## **Introduction**

Music education plays a vital role in shaping individuals' emotional, social, and intellectual development, particularly during their formative years. Among the various approaches to music education, the Orff music teaching method stands out as one of the most influential and widely adopted systems globally. Developed by Carl Orff in the 20th century, this method emphasizes the integration of music, rhythm, movement, and improvisation to create a holistic and engaging learning experience. By leveraging these elements, the Orff approach not only nurtures students' musical abilities but also fosters creativity, teamwork, and comprehensive artistic expression.

In China, the introduction of the Orff music teaching method in the 1980s brought a transformative impact on traditional music education. Today, it has become a cornerstone in schools and other educational settings, offering innovative ways for students of all ages to explore and appreciate music. By incorporating specialized Orff instruments, customized teaching materials, and a focus on experiential learning, this method has revitalized music classrooms, making them more dynamic and inclusive.

Within the context of preschool education, music serves as a fundamental medium for fostering young children's development. Early childhood educators, particularly those specializing in preschool education, bear the critical responsibility of instilling foundational music skills and appreciation in young learners. However, traditional teaching methods often fail to engage young children effectively or align with the demands of modern education. The

Orff music teaching method, with its unique focus on creativity and active participation, offers an innovative solution to these challenges (Chen, 2018).

This article explores the application and impact of the Orff music teaching method in music education, particularly in preschool education programs. It examines the strengths and limitations of this approach while addressing the challenges faced in integrating Orff principles into existing curricula. By highlighting its transformative potential, this discussion aims to underscore the importance of adopting creative and inclusive methodologies in shaping the future of music education.

## **Application and Impact of the Orff Music Teaching Method in Music Education**

As one of the three most famous and influential music education systems in the world today, Orff music teaching method has been widely used in music teaching. Orff music teaching method is a rhythm-based music teaching method, which mainly features special Orff instruments and self-edited teaching materials, focusing on improvisation or accompaniment, and stimulating children's interest in playing creatively. This teaching method not only applies to young children, but also to learners of all ages, through the fusion of music, rhythm, movement and other forms of expression, to cultivate students' musical sensibility, appreciation, expression and creativity. In the 1980s, China began to touch the Orff music teaching method, and the introduction of this teaching method has changed China's music education completely. Nowadays, most music teachers in China have come into contact with Orff's teaching method, which is used in school music classroom teaching. Orff music teaching method is very flexible and diverse in the music classroom, usually in the form of games, chorus, dance, action and other forms of music teaching.

The Orff music teaching method is widely used and influenced in the world. It not only changes the traditional music education mode, but also injects new vitality and impetus into children's music education. Its original music teaching content, group cooperation teaching method and improvisation teaching method have promoted the development of multicultural music education worldwide (Wan & Liu, 2024).

The influence of Orff's music teaching method is multifaceted. From the student's point of view, Orff music teaching method fosters students' musical interest, and Orff music teaching method can stimulate students' learning interest with its unique teaching content and method. In teaching, students can feel the charm of music by participating in various musical activities, such as singing, playing musical instruments, dancing, performing, etc., and thus develop their interest in music. Orff music teaching method also improves students' musical literacy. Orff music teaching method focuses on students' overall development, and can improve students' musical literacy by teaching rhythm, melody, harmony and improvisation. In the process of learning, students can not only acquire music knowledge and skills, but also develop their own musical perception, expression and creativity. Orff music teaching method can also cultivate students' comprehensive quality, which combines music with dance, drama, art and other art forms to form a comprehensive art education. This comprehensive art education can enable students to develop comprehensively in different art fields and improve students' comprehensive quality. For example, while studying music, students can also develop their own dance expression, theatrical performance and artistic creativity. Orff music teaching method also plays a significant role in developing students' teamwork spirit. Orff music teaching method emphasizes students' cooperative learning and can cultivate students' teamwork spirit through instrument ensemble, chorus and dance performance. In the process of cooperative learning, students need to cooperate and support each other to complete the creation and performance of musical works together. In this way, students can learn to respect others, care for others, and improve their communication and cooperation skills. From the perspective of teachers, the Orff music teaching method improves the teaching level of teachers, and the Orff music teaching method requires teachers to have high musical literacy and teaching ability. In the teaching process, teachers need to constantly learn and explore new teaching methods and means to improve their teaching level. At the same time, teachers also need to pay attention to the individual differences of students, teaching according to talent, to meet the learning needs of different students. It also promotes the professional development of teachers, and Orff music teaching method provides teachers with a broad space for development. Teachers can continuously learn and exchange new teaching ideas and methods by participating in Orff music training, seminars and other activities, and improve their professional level. At the same time, teachers can also participate in the preparation of Orff music

teaching materials and the development of teaching resources, and make their own contribution to the promotion and development of Orff music teaching methods.

From the point of view of the influence on music education, Orff music teaching method promotes the reform and development of music education. It breaks the shackles of traditional music education, emphasizes students' active participation and experience, and focuses on cultivating students' musical creativity and expressiveness. The promotion and application of this teaching method will promote the reform and development of music education and improve the quality and level of music education. Orff music teaching method also promotes the internationalization of music education. Orff music teaching method is an international music education method, which has been widely used and popularized worldwide. Through studying and drawing on Orff's music teaching method, China's music education can better integrate with the world, absorb the international advanced music education ideas and methods, and improve the international level of music education.

As a unique and innovative music education method, Orff music teaching method has a wide range of applications and far-reaching influence in music education. It focuses on the original music, emphasizes the active participation and experience of students, and brings new vitality and development opportunities to music education by combining music, dance, drama and other art forms. In the future music education, we should actively promote and apply Orff music teaching method, constantly explore and innovate music education methods and means, and contribute to training more talents with musical literacy and comprehensive quality.

## **Strengths and Limitations of the Orff Music Teaching Method**

Since its creation in the early 20th century, Orff's music teaching method has been widely used and popularized worldwide. It takes the original music as the core, emphasizes the active participation and experience of students, integrates music, dance, drama and other art forms, and brings new ideas and methods to music education. Orff music teaching method has obvious advantages, it stimulates students' interest and creativity, Orff music teaching method emphasizes the original music, that is, the most natural and simple

musical elements, such as rhythm, melody, harmony. This form of music is easy to understand and easily resonates and interest students. Students can experience the nature of music by participating in music activities firsthand, thereby stimulating their love of music and motivation to learn. The Orff music teaching method encourages students to improvise, allowing students to use their imagination and creativity in musical activities. Students can freely express music according to their own feelings and experiences, and create their own musical works. This creative process not only improves students' musical expressiveness, but also fosters innovative thinking and creativity. Orff music teaching method promotes the overall development of students, and Orff music teaching method combines music, dance, drama and other art forms to form a comprehensive art education. This kind of education can enable students to achieve comprehensive development in different art fields and improve the overall quality of students. For example, while studying music, students can express the emotions and content of music through dance and theatrical performances, thus improving their physical coordination, performance and teamwork. The Orff music teaching method focuses on individual differences and respects the individuality and characteristics of each student. In the teaching process, teachers will develop a personalized teaching plan according to the different levels and needs of students, so that each student can fully develop in music learning. This way of education allows students to feel the care and respect of teachers, and enhances students' self-confidence and self-esteem. Orff music teaching method can also develop students' teamwork and social skills, and Orff music teaching method often adopts the form of group activities, so that students can complete music tasks together in groups. In group activities, students need to work together, support each other, and solve problems together. This cooperative process can develop students' teamwork and communication skills, and improve students' social skills. The Orff music teaching method focuses on musical performance, allowing students to demonstrate their musical talent and creativity through performance. In musical performance, students need to work with other students to complete the performance of musical works. This kind of performance process can develop students' teamwork and performance skills, and improve students' social skills. Orff music teaching method improves the teaching level and professional quality of teachers. It adopts a variety of teaching methods, such as game teaching method, voice teaching method and instrument teaching method. These teaching methods can not only stimulate students' interest in learning, but also improve teachers'

teaching level and professional quality. Teachers need to constantly learn and explore new teaching methods to meet the learning needs of students. Orff music teaching method is very rich in teaching resources, including music textbooks, musical instruments, teaching videos, etc. These teaching resources can provide teachers with more teaching choices and references, and improve the teaching quality and effectiveness of teachers. At the same time, teachers can also improve their teaching ability and professional literacy through the development and utilization of teaching resources.

However, Orff's music teaching method is not perfect, and it also has some limitations in practice. For example, the Orff music teaching method requires teachers to have high musical literacy and professional skills, including music theory knowledge, musical instrument performance ability, dance performance ability. At the same time, teachers also need to have good teaching ability and organizational ability, can effectively guide students to music learning and creation. Therefore, the Orff music teaching method has higher requirements for teachers, and teachers need to continuously study and improve their professional quality. Orff music teaching method also requires a lot of teaching resources, such as musical instruments, music teaching materials, teaching videos and so on. The quality and quantity of these teaching resources directly affect the teaching effect. Therefore, the Orff music teaching method has high requirements for teaching resources, which requires schools and teachers to invest a lot of money and energy to purchase and develop teaching resources. The Orff music teaching method has high requirements for students' musical foundation, and Orff music teaching method emphasizes the original music and emphasizes the feeling and expression of rhythm and melody. Therefore, students need to have a certain sense of rhythm and melody in order to better understand and master the teaching content of Orff music teaching method. For some students who don't have a musical foundation, it can be more difficult and demanding. Orff music teaching method is also very demanding for students' creativity and expression, Orff music teaching method encourages students to improvise and perform, focusing on students' creativity and expression. Therefore, students need to have a certain creativity and expression ability to participate in the teaching activities of Orff music teaching method. For some students who are more introverted and lack self-confidence, it may feel more difficult and unadjusted. In addition, the teaching content of Orff music teaching method is mainly based on original music, and lacks systematic

and scientific characteristics. Although this form of music is easy to understand and easily resonates with and interest students, it may not seem deep and comprehensive enough for some students with high musical literacy and needs. Therefore, the Orff music teaching method needs to systematically plan and scientifically design the teaching content to meet the learning needs of different students.

As a unique music education method, Orff music teaching method has many advantages, such as stimulating students' interest and creativity, promoting students' overall development, developing students' teamwork and social skills. However, Orff's music teaching method also has some limitations, such as high requirements for teachers, relatively single teaching content and method, high requirements for students' music base, lack of systematic and scientific. Therefore, when applying Orff music teaching method, we need to fully realize its advantages and limitations, combine the actual situation, and apply Orff music teaching method rationally to improve the quality and effectiveness of music education. At the same time, we also need to constantly explore and innovate methods and means of music education to meet the learning needs and development requirements of different students.

## **Music Teaching in Preschool Education Majors in China**

### **Importance of Music Teaching in Pre-primary Education**

Pre-primary education is the basic education in China's education system. As a major in Chinese universities, its main task is to train preschool teachers and provide systematic and scientific education and teaching for 3-6 years old. Its importance cannot be overstated.

In pre-school education, music education has always been in an important position and is an indispensable part of pre-school education. As the main carrier of pre-school education, the quality of kindergarten music teaching determines the role of music education in pre-school education, so the music literacy and teaching skills of teachers are particularly important, because kindergarten music education is completely dependent on the music literacy and teaching ability of teachers, so the pre-school education department of the higher education institutions, as the training department of the kindergarten teachers,

needs to pay more attention to the music education, concept and practice to continuously cultivate the music education ability and music literacy of kindergarten teachers. concept and practice to continuously cultivate kindergarten teachers' music education ability and music literacy (Jiang, 2024).

## **Training Objectives of Music Teaching in Pre-School Education**

The preschool education program offered by higher vocational colleges and universities is one of the current educational institutions in China that trains early childhood teachers. Preschool education is the first learning stage of children, and music is loved by children, which plays a pivotal role in the development process of children. The music literacy of kindergarten teachers has an important impact on the quality of children's early education (Qiu & Xiao, 2024).

The music class of preschool education in middle school, which is a compulsory course for preschool education majors, is related to the professional growth of students. Therefore, the requirement for music teachers is not only to be good at teaching music subjects, but also to pay special attention to combining the requirements of the cultivation objectives, focusing music teaching on the cultivation of professional qualities of early childhood teachers, and on the basis of which to improve students' professional knowledge and skills in music comprehensively. Let the students find the joy of music learning while developing their professional ability. The preschool education program in secondary vocational schools takes cultivating early childhood teachers as the main goal of schooling. After graduation, most students are engaged in early childhood education. Therefore, music class is one of the main professional courses that student study in school. As preschool majors, in order to be able to work as early childhood teachers, they not only have to "learn to sing" and "know how to sing", but at the same time, they have to "know how to teach" through the music education in school, "good at teaching" (Liu, 2017).

## **Development Status and Challenges of Music Curriculum in Pre-primary Education**

Preschool music education is an important part of preschool education. The curriculum aims to cultivate children's aesthetic ability and artistic perception ability, and is an important curriculum for promoting the comprehensive development of young children. At present, the music curriculum mainly focuses on singing songs, rhythm teaching and performance lessons. Among them, the singing process can enhance children's language expression and music appreciation ability. In addition, the performance class effectively exercises the left and right hands, hearing ability and visual ability of the child, recognizes the tone in a variety of instruments, and the child's intelligence can be developed (Xia, 2023).

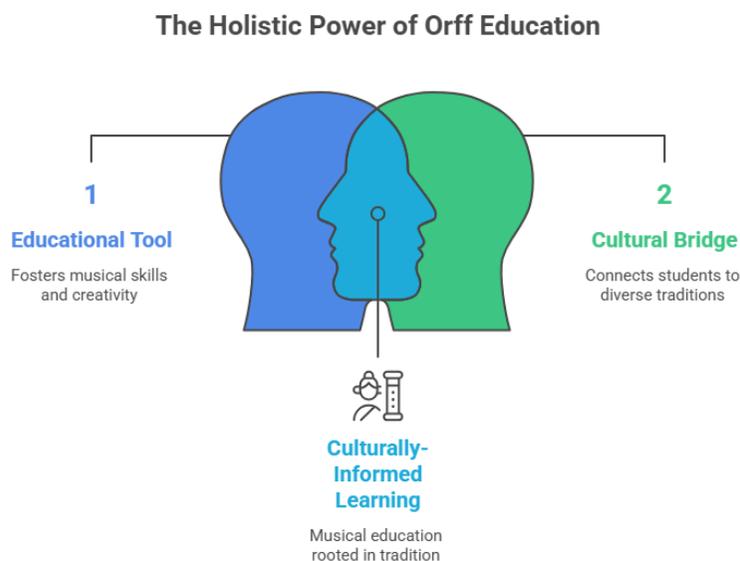
The following problems exist in the music curriculum of pre-school education in higher vocational schools: First, the training goal is unclear, and the curriculum is unreasonable. At present, China does not have uniform standards, syllabuses, teaching objectives, etc. for pre-school music curriculum, which is unclear and lacks specific guidance and requirements. Due to the lack of clear development goals, students lack interest in music courses and are less motivated to learn. At present, there are some problems with the music curriculum, which is too monotonous and lacks interesting content to meet the students' learning needs. The curriculum setting cannot meet the needs of the development of pre-vocational education in the new era, especially the professional curriculum setting of music at the specialized level of pre-vocational education. Most of the music teachers in pre-school education have graduated from music majors or art colleges in higher education institutions, which are influenced by their professional background, there are many unreasonable circumstances. Second, the teaching method is backward, the content arrangement is unreasonable, and the teaching materials are boring and lagging behind. Most of the pre-professional music courses in vocational education still follow the traditional music teaching method, that is, teachers "full hall" is the dominant teaching method. The teaching content of the music curriculum is also unreasonable, lacking systematic, coherent, practical and practical, and "heavy technology and light art" mainly stay at the level of basic theory and knowledge of music. The teaching materials used are diverse, boring

and lagging, which do not meet the characteristics of the new era, do not adapt to the actual situation of students' quality, can-not stimulate students' interest in learning. Third, there are differences in student sources. Due to the differences in economic and cultural level, the students' musical foundation level is also inconsistent. In some remote and poor areas, music classes in primary and secondary schools are mostly occupied by other disciplines, and some pre-school students lack musical foundation. Because students have different learning foundations and hobbies, there are big differences in learning effect. Some students have a good musical foundation and literacy, are interested in music courses and have better academic performance, while others lack a musical foundation, lack interest in music courses and have poor academic performance. Fourth, the teacher level is uneven. In the course of the investigation, I also found that there are many practical problems such as inadequate teacher training and selection system and imbalance in regional development. At present, the overall music teaching level of teachers engaged in pre-school education is very optimistic. The professional quality and teaching ability of music teachers in many schools need to be improved. In addition, the teaching content and method of music curriculum in pre-vocational vocational education need to keep up with the times, but some teachers lack the awareness of updating education concepts and teaching methods (Chen, 2023).

Under the background of quality education, the music education system in colleges and universities is becoming more and more diversified. Orff music, with its uniqueness, diversity and improvisation, has received more and more attention from university educators. The application of Orff music to college music classrooms helps to inspire students' musical talents and enhance students' cognitive experience of Orff music. Unlike other music teaching methods, the Orff music teaching method is based on students' preference, and the game activities are cleverly integrated into the music classroom teaching. In a sense, it can effectively improve students' interest in music, cultivate students' ability to explore music independently, and help students see their advantages and disadvantages in music learning. It is a new attempt to introduce Orff music into the college music classroom, to help college students feel the beauty of music and to integrate Orff music into the college music classroom (Hua, 2018).

Orff music teaching method is a creative and unique music teaching method that focuses on stimulating the enthusiasm and creativity of young children's music learning through integrated art form. For the future music teachers of pre-vocational education, the application of Orff music teaching method can inject new vitality into teaching, improve teaching quality, and help music teachers master pre-school education skills. At the same time, in the subsequent pre-school music teaching, it is also necessary to better use and practice Orff music teaching method, constantly improve their professional skills, cultivate children's interest in music (Huang, 2024).

## Knowledges Remark



**Figure 1:** The Multifaceted Influence of the Orff Music Teaching Method.

## Conclusions

The Orff music teaching method, with its emphasis on original music, active participation, and integration of various art forms, has profoundly influenced music education worldwide. It has enriched music teaching practices by fostering creativity, collaboration, and comprehensive artistic development in learners. Particularly in the context of preschool education, the Orff method has

demonstrated its potential to enhance children's musical interest, literacy, and overall growth, while simultaneously raising the teaching standards and professional competencies of educators. However, despite its numerous strengths, the Orff method is not without challenges. Its successful implementation requires highly skilled educators, substantial teaching resources, and adaptations to address diverse student needs and backgrounds. To maximize its effectiveness, it is essential to address these limitations by investing in teacher training, developing systematic curricula, and creating engaging teaching materials tailored to various learning contexts.

Integrating the Orff music teaching method into preschool education holds great promise for cultivating young children's love for music and creativity while shaping well-rounded, high-quality early childhood educators. As this method continues to evolve, future music education should aim to explore innovative approaches that complement the Orff philosophy, ensuring that music remains an integral and inspiring part of students' holistic development.

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