

Applying Carl Orff Method in Preschool Music Education in China

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Abstracts

Chinese people have continuously accepted Orff's educational theory system. In 2012, the "learning and Development Guide for children aged 3-6" issued by the Ministry of education pointed out that we should follow the growth law of children, explore the characteristics of children's life and games, protect children's curiosity, cultivate children's interest in learning, and create a free educational environment. In the field of art, "feeling and appreciation" and "expression and creation" are proposed. Educators should "guide children to feel and discover beauty with their hearts, and express and create beauty in their way." This is consistent with the original, comprehensive, improvisational, and creative ideas that Orff's teaching method advocated.

Keywords: Carl Orff Method; Preschool Music Education; China

Introduction

Orff's music teaching method is suitable for children's physical and mental development. The originality, openness, improvisation, and creativity advocated by Orff in music teaching are constantly accepted by people. Orff music education, "people-oriented" music education concept, spontaneous music activity design, diversified music teaching content, creative music activity materials, starting from the instinctive needs of children, so that every child can really and actively participate in music learning, which is a kind of music education suitable for children.

Orff music activities provide kindergarten teachers with better music teaching. The use of Orff instruments can not only meet the needs of children for music but also bring convenience to preschool teachers' music teaching. In China's traditional kindergartens, music activities unilaterally pursue the learning of music knowledge and skills, ignore children's active nature, and separate music and games, which makes the method of music activities rigid and single. It is not conducive to cultivating children's unique personalities, contrary to the "people-oriented" concept of early childhood education. The emergence of Orff music education has fundamentally overcome the shortcomings of the single teaching method of traditional music education, making the kindergartens' music activities more vivid and active. Orff's music teaching method advocates integrating art, drama, recitation, singing, dancing, improvisation, rhythm, and other ways into a comprehensive art form, and with its "people-oriented" music education concept, diversified activity content, spontaneous educational design, creative educational materials, from the perspective of children's psychology and instinct, every child can really and actively participate in activities, Experience and learn by yourself in a simple, happy and game way, create music, help children pay full attention, cultivate children's thinking and reaction ability, understanding ability, coordination ability

* Received: October 31; 2022; Revised: November 10, 2022; Accepted: November 14, 2022

between physical and mental parts and interpersonal communication ability, and promote children's healthy growth (Wang, 2013 : 1-65)

Orff's musical instruments can help children express themselves. Orff music education emphasizes that rhythm is the first element and advocates language recitation and action teaching from rhythm, and the expression of rhythm is mainly musical instruments. Therefore, Orff instruments play an irreplaceable role in musical activities. China's "learning and Development Guide for children aged 3-6" requires children to use different materials, tools, and ways of expression to express their imagination and emotional experience. Orff's musical instrument performance is children's spontaneous and natural expression of true feelings from inside to outside.

Orff emphasized the "originality" of music, which means that people participate as performers. The biggest advantage of Orff instruments is that their sound production principle is simple, easy to operate, and there is no great technical difficulty. They are for all children and are not specifically for children who only have special abilities. They are the most suitable basic instruments for children to use by themselves. This series of instruments are divided into two parts: a string instrument with a fixed pitch and a percussion instrument without a fixed pitch. Children can knock and play. Exploring the different sounds of various musical instruments can not only meet the playful nature of children but also express different emotions according to the different timbres and tones of musical instruments. Orff's performance of musical instruments advocates starting with children themselves, allowing children to create music by themselves and express their emotions with music (Li, 2009 : 226-228)

Current Situation and Policies of Preschool Education in China

Preschool education in China refers to the care and education of children aged 3-6 or 7. With the rapid development of China's economy and the improvement of people's living standards since the reform and opening up, the country and people pay more and more attention to children's education. Early childhood education aims to provide space for children's physical and mental health development based on a healthy upbringing method but also to provide children with more comprehensive and extensive knowledge experience. At the same time, it also provides a method to build knowledge, requiring children to learn and combine the attitude, values, learning ability, and other corresponding behavior patterns formed in the learning process so children's personalities.

In 2001, the Ministry of Education issued *the Guidelines for Kindergarten Education*, which emphasizes the humanistic education for children, taking children as the main body, respecting their physical and mental integrity and respecting their personality and rights, ensuring that children have their dignity, feelings, thoughts, independent will, and pursuit, starting with their life activities, teaching activities and game activities. The activities carried out by kindergartens should have the nature of games in essence. It advocates equal education, puts respect for children's physical and mental development laws and learning characteristics in the first place, and permeates the spirit of equality and respect into various activities, "let education return to real life, let children return to the natural environment."

The Outline states: "The position of art education in the whole education is incomparable with that of other fields. As one of the means of art education, music plays a special role in fostering children's imagination and creative thinking. The determination of the goal of music education plays an important role in developing talents in early childhood education (Ministry of Education, 2001 : online)

On October 9, 2012, the Ministry of Education issued the *Learning and Development Guide for Children Aged 3-6*, describing children's learning and development from five areas: health, language, society, science, and art. It puts forward reasonable expectations on what children should know, what they can do, and what development level they can achieve at the end of the three age groups, namely, 3 to 4, 4 to 5, and 5 to 6. Because of the widespread confusion and misunderstanding in preschool education, this paper provides specific and operable guidance and suggestions for parents and kindergarten teachers.

The above review shows that Orff's concept of music education is consistent with the guiding ideology of Chinese preschool education. The guiding ideology of preschool education in China puts forward the view of safeguarding children's nature, respecting children, respecting the law of their physical and mental development, and protecting and guiding children's nature. However, Orff's teaching method advocates an "appeal to sensibility and return to humanism." In Orff's music teaching, games are widely used, and a lot of learning and training get knowledge in games. Children are willing to participate and try to play the leading role, which is not only interesting but also can fully mobilize children's enthusiasm and let them release their nature.

Orff's educational thought is consistent with the direction of preschool education reform in China. The direction of China's children's music education reform and development is to stand in the perspective of children, to tap and stimulate children's potential and interest in music art, encourage children's self-expression, pay attention to the cultivation of children's imagination, and attach importance to children's active participation and creation process. Orff's music education system focuses on the original. In Orff's view, "the original music is not just a separate music, it is closely combined with action, dance, and language, and it is a kind of music that people must participate in themselves." This kind of behavior is in line with children's nature. He emphasized that "children are not passive listeners, but active participants in music creation. They are simple and easy to operate, have no appendages and complex structures, and are close to life, nature, and children's nature. They are good teachers and helpful friends for children" (Cao, 1990 : 40-41)

Orff's music education

Orff Schulwerk is a famous music educator and composer in the world. Carl Orff initiated the music education system. It is one of the famous contemporary music education systems, which endows music education with brand-new anti-traditional concepts and methods. It has profoundly impacted music education in many countries and regions.

Orff emphasizes the "original nature" of music. Orff believes that expressing thoughts and emotions is an instinctive human desire. It is integrated into a comprehensive art form through language, singing (including musical instrument playing), dance, improvisation, rhythm, games, and other forms. It is suitable for children's physical and mental development characteristics, easy to be accepted by children, and has obvious effects on the cultivation of children's creativity and expression ability. Orff's teaching method emphasizes that music education's primary task is to inspire and enhance the expressive force of human instinct constantly. At the same time, good performance is not the ultimate goal.

Since 1980, Mr. Liao Naixiong has visited Carl in China. It has been 41 years since Orff and Orff College began to promote Orff's teaching method. Since then, Mrs. Schneider's visit to China and Li Tanna's establishment of the Orff Concert have made Orff's music teaching method more and more powerful, with more and more fields of application. It has

been introduced into kindergarten music teaching more and more frequently and is gradually known by others, which has had a significant and profound impact in China.

All major cities in China have begun to establish training institutions for teachers of the Orff music teaching method, and some art colleges have also begun to use the Orff music teaching method for teaching. With the development of China's education system, Orff's music teaching method has gradually become a new teaching method and is widely used in China's music education.

Main monograph: *Orff's Thought and Practice of Music Education* (Li, et.al, 2002 : 226-228) This monograph comprehensively introduce Orff, and it is illustrated by a large number of classroom examples, providing readers with the practical reference value. "*The Theory and Practice of Orff's Music Teaching*" (Xu, 2021 : 76) describes Orff's music teaching theory in detail and systematically and presents the author's notes on his learning, refining the basic concept and method of Orff's music teaching through learning, and providing kindergarten practice cases of local transformation and time verification. *Elemental Music Education and Introduction to Chinese and Foreign Music Teaching Methods* (Qin, 1989 : 43) systematically introduced Orff's music teaching method. It briefly introduces relevant music teaching methods in primary and secondary schools and kindergartens, including traditional and excellent foreign music teaching methods, such as Orff's, etc. This book describes the main theories and teaching characteristics of each teaching method. It is an early book that describes all kinds of music teaching methods in detail.

Main thesis: *Orff's Music Education Thought and Practice* ((Li, et.al, 2002 : 226-228) systematically analyzed and summarized the basic concept of Orff's music education and believed that the first problem to be solved was the original nature of music education, followed by the effective application of humanism in the process of music education. *The Application of Orff's Educational Concept in Kindergarten Music Teaching* (Li, 2009 : 226-228) proposed that this is bold self-expression and mutual communication and a process of gradual maturity from inside to outside. *The Interpretation of the Conformity of Orff's Music Education Concept with the New Music Curriculum Standard in China* (Wang, 2011 : 1-65) believes that the core content of Orff's music course needs to reflect the concept and Orff's music education concept is to cultivate the ability of art appreciation as the core, stimulate students' interest in learning as the driving force, focus on students' personality development, attach importance to students' participation in music practice activities, and encourage students to create music. *Activating Children's Natural Nature - Giving Orff "Original Music" Education Thought* (Shu, 2017 : 81-82) believes that the education core of "Original Music" is to cultivate children's nature and promote the free growth of children's instinct.

Orff's teaching content

Orff's music education activities include voice modeling, action modeling, and voice modeling. Voice modeling includes singing and rhythm reading; Action modeling includes dance, drama performance, rhythm, command, and momentum activities (clapping, finger twisting, foot stamping). Sound modeling refers to the performance of musical instruments. Orff has written five volumes of School Children's Music Textbook, mainly composed of German proverbs, folk songs, and games, and is well known to local children. Orff advocates that only materials from life and nature will likely develop into the most original and dynamic things that conform to children's natural nature.

Introduction to General Music Pedagogy (Cao, 1990 : 40-41) focuses on the complete introduction of Orff's music education system. The Flexible Application of *Children's Songs Recitation in Orff Music Class* (Zhang, 2015 : 125-127) believes that children can experience different notes at different times through children's song recitation and feel the difference of rhythmic recitation through diversified ways of children's song recitation. *The Application of Orff Music Teaching Method in Children's Singing Teaching* (Wang, 2018 : 1-65) believes that the scientific application of sound force teaching and percussion instrument teaching in singing activities is of great significance in cultivating children's sense of rhythm and intonation (Liu, 2019 : 153-154). attract children's enthusiasm and initiative through image, rhythm, story playing, and other teaching methods. It plays a role in promoting children's creativity.

Localization of Orff's teaching method

Orff's textbooks and teaching methods have been widely adopted worldwide and localized in various countries. Orff said, "Start from the children's experience." To carry out Orff's teaching materials and teaching methods abroad, we must start from scratch based on the experience of local children. Compared with children in Hamburg or Stralsund, African children's experiences are completely different, as well as those in Paris or Tokyo. It can be seen from this that in the process of carrying out the theoretical research on localized music education. We should integrate foreign cultures with the cultures of our nation and region, form a music education culture with our characteristics, and create and promote excellent music works with high practical application value.

In 1985 Mrs. Schniter, Wolfgang Hardman, and dozens of Orff education experts came to China to lecture. Among them, Mrs. Schniter used folk songs such as *Jasmine* to teach, which opened up the idea of localized teaching for Chinese teachers.

On June 2, 1989, the Chinese Orff Professional Committee was established. In addition to training teachers, the organization also carried out Orff's teaching practice on the front line for a long time. Teacher Li Dana's works on localization research include *Orff's Music Teaching in China*, *Orff's Music Education Thought and Practice*, and the localized curriculum created by her, such as *Words*, *Little Mouse*, *A Xi Tiaoyue*, *Jasmine* and *Moonlight on the Spring River*. These lessons come from the local and form a unique teaching style.

A Preliminary Study on the Localization Process of Orff's Music Teaching Method in China (Cao, 2007 : 40-41) outlines the specific embodiment of the development of Orff's music teaching method in China from the perspective of the education concept, textbook construction, instrument production, and teaching practice. *The research on the Localization of Orff's Music Teaching Method in Guangxi* (Pang, 2006 : 42) is based on Orff's music education principle. Through the investigation and analysis of the current situation of music teaching in primary and secondary schools in Guangxi, from theory to practice, it tells the feasibility of Orff's music teaching method being integrated into the classroom of primary and secondary schools in Guangxi. Moreover, go deep into local research. *Research on the Application of Orff's Teaching Method in Instrumental Music Teaching* (He, 2018 : 201-202.) advocates the application of pipa, bamboo flute, zither, and other national instruments to music activities in kindergartens and the use of Orff's music teaching model in Chinese instrumental music teaching to enlighten the new ideas of traditional instrument teaching in China. *The research on the Localization of Orff's Music Teaching Method* (Chen, 2020 : 110-111) believes that using local materials or using local musical instruments can enable children to participate in

the performance of music in the middle of the music and let them experience the charm of excellent national traditional culture happily.

Orff's teaching method

Orff's music teaching method considers the characteristics of children's psychological development. Orff believes that rhythm is the first element of music. Rhythm and melody exercises include starting from recitation and extracting the "rhythm cornerstone." *Talking about the Characteristics of Rhythm Teaching in Orff's Teaching Method* (Li, 2018 : 226-228) believes that music rhythm training is mainly characterized by artistic comprehensiveness, practicality, interest, and creativity. In the process of children's music teaching, music rhythm is an important component, and the quality of music rhythm teaching will directly affect the quality of children's music teaching. *The Application of the Experiential Teaching Method in Music Teaching* (Liao, 2018 : 84-84) starts with the experiential teaching method and believes that the experiential teaching method mainly includes three aspects: teachers' observation and guidance, students' participation, and experience, and teacher-student interaction. It also explores the teaching method of combining language recitation with decoupling teaching and rhythm and rhythm teaching. *Analyzing the Orff Rhythm Teaching Method in Kindergarten Music Curriculum* (Wang, 2019 : 1-65) studied the application of the Orff rhythm teaching method in kindergarten music classrooms in China. The main characteristics of Orff's music teaching method are rhythm teaching, physical teaching, and emotional teaching. Rhythm teaching can promote the balanced development of students' bodies and minds, keep rhythm training and body rhythm known, and cultivate students' quick reaction ability and creativity. Rhythm practice is the starting and end point of music learning, which runs through the whole process. Body teaching is to express and exchange musical emotions by making sounds through the body. The momentum training does not require other teaching props and instruments and has no special requirements for the venue and environment. It is a more practical teaching method. Emotional teaching refers to the development of children's inner world. Regarding curriculum methods, we advocate active music learning and focus on cultivating children's creativity. Children will not regard learning music as a burden but will devote themselves to the music world.

The Application of Orff's Music Teaching Method in Kindergarten

Research on the Application of Orff's Music Teaching Method in Singing Teaching in Kindergarten (Wang, 2015 : 1-65), which, through the analysis of Orff's growth environment, the research on the generation of Orff's teaching method and the understanding of the development status of the singing teaching in kindergarten, a more detailed discussion, and analysis is carried out on the singing teaching of children. *Research on the Practice of Orff's Teaching Method in Rural Preschool Children* (Wang, 2013 : 1-65), In this paper, the author conducts a semester of field teaching of Orff music teaching method in kindergartens, analyzes and compares the existing problems in music teaching in rural kindergartens, and puts forward some creative solutions and suggestions according to the teaching philosophy and principles of Orff music teaching method. "*Research on the Application of Orff's Music Teaching Method in the Teaching of Percussion in the Large Class of Kindergarten*" (Wang, 2019 : 1-65) and conducted case studies on the teaching activities of striking in the large class of kindergarten and put forward suggestions for improvement. *Research on the Localization of the Orff Music Teaching Method* (Wang, 2012 : 1-65) and *Research on the Practice of the Orff Music Teaching*

Method in Kindergarten (Wang, 2014 : 1-65) think that you can make instruments by yourself and propose specific methods for making Orff instruments.

Conclusion

Through the collation and analysis of relevant research results of literature, we first learned that Orff's "original" education concept plays a guiding role in the application of Orff's music teaching method. In order to effectively organize music teaching, we must deeply understand Orff's "original" education concept, pay attention to children's participation and team cooperation, and then we can promote children's physical and mental development. Secondly, Orff's music teaching activities include singing activities and rhythm recitation activities, movement modeling, and sound modeling. Orff instruments are bound to be used in vocal activities and instrument performance. Adding Orff instruments to singing, rhythm recitation, and music games can effectively improve the teaching effect.

To sum up, the Orff music teaching method has spread to every corner of the world, and its development in China has a certain history. Guangdong, at the forefront of China's reform and opening up, introduced and studied the Orff music teaching method early. Guangzhou has established an Orff music training center, a local kindergarten normal school, and a music college, and opened Orff music teaching method professional courses. However, there needs to be more research on the application of Orff's music teaching method in the music activities of local kindergartens. The author will take this gap as the starting point for research, and in the form of case studies, discuss the basic situation and effectiveness of the application of Orff's music teaching in the music activities of kindergartens in Yuexiu District, Guangzhou, and find out the influencing factors, and put forward countermeasures to promote the better application and promotion of Orff's teaching method in kindergarten music activities. On theory and practice of Orff –schulwerk.

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