

Research on the Application of Orff Music Teaching Method on Music Teaching

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Keywords: Orff Music Teaching, Application Study, Teaching Method

Abstract: Orff's theory of music teaching needs to be combined with the Chinese music lesson model to make the most of it. Based on the characteristics of students' cognitive level, this paper studies the application of Orff's music theory in rhythm and the application of Orff's music theory in traditional music.

1. Introduction

In order to make the Orff music theory system more widely used in Chinese classrooms, teachers must teach according to the different music levels of students of different ages, in order to make Orff's music education theory play a bigger role in music education in China. The role. This article discusses the application of Orff's music theory in rhythm and traditional music teaching.

2. Orff music teaching concept brief

Orff's teaching philosophy, in short, is the core application teaching model of music and related elements. Focus on the combination of music and whitening, dance, action, drama and other elements, as well as the application of more natural sound sources. The ultimate goal of this teaching philosophy is to deepen students' ability to feel, so that students can not only rely on listening, but also rely on actions, language and other elements to feel music, understand music, and learn to interpret the thoughts and feelings contained in music. Although this music teaching concept has developed in recent years, it has been widely favored after it has been applied in the field of teaching. This is a manifestation of its characteristics and role. Therefore, the teaching of colleges and universities in China should also incorporate this concept into the process of music teaching more actively, help students to strengthen the comprehensive quality of music, so that students' learning is no longer limited to melody and rhythm, but further expand the available space of music, let His own music learning is more free. The music talents cultivated in this way can be better developed in the art field. This is the advantage of Orff's music teaching philosophy.

3. Students' cognitive level and music education characteristics

Students in grades 1 to 2 are still in a low-age stage. Students of this age group develop rapidly, and their brain function and nervous system need to be greatly improved and supplemented. It is the fastest learning stage. Students of this age group have super curiosity and autonomy, and are good at imitation, mostly based on image thinking. In music teaching, teachers should use vivid songs and dances to attract their interest, give full play to their children's sound conditions, and use pictures, games and other means to carry out vivid teaching. Students of this age group are more interested in stories than books. Therefore, teachers should use rich forms to coordinate teaching, stimulate students' senses, stimulate their interest in music, and let them learn music autonomously. Students in grades 3 to 6 have a deeper understanding of things, and have a stronger ability to create and explore activities, which is the best stage for developing music literacy. Therefore, for students at this stage, teachers should focus on developing their overall cognitive ability in music. Teachers can combine students with specific instruments to create more practical activities and let them feel the charm of music. Students of this age group have stronger learning ability, have their own evaluations of some musical works, have their own feelings about music, have a certain

understanding of the knowledge of melody, and can sing for simple music scores. Therefore, at this stage, teachers can not only teach some music theory, but also combine teaching with instruments. Of course, this level of cognition of students is also somewhat integrated with Orff's music education theory. Teachers should not ignore the students' cognitive level when using Orff's music theory in ordinary classrooms. Only by understanding the students' cognitive level and combining the Orff music theory can we improve the efficiency of music teaching.

4. Analysis of the research value of the "Orff" music teaching method

Reflecting on the status quo of music education in our country, we still use the old model of singing and teaching music theory as the main body, ignoring the students' emotional stimulation and experience of music, and neglecting the subjectivity, initiative, individuality and creativity of students in music learning. Since the early 1980s, the Karl Orff School Music Education System has been introduced into China, becoming a foreign music education system that has been accepted and influential in the history of contemporary Chinese music education and has been innovated in China. And developing, constantly creating new experiences and new forms with Chinese characteristics and characteristics of their own national culture, so that we can quickly integrate with the development of world music education at the beginning of music education reform, with a high starting point and rapid development. Promoting the reform of music education in China has played a huge role. Orff music has entered China, breaking the backward teaching face of teacher education and children's learning in traditional music education in China. With a comprehensive and broad musical vision, children can enjoy music and feel music in a music-filled environment. Listen to music, and then study music and create music. Therefore, the deep purpose of Orff's music teaching method is not to train children to become musicians, but to cultivate a sound person. The Orff music educators in today's world demand the most authentic music and dance habits. For them, the first thing is not performance, not art, but self-disclosure, mutual communication, and the necessity of life. It also serves as a basic means of cultivating character, promoting fantasy, overcoming communication difficulties, and strengthening all physical and psychological strengths. Therefore, the education of music is the education of people. American educators often talk about China's education problems, emphasizing that China's education is very rigorous, with strict logic and rich knowledge, so that the students who have been trained have strong abstract thinking ability, so they will be in the Olympic science competition. Obtaining grand prizes, however, this kind of educational method has poor behavioral ability. The so-called behavioral ability is creativity, professionalism, interpersonal relationship, etc. Therefore, the current situation caused by our education system is that the higher the education, the worse the right brain. Orff music education is to exercise people's right brain operation, which is conducive to people's ability to do things, which is just a major defect in making up for Chinese education. Therefore, this research is of great significance for improving the overall quality and market competitiveness of Chinese students. It will help promote the construction and development of music education and the entire educational discipline.

5. The application of Orff's music teaching concept in college music teaching

In the process of music science, the most important point is the artistic perception of students. Students who do not have the ability to perceive, whether they are singing or playing instruments, will appear stiff and affectionate, because they cannot feel the artistic conception to be expressed in the song. Especially in the college stage, the imagination of students is different from that in childhood, and there will be a certain degree of reduction. Therefore, the application of Orff's music teaching concept is very important at this stage. In order to ensure the sensitivity of students in the learning process, teachers can first use natural sound sources, such as the sound of streams and sounds of summer insects, to help students reach the state of mind and state, and then let students appreciate the tracks that need to be learned. This is the student's heart is quiet, the senses are more acute, naturally there will be a clearer appreciation of the feelings, understanding the emotions to be

conveyed in the song.

At the stage of college, the students' independent music creation is also a very important part. The charm of art lies not only in the interpretation of other people's songs, but also in the exertion of their own creativity, and in their own exploration of the music field. Therefore, teachers should also actively use the Orff teaching concept at this stage to help the students find inspiration. When listening to songs on weekdays, we often find the fusion of elements we are very familiar with in many songs, such as the most familiar poetry in childhood, the sound of summer wind chimes, the birds singing in the forest, and even the screams in the alleys. These are the sources of creative inspiration and the essence of Orff's music teaching. In order to promote students' creation, teachers can collect more elements that contribute to music creation, such as catchy tongues, some classic TV drama lines, some natural sounds, etc., so that students can find out the most in their own creative process. The elements that you want to integrate, this is the way to directly promote the improvement of students' creative ability.

The ultimate direct expression of student music understanding is the song. Whether it is the interpretation of another person's songs or the songs created by them, students must have the most profound understanding to ensure the accuracy and appeal of the entire interpretation process, whether it is a singer or a singer. The performers are only able to attract their audiences by ensuring their own integration. Therefore, in the teaching process, teachers understand this point, we must fully apply the combination of music and other elements to help students learn to interpret and learn to interpret. There are many songs, such as "Xiaofang", which incorporates the plot in the lyrics, so the teacher can let the students arrange the plot of the song in the form of a short play and perform in the form of a musical. In the process, students will have a deeper understanding of the interpretation of this song while trying to figure out the lines, try to figure out the emotions, and try to figure out the characters.

Orff's music education theory and China's traditional music have similar characteristics in some aspects, which is why the application of Orff's music theory to Chinese music teaching will have a unique chemical reaction. The modern Peking Opera "We Are Workers and Peasants" is the singing lesson of the tenth volume of the human voice version. In the teaching preparation, the music teacher first introduced the opera knowledge to let the students understand: the opera is a comprehensive art and is one of the excellent traditional cultures. representative. The teacher first elaborated on the production aspect of the opera--the status and representative of the Peking Opera drama in the opera, and then introduced the modern Peking Opera "Wise to Take the Tiger Mountain" and let the students audition "We are Fragments and introductions in the Workers and Peasants. The style, language features and vocals of different operas are different. Teachers can let students experience the musical instruments and feel the mystery in the actual teaching. This also reflects the similarities between the Orff music theory and the traditional Chinese opera. Chinese traditional opera art is an all-round artistic expression. It has performances in literature, music, art, performance, martial arts, etc., and Orff's music theory also has such characteristics, the difference is that music The combination of language, rhythm and rhythm is then applied in the classroom, which can also reflect the commonality of traditional Chinese music and Orff music.

6. Conclusion

The so-called Orff music teaching concept is a comprehensive, integrated teaching philosophy of music and many other elements. It has a very clear promotion effect on the music department of college students. Therefore, music teachers in colleges and universities should actively understand this concept and ensure that their application of Orff's teaching philosophy is more sophisticated, in order to cultivate more outstanding music talents, promote the development of China's art field and enhance the comprehensive artistic strength. .

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