



The Application of Orff Teaching Method in Dance Teaching of Colleges and Universities in Shandong Province

Ruicong Ma¹, Chulan Xue^{2(✉)}, Zongchen Hou², Tingting Xu³, and Yaxuan Liu⁴

¹ Music Faculty, Shandong Women's University, Shandong, China

² Music Faculty, Music Education, UPSI, Tanjung Malim, Malaysia
houzongchen666@163.com

³ Ludong University, Yantai, China

⁴ Qingdao West Coast New District Music School, Qingdao, China

Abstract. In the last 20 years, Orff music teaching method has attracted much attention in China and has been widely used in junior high school and senior high school dance teaching. This paper explores the application of Orff teaching method in colleges and universities and finds that the application of Orff teaching method in college dance teaching is conducive to increasing the diversity of dance teaching content and innovating teaching methods. Therefore, dance teachers in colleges and universities should change the teaching concept, change the traditional teaching mode, strengthen the application of Orff teaching method in dance teaching, and improve the quality of dance teaching.

Keywords: Orff music teaching method · Colleges and universities · Dance teaching · dance teacher

1 Introduction

Based on the application of Orff music teaching method in dance teaching of colleges and universities in Shandong Province, this paper proves that Orff music teaching method can improve teachers' teaching quality and promote the continuous progress of quality education level in colleges and universities. In the past 20 years, China has carried out quality-oriented education, which has made continuous progress in education level and promoted the continuous updating of teaching technology [1]. Orff music education system is one of the three most influential and famous music education systems in the world [2]. Dance is an important course in many colleges of music in China. The scientific application of Orff music teaching method is conducive to stimulating students' interest in learning dance, improving teachers' teaching quality and promoting the continuous development of quality-oriented education [3].

2 An Overview of Orff's Music Teaching Method

Orff music education system is one of the three most influential and famous music education systems in the world. Orff's music teaching method enriches students' artistic thinking, making music include not only melody and rhythm, but also dance, performance, sculpture, painting, and other arts [4]. The characteristic of Orff's music education is to pay attention to the development of students' inner world. Students will not take music learning as a burden, but will devote themselves to music learning, using language, body, and instrument to interpret music and express their feelings. Orff teaching method is a relatively advanced music teaching method. Teachers can carry out teaching in a way that students like and cultivate students' innovative spirit and creative ability [5].

2.1 Characteristics of Orff's Music Teaching Method

Orff's music teaching method is characterized by improvisation, comprehensiveness, people-oriented and openness [5].

First, improvisation. With less life experience and less social influence, students can express music according to their own understanding. Orff music teaching method encourages students to make use of various things around them to perform, with improvisation.

Second, comprehensive. Music is not a single existence, it belongs to the comprehensive art, and dance, performance and other arts are related, Orff music teaching method combines these arts together.

Third, put people first. Emotional intelligence is an important factor in intellectual development, and Orff music education can cultivate emotional intelligence, mobilize students' various senses, let students' express emotions through the way of entertainment. Fourth, start from the local culture. Orff's music education ideas are open. The dissemination of Orff's music education system will develop local culture, and Orff's music teaching method encourages people to create according to local culture [5].

2.2 Principles of Orff's Music Teaching Method

Orff's music teaching method embodies the essential characteristics of dance education. The original dance was a combination of movement and language, which was the best way for students to learn dance [6]. Orff's music teaching method is holistic education. In the ocean of Orff's music art, music is no longer a combination of monotonous beats and melodies, but a synthesis of dance, rhythm, dramatic performance, and other artistic elements. Under the guidance of teachers, students can discriminate and imagine the sound source.

2.3 Teaching Principles of Orff's Music Teaching Method

Orff's music teaching method has four teaching principles: integrity principle, rhythm principle, individual activity principle and free creation principle [1].

First, the integrity principle. Orff music education believes that art is original, and that music, dance, art, sculpture, and language are integrated with each other. Students

studying music must return to the original art activities and reproduce the original art. The study of music should not be limited to the field of music, besides playing, and singing, students should also participate in a range of artistic activities, such as impromptu games, dancing, and free reading, so that students have a comprehensive understanding of music. It has been proved that the comprehensive education principle of Orff's music education theory is a networked and multi-dimensional holistic education.

Second, the principle of rhythm. Rhythm is an important element of music, which is closely related to people's behaviours and psychology. Orff's music class attaches great importance to the rhythm of music and believes that rhythm is the foundation of music education. In class, rhythm should be combined with human movements, and music should be shown in the form of clapping, marching, and jumping to achieve a good unity of music, sound, and movement. It should be noted that the rhythm of Orff's music education is very different from the traditional rhythm, which emphasizes the combination of movement and rhythm, discourse, and rhythm, to cultivate students' sense of rhythm.

Third, the principle of individual activity. Orff music education requires learners to participate in music education activities as performers rather than as spectators. Orff music education does not advocate the use of complex music, advocates the use of easy to master and close to People's Daily life of music. This kind of music is the most primitive human music, including clapping, sweeping the floor, drumming and so on. This music - and rhythm-based approach to teaching lowers the threshold for students to participate in music learning and creation and increases students' sense of well-being and pride.

Fourth, the principle of free creation. Music in primitive times was spontaneous, improvisational, and creative. In Orff's idea of music education, the original nature of music education is based on free creativity. The free creation of students as the main body, highlighting the classroom free education form, fully encourage students' free creation. Orff's interest in music began with the growth of children. He designed many simple music for children and prepared many Musical Instruments, which have accurate pronunciation and rich musical expression. Moreover, the practice is very simple and convenient, which can effectively stimulate children's learning initiative and creativity [1].

3 Second, the Significance of Applying Orff Music Teaching Method in College Dance Teaching

In today's era, the "cramming teaching" of exam-oriented education leads to teachers mechanically imbuing students with single theoretical knowledge and dance skills to achieve goals, while students will only "follow the example" and numb copy the content taught by teachers, and the learning process is no fun at all [6]. Dance students should not simply learn dance skills, but fully understand the emotions in dance works, understand the meaning of dance works, and learn with certain creative thinking, which coincides with the theory of Orff's music teaching method [7]. Applying Orff teaching method to dance teaching can make teaching flexible and humanized, so that students' emotional and spiritual needs can be met to the maximum extent. Orff teaching method combines

dance and music and emphasizes the comprehensiveness of art education, which can improve students' classroom activity, enhance students' fun of independent learning, and make the classroom more interesting. Orff teaching method can stimulate people's original instinct, let students complete body movements according to their own intuitive feelings, let students become the main body of the class, teachers through teaching to assist students to complete music learning.

3.1 Feasibility of Using Orff Music Teaching Method in Dance Teaching in Colleges and Universities

From the origin of art, music, and dance both come from People's Daily life, which are different and interrelated. Music is the soul of dance; dance is the echo of music. Music plays a very important role in the art of dance and is an indispensable part of the art of dance [6]. In artistic life, music and dance are always linked together, the two are an inseparable whole. Among them, dance music and dance drama are a typical combination of the two. The natural relationship between music and dance tells us that it is natural and reasonable to introduce Orff's music education concept into university dance classes. Orff's music education concept has the following characteristics: improvisation, comprehensiveness, people-oriented and openness, and the combination of music and dance. This also shows that the application of Orff's music education concept to college dance classes will have a good social impact [5]. Since music and dance art have many same or similar artistic characteristics, it also proves that it is reasonable and feasible to apply Orff's music teaching method to dance teaching. Orff's dance music has four principles: integrity principle, rhythm principle, individual activity principle, free creation principle. These principles are consistent with the basic principles of dance teaching. In other words, Orff's original concept of music education reflects the essential requirements of dance teaching. Therefore, introducing Orff's music teaching idea into college dance teaching will inject new vitality into dance teaching.

3.2 Significance of the Orff Music Teaching Method in College Dance Teaching

The author finds that, at present, the Orff teaching method is seldom used in dance education in Chinese colleges and universities, and both teachers and students have little understanding of the teaching method. In this case, the author sorted out the significance of using Orff music teaching method in college dance teaching through literature research and interviews with teachers.

3.2.1 Strengthen the Continuous Deepening of Quality Education in College Dance Teaching

Orff music teaching method conforms to the requirements of quality education in China both theoretically and practically [6]. Applying Orff music teaching method to dance teaching in colleges and universities is conducive to better implementation of quality education.

3.2.2 Enhance Teachers' Professional Teaching Ability

Teachers should not only improve their own quality and ability, but also learn more teaching techniques and design more teaching activities to enrich classroom teaching content, so that more students can effectively participate in dance learning activities [8]. The training of students should be flexible and personalized, and the training of different students should be targeted, rather than “big pot” teaching. More students should experience the fun of learning dance and improve their dancing quality and ability in the learning process.

3.2.3 Attach Importance to Students' Individual Characteristics

Reasonable arrangements of different teaching should be made according to different individual characteristics of each student [6], such as strengthening training of interesting courses, so that students can learn dance in a relaxed and pleasant environment. First, both students and teachers should have a correct understanding that students are an independent and complete individual and should be given due respect. In dance education, the teacher should listen to the students' own suggestions or opinions, establish the students' subject consciousness, make the students act as the protagonist in the classroom learning, to cultivate the students' emotion of dance education and enhance the students' self-confidence. If teachers insist on students learning all kinds of dances, instead of helping students better integrate into the classroom learning, students will only feel extreme pressure. Secondly, we should start from the original concept of college dance education. Music, dance, and language are interrelated rather than independent. If the dance teaching activities in colleges and universities are only limited in dance education, it is quite different from the development of art. Teachers should be guided by comprehensive artistic concepts, render a strong artistic atmosphere, and encourage students to learn art independently. Thirdly, pay attention to the cultivation of students' creativity. College students have rich imagination and divergent thinking. Therefore, in teaching, teachers should pay special attention to not blindly limit students' imagination of dance movements. On the contrary, teachers can encourage students to divergent thinking and respect the development law of students' thinking. The design of dance course in colleges and universities must fully consider the course content, the characteristics of students' life, and closely relate to the social reality.

4 Applying Orff Music Teaching Method in College Dance Teaching

4.1 Change the Educational Concept

Teaching concept refers to the attitude and concept of teaching activities. To improve the quality of dance teaching and give full play to the role of Orff music education method, teachers should change the traditional teaching concept, adhere to the student-oriented principle, and improve the creative ability of students [1]. First, teachers need to pay more attention to experiential teaching, respect students' differences and develop students' personalities. Experience is a way to know life. In dance, experience is a kind

of life feeling and understanding. Only after experience, can there be the possibility of creation. Therefore, when teaching dance, teachers should enrich students' experience and accommodate students' personality characteristics. Secondly, teachers need to comprehensively analyse the characteristics of students' physical and mental development and teach students according to their aptitude. Every student has different character, psychological state, interests and hobbies, and different students in creativity and other aspects also have certain differences, teachers should fully understand students, according to the actual situation of students to carry out teaching. In addition, teachers need to lower their posture, transform themselves from the dominant player to the leader, give full play to students' subjective initiative, and provide students with more opportunities to show themselves.

4.2 Change the Teaching Model

In the process of traditional dance teaching, teachers will adopt demonstration teaching mode, that is, they will show some movements and ask students to imitate them, which will seriously affect students' interest in dance learning and creative ability [6]. Therefore, teachers should innovate teaching mode and increase the diversity of teaching mode based on the application of Orff music, to meet students' dance learning needs. First, teachers should teach according to students' learning situation. Teachers can communicate more with students to understand their ideas and needs. They can also involve students in the selection of teaching methods and learn about their favourite teaching methods [9]. Secondly, teachers need to teach students according to their aptitude, adopt different teaching methods according to different situations of different students, and promote the common progress of students. Thirdly, teachers need to choose appropriate teaching methods, such as stratified teaching, interpretive teaching, performance teaching, etc. For example, teachers can organize students to play some dance games and perform drama in class, so that students can fully feel the charm of dance art and make independent creation while mastering dance movements and skills.

4.3 Add Chinese Native Elements into Teaching

The content of dance is very rich, and Orff's music teaching method attaches great importance to starting from local culture [8]. Therefore, dance teachers in colleges and universities should add local culture to dance teaching, improve students' understanding of local culture, and promote the development of traditional national dances. Dance teachers in colleges and universities should deeply study the local culture and traditional national dance and constantly improve their own quality.

4.4 Return to the Essence of Dance Teaching

Orff's music teaching method is characterized by a return to essence [5] when carrying out dance teaching, teachers should realize the return to essence of dance teaching through effective means, improve students' self-cognition, and let students actively explore dance movements. Teachers should guide students to grasp the rules of physical movement, use body language to deduce dance movements, release inner emotions.

4.5 Strengthen Emotional Communication with Students

Teachers need to build equal teacher-student relationship with students, not superior, to care more about students, love students, listen to the aspirations of students, help students to solve the problems in life and study, strengthen the humanistic care for students. Teachers should strengthen the emotional communication with students [10]. Teachers are the organizers and implementer of classroom teaching, and their professional ability affects students' interest in learning. Therefore, teachers should constantly improve their professional ability, make the dance movements more beautiful, and enrich students' emotional experience.

5 Conclusion

Orff music education concept is impromptu, comprehensive, and other characteristics, college teachers should change the educational concept when applying Orff music, strengthen the research on Orff music education concept, and change the dance teaching model, carry out inclusive and essential dance teaching, train more dance talents.

References

1. Okeyo, D. A., Shitandi, W., & Kanake, L. (2022). Establishing the impact of using Orff pedagogical approach (OPA) on teacher trainees' performance (TTP) in basic music skills. *Journal of Music and Creative Arts*, 1(1), 11-24.
2. Clerget, D. I. (2022). Fostering creativity and improvisation in the elementary general music classroom using the Orff approach.
3. Gvozdevskaia, G. (2022). Japanese traditional music and the possibilities of its use in European music education.
4. Le, X. (2022). Multicultural Music Education in Chinese Middle School General Music Classes, 1978–1988. *Journal of Historical Research in Music Education*, 15366006221123906.
5. Wilson, T. (2022). Impact of Social Emotional Learning and the Orff Approach. *Online Submission*.
6. Wang, Z. (2022). Modern social dance teaching approaches: Studying creative and communicative components. *Thinking Skills and Creativity*, 43, 100974.
7. Zulfadli, M. I. Z., & Zakaria, J. (2022). Teaching and Learning Music among Younger Children: Methods and Impacts of Pedagogy Development. *Teaching and Learning*, 16(1).
8. Richards, J. C. (2022). Exploring emotions in language teaching. *RELC Journal*, 53(1), 225-239.
9. Chen, P. (2022). Application Research of Orff Music Teaching Method in Music Teaching of Dance Major Students [J]. *Theatre House*, (26):187-189.
10. Zeng, W. D. (2020). The application of Orff Music Teaching Method in Dance Teaching -- A Case study of Dance teaching in Preschool professional of Higher Vocational Colleges. *Grand View (Forum)* (12),130-131.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

