

Observing the Music Teaching By Using “Carl Orff Method in Mojiang Middle School, Guangdong Province, The People’ s Repiblic of China

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Abstracts

As one of the three major music education systems in the world, the Orff music teaching method was developed by the German music educator and composer Carl. Orff was founded in 1924. This research aims to observe music teaching by using Carl Orff method in Mojiang Middle School. Observation and interview methods were used in this study. First, the researchers observed the use of Carl Orff pedagogy by music teachers in three classes of 150 students in Mojiang Middle School, summarized the teaching methods used by teachers in the classroom, and observed and summarized the reactions and situations of students. Secondly, the researcher interviewed the music teachers of three classes in Mojiang Middle School to find out whether the three classes were taught by Carl Orff teaching method and the teachers' opinions.

The result shows that Carl Orff teaching method is suitable for the third-grade music course in Mojiang Middle School. Through observing the state and reaction of the students in the three classes, and interviewing the music teachers of the three classes, the results show that the Carl Orff teaching method is suitable for the music class of the third grade in Mojiang Middle School.

Keywords: Carl Orff Method; Music Teaching; Observing, Music

Introduction

In the classroom music teaching, because teachers are not fully aware of the guidance of the new curriculum standards and the importance of the subject, they are not sufficient in the preparation of lessons, and they do not carry out targeted teaching design for the music learning psychology and cognitive level of middle school students, due to the single teaching content and rigid form. Teachers emphasize students' subjectivity too much while ignoring their own leading role, or pay too much attention to the concept of collaborative teaching of various disciplines while ignoring the characteristics of music disciplines, and do not give key guidance to music knowledge and skills, resulting in low learning efficiency and lack of music quality (Wang, 2018). This is a kind of misunderstanding of the new curriculum standards. Compared with primary school students, middle school students have enriched and improved their knowledge reserve and cognitive level to a certain extent, so strengthening the scientific nature of music lessons and learning music knowledge and skills should be placed in a crucial position. Sometimes teachers rely too much on textbooks and teaching staffs, and each link is strictly in accordance with the teaching plans above the teaching staffs, without flexible design based on the actual level of students, resulting in higher or lower teaching objectives.

Literature Review

The composition of music classroom

Music appreciation module: The teaching of music appreciation module should adhere to the teaching principle of listening to music, and students should be encouraged to actively collect text, music, pictures, audio, audio and video materials for communication, and can also use the form of music wall posters or special music class meetings to exchange appreciation experience.

Singing module: The singing of middle school music class is a compulsory education, which is basic. The teaching of the singing module involves three singing forms, chorus, chorus and solo singing, but the chorus teaching is the main one, which is beneficial to interpersonal emotional communication, cultivating the spirit of collectivism, cooperation consciousness and cooperation ability.

The teaching of this module should also be combined with the appreciation of excellent music works, so as to improve the aesthetic taste and aesthetic ability, and stimulate students' interest in learning. In listening, students can imitate and learn from, so that they can get inspiration and help in singing performance ability. In singing teaching, the learning of singing skills is necessary, and the learning of skills should be integrated into the practice of singing art, and efforts should be made to express music emotion and shape music art image, so as to organically integrate singing skill training with singing art expression (Rao, 2019).

The choice of singing songs should pay attention to moderate difficulty, pay attention to step by step. Singing teaching should focus on chorus, and students should be guided to feel and experience the whole works when rehearsing chorus. In areas rich in folk music, more school hours can be arranged to organize students to pick up folk styles, in-depth folk singing and recording activities, which is beneficial for students to directly learn folk singing from folk artists or ethnic workers, master the singing style of folk songs, understand the historical evolution of music culture, representative figures and social values, so as to improve their ability to sing folk songs. Broaden their musical horizons. Concerts or concerts should be organized to provide students with opportunities to report on their performances and showcase their talents.

Composition module: The composition course of junior high school music is basically the application of single melody music creation. Students participating in this module have a love of music creation. However, the professionalism of music creation is strong, and music teachers or composers with certain creative experience inside and outside the school can be hired to teach.

In teaching, students should be guided to listen to and analyze exemplary music works, learn the basic knowledge of music creation, master certain creative techniques, and combine theory with music practice.

Teachers can recommend some easy-to-understand professional books to guide students to study on their own and give necessary guidance. In the creative practice, we can start with the music theme of songs (music) with different styles and personalities, and then explore the basic techniques and creative skills of music development. As far as possible, students should organize auditions, trials and comments, and constantly revise and improve their compositions.

As one of the three major music education systems in the world, the Orff music teaching method was developed by the German music educator and composer Carl. Orff was founded in 1924. Orff believes that music belongs to everyone, and every student can participate in,

learn, and perform music. Not only that, he emphasized the use of speaking, singing, moving, playing, drama and other comprehensive teaching activities to make every student in the music class as much as possible to play their various talents and imagination, so as to achieve the use of music to enhance personality. The purpose of music education and cultivation (Pan, 2014).

One word to summarize the educational idea of Orff's music teaching method is the original nature. The original educational thought is the essence and essence of Orff's music educational thought. The original nature of the author's understanding is the most primitive state of things. The most primitive state of music: song, dance and music are integrated with each other, the trinity, and are closely linked with people's production labor. It is not simply singing or playing, but is closely related to dance, movement, and language. As Orff wrote in his major work "School Music Textbook" : the original music is close to the soil, natural, organic, can be learned and experienced by everyone. We can understand the original music education in this way: it is comprehensive and diversified music education; Music education that emphasizes practice, improvisation, participation and creation; It is also a music education that is open to all students and respects their interests and aesthetics; It is a kind of music education with flexible educational methods and content that students like and are good at mastering. Music education has responsibility and mission for the development and improvement of students' comprehensive quality (Li, 2022).

Orff music teaching method has been introduced into our country for more than 30 years, it has deeply influenced our country's music education, especially the basic music education. His principles, ideas, methods and contents provide constructive guidance to Chinese music educators, and are closely related to the reform of basic music education.

Research Objective

To observe music teaching by using Carl Orff method in Mojiang Middle School.

Research Methodology

Qualitative research: Observation method is used to observe which teaching methods are often used by teachers in Mojiang Middle School. Interview with 3 teachers to collect the advantages and disadvantages of Carl Orff teaching method.

Conceptual Framework

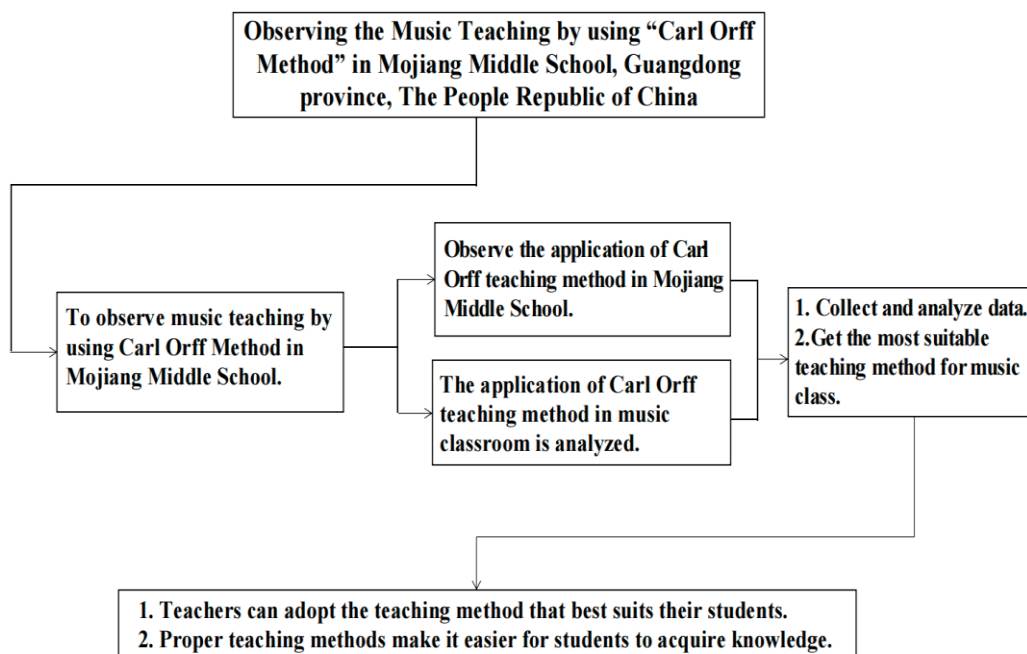


Figure 1 Conceptual Framework

Research Findings

In this music class, the teacher wants the students to know about the triple time waltz and the style of Xinjiang folk music. The researchers observed that the teacher added corresponding Xinjiang dance movements to the bluff movements, so that the students could feel the different rhythms and emotions brought by the two different styles of songs through the "bluff" teaching in the music class. In the teaching process, the teacher first asked the students to create the strong and weak relationship of triple time, such as clapping hands, slapping legs, slapping legs or hands, twisting fingers, twisting fingers, etc., and follow the music to feel the strong and weak relationship of triple time. Then, the teacher created the strong and weak relationship of the three beats of hand clapping, shoulder clapping, and shoulder clapping, and divided the students into two groups, one group clapped their hands during the strong beat, and the other group clapped their shoulders during the weak beat. While playing music, the teacher guided the students into the arena with rhythmic slogans. The two groups exchanged views. Finally, when the students are familiar with the songs, the teacher adds waltzes to the dance integration teaching. The teacher invited the students to the front of the classroom, the students were free to combine, hand in hand to form a circle, and then let the students show the strength of the three beats with their feet, such as: stepping (strong beat), standing on tiptoe (weak beat), standing on tiptoe (weak beat). The teacher said the rhythm of "one, two, three" while playing, and the circle closed three times and opened three times. The students learn how to dance three meters to the music. The researchers observed that teachers used "bluff" teaching methods in the classroom.

Students in the best classes have a strong understanding and acceptance of knowledge, but to get them to accept the more difficult types of lessons and to study music in depth, traditional teaching methods need to be changed. First of all, the researchers observed that the students were actively involved in the "bluff" teaching activities. When the teacher introduced the rules of the activity, the students' interest was significantly improved. During the activity, the students were able to participate in the rules in an orderly manner, and from the initial unfamiliarity to the gradual familiarity, they could finally identify the rhythm pattern of waltze and master the style characteristics of Xinjiang dance music.

When teachers choose teaching methods in the classroom, they should focus on the characteristics of students, such as students' ability to accept knowledge, students' basic level of music and students' possible status of the teaching methods chosen by teachers should be taken into account in the teaching design. According to the characteristics of students with good basic knowledge of music and high ability to accept knowledge, the best class teachers choose to use the "bluff" teaching method of Carl Orff teaching method into the classroom and can be flexibly applied, which stimulates students' interest in music class, not only enables students to master new knowledge, but also improves the social ability and cooperation ability among students.

There are 50 students in the intermediate class, where students have some knowledge of music, but only a relatively partial one. Students' attitude towards music lessons is a kind of psychology to complete tasks, and their interest in music lessons tends to be moderate.

Observation teaching method

In the course, the researcher observed that the teacher drew the staff on the classroom floor to make the staff more intuitive and vivid in front of the students. Subsequently, let the students use their own individual as notes on the floor of the staff to jump around to find the position, in the process of students constantly find the position, gradually familiar with the staff, so that students have a strong interest in learning the staff, greatly improve the enthusiasm of students to read the staff. Then the teacher leads the students to learn and train the rhythm. The teacher asked the students to form a circle and recite the Tang poetry in a 2/4 rhythm. When the students recite the Tang poetry, they have unconsciously formed and come into contact with the rhythm and rhythm, and then the teacher guides the students to write out the rhythm and rhythm when they have just recited the Tang poetry. After familiarizing themselves with the basic beats, the teacher added "dotting eighth notes" and "syncopated" rhythm types, and continued to ask students to read Tang poems according to these two rhythms. In addition, students can use their own rhythm to create different rhythm types to recite Tang poetry. In this session, students fully feel the different performance effects brought by different rhythm types, such as "quarter note" rhythm gives a regular and neat feeling. The "dotted eighth note" rhythm gives a lively, playful feel. The "syncopated" rhythm gives a uniform and powerful effect. Through practice, the performance function of rhythm is vividly displayed in front of students. The researchers observed that teachers used the game teaching method and rhythm teaching method of Carl Orff teaching method in class.

In the middle class, students have a certain understanding of music knowledge, but it is only relatively one-sided. Students' attitude towards music lessons is the psychology of completing tasks, and their interest in music lessons tends to be moderate. When the teacher draws a staff on the floor, the students have a strong curiosity for new things, so their attention and interest are immediately focused on the class. In the game process, students can also

actively participate in it. When reciting Tang poems with different rhythm types, most students can actively participate in and study carefully. However, a small number of students, due to lack of understanding of the basic knowledge of music, do not pay attention when learning "dotted eighth notes" and "syncopated" rhythm, and need to be reminded by the teacher to participate again. Through the interesting training in the class, the researchers observed that the students' interest in the music class had been greatly improved, and most of the students could firmly remember the knowledge to be taught by the teacher, while a small number of students needed the teacher's reminding to focus their attention on the class again.

According to the characteristics of students' low interest in music class, weak music foundation and low attention, the head teacher of the intermediate class chooses to apply the game teaching method and rhythm teaching method in the Carl Orff teaching method to the class. The teacher first uses the game teaching method to stimulate students' interest in music class and make students focus their attention on the class. Then the rhythm teaching method is used to make students grasp several rhythm types easily. Most students can master and keep in mind the knowledge taught by teachers. However, due to the relatively weak music foundation of a small number of students, their attention will be diverted when they enter the learning with more complex rhythm. At this time, teachers need to keep observing them and reminding them to return their attention to the class.

In the process of music class, the researcher observed that when memorizing melody in singing class, the teacher divided the class into several groups in the form of a game, and each group assigned several members to sing the melody, and the competition was conducted in the form of a group competition. The researchers observed that during the game, the students had a certain curiosity and competitive psychology for the game, and in the game of singing the melody, the students' interest in learning was significantly improved. Second, when the teacher teaches the students common notes and the time values of notes, the teacher asks the students to first think about four animals: sheep, dog, cat and frog, and then imitate the sounds of these animals. Using "baa" for sheep, "woof" for dogs, "meow" for cats, and "croak" for frogs, students are then asked to think about the length of these animals' calls, corresponding to the shape and duration of whole, half, quarter, and eighth notes, respectively. The researchers observed that teachers in the worst classes were using the play method of the Carl Orff method.

Most of the students in the worst class have little interest in music class and are unwilling to participate in the in-depth study of music class. In the learning process of music lessons, the researchers observed that music teachers cultivate students' interest in this course through game teaching. In the game process, students have a strong interest in the game, every student participates in the game, and the classroom atmosphere is very active. With the encouragement and supervision of the teacher, the students enjoy the music class easily and have a certain understanding of the basic music knowledge taught by the teacher.

According to a common feature that most students have little interest in music class and are unwilling to participate in the in-depth learning of music class, the teachers of the worst class choose to use the game teaching method of Carl Orff teaching method as the main teaching method in music class. Music teachers cultivate students' interest in this course through game teaching, and use the form of group competition. According to the psychological characteristics of middle school students who already have a certain curiosity and competition, teachers can greatly stimulate students' interest in learning through game learning mode and singing melody through competition, so that students can become the main participants and

activate the classroom atmosphere. With the encouragement and supervision of the teacher, the students can enjoy the music lesson easily. Secondly, when teaching students music theory knowledge: common notes and the time value of notes, teachers do not force abstract knowledge on students according to traditional teaching methods, but let students recognize and get familiar with the time value of various notes by imitating animal calls and thinking about the length of their calls. The researchers observed that the students were very interested in music lessons. Integrating Carl Orff's game teaching method into middle school music lessons can make students enjoy happiness and fun from music, and improve students' expression ability through music education, which is conducive to improving students' aesthetic ability.

Through the observation of the teaching process of the teachers in the three classes and the state of students in the course, the researchers found the following results: In the middle school music teaching, the most important point of the music class, no matter the best class, the middle class or the worst class, is to cultivate students' learning interest as one of the main tasks. The teachers of the three classes all adopt the Carl Orff teaching method and teach students according to their aptitude according to their different characteristics. Carl Orff teaching method itself has the characteristics of self-entertainment, can make students actively participate in class learning, so that students learn music in fun. Music teachers also changed the boring teaching methods in the past, and integrated a variety of fresh and interesting teaching methods in Carl Orff, which stimulated students' love for music and improved the effectiveness of teachers' teaching. The teachers of the three classes also found their own Carl Orff teaching method according to the characteristics and knowledge acceptance of each class.

The researchers interviewed three music teachers in three classes at different levels about the teachers' use of Carl Orff teaching method in the classroom and summarized it.

Result from interviews

The characteristics of the students in your class

The best class teachers believe that students have strong self-control, listen carefully in class, and the basic knowledge of music is relatively best. However, students lack physical coordination and creativity in music classes, and there are still some students who are not interested in and enthusiastic about music classes. Middle class teachers believe that although students have a wide range of music knowledge, but only one-sided understanding, no deep memory and learning. Students regard music lessons as a way of learning to complete tasks and have no expectation or interest in learning music lessons independently. The students in this class think it is enough to complete the course content and pass the exam. The worst class teacher believes that the students' understanding of music is very one-sided. Students usually only listen to some popular music, but have no impression of the notes and musical styles. The students in this class also have very low interest in music class, thinking that music class is just a kind of relaxation class after class, so the students' understanding and knowledge of music knowledge are lack.

Choose the right teaching method for music class

The music teachers of the three classes think that the first step is to evaluate the students, firstly evaluating the students' skill level, music background and learning preference. Understanding the diversity of the class will help teachers adjust their teaching methods to meet the needs of different learners. The second is to set clear goals: identify the learning outcomes and goals you want to achieve with your students. Whether you're focusing on developing

technical skills, music theory, improvisation, or ensemble performance, being clear about your goals will guide the choice of teaching methods. Third, it is necessary to study teaching methods: familiarize yourself with the different teaching methods commonly used in music education. These methods may include the Suzuki method, the Orff Schulwerk method, the Kodaly method, the Dalcroze method, the traditional method, or a combination of several methods. Research each method to understand its principles, techniques and suitability for your students. Student involvement also needs to be considered, considering how students can be involved in the learning process. Some students may respond well to practical activities, while others may prefer a theoretical approach. Assessing students' interests and learning styles will help you choose ways to keep them motivated and engaged. Then choose a teaching method that allows for adaptability and flexibility. Each class is unique and students' progress at different rates. The approach you choose should be adjustable to accommodate individual differences and provide opportunities for growth.

Solving the problem of students' low interest in music lessons

The best class teacher believes that first of all, it is necessary to find out the reasons why students are not interested in music lessons, such as :1. The teaching method is too boring, teaching only blindly infuse knowledge, does not take into account the students become the main body, does not let students participate in the class. 2. Teachers do not understand students' acceptance of knowledge, resulting in students not learning one kind of knowledge but instilling another kind of knowledge. 3. Not teaching students according to their aptitude. Students in each class have a different understanding of music knowledge, so they should be taught according to their aptitude. Teachers of intermediate level classes think that the teaching methods of teachers make students dissatisfied, and they do not start from the interests of students, and they should investigate the preferences of students first. The teacher of the worst class thinks that if the students in this class want to improve their interest in music lessons, they must carry out classroom practice teaching through games, so as to effectively improve the students' interest in class.

Preparing for the use of Carl Orff teaching method in music class

They think that first of all, we should be familiar with Carl Orff's teaching method and deeply understand the principles and philosophy behind Carl Orff's teaching method. Read books on the Carl Orff method and actively participate in seminars or courses on the Carl Orff method to familiarize yourself with the core concepts and techniques of the method.

Secondly, it is necessary to design courses that are attractive to students, and design curriculum plans according to the principles of Orff's teaching method. Mental design is an activity that allows students to actively participate, explore and improvise. Classes include singing, playing an instrument, balance of movement, speech, and creative expression. Integrate activities with students' developmental needs and abilities. Choose works that are appropriate for your student's age, abilities and interests. Explore folk songs, nursery rhymes, and other simple melodies that can serve as a basis for improvisation. Introduce multicultural music to promote cultural awareness and diversity.

Finally, improve teachers' knowledge in music theory, rhythm, melody, harmony and other forms. Learn different types and styles of music to expand the teacher's knowledge and skills. In addition, teachers develop their teaching skills by exploring teaching methods and strategies

that are consistent with Carl Orff.

Discussion

Applicability of Carl Orff teaching method: This study can explore the use and feedback of music teachers in Mojiang Middle School on Carl Orff teaching method. Teachers can mention whether Carl Orff teaching method is helpful to the music class teaching of Mojiang Middle School, whether it can meet their own teaching needs, and whether the application of this teaching method in music class has a promoting effect on the students of this middle school. Feng Zirui (2018) and Zhou Min (2020) mentioned the characteristics of Carl Orff teaching method applied to music curriculum.

Content of Carl Orff Teaching method: Study the specific content and structure of the teaching method in the music classroom of the school can improve students' musical quality and skills, and collect teachers' views on these contents. They will talk about whether Carl Orff's varied teaching methods have helped students in any way and the effects of applying them, as well as whether there is enough practice and how to choose certain methods to use. Pan Xiaoke (2014) and Li Rukun (2022) mentioned the advantages of Carl Orff's use in music lessons.

The quality of Carl Orff teaching method: This study can evaluate the quality of Carl Orff teaching method in the music classroom of Mojiang Middle School in Guangdong Province, including the arrangement, specific operation and application methods of this teaching method in the music classroom. Mojiang Middle School teachers can discuss the ease of use of the teaching method, the clarity of the teaching content and the overall comprehensibility of the teaching method. Shao Rui (2018), Du Jiangqin (2008), Liu Qiongqiong (2018) and Zhou Min (2020) their articles explain how the Carl Orff teaching method works in the classroom and how to skillfully arrange the application of Carl Orff teaching method.

Suggestions for improvement of Carl Orff teaching method: The results of the study may also include suggestions and opinions of music teachers in Mojiang Middle School on how to apply Carl Orff teaching method according to different levels of students. These suggestions may involve the modification of teaching methods, the improvement of teaching methods, and the provision of more resources and reference opinions suitable for music classroom teaching in Mojiang Middle School. Xia Zhichao (2017) describe the foreign classroom teaching atmosphere as well as teaching methods and processes, their articles are conducive to improving the teaching method that is more suitable for students in this school, so that we can learn from and summarize relevant experience.

Innovation: The results of the research can also explore how teachers can innovate new teaching methods that are more suitable for students based on Carl Orff's teaching method according to different levels of students in Mojiang Middle School. They may mention whether they think the pedagogy can help students increase their interest in the music class and improve students' musical knowledge, as well as physical coordination and musical style, and encourage students to innovate on the basics. Zhang Pei (2023), Peng Yujia (2022) and Li Yueyuan (2014) on Kodaly teaching method, Dalcroze teaching method and Suzuki teaching method can make us learn a variety of different teaching methods, and draw on these teaching methods and even innovate another teaching method more suitable for students' characteristics, which can bring us inspiration.

Recommendation

1. Practical Recommendations

Focus on the basics: Carl Orff believes that music should be taught in a way that is acceptable to all students, regardless of their previous musical experience. He emphasized the use of basic forms of music, such as speech patterns, body blows, and simple melodies, as the basis for musical learning. This approach allows students to explore and create music from the very beginning, developing their sense of subjectivity and creativity.

Emphasis on innovation: In the music class, students should be encouraged and guided to create their own music through improvisation, which helps them develop musical instinct and express personality. This process allows students to explore different musical elements, experiment with different rhythms and melodies, and strengthen student collaboration with peers.

Movement and dance: In the music class, students should be encouraged to use their bodies to express rhythm, explore phrases, and improve their understanding of musical concepts. This kinesthetic approach not only makes the learning experience more engaging, but also helps students develop a deeper connection with the music they are learning.

Encourage collaboration: Through a collaborative approach students can be helped to develop important skills such as active listening, communication and teamwork. Playing in an ensemble also allows students to experience the joy of making music together and appreciate the importance of their individual contribution to the overall musical performance.

2. Recommendation for future research

Because the research method is relatively simple and the observation coverage is relatively small, they may not be able to fully understand the teaching method that music teachers think is most suitable for music classroom teaching in Mojiang Middle School. The interviewees were limited to three music teachers from Mojiang Middle School in Guangdong Province, China. In the next step, I hope that more music teachers can study the teaching methods suitable for the music class of students in this school, so that our students can better receive music education, participate in and learn music in a more comprehensive way, and improve the music literacy and music skills of middle school student.

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