

AOSA RESEARCH COMMITTEE INITIATIVE 2007

This initiative, originated by the AOSA Research Committee in 2007, serves as a guide to researchers wanting to examine the influence of the Orff Schulwerk approach to music education in three major areas: students' musical learning and understanding; adult/teacher education; and historical and philosophical foundations

A. Students' musical learning and understanding

A-1. How musical learning affects children in elementary and secondary levels.

- The effects of Orff Schulwerk pedagogy on the musical improvisations and compositions of children.
- The influence of Orff Schulwerk training on components of children's compositions.
- The effects of an Orff Schulwerk-based elementary music program on the attitude toward music, perception of "musical preparedness," self-esteem, and self-image of secondary music students.

A-2. Learning through the Orff Schulwerk approach: Predictors of academic success

- How does the use of language and speech in the Orff Schulwerk approach affect children's reading fluency?
- Comparison between effects of movement-based music instruction and non-movement cognition-based music instruction (verbal/visual) on the musical achievement of children.

A-3. Music education in the urban school setting

- The effect of disparate school constituencies on the musical experience of students.
- The integration of community and school music programs: finding meaning in shared musical experiences across diverse student populations.
- The role of cultural pluralism in the Orff Schulwerk approach.

- The role of community music-making in supporting social integration.
- Music education in the urban school: predictors of student attendance levels, musical achievement, and attitude.

B. Adult/Teacher Education

- The effects of AOSA Teacher Training “Levels” Courses, on music teacher attitudes, perceptions, and behaviors.
- How music teachers use their AOSA Levels training in curriculum design and teaching pedagogy.
- The exposure of undergraduate music education students to Orff Schulwerk in preservice teacher preparation courses.
- Meanings of musical experiences in adults and students
- The nature of music-making in adults who participated in Orff Schulwerk-based music programs as children.

C. Historical and Philosophical Foundations

- Historical investigations of the Orff Schulwerk approach as a teaching pedagogy in the U.S. and across the globe.
- Explorations of the ways expert music teachers synthesize or combine the Orff Schulwerk approach with varied pedagogical approaches based on diverse philosophies, such as those of Kodály, Dalcroze, Gordon, and others.