

ORFF SCHULWERK PEDAGOGY FOR MUSIC AND MOVEMENT

In Schulwerk teacher training courses, students are asked to assimilate simultaneously many aspects of content. It cannot be assumed that they will understand and be able to implement Schulwerk teaching procedures solely by experiencing the lessons and observing the instructors. Various kinds of lessons on pedagogical design should be structured into teacher training courses. These may range from general observation in Level I to careful analysis and application in Level III.

The Schulwerk Teaching and Learning Processes. The process through which students experience and integrate music and movement materials is important to the effectiveness of Orff Schulwerk. The procedures that generate this process include imitation, exploration, and improvisation; though each has unique characteristics, the three constantly overlap and interact in the classroom situation. The interactive process is an effective and valid means for learning the skills of movement and making music as well as a means for acquiring the fundamentals of conceptual understanding and literacy.

The Schulwerk teacher needs to become skilled in planning and executing the procedures that facilitate the process, in evaluating their effectiveness, and in modifying and redirecting procedures as required by the classroom situation. Throughout the process, the teacher must assess the effect of his or her own presence and behavior. The teacher must guide the direction and suggest possibilities, but not be the sole source of information or inspiration. In general, the teacher becomes actively involved only when the process needs more energy, a different focus, or a new level of difficulty. Above all, he or she must structure a safe environment for risk taking and participate actively as a fellow risk-taker.

Modeling. Teachers learn the process of Orff Schulwerk and how it is used effectively in the classroom by experiencing it themselves. They observe, either consciously or unconsciously, the models of teaching technique and attitudes exhibited by course instructors. Instructors, therefore, need to be aware that their examples are powerful instructional tools. Learners in teacher training courses will need guidance, through discussion and reflection, in order to observe these models consciously and to transfer the model to their own teaching practice.

It should always be made clear to students whether or not a particular teaching technique utilized in a training course transfers appropriately to the school classroom or other venue for Schulwerk application. There may be occasions in a training course when a certain aspect of content may be conveyed more efficiently by a technique that would not be used regularly in the application situation (e.g., score reading or analysis).

Lesson Design. An Orff Schulwerk teacher needs to develop skill in structuring lessons that motivate learning as well as provide valid artistic experiences. It is helpful to make the distinction between lessons that are primarily *directive* in nature and those that include *exploration* and *discovery*. A concept might be learned by way of a path laid out entirely by the teacher or by a less direct route, prepared by the teacher but requiring the students to find the destination themselves. A lesson may move from directive to exploratory or the opposite.

Directive lessons focus on assimilation of predetermined material and involve procedures including the following:

1. imitation: simultaneous, mirror, shadow, echo, canon
2. verbal instructions
3. written notation

Curriculum—Pedagogy

Exploratory and discovery lessons expand material from a central core idea and involve procedures including the following:

1. response to speech, sound, and visual cues and imagery
2. question–answer
3. structured improvisation