

# An Analysis of the Importance of Orff's Music Education to the Cultivation of Children's Music Quality at the Age of 3-6

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**Abstract:** At present, China is in an important period of transition from basic education to quality education. Quality education is gradually changing the traditional and single education model, and even changing the previous utilitarian exam oriented education model. Therefore, the art quality education under this mode has been raised to a new level as an important link. In this good development situation, preschool education has achieved unprecedented vigorous development. As an important part of the preschool education system, Orff music education is also a comprehensive music teaching method course with guiding significance that can best reflect the preschool education profession's music quality training for children aged 3-6 years. Orff music education can promote children's abilities in music, rhythm, language, recitation, action, drama, creation, physical coordination and other aspects based on a diversified and innovative teaching model. At the same time, it can also help improve children's experience in music emotion, self-expression of inner music emotion, physical participation in performance and other aspects, and help children form a high-quality, sound and complete personality. Based on the above points of view, this paper focuses on the importance of Orff's music education to the cultivation of children's music quality at the age of 3-6.

**Keywords:** Orff Music; Children's Musical Quality; Preschool Education; Training Strategy

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## 1. Introduction

Orff's music education belongs to "original" music education, which emphasizes that music should "appeal to nature and return to humanism". Music education should start from human nature and respect for the law of human development. It is a "holistic view of art", which emphasizes the close connection between music and language, rhythm, action, dance, drama, etc., and expresses the various thoughts and feelings of music participants. In the music teaching activities in kindergartens, teachers should pay attention to cultivating children's experience and feelings of various kinds of music - music education should be a pleasant, relaxed and game based teaching experience process, and children are under no pressure in the game, imperceptibly accepting various abstract music theoretical knowledge. Music education at the age of 3-6 can cultivate children's focus, self-confidence, cooperation ability, imagination and creativity at this stage. Therefore, in the 1980s, the Orff music education was introduced into China by Professor Liao Naixiong, a famous music educator in China, which promoted the rapid development of music education in China. Therefore, this paper focuses on the importance of Orff's music education to the cultivation of children's music quality at the age of 3-6.

## 2. A comprehensive overview of Orff's music education

### 2.1 Orff's "originality" music education

Carl Orff made it clear that music can't exist alone, music must be closely linked with dance, movement and language. Music requires people's personal participation. It can be seen from this that in the actual music teaching activities in kindergartens, children are not only involved in music from the perspective of the audience, but also want to let children become "performers" and personally participate in various music activities. On this basis, teachers should learn to guide children, let children become the main body of music learning, and give full play to children's ability to improvise music and the ability to

boldly express their feelings and emotions about music. As the "original" music that is simple and returns to nature, it does not have any additions and modifications, just like a baby without make-up. Therefore, "original" music is an instinctive behavior inherent in human beings. As far as music itself is concerned, Orff's music education does not need such a complicated large-scale texture structure, but in "original music", everyone can become a performer, not an audience, so everyone can become a master in music. It is this "original" feature of music that also determines that music is based on its rhythm and completes the organic combination of action, language, dance and drama. Therefore, whether music has "original" is very important for the cultivation of children's musical quality .

## **2.2 Orff's principles of music education**

Orff's principles of music education include: originality, comprehensiveness, improvisation, human nature and localization. The original feature refers to that in the original music activities, people are not only a listener, but also a performer to participate in various kinds of music, through the combination of dance, action, language, drama and other forms to reflect music, and music comes from life and nature, which is one of the necessary skills for everyone, and everyone can experience and learn from children to old age. The comprehensive feature is that music belongs to a form of artistic performance. As one of the main ways for people to express their emotions, music can be combined with other ways of expression to explain emotions. At the same time, Orff's music education emphasizes that music is a comprehensive art, which can be combined with actions, language, dance and even painting to reflect the comprehensiveness of music. The improvisation feature refers to the time for children to independently develop their imagination and creation in music education, and the space for children to fully develop their imagination and creation, so as to promote children's ability in all aspects. The characteristics of human nature emphasize that music education should initially be carried out on the basis of human beings. Therefore, in the actual kindergarten music education activities, teachers should combine the children's age characteristics at each stage and the law of change to carry out music education. The local characteristics require that music education should start from the local culture of the nation to enhance children's sense of national belonging and identity. Compared with the traditional music education concept, Orff music education is an original new music education system. It focuses on stimulating children's interests, emphasizing children's subjective consciousness, and requires children to actively and personally participate in various music activities to increase their experience, perception and aesthetic ability of music.

## **3. The importance of Orff's music education to the cultivation of children's musical quality at the age of 3-6**

### **3.1 Cultivating children's awareness of musical creativity**

In music education, we should not only train some skills and skills in music, but also pay attention to the process of creating beauty and expressing beauty. In general, the kindergarten music activity is mainly to cultivate children's thinking ability in understanding, imagination, feeling and other aspects at this stage, and on this basis, to drive children's more unique improvisation ability and consciousness in music. Therefore, when cultivating children's musical creativity, teachers should pay attention that it is not a simple imitation. However, it is undeniable that children's early music learning ability is acquired through imitation. Therefore, during the learning period of acquiring musical ability, teachers must help children pass through the imitation stage as soon as possible, and enter the exploration stage and improvisation stage. Therefore, when teachers actually use Orff's music teaching methods to cultivate children's quality in music creativity, they should pay attention to guiding children to show their unique expression in music by daring to innovate and think independently.

### **3.2 Cultivating children's ability to explore**

Jerome Seymour Bruner is a very famous educator in the United States. He clearly said that using the method of discovery in music teaching can stimulate children's intellectual potential, cultivate children's internal motivation, and help cultivate children's memory ability and memory skills. It means to use the method of discovery to carry out music teaching. This teaching method can drive children's potential in wisdom, cultivate children's internal motivation, and thus cultivate children's ability and skills in memory. However, children are limited by age and other factors, which makes them relatively weak in patience and persistence, so it is difficult to know new things in an atmosphere that cannot attract children's attention. Therefore, teachers should focus on creating a teaching atmosphere that can attract children's attention, so as to drive children's internal driving ability.

For example, during the period when teachers lead children to learn rhythm division, they can explore music according to

the following steps. Teachers can lead children to play games such as "rope pulling" or "dragon boat rowing", so that children can learn how to perceive syncopation, how to output correct rhythm expression in the game, and how to explore various objectively existing rhythms in daily life.

### **3.3 Cultivating children's initiative in learning**

In terms of daily music teaching activities, teachers can carry out some role activities to attract children to learn music and improve their abilities. However, according to the practical survey, not all activities will be liked by children, and not all children can participate in music activities. Some children with music ability will always become the "leading role" in music activities, while some children with weak music level will often become the "supporting role" in activities. If teachers do not pay attention to this problem and let it develop, it will not only make some children with weak music level lose their enthusiasm for learning music, but also bring psychological damage to children. Therefore, teachers can introduce the ladder teaching guidance form in Orff's teaching means. First, the requirements proposed by teachers should be appropriate so that all children can agree with them. Secondly, teachers should combine the differences in personality and learning ability of different children to carry out personalized teaching, so that each child can have the same opportunity. In addition, teachers can also combine their years of teaching experience to design music rhythm games with different difficulty levels for children, guide children to participate in music learning activities, and encourage children to express their art cognition in music boldly, in order to improve children's self-confidence in music learning.

## **4. Conclusion**

To sum up, the use of Orff teaching methods to cultivate children's musical literacy will not only help to promote children's awareness of cooperation and prevent them from forming self centered cognition, but also help to cultivate children's awareness of creativity and enhance their ability to express music through different forms of activities. At the same time, it will also help to cultivate children's ability to be independent and explore, also release children's initiative in music learning to a certain extent, so that children can actively participate in activities and establish learning self-confidence.

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