

The Application of Orff Music Teaching Method in Piano Teaching

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Abstract: *The Orff music teaching method, which originated in Germany, it has been widely praised in the field of music education. In this paper, through the author's experimental exploration in teaching practice for many years, the research finds that the application of Orff music teaching method in piano teaching can effectively reduce the learning burden of students, create a good learning atmosphere for students, and also play a positive role in improving students' piano learning results. Therefore, the effective application of Orff music teaching method to piano teaching can further promote the rapid development of piano education, and also promote the continuous innovation of piano education.*

Keywords: *Orff music teaching method, piano teaching, students*

1. Introduction

The free and open characteristics of Orff's music teaching method make it universally applicable. After years of development, the concept and content of Orff's music teaching method have also been continuously developed and innovated. Its application in piano teaching will help students deepen their learning and understanding of piano music, and it can effectively improve students' comprehensive music literacy.

This study applies Orff music teaching method to piano teaching, which can enable students to have a deepening cognitive process of piano knowledge content. In the combination of the two, it can inspire students' creative thinking, so that students can not only perform piano music well, but also create more beautiful piano music. Therefore, the application of Orff music teaching method in piano teaching is not only the need of the future development of piano, but also the need of piano teaching reform, so that piano education can take the road of sustainable development.

2. Analysis of the connotation of Orff's music teaching method

The Orff music teaching method, which originated in Germany, is an educational theory put forward by the famous German musician Karl Orff, known as one of the three major music teaching methods in the world. It is an interesting and creative music teaching mode [1], which is of great significance in the world music teaching and has been widely used in various fields of music teaching, and has achieved certain educational results.

Since the Orff music teaching method was introduced into China, it not only injected new vitality into the field of Chinese music education, but also promoted the innovation and development of Chinese music education [2]. Orff's ideas of music teaching method include: people-oriented, through the educational subject's personal experience, make the educational subject learn music actively, improve the educational subject's ability of music creation and imagination, and then promote the educational subject to have a certain will in the field of music [3].

Orff found in his long-term research that the previous music education paid too much attention to the teaching of students' musical skills and basic theoretical knowledge of music, and he believed that this kind of music education was far from the original nature of human beings, which was not only conducive to increasing students' interest in learning, but also difficult to make students obtain good musical experience in the process of learning music [4]. Therefore, by combining the humanistic content and paying high attention to the dynamic growth process of human beings, Orff proposed a teaching method, namely Orff teaching method, which enables students to return to the true state by

stimulating people's musical potential and relying on music practice, so as to complete music learning and music creation with the rhythm of the body. The emergence of Orff teaching method gets rid of the limitation of traditional music teaching method limited to the teaching of basic knowledge and skills of music. By increasing the comprehensiveness and practicability of teaching, Orff teaching method insists on the people-oriented teaching concept, so that students can truly realize happy learning and truly feel the artistic beauty of music.

The educational goal of Orff's music teaching method is to enhance students' voice training, make students better familiar with movement exercises, and then improve students' listening level and appreciation level. The application of Orff music teaching method to music can liberate students' nature to the greatest extent, make students return to nature in experiencing music, form a combination of human and music, and then make students feel music in a clear and pleasant atmosphere. Therefore, we apply Orff music teaching method to piano teaching, which can not restrict students, make students feel and learn piano knowledge with the most real side, promote the development of students' creative thinking, and cultivate students' interest in piano learning.

3. Problems in current piano teaching

3.1 Single teaching mode

At present, in piano teaching, some teachers choose the content of piano teaching too strictly. They still use fixed sets of music and training songs as teaching materials, and teach students in a mechanical teaching mode. They seldom combine the characteristics of students with piano music from multiple teaching objectives and perspectives, and neglect the cultivation of students' creative ability. However, students only passively learn the content of piano knowledge, without too many questions about knowledge, and thus make students piano learning results are not good. This kind of teaching mode is too simple, which makes the classroom teaching atmosphere dull, hinders the development of students' musical thinking, and then makes students less interested in learning piano.

3.2 Students have low interest in learning

Because the teaching mode adopted by the teacher is relatively simple, the students' subjective motivation is not brought into play in the learning process, and the activities of the brain, ear, hand and foot are not promoted, so that the students are in a passive state of learning piano knowledge during the learning process, and the students' interest in learning piano knowledge is not high. Although this teaching mode will enable students to directly accept knowledge, but also hinder the formation of students' piano thinking ability, so that students learn piano knowledge enthusiasm is not high. Such teaching mode of teachers makes some students with low piano knowledge and experience too laborious in the learning process, so that students are too rigid in the training and learning of rhythm, notes and melodies, and have no sense of innovation. Although they can perfectly interpret the whole piano work, the interpretation form process is dull and without beauty.

4. The important role of Orff's music teaching method in piano teaching

4.1 Fully stimulate the potential of students

In the current piano teaching, some teachers only require students to completely imitate and learn their own piano playing skills, memorize music scores and basic music theory knowledge, and do not pay too much attention to students' music perception, so to a large extent, students' interest in piano learning has been discouraged. Through the application of Orff teaching method in piano teaching, teachers will pay attention to the in-depth exploration and full stimulation of students' musical potential under the guidance of this teaching concept, encourage students to deeply experience music learning and piano learning through positive thinking, using body rhythm and self-perception, and complete music creation on this basis, so that students can fully participate in piano teaching. Greatly enhance students' learning interest and enthusiasm.

4.2 Optimize piano learning effectiveness

Different from other ordinary music teaching, piano teaching has obvious comprehensiveness. It not

only has diversified forms of expression, but also requires learners and players to keep the organic coordination of eyes, ears, hands, brain and other organs at all times. In the process of learning the piano, students not only need to listen to the sound with their ears, but also need to use their brains to think accordingly, and incubate the corresponding emotions in their hearts, and finally complete the playing and singing of the piano works accurately and emotionally. It can be seen that compared with the traditional education method that only focuses on the teaching of students' piano skills and music theory knowledge, Orff's teaching principle can strengthen the training of students from multiple angles, which is helpful for students to improve their learning effectiveness and achieve all-round development [5].

5. The application strategies of Orff music teaching method in piano teaching

5.1 Return to nature and pay attention to the true teaching concept

Orff's music teaching method advocates the pursuit of nature, which is embodied in two aspects: on the one hand, it is the return of the essence of piano teaching, and on the other hand, it is the exploration of human nature. Orff believes that music is an effective means to carry out emotional communication, and advocates that music education should return to the nature, explore the true nature of music according to the origin of music, and then carry out the original nature education model for students. Due to the difference of students' living environment and learning environment, students' personality is different, leading to the difference of students' piano skills and knowledge theory. Some students have poor piano foundation or missed the best period of piano cultivation, so that the flexibility and flexibility of fingers are poor, and can't meet the needs of piano learning. Therefore, according to this current situation, teachers should focus on guiding students to feel piano works, cultivate students' interest in learning piano based on interest education, and enable students to feel and experience piano works when performing piano works, so as to improve students' artistic accomplishment. At present, under the influence of the traditional education system and concept, there is a problem of specialization in piano teaching. Professional piano teaching materials are selected to teach students, which promotes the formation of a learning model that teachers teach and students imitate. However, the mastery of piano skills and techniques is more complicated. For some students, it is difficult to master piano learning skills in a short period of time and achieve the goal of piano learning. In this regard, students with poor piano foundation will feel the pain of learning piano, and then lose their interest in learning piano knowledge. Therefore, in piano classroom teaching, teachers use Orff music teaching method to return piano works to their nature, change the previous teaching mode and education concept, take experiential teaching as the orientation, stimulate students' artistic instinct, enable students to learn piano knowledge and skills through feeling and experience, and further improve students' piano literacy.

5.2 Cultivate talents and innovate teaching mode

The idea of quality education points out that we should pay attention to the cultivation of students' innovative thinking ability in teaching, which is also the need of the current society for talents. However, in the past piano teaching, most teachers occupy the main position of classroom teaching, students can only passively learn the knowledge content, rarely have the right to speak in the classroom teaching, so that students have a high level of piano learning skills, but a low piano literacy and artistic literacy. Such a teaching mode is not conducive to the long-term development of students, but also runs counter to the concept of quality education. Orff proposed that music education should pay attention to improvisation, so that students can be active in classroom teaching, thinking active, tap students' potential, so that students can better express their inner feelings and ideas, and then cultivate students' innovative thinking ability [6]. By taking improvisation as the core of music teaching, teachers create a relaxed, open and free teaching atmosphere for students under the guidance of Orff's music teaching method, so that students can actively participate in piano teaching activities. In addition, for students with good piano foundation, teachers can give them certain teaching time, guide and inspire students on the melody that students are interested in, stimulate students' interest in learning, and enable students to create and process piano melodies under the guidance of interest, realize the creation of piano works for the second time, and further cultivate students' imagination and creativity in piano works. Therefore, the application of Orff music teaching method to piano teaching can innovate teachers' teaching mode and educational concept, develop students' innovative thinking ability, and cultivate students' artistic quality.

5.3 Highlight the characteristics and pay attention to the integration of teaching content

The Orff music teaching method advocates the concept of "comprehensive" education, which points out the development direction for the innovation of art education. Under the guidance of Orff's music teaching method, piano teaching should integrate elements such as appreciation, language, performance, singing, performance, movement and creation, and carry out teaching activities such as voice training, movement training, instrument playing and listening training for students with rich learning content, so as to enrich students' musical sense, comprehensively train students' various organs and parts, and then enable students to develop in an all-round way. First, during movement training, teachers can carry out rhythm, conducting, dancing and other activities for students, and integrate jumping and hand clapping into them to enhance the interest of piano teaching and enable students to actively participate in movement training, thereby cultivating students' sense of rhythm and helping them overcome obstacles in practical operation. Second, voice training is in the piano teaching, the teaching focus on voice practice, for students to carry out corresponding training activities, such as singing and recitation activities. The voice training mode of Orff's music teaching method is to integrate language, voice and singing, starting from songs and poems, and guiding students to better grasp the rhythm of music under the inspiration of language. For example, in piano teaching, teachers can use slow walking, fast running and other training modes to implement combination training. In addition, teachers can let students imitate the sounds of animals, machines and nature, for example, let students imitate the sound of water droplets to feel the nature, and then realize the characteristic teaching mode of piano teaching; Thirdly, Orff's musical teaching method includes two kinds of instrumental performance: One is non-fixed pitch, and the other is fixed pitch. In this piano teaching, attention should be paid to cultivating students' interest and making them interested in learning. According to the content of piano knowledge, a musical instrument playing platform should be created for students, so that students can actively participate in activities, show themselves, and master solo, concerto and other forms of playing in cooperation and learning, so that students can develop in all directions.

6. The practical application of Orff music teaching method in piano teaching

6.1 Rhythmic teaching

The Orff music teaching method puts rhythm in the first place, and believes that learning rhythm is the fundamental premise for students to contact and learn music. Therefore, in the process of piano teaching, this study actively uses Orff teaching method to change the traditional rhythm teaching in which teachers clap the rhythm and students imitate learning. By showing students cards with different contents such as cars, teachers and pet dogs, students are required to accurately read the contents of the cards. By guiding students to change the language speed and volume appropriately, they can feel the rhythm of the language. Then I played out the language rhythm of the cards on the piano and asked the students to guess the contents of the cards that corresponded to the rhythm I played. In this teaching process, I found that students' participation enthusiasm has been significantly improved compared with the past, and the vast majority of students can actively speak.

6.2 Pitch teaching

Pitch teaching is also an important part of piano teaching. Through pitch teaching training, students can effectively improve their listening ability and discrimination ability, so that they can grasp the piano rhythm more accurately. In this process, the study also adopted the Orff method, by pasting a name tag with different roll names and sound names on the back of the students, after shuffling the order of the students, the students were asked to find their companions within a specified time. Then I selected a short piano piece based on the actual situation of the students, and asked the students to find the corresponding position in front of the staff drawn on the blackboard and sing and dance while playing the piano. When students' proficiency was found to have improved, the study strongly encouraged students to play the piano in place of their own roles, and to appropriately change the intensity of the notes, at which time students were required to use corresponding body language to show the intensity of the pitch. In the end, I led the students to review and summarize the learning content. I found that the students could not only maintain a more excited learning state, but also learn and master the pitch more comprehensively. Many students said that they had a good music experience in the study.

6.3 Performance teaching

As the most important part of piano teaching, piano performance teaching has always been a difficult point in piano teaching, and this study has achieved good teaching results by applying Orff teaching method in this process. For example, in this study, in the teaching of chord playing to students, I asked students to make corresponding rhythmic gestures according to specific voice parts while playing piano music. When students' familiarity improved, this study guided students to exchange parts to keep in touch with each other, and finally required students to play part by part and ensemble on the piano, thus creating a relaxed and pleasant learning atmosphere for students and effectively helping them to complete the learning and practice of piano chord playing.

7. Conclusion

The Orff music teaching method keeps pace with the times, constantly absorbs new essence in the development, enriches himself, and makes himself constantly grow. It is free and energetic. The teaching method and learning content advocated by Orff are creative inspiration and encouragement for human beings. Therefore, the application of Orff music teaching method to piano teaching can innovate teachers' teaching mode, develop students' innovative thinking ability, enhance students' artistic accomplishment, and thus improve the quality of piano teaching. It has been proved that the Orff music teaching method in piano teaching has made the originally lifeless classroom teaching atmosphere more active, and students' learning interest and initiative have been greatly increased. Students' basic piano knowledge and skills have not only been effectively strengthened, but also effectively cultivated and formed a good comprehensive quality of music.

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