

Research on the Application Strategies of Orff Music Teaching Method in College Music Teaching

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Abstract: The Orff music teaching method is an approach that emphasizes participation and creativity, and its application in college music teaching holds significant practical significance. In this regard, this paper focuses on the application strategies of the Orff music teaching method in college music teaching. It briefly analyzes the significance of the Orff music teaching method in college music teaching and the problems existing in previous music teaching, and then proposes innovative application strategies of the Orff music teaching method in college music teaching. It is hoped that this paper can provide some valuable references for improving the effect of college music teaching and promoting the reform of music teaching.

Keywords: Orff music teaching method; Colleges and universities; Music teaching; Application strategies

Online publication: July 26, 2025

1. Introduction

In the new era, music teaching plays an important role in cultivating students' literacy and abilities. Through music teaching, it can not only cultivate students' artistic literacy, improve their appreciation and aesthetic abilities, but also edify their sentiments and help them establish correct concepts and cognition, which can be described as achieving multiple benefits. However, there are many problems in previous college music teaching, such as outdated teaching models and imperfect evaluation systems, which seriously affect the improvement of music teaching effects ^[1]. The Orff music teaching method is an advanced and efficient teaching approach that attaches great importance to stimulating students' interest in music, guiding them to actively participate in music teaching, and prompting them to deeply feel the charm of music, thereby cultivating their musical literacy and comprehensive abilities. In this regard, college music teachers should conduct a comprehensive and in-depth study of the Orff music teaching method, and closely integrate it with college music teaching. Through various methods and means, they can create a new situation in music teaching, thus laying a solid foundation for students' future learning and development.

2. The significant role of Orff music teaching method in college music education

The application of the Orff music teaching method in college music education holds profound practical significance ^[2]. This article briefly analyzes the following aspects:

2.1. Cultivating students' musical perception and comprehension

In college music education, fostering students' ability to perceive and understand music is one of the key teaching objectives ^[3]. By applying the Orff method, students engage in diverse rhythmic exercises, enabling them to keenly sense rhythmic changes in music and thus effectively develop their musical perception. Additionally, this teaching approach emphasizes integrating music with other art forms such as dance and painting. This integration helps students gain a deeper understanding of the emotions and connotations expressed in music, while also broadening their horizons.

2.2. Enhancing students' creativity and self-directed learning ability

The Orff method effectively cultivates students' creativity and self-directed learning skills. Under the Orff teaching model, students are no longer passive "containers" of knowledge who merely receive and listen; instead, they are encouraged to participate in music creation. They can independently select elements such as musical instruments and melodies, freely engage in musical composition, and express their own understanding and feelings about music ^[4]. Through extensive creative practice, students' musical potential is deeply explored, their interest in innovation is stimulated, and their creative abilities are effectively developed. Meanwhile, the Orff method emphasizes students' independent exploration and innovation. In teaching practice, teachers provide students with abundant musical resources, guiding them to appreciate and analyze works, and experience different musical styles. This not only broadens students' horizons and enhances their musical sensitivity but also helps them develop good learning habits, promoting the continuous improvement of their self-directed learning ability.

2.3. Promoting reform in college music education

The Orff music teaching method offers new ideas and directions for reforming college music education ^[5]. It breaks the constraints of traditional music teaching methods, fully respects students' dominant position, and uses various approaches to encourage students to participate in music teaching practices. This effectively stimulates students' interest in learning, mobilizes their enthusiasm and initiative, and thereby significantly improves teaching effectiveness. Furthermore, the application of the Orff method helps build an interactive classroom. In practice, students need to communicate closely with teachers and peers, collaborate to complete the creation and performance of musical works. This not only effectively cultivates students' communication skills but also enhances their teamwork abilities.

3. Problems existing in music teaching in colleges and universities in the past

3.1. Single teaching mode

In the past music teaching in colleges and universities, some teachers still adopted the traditional and single teaching mode, which was mainly collective teaching and adopted the "one-to-many" teaching method ^[6]. However, due to the differences in students' family backgrounds, living environments, and their own qualities in colleges and universities, there are certain differences. Under this single teaching mode, students' diversified needs cannot be fully met, resulting in some students with good foundations being able to keep up with the teachers' teaching pace, while some students with poor foundations and weak comprehension gradually lose interest in music courses because they find it difficult to adapt to the teaching rhythm, thus seriously affecting the improvement of music teaching effects.

3.2. Insufficient teachers' literacy

Teachers are not only important organizers and participants in classroom teaching, but also the core force to promote the reform of music teaching. Their professional literacy has an important impact on teaching quality ^[7]. However, some college music teachers have insufficient professional literacy, outdated teaching concepts, and lack in-depth understanding and research on the Orff music teaching method, making it difficult to give full play to its role, thus affecting the improvement of course teaching effects. In this regard, colleges and universities need to strengthen the construction of the

teaching staff and improve teachers' literacy and abilities.

3.3. Unsound evaluation system

In the past music teaching in colleges and universities, the evaluation methods were mainly paper-based test assessment and performance assessment. This kind of evaluation method is relatively single and difficult to fully reflect students' comprehensive abilities, thus affecting the scientificity and accuracy of evaluation results^[8]. Under the Orff music teaching mode, colleges and universities as well as teachers should improve and perfect the traditional evaluation system, evaluate students more intuitively and accurately, and lay a foundation for their all-round development in the future.

4. Application strategies of Orff music teaching method in college music teaching

4.1. Creating teaching scenarios to stimulate students' learning interest

In the context of Orff music teaching, teachers can create various teaching scenarios based on the teaching content and students' learning conditions to stimulate their interest in learning, mobilize their enthusiasm and initiative, and thereby enhance their classroom participation^[9]. For example, in classical music appreciation classes, teachers can use multimedia teaching aids to display images of classical architecture, paintings, etc., to students, preparing a feast for both their vision and hearing. This approach enables students to gain a deeper understanding of the cultural connotations expressed in classical music and effectively cultivates their appreciation ability^[10]. In addition, teachers can use virtual reality technology to create virtual scenarios for students, making them feel as if they have "traveled through time and space" and are immersed in the creative environment of classical music works, personally experiencing the social background and cultural customs of that era. This immersive experience not only effectively stimulates students' interest in learning and significantly enhances their understanding and cognition of classical music culture but also inspires their love for music, making them fully engage in music learning.

4.2. Emphasizing gradual progress to meet students' diverse needs

The Orff music teaching method emphasizes a step-by-step approach from simplicity to complexity. When applied in college music teaching, teachers can design targeted teaching plans according to students' music proficiency and interests, thereby effectively improving the effectiveness of music teaching^[11]. For instance, in the teaching process, teachers can start with the most basic vocal techniques and gradually help students master more advanced music knowledge and skills, such as the use of resonance cavities and breath control. Meanwhile, considering students' diverse needs and individual differences, teachers can also design personalized education plans based on their actual situations to meet their diverse needs and enhance the effectiveness of music teaching.

4.3. Carry out practical activities to cultivate students' musical perception and expression abilities

The Orff music teaching method also has significant advantages in cultivating students' musical perception and expression abilities^[12]. In this regard, teachers can organize and carry out various types of music practice activities, such as music creation competitions, music performance competitions, and small-scale concerts. Students are encouraged to independently choose musical instruments for performance and presentation, and guided to integrate emotions and insights from life into the creation of musical works. In this way, not only can students' music creation abilities be cultivated, but they can also deeply feel the charm of music in the process of creation and performance. In addition, teachers can organize students to participate in off-campus practice activities, such as conducting music singing activities in the community and performing for the elderly in nursing homes. This approach can not only help students accumulate a lot of practical experience and improve their performance abilities, but also strengthen their sense of social responsibility and mission, which can be described as achieving multiple benefits with one effort.

4.4. Strengthen teacher team construction to lay a foundation for improving music teaching effects

In order to smoothly apply the Orff music teaching method in college music teaching and give full play to its role, it is necessary for colleges and universities to strengthen the construction of the teacher team, continuously improve teachers' literacy and abilities, and lay a foundation for improving music teaching effects ^[13]. In this regard, colleges and universities can take the following measures:

First, regularly organize teachers to participate in special training activities on the Orff music teaching method, so as to innovate their cognition and promote them to master advanced teaching concepts and models; at the same time, they can invite educational experts and excellent front-line teachers to the school to give special lectures and share typical cases, so as to broaden teachers' horizons and provide guidance for their teaching practice. Second, colleges and universities should also do a good job in talent introduction, actively recruit a group of teachers who have rich teaching experience and are familiar with the Orff music teaching method to teach at the school, so as to innovate the structure of the teacher team and improve the overall music teaching level of the college.

4.5. Integrating educational resources and creating a favorable educational environment

To implement the Orff music teaching method more smoothly, colleges and universities should also integrate teaching resources and create a positive and progressive environment for students, so as to more effectively cultivate students' musical literacy and comprehensive abilities ^[14]. For example, colleges and universities increase resource investment, establish special Orff music classrooms, and equip them with various musical instruments, laying a foundation for teachers to apply the Orff music teaching method. At the same time, information technology can be used to build a digital teaching resource library. Students can download relevant videos, cases and other resources of the Orff teaching method according to their own needs, so as to improve their learning effect and promote them to develop good learning habits. In addition, colleges and universities can rely on community organizations to actively carry out various types of music practice activities on campus, so as to enrich students' campus life and cultivate their practical ability and expressiveness.

4.6. Improving the evaluation system and promoting students' all-round development

Under the Orff music teaching mode, the traditional evaluation system is not perfect and can no longer meet the needs of students' development ^[15]. In this regard, colleges and universities should build a diversified evaluation system, improve evaluation standards, and include students' classroom performance, teamwork ability, innovation ability, expressiveness, etc. into the evaluation system, so as to evaluate students from multiple angles and improve the scientificity and accuracy of evaluation results. At the same time, a variety of evaluation methods should be adopted. In addition to teacher evaluation, student self-evaluation and peer evaluation can also be introduced to stimulate students' enthusiasm. In addition, the "process + result" evaluation method can be adopted. While paying attention to students' learning results, their performance in the learning process is also evaluated, so as to more comprehensively reflect students' comprehensive abilities and lay a foundation for their all-round development in the future.

5. Conclusion

In summary, the Orff music teaching method is an approach that emphasizes participation and innovation. Its application in college music teaching holds significant practical significance. In this regard, colleges and universities, as well as teachers, should fully recognize the value of the Orff music teaching method. They should employ various ways and means to give full play to its role, more effectively cultivate students' musical literacy and comprehensive abilities, and lay a foundation for their all-round development in the future.

Funding

Horizontal Research Project: The application and innovation of piano education in modern children's art activities(Project No.: GSHX2024141)

Disclosure statement

The author declares no conflict of interest.

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