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The Network of Associated Schools and Institutions (ASI) of the International Orff-Schulwerk Forum Salzburg

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Presentations of 2024 Associated Schools and Institutions

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Introduction

Fortunately, the convention of the International Orff Schulwerk Forum Salzburg is increasingly attended not only by long-standing members, but also by interested guests in person or online, many of whom may not yet be familiar with the network of Associated Schools and Institutions. This article offers a brief introduction to the origins, aims and activities of this network every year. References to various publications on this topic also give readers the opportunity to find out more about the work of ASI groups.

This article expands on the introduction that took place in Olomouc in June 1924 before the presentations of the ASI contributions. References to various publications on this topic are also intended to give all interested parties the opportunity to find out more about the work of the existing ASI groups in the relevant articles.

What is the ASI network?

The ASI network is an association of kindergartens, primary and secondary schools, music schools, integrative art schools, inclusive groups and training programmes at universities whose teachers work intensively with the pedagogical ideas of the Orff-Schulwerk. The network enables them to be in contact with each other in order to exchange experiences and results of their work and to learn from and with each other.

What are Associated Schools and Institutions?

Schools as well as training and further education institutions that belong to the network or apply for admission have a strong artistic and creativity-orientated focus, reflect the Schulwerk philosophy in their pedagogical understanding and are capable of realising it in their practices.

Both public and private schools can become members of the network, as long as the school management agrees to such a focus and is willing to support it, and appropriately trained and committed teachers provide the teaching activities. The participating students should not be specially selected.

The teachers who are responsible for leading holistic music and dance lessons at associated schools have, in addition to their pedagogical studies, undergone in-depth training in Orff-Schulwerk, either at the Orff Institute, Salzburg or in Levels Courses of the various international Orff-Schulwerk associations, or other Orff-Schulwerk teacher training programmes.

A necessary prerequisite is that the school management supports this cooperation and is prepared to communicate internationally. Parents and the entire teaching staff should also be informed about the project. Interdisciplinary collaboration with colleagues and possibly

also parents should be possible from time to time. Suitable premises and appropriate instrumental equipment are of course helpful.

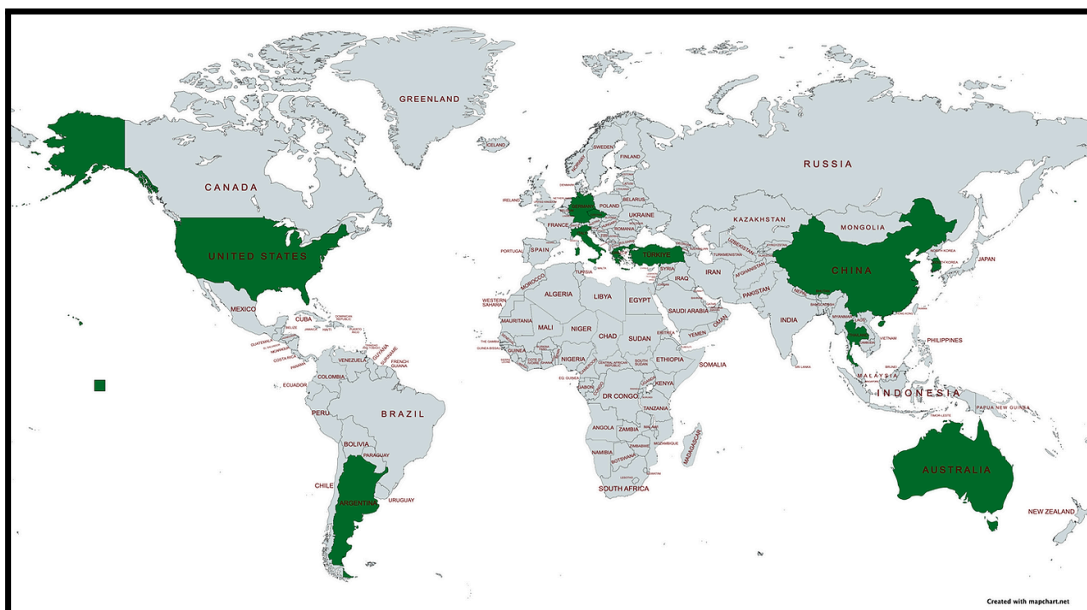
The origins of the network

The Orff-Schulwerk was originally conceived by Carl Orff in the 1920s as an integrative musical education for students at the Günther-Schule for Rhythmic and Dance in Munich. After the destruction of the school in the Second World War, a new beginning was made when the Bavarian Radio invited Orff in 1948 to create a series of programmes for Bavarian primary school children. Gunild Keetman took on this task for many years. After her, it was continued by Hermann Regner and later by Wolfgang Hartmann (with the collaboration of Nora Berzheim and Wilfried Hiller) (Hartmann, 2011). The material compiled by Carl Orff and Gunild Keetman for these programmes and for children as a new target group formed the basis for the five volumes of *Orff-Schulwerk - Musik für Kinder* published by Schott Verlag Mainz from 1950-1954.

Motivated by the great interest and positive reactions to both the radio programmes and the publications, Carl Orff proposed in 1965 and 1966 that primary schools should set up model music classes. In response to this, the Bavarian State Ministry for Education and Culture opened model classes with extended music lessons at several schools at the end of the 1960s.

In the 1970s, Hermann Regner, long-time director and mentor of the Orff Institute, initiated a network of Carl Orff model schools in Bavaria, which was expanded by the IOSFS over the following decades and extended to become the international network of Associated Schools and Institutions in 2013.

Today, the ASI network includes associated schools and institutions in the following countries: Argentina, Australia, China, Czech Republic, Germany (5), Greece (3), Italy (3), South Korea (2), Thailand, Turkey, and USA. New Zealand and Vietnam are in preparation.



Goals

- Information and exchange about activities and experiences from class lessons and projects with music, movement/dance, language and the visual arts
- Discussion of methods and results
- Contacts and learning from each other across cultural differences
- Mutual visits and work shadowing
- Contributions to publications in the series *Texts on Theory and Practice of Orff-Schulwerk*
- Presentations at the annual international conventions of the IOSFS and demonstration of the versatility in the different designs of jointly selected topics.

Finally, we encourage Orff-Schulwerk organisations that do not yet have an Associated School or Institution in their country to establish one.

Activities

- Offers from individual schools for Zoom meetings with free participation for exchange and discussion on a topic selected by the host school.
- Annual meeting of all members in November, at which the topic for the presentations at the next convention is discussed and decided.
- Since 2016 presentation of usually eight projects at the annual convention, showing different approaches to the jointly chosen theme with groups of different ages from different countries and cultures.
- Joint collection of ideas on the annual theme, but also on other content on the network's *Padlet* page, which is currently only accessible to members. Ideas, texts, photos, instruments, drawings, songs, suggestions for scenic and dance designs etc. can be made available there as inspiration for all participants.
- Visiting individual teachers or teams of teachers at other schools (unfortunately this has not been done since COVID, but we hope that this very positively received idea can be reactivated soon).
- Individual correspondence between members, but also between the ASI Committee and individual participants.

Reports from schools/institutions

The following articles have been published in the magazines OSI (Orff-Schulwerk Information) and OSH (Orff-Schulwerk Heute) and OSI (Orff-Schulwerk International) online. They are available free of charge on the website

<https://www.orff-schulwerk-forum-salzburg.org/magazine-osh> and
<https://www.iosfsjournal.com/>

Jittamett Kindergarten	(Bangkok/Thailand),	OSI 84, p.70 OSI Online 1.1
Carl Orff Primary School	Traunwalchen (Germany),	OSI 86, p.59
San Francisco School	California, USA	OSI 87, p.68 OSI online 1.2

The Alev School	Istanbul,Turkey	OSI 88, p.61 OSI online 2.1
Moraitis School	Athens, Greece	OSI 89, p.84 OSI online 1.1
Centro Didattico Musicale	Rome,Italy	OSH, 90, p.58
Carl Orff Primary School Andechs	Germany	OSH 91, p.63
Scuola Popolare di Musica Donna Olimpia	Rome,Italy	OSH 92, p.72
Carl Orff Primary School Altenerding	Germany	OSH 94, p.90
Carl-Orff-Schule Dießen (Primary and music secondary school)	Germany	OSH 95, p.71
Konsti Kindergarten	Finland	OSH 97, p.68
International School of Bergamo	Italy	OS 97, p.80 OSI online 1.1 ; 2.1
Notre Dame Kindergarten	Osan, S.Korea	OSI online 2.1
IMMEA	China	OSI online 2.2; 3.1

Overview of the topics of the ASI presentations 2024

At the IOSFS Convention 2024 in Olomouc, Czech Republic, eight members gave insights into their work. Their contributions are briefly summarised here.

Alev School, Istanbul (Turkey), Presenter Elif Slater

Title: Music connects us

The Alev School, which itself has a sophisticated music programme and several music teachers used their example to show the contact with children from a neighbouring Turkish school who have very few music lessons. Elif Slater explained the situation and took us through the preparatory lessons in which the children from the Alev School worked on the material and also improvised some of it, which would later be presented to the other school. Finally, extracts from the final event of the project, in which the instruments were presented and some pieces were performed by the Alev classes, followed by singing and dancing together with the other children.

Notre Dame Kindergarten, Osan (South Korea), Presenter Sr Caritas Maria (Eun Joo Jung)

Title: The circle in me and the circle in us

Sister Caritas Maria chose the circle as a symbol for community. Over 7 lessons of 30 minutes each, she developed step by step, with 15 children aged 5, the ability to form circles with their own bodies; with objects such as ropes or drawn with coloured chalks on large sheets of paper; but also to feel like the centre of the circle for once; to be part of a protective shell around one or more children in the centre or around a tree in the garden; or to carefully admire a small plant in the circle of their own hands. For Sr Caritas, the circle is also a symbol of love. Singing, playing instruments and the children's book *The circles all around us* (Brad Montague) enriched the performance. A precise description of the learning

objectives, many photos, video clips and reflections by the children make it possible to follow the development of the theme closely.

IMMEA Institute for Music and Movement Education Advancement, Shenzhen (China),

Presented by Zhao Liang, Hu Ting, Cheng Zhengchang, Li Shengkai, Li Yanan

Title: Perceiving the environment

Five young music teachers from four different cities in China met in a book study group organised by IMMEA and, inspired by the theme of the convention "Embodiment Through the Senses", decided to each work with a different target group in a series of several meetings on sensitising the senses through the concentrated perception of one's own environment. Excerpts from five videos with small children, schoolchildren, parent-child groups and senior citizens were shown. The consciously created impressions of loud street noise, the observation of insects, encounters with spring in nature, one's own home and other situations awakened a completely different sensitivity of perception and led to significantly more communicative interaction and creative impulses. After an introduction by Xu Mai, the leaders of the individual groups explained their respective work processes.

Carl-Orff-Schule Dießen (Germany), Presenters Christine Preißinger and

Johannes Schindelbeck

Title: From the forest to the world - a piece of happiness

Christine Preißinger and Johannes Schindelbeck worked together on a scenic-musical version of the book "The Bear and the Piano" by David Litchfield with a primary school class. The story describes the journey of the three bear musicians to different countries and their return to their home forest, so songs from Ghana, Greece, Brazil and France were incorporated into the play alongside some German folk songs, orchestrated and played by the children of the Orff-AG. The presentation included video recordings to explain the musical and scenic rehearsals with excerpts from the two performances, one for the other classes and teachers of the school, the other for parents and guests.

Jittamett Kindergarten and Teparak Kindergarten, Bangkok (Thailand),

Presenters Krongtong Boonprakong, Tongta Jitdee

Title: Being Nature - Cultivating the Senses and Consciousness through Exploring Nature

This example from the Teparak kindergarten showed the development of a playful and creative experience of nature with all the senses, which included both sensory training and creative design with natural materials and was initiated by looking at a Thai picture book about trees.

The photographs and handout notes are printed in the following article

The San Francisco School, San Francisco (USA), Presenters James Harding and Sofía

López-Ibor

Title: HARMONIA MUNDI - Multisensory engagement in the Orff Classroom

The two authors provided the children of the three different age groups (4, 6/7 and 7/8 year olds) with comprehensive access to the respective topic via visual, auditory, kinaesthetic, tactile and olfactory perceptions (picture book Queen of Colours by Jutta Bauer for the kindergarten group, nursery rhymes and songs for the two school groups). The handout

described the course of the lesson step by step, the respective accents emphasised alternating sensory stimulation, development of fine and gross motor skills, promotion of cognitive and linguistic skills in naming, comparing, describing things and events in exchange with others (social learning).

AAMM Alliance for Active Music Making, Northfield (MN/USA), Presenter Judy Bond

Judy Bond reported on the activities of this organisation, whose aim is to intensify active music-making in the context of music education at school and to experience and learn music through one's own active doing. To this end, representatives from the Dalcroze, Gordon, Kodály and Orff-Schulwerk approaches met for joint discussions, lectures, workshops and events.

ACEMM American Centre for Elemental Music and Movement, Hamburg (NJ/USA), Presenter Drue Bullington

Drue Bullington explains the activities of the ACEMM, which primarily supports young teachers in the field of elementary music and movement education through courses, work grants, an extensive and free-to-use library containing teaching materials and recordings of lesson plans.

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