

The application of Orff's music education concept in music teaching of preschool education

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Abstract: Aiming at the key problems such as the lack of learning, reference and application in China's music education system, this paper, based on the Orff music education curriculum theory, uses analysis, comparison, examples and other research methods to find out the causes of the current impact on China's music education system, establishes a curriculum theoretical model, and solves the problems such as the lack of in-depth and incomplete understanding of Orff music education in China. Through the practice of curriculum implementation, it has been proved that we should learn, learn from and apply the advanced foreign music education system in a correct and creative attitude. This paper provides reference for the development of music education in China.

1. Introduction

At present, modern music teaching concepts and methods have not been widely used in preschool education. In the course of classroom teaching, teachers cannot fully mobilize the enthusiasm of students, and the teaching effect is not good. It is necessary to study Orff's music education theory and improve the teaching method.

Karl Orff (July 10, 1895 -- March 29, 1982), born in Munich, Germany, was a German composer and outstanding music educator. Received a good musical education from childhood. Later, inspired by Dalcluse's body rhythm and modern dance, he founded a "gym-music-dance" school with the dancer Junte in 1925, focusing on rhythm days and exploring the close combination of gymnastics, music and dance. In the 1930s, the book Music Tutorial was published, trying to "guide people to the original power and original form of music". At the same time, it is considered to apply Junte's teaching experience to children's music education experiment.

Orff music education is a world famous music education system. It emphasizes that music is closely integrated with movement, dance and language, and is a kind of music that people must participate in and experience themselves. There are a lot of studies on Orff's music education at home and abroad. Liao Naixiong, CAI Juemin [1, 2] and others have excavated the connotation and extension of Orff's music education thoughts, and studied and discussed the original music education thoughts of Orff. Li Dana [3, 4] and others have studied and applied a large number of teaching examples. He made a great contribution to the process of the "Sinicization" of Orff's music education. Doug Goodkin[5, 6] et al. studied the translation of Orff's original music education works and the collection and arrangement of Orff's teacher training class materials and international conference materials. Under the background of curriculum reform, the application of the Orff teaching method in Chinese preschool education may have deviated from the understanding and practice of its educational concept, so it is necessary to deeply understand the Orff teaching idea, practice and research, and constantly improve it [7].

This paper studies the application of Orff's teaching ideas in music teaching. Based on the curriculum theory, it studies the application of Orff's music education ideas from the aspects of curriculum foundation, curriculum objectives, curriculum content, curriculum implementation and evaluation, and comprehensively analyzes and demonstrates the educational process and curriculum evaluation. It is of great significance to deepen our understanding of Orff music education, improve

teaching methods, promote teaching level and promote the development of music education.

2. Concept Definition

2.1 Orff music Education

The theoretical foundation of Orff's music education mainly emphasizes the original music education, that is, the comprehensive art form of music closely integrated with movement, dance and language. Orff believes that the original music is closely integrated with movement, dance and language. It is not a music that is simply sung with the mouth or heard with the ear, but a music that people must participate in themselves. This musical form precedes intellectual development and does not rely on large structures or forms, but is embodied through small sequential forms, ostinata, and small rondo forms. The original music is close to nature, easy for everyone to learn and experience, especially for children.

Orff music education emphasizes the comprehensiveness of music and thinks that music does not exist in a single form. In Orff's music classroom, children can experience the connection between music and children's songs, rhythm, dance, drama performance and even visual arts such as painting and sculpture. This comprehensive art form helps children understand and feel music more fully.

Orff music education encourages creative expression in children. Children can use music to express according to their own understanding, and use their imagination to improvise and perform through simple Musical Instruments. This kind of improvisational teaching method helps to stimulate children's creativity and musical potential.

Orff music education emphasizes the importance of personal participation and sensibility, through children's visual, auditory, tactile, smell and other sensory experience, to maximize the mobilization of children's ability in all aspects, to develop children's potential. The original music is one in which people have to participate themselves, where people become active and participate in it, not just a listener.

Orff's music education ideas and teaching methods present an openness, which makes the Orff music education system in any country, the spread of the nation is bound to form a localized. Orff's music focuses on ideas. It does not prescribe a standard demonstration curriculum, but encourages people to integrate his music ideas into their own culture.

In the early 1980s, Professor Liao Naixiong introduced Orff music education to our country. After that, he translated and published books and textbooks on Orff's educational principles and methods successively, and invited famous German experts to give lectures in China for many times. Approved by Chinese Musicians Association Orff Professional Committee of Chinese musicians Association was formally established, referred to as China Orff Association. Many music colleges, primary and secondary schools, kindergartens have widely carried out teacher training activities to promote Orff theory education. The influence of Orff music education in our country is gradually expanding, which is a widely accepted and influential foreign music education system.

2.2 Orff Music Education Course

"Orff Music Education curriculum is a comprehensive music education curriculum that focuses on the development of children's inner world and expresses music through various ways." Features of the course:

Comprehensive: Orff music is associated with children's songs, speech, rhythm, dance, drama performance and even painting, sculpture and other fields. It is child-oriented and nourishes children's hearts. It is not limited to music itself, but combines music with other art forms to provide children with a more comprehensive artistic experience.

Multiple expressions: In the Orff music curriculum, children can express music in a variety of ways, including body, language, instruments, performance, and more. They listen, identify, imagine different sounds from life and nature, and express them in their own way.

Develop multiple abilities: The course aims to develop students' perception and reaction ability, comprehension ability, coordination between different parts of the body or mind and brain, memory,

creativity, communication skills, etc. At the same time, it also helps to improve students' artistic literacy, feeling (and emotional experience), performance, and creation ability.

Improvisation and Personal engagement: Orff music education encourages children to improvise and gives them a wide range of creative space. Children are no longer just passively learning things that are fixed, but can use their imagination and creativity. At the same time, the course emphasizes personal participation, allowing children to explore, discover, express and create art through activities such as speaking, singing, playing, moving, listening and playing.

For All kids: Orff music education is available to all kids, regardless of their musical foundation. It gives every child the opportunity to experience the richness of music and express their musical talents.

Overall, the Orff music education curriculum, with its unique teaching philosophy and rich teaching content, provides a fun and creative music learning environment for children. Here, children can not only learn music knowledge, but also develop their various abilities and lay a solid foundation for future growth.

Music curriculum is a comprehensive learning system, which aims to cultivate students' musical literacy, skills and theoretical knowledge through diverse course contents and teaching methods, and lay a solid foundation for their future musical path. Music classes are an indispensable learning experience, both for music students and for people with a strong interest in music.

2.3 Humanistic music education values

Orff humanistic music education values emphasize people-oriented, focusing on individual participation, creativity and all-round development.

People-oriented education concept: Orff's music teaching method emphasizes the original education concept of "returning to the human", believes that each child is the subject in the curriculum, and fully respects the child's personality and needs. It aims to awaken everyone's musical potential through music education and provide opportunities to exercise these potentials, rather than just train professional music performers.

Focus on individual participation and creativity: The Orff music teaching method encourages children to actively participate in musical activities. Through the combination of voice, movement and instruments, children are fully engaged in the combination of language, movement and melody, and give full play to their creativity. It advocates students' free creation, not restricted to traditional music forms and rules, and gives full play to students' imagination and innovative spirit.

Promoting the well-rounded development of the individual: Wolff's music pedagogy focuses not only on the cultivation of musical skills, but also on the promotion of children's well-rounded development through music education, including the improvement of language, social, movement, and perception. It holds that music education occupies an important position in aesthetic education, aiming to let people feel and express the truth, goodness and beauty through music, and then cultivate sentiment and promote the overall development of individuals.

In addition, humanistic music education also emphasizes respect for students' subjectivity and creativity, and believes that learning is the embodiment of individual will and the motivation for learning is spontaneous. In this process, teachers should provide learning scope and activities to help students reduce resistance and frustration, so that students can explore and solve their own problems, so as to become masters of music.

Orff humanistic music education values reflect the people-oriented education concept, focusing on individual participation, creativity and comprehensive development, aiming to awaken everyone's music potential through music education, and promote the overall development of individuals. Orff's theory of music education emphasizes people-oriented and student-oriented, fully exploiting people's musical instinct under the natural state, and avoiding didactic and technical dehumanized music education. Orff believes that the music of every country in the world has its own cultural value. We should try to choose all the excellent classical music cultural heritage in the world as the educational content that conforms to the age characteristics and interests of students, and is conducive to their healthy growth and all-round development.

3. Curriculum objectives of Orff music education

3.1 Overview of Course Objectives

The curriculum goals of Orff music education mainly include developing students' multi-faceted musical abilities and literacies. Specific objectives are as follows:

Perception response and perception ability. Through Orff music education, students can improve their perception response ability and perception ability to music, and better understand and feel music. **Body and mind-brain coordination:** During education, students need to engage in music through physical activities (such as speaking, singing, playing, moving, etc.), which helps develop their body parts or mind-brain coordination.

Memory and Creativity: Orff music education also focuses on cultivating students' memory and creativity, enabling them to constantly explore new possibilities and expressions in music learning. **Communication skills:** Through musical activities, students strengthen their ability to communicate with others and learn to collaborate and express themselves in music.

Teachers should help students accumulate rich musical experience and lay a foundation for their future musical learning and development. Through education, teachers explore and develop students' musical potential, help students understand and enjoy music more deeply, improve music literacy, stimulate students' interest in music, develop students' music literacy, and enable students to have more comprehensive music knowledge and skills.

The curriculum objectives of Orff music education aim to develop students' musical ability and literacy through a variety of musical activities, and lay a solid foundation for their future music study and life.

Orff music education is people-oriented, and its curriculum goal is to promote students' physical and mental development and individual healthy growth. Traditional music education curriculum focuses on knowledge and skills education. Orff music education combines rhythm, melody, form, harmony and other performance elements organically into a whole, through a series of musical activities and games to cultivate students' sensitivity to music, so as to develop students' music quality. Orff music education focuses on cultivating students' imagination, creativity, sense of space, sense of structure, sense of beauty, etc., and training students' balance ability, memory ability, coordination and cooperation ability, and concentration of attention. At the same time, it also makes full use of and play the characteristics of music art itself, enriches students' emotional experience, cultivates students' aesthetic taste, creates broad space for individual growth and development, so that students form correct emotions, attitudes and values, and cultivates their positive self-image.

Individual growth is inseparable from the social environment, because personality reflects the basic relationship between individual and society, it is always specific and historical. The process of people's education and growth requires not only internal factors, but also appropriate external social environment. Orff music education is to take the form of collective teaching classroom organization, through children's group games to create a good social environment. This kind of environment has created the possibility for students to communicate, get close, understand, cooperate, study and sociality. Entering the game is walking into a prototype society.

3.2 Analysis of Curriculum Objectives

The objective of Orff's music education curriculum focuses on the development of students' individual growth, personality and creativity. Education should conform to the nature of children, children are the source of musical activities, and all musical activities are to meet the internal needs of children. In the ultimate order of the world, human beings of different ages have their place, childhood has its place, and children are children with unique natural characteristics.

Individual growth is inseparable from the social environment, because personality reflects the basic relationship between individual and society, it is always specific and historical. The process of people's education and growth requires not only internal factors, but also appropriate external social environment. Orff music education adopts the classroom organization form of collective teaching, and creates a good social environment through children's group games, which makes it possible for students to communicate, get close, understand, cooperate, learn and sociality. Entering the game is

to enter a prototype society.

The need of human society is cultural inheritance, and the social and cultural heritage is passed on to the young generation through school education. The cultural inheritance of music education is accomplished through the curriculum. The curriculum should adapt to the needs of society and promote social development. Education should start from children's education to achieve the unified goal of social development. Traditional music education takes teaching materials as the center, theoretical knowledge as the focus, rational and didactic education mode, textbooks instill students, ignoring students' personality, requiring students to memorize by rote, mechanical training, contrary to the natural law of music education.

Orff music education attaches importance to the education of music knowledge and skills. The education process always runs through their emotional participation, and it is also a process for students to experience emotions and form correct values.

The curriculum goal of Orff music education comes from the study of students' natural attributes, social attributes and subject characteristics. Students, society and subject are interconnected and influence each other. The development of students' individual and the formation of their personality can only be realized in the social environment, because the development of personality is the integration of individuals and society, and then there is the independence of individuals to society. The development of society depends on the development of individuals, and affects and restricts the development of individuals. Orff music education develops children's personality through social group environment, and realizes the unity of individual development and social development.

4. The course content of Orff music education

4.1 Select features

There are a variety of options for Orff School music textbooks for children, among which one of the more popular is Music for Children Orff School Music Textbook Selection , written by Carl Orff and compiled by Naixiong Liao and published by Shanghai Education Press. The teaching material is produced in the process of continuous teaching practice for children. It is a foundation book for learning and understanding music and language. In addition, the School of Continuing Education of the Central Conservatory of Music has also appointed the Orff children's music curriculum textbook "Orle Baby Roaming", which has a total of six books and is jointly studied and created by experts from the Central Conservatory of Music, experts from Capital Normal University, experts in early childhood education and teachers engaged in Orff children's music education practice for many years.

"Orff's music education curriculum includes voice training, movement training, and a comprehensive artistic experience."

Voice training mainly includes recitation and singing. The content of the recitation is usually taken from the children's songs and rhymes of the nation or region, and the teaching is carried out with the elements of rhyme, rhythm, speed, strength and emotion. In terms of singing, most of the songs selected by Orff teaching method are simple pentatonic modes, and the method of listening and singing is used to teach students, so that students can start from perception and get rid of pure theoretical learning of music reading, solfegsinging and music theory.

Movement training covers the training and application of rhythm, dance, momentum, drama, games, and more. These activities are designed to develop students' physical coordination, memory, creativity and other abilities.

In addition, Orff music education also emphasizes a comprehensive artistic experience. In Orff's music classroom, children have the opportunity to enter a rich world of art, music and children's songs, rhythm, dance, drama performance and even painting, sculpture and other visual arts. This comprehensive course aims to cultivate students' ability of perception and reaction, comprehension, communication and so on, and let them enjoy a pleasant and wonderful process in music learning. In general, the curriculum content of Orff music education focuses on student participation and experience, aiming to stimulate students' interest and creativity through comprehensive artistic activities.

Orff pays great attention to close to nature in the selection of teaching content, enjoy music in life, and experience life in music. Because only the teaching material from children's life can be the most in line with children's nature, the most natural and the most vitality. Through the long-term, a large number of children's teaching practice, Orff has created a wealth of music materials suitable for children. It absorbs popular folk songs, ballads, proverbs and dance music.

4.2 The structural characteristics of Orff music discipline

"Orff music discipline structure mainly includes comprehensive, creative, original music education and its practical application and other aspects."

Orff emphasizes the comprehensiveness of music and thinks that music is not a single art form, but closely integrated with movement, dance and language. This comprehensive feature is reflected in all aspects of Orff music education, such as cultivating students' musical ability through singing, dancing, instrument playing and other forms.

Creativity is also an important part of the structure of Orff's musical discipline. Orff music education focuses on stimulating students' musical creativity and encourages them to express their musical feelings and understanding through improvisation and improv performance. This creative educational concept helps to cultivate students' imagination and innovative spirit.

Primitive music education is one of the core ideas of Orff's music discipline structure. Orff believes that music education should start with the most primitive and simplest musical elements, and arouse students' potential musical instincts through simple ways such as clapping hands and percussion instruments. This original concept of music education helps students to better feel and understand music and cultivate their musical literacy and aesthetic ability.

In terms of practical application, the Orff music teaching method focuses on combining music with movement, dance, language and other elements, and cultivates students' musical ability and collaboration ability through rhythm training, instrument playing and other activities. At the same time, the Orff music teaching method also emphasizes the students' personal participation and perceptual experience, and develops the students' potential through the mobilization of various senses such as sight, hearing, touch and smell.

Orff education is based on the process of children's physical and mental development, which is mainly reflected in the following aspects. First, entering the preschool age, the child's growth and development is gradually stable, ready for entering the school age. At this stage, the child's height and weight continue to grow, the development of the brain is also very active, and the connection of neurons is increasing, which plays a key role in the improvement of the child's cognitive ability and learning ability. Second, Orff music education emphasizes encouraging children to perform musical activities at their own emotional and feeling levels, rather than forcing them. Third, children's musical quality is not allowed to develop naturally, but the result of their accumulated experience. Experience, can completely affect their own development. Orff music education pays attention to the interests of students and pays attention to the active participation of students. The course content is understood as learning experience, and students rather than textbooks decide the quality and quantity of learning. Students are active participants in the course, teachers should actively construct a variety of educational situations suitable for students' abilities and interests in order to provide students with meaningful experiences, so that students can construct their own knowledge in the process of interaction with these experiences.

Orff music textbook is only a suggestion, a model of curriculum implementation, teachers should teach according to the characteristics of students, so that students can gain learning experience. The educational process is the interaction between the student and the educational situation, and the course goal is for the student to gain a learning experience.

4.3 Orff music course design lesson plan

Orff music pedagogy is an innovative music education system founded by German composer and music educator Karl Orff. Its core idea is to let children learn music naturally through interaction and games, and cultivate their musical perception and creativity by integrating music, dance and language. Here is an example lesson plan for a course design based on Orff's music pedagogy:

(1) Course theme: Music experience and improvisation of Portuguese Dance

(2) Teaching objective: to experience the cheerful jumping mood of "Portuguese Dance" by appreciating and improvising dances. Understand the structure of music and create dance movements through stories and graphics. Cultivate children's teamwork spirit and improvisation ability.

(3) Teaching preparation: Music "Portuguese Dance", pictures of Yaya and Haha, blackboard, graphic spectrum, props: such as scarf, ribbon, etc. (optional)

(4) Teaching process

In the introduction section, the teacher sets the child's name to music to attract the child's attention.

Students experience the music and enjoy the music "Portuguese Dance". Teachers guide children to improvise dance and encourage children to express their dance movements freely while listening to music.

The teacher tells the story, tells the story of Yaya and Hahaha, stimulates the child's interest. Teachers show pictures of Yaya and Hahaha to help children understand the story better.

Understand the music structure, create dance movements, show road pictures, guide children to create Yaya walking movements, and perform with music. Teachers show pictures of mountains and inspire children to create movements, drill holes and musical performances, guiding children to create popular movements and rhythms once they reach their destination.

Teachers and students fully appreciate and act, and try to follow the teacher.

Teachers guide children to build simple scenes in the classroom (such as caves and doors made of building blocks), and perform a complete dance performance with music.

At the end of the dance, the teacher guides the children to think about what they should say when they find Haha, and teaches them to be united, friendly and helpful.

Teachers introduce simple percussion instruments, such as drums, sand hammers, etc., and guide children to accompany the dance.

(5) Teaching reflection. After the course, teachers should reflect on the teaching effect and summarize children's performance in music perception, dance creation and team cooperation, so as to provide reference and improvement direction for future teaching.

This teaching plan combines the core concept and teaching characteristics of the Orff music teaching method. Through music appreciation, story telling, dance creation and musical instrument accompaniment, it aims to stimulate children's interest in music and creativity, and cultivate their teamwork spirit and improvisation ability.

5. Curriculum implementation and evaluation

5.1 The pedagogical principles of Orff music education

The teaching principles of Orff's music education mainly include the following:

Original nature: Orff believes that music is an innate ability of human beings, and music education should return to the origin of human beings, starting from the basic physical and mental characteristics of human beings, and stimulate children's creativity and improvisation.

Comprehensive: Orff music education emphasizes the combination of music and other art forms (such as dance, movement, language). This comprehensive education method helps children develop comprehensively and cultivate their multiple intelligences. The comprehensive principle is determined by its people-oriented educational values and original music view.

Creativity: Orff encourages children to improvise and use their imagination and innovation in musical activities. Through the creative process, children are able to better understand and appreciate music.

Participatory: Orff emphasized that all participants should be fully engaged in the musical activity, be they performers or audience members. This kind of participation can enhance children's self-confidence and team spirit.

Spontaneity: Orff believes that music education should stimulate children's inner motivation, so that they spontaneously love and pursue music from the heart. Spontaneous learning helps to cultivate children's ability and interest in autonomous learning.

The basic principle of Orff music teaching method also includes all starting from children, learning music actively through personal practice. At the same time, Orff's educational thought also emphasizes the excavation of people's own potential musicality, perceptual experience, and high artistry. The pedagogical principles of Orff music education are a comprehensive system designed to stimulate children's creativity and musical potential through a variety of teaching methods.

The outstanding rhythm is an important feature of Orff's music creation, and it is also the basis of his music education and teaching. Orff's music teaching adopts an original way of combining the rhythm of language and the rhythm of movement to train and cultivate children's sense of rhythm.

Orff advocates children's active learning of music. Students should play music, improvise, and design their own music to achieve the initiative of learning. Orff music education, based on rhythm teaching and characterized by instrumental music teaching, reduces the threshold for children to actively participate in music learning. In the whole process of learning and experiencing music, students are full of happiness, sense of achievement and sense of confidence. It is very beneficial to develop students' flexibility, creativity and their sense of community and cooperation spirit.

Orff believes that folk music has its own cultural value, and the music materials used in teaching should conform to the traditions and habits of the local people, which should be conducive to the inheritance and development of national culture, but also conducive to the learning and growth of students.

5.2 The role of Orff music education teacher

Orff music education teachers can improve the quality of music education. By using the Orff music teaching method, focusing on the close combination of music with movement, dance and language, and the gamified teaching method, they can stimulate students' interest and enthusiasm in learning, so as to improve the quality and effect of teaching. This teaching method not only conforms to the law of children's physical and mental development, but also allows students to learn music in a relaxed and happy atmosphere and feel the charm of music.

Orff music education teachers can promote the overall development of students. Orff music education emphasizes the comprehensiveness of music education and promotes students' cognitive, emotional, social and physical development through music activities. Orff music education teachers can use Orff music teaching method to help students develop imagination, creativity, teamwork ability and self-expression ability in happy music games to achieve all-round development.

Orff music education teachers or Orff music education concept promoters. By teaching Orff music courses and organizing music activities, they let more people know and accept Orff music education, thereby promoting the popularization and development of music education.

To sum up, the Orff music education teachers play an important role in improving the quality of music education, promoting the all-round development of students and promoting the Orff music education concept.

Teachers are the main body of curriculum practice activities. In his book *Children and Curriculum*, Dewey sharply criticized the serious disconnection between children and curriculum. Teachers' guidance and curriculum psychology can make up for it. Teachers play an important role in curriculum organization and curriculum compilation. The role of children and teachers is a central element of education.

The emphasis on teacher's role in curriculum participation and providing a broad space for teachers to participate in curriculum is a good example of its influence by the theory and practice of teacher's participation in the world education reform movement since the beginning of the century.

5.3 Evaluation of Orff music education curriculum

The evaluation of Orff music education courses is mainly based on their educational philosophy, curriculum design, teaching methods, and student feedback and growth.

First of all, the Orff music education system pays attention to the comprehensive use of music, dance, drama and language, emphasizes improvisation and interactive experience, which has been widely used in the field of early childhood education in China.

In terms of curriculum design, the Orff music curriculum has a clear goal, aiming at cultivating

children's music literacy, aesthetic taste, creativity and cooperation spirit. The course is rich in content, covering basic knowledge of music, music appreciation, music creation, music performance and other aspects, and pays attention to interest, interactivity and practicality. The curriculum also emphasizes the integration of music with other disciplines, such as language, mathematics, science, etc., to promote the overall development of students.

In terms of teaching methods, Orff music education focuses on students' initiative and encourages them to actively participate in music activities, rather than just as listeners or observers. The teacher's role is to guide students to discover and explore music, rather than simply impart knowledge. In the teaching process, improvisation becomes the center of teaching and learning, emphasizing the use of different postures and movements of the body to prompt students to experience the inner relationship of feeling the rhythm of the music.

The Orff music program was positively evaluated in terms of student feedback and growth. Children can be fully engaged in the classroom, and feel the charm of music through the combination of language, movement and melody through the gamification teaching method. They not only improve their musical literacy, but also cultivate creativity, collaboration and self-expression. At the same time, children also experience the joy of learning and the beauty of life in the learning process.

To sum up, the Orff music education curriculum has performed well in the evaluation, and its educational philosophy, curriculum design, teaching methods, and student feedback and growth have fully proved its value and significance.

Traditional music education focuses on the evaluation of teaching results, and the scores of students are its main evaluation basis. Such evaluation usually leads to teachers and students to focus too much energy and attention on the results of music learning. In the actual education teaching, in order to get higher scores, music teachers often take exam-oriented education, let students die a hard back, mechanical training. This practice not only does not reflect the essence of music education as an aesthetic education, but also damages students' physical and mental health to a great extent and affects the cultivation and improvement of their music aesthetic ability.

Although there is no systematic and comprehensive discussion of curriculum evaluation in Orff music education, we can still clearly see the important evaluation principle of its focus on process from its curriculum values, curriculum objectives and curriculum practice, that is, curriculum evaluation runs through the whole music education teaching in this kind of curriculum. In the specific educational teaching situation, the degree of students' creative autonomy, the degree of communication between students, the degree of interaction between students and teachers, the degree of students' experience of music, the degree of flexibility and transfer of subject knowledge application, the degree of teachers' leading role and so on are all aspects considered in its evaluation. This kind of curriculum evaluation is a formative and process evaluation. Its purpose is not to evaluate the merits of teachers' curriculum implementation or the level of students' scores, but mainly to adjust and modify the curriculum and explore the maximum value of the curriculum.

6. Conclusion

Orff believes that the original music is closely integrated with movement, dance and language. It is not a music that is simply sung with the mouth or heard with the ear, but a music that people must participate in themselves. This musical form precedes intellectual development and does not rely on large structures or forms, but is embodied through small sequential forms, *ostinata*, and small *rondo* forms.

Orff music education to educate people as its purpose of education. Each child is the subject of the course, fully respecting the child's personality and needs. Musical activity is the most natural and primitive behavior of human beings. Real music must be the sound closest to the essence of life.

Orff music education takes children as the teaching center, and the music learning situation is designed for children to be familiar with the living environment, so that children can enjoy happiness in the process of music learning. Teachers should pay attention to students' individual needs and diversified development, stimulate students' love and interest in music, and cultivate students'

understanding and appreciation of music, as well as their ability to express and create. Orff believed that a child's early experiences, which arouse his potential, will influence his life. Children participate in creative activities such as singing, playing and sports, and gain experience in the process of music creation and performance.

Music education is based on the music culture tradition of the nation, promotes the inheritance and development of the music culture of the nation, and promotes the exchange and cooperation of international music culture.

Orff music education is a dynamic and creative music education system, which provides a platform for children to experience and understand music in a comprehensive way through comprehensive artistic activities, improvisational creation methods and hands-on experience process.

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