

Associated Schools and Institutions Network of the International Orff-Schulwerk Forum Salzburg

44



BARBARA HASELBACH is professor emerita of dance didactics and former director of the Orff-Institute, Mozarteum University, Salzburg, and its Special Course. She was director of the International Orff-Schulwerk Forum Salzburg and editor of the journal, *Orff-Schulwerk Heute*, for over 20 years. Barbara has presented Orff Schulwerk workshops and lectures in about 40 countries, is editor of the series *Theory and Practice of Orff-Schulwerk*, and is author of numerous books and articles featuring Orff Schulwerk, dance education, dance and the fine arts, and improvisation, to name a few.

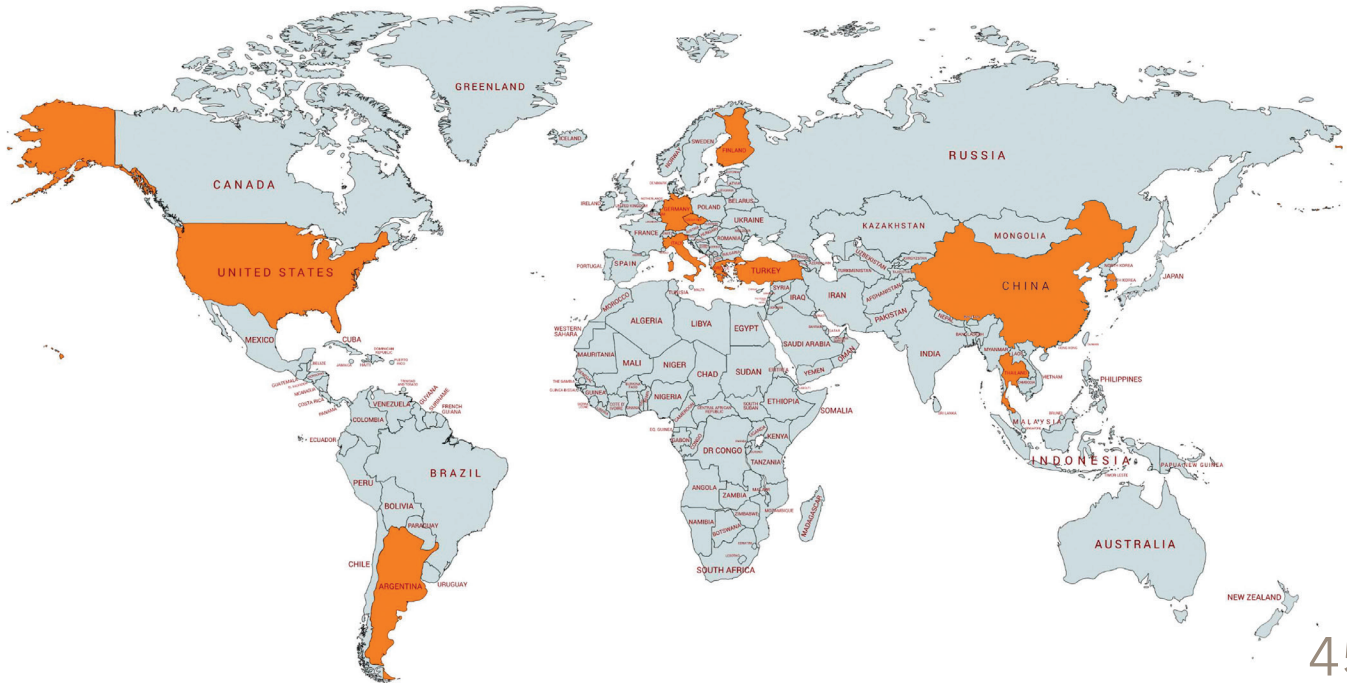
ABSTRACT

Based on Carl Orff's Memorandum (1965), Hermann Regner initiated a network of Carl Orff Model Schools in Bavaria in the 1970s. In the following decades, the International Orff-Schulwerk Forum Salzburg expanded this into an international network of Associated Schools and Institutions accessible to pupils of all abilities and social classes in various public and private pedagogical, higher education, and teacher education institutions. The network serves as a meeting place for international exchange and provides insight into exemplary activities.

By Barbara Haselbach

The Associated Schools and Institutions (ASI) network of the International Orff-Schulwerk Forum Salzburg (IOSFS) is a coalition of representatives of kindergartens, primary and secondary schools, music schools, and teacher and higher education institutes that work intensively with the pedagogical ideals of Orff Schulwerk. Its mission is to encourage personal contacts, international exchange of experiences and working methods, and joint projects. Schools that belong to the network or apply for admission have a strong artistic focus and align with the Schulwerk philosophy in their pedagogical understanding. It is desirable that they also have suitable space and the necessary instrumental equipment. Teachers who are responsible for leading the holistic music and movement/dance classes will have received thorough training in Orff Schulwerk either at the Orff Institute or in Orff Schulwerk Teacher Education courses offered by the various Orff Schulwerk associations, such as AOSA. School management and teaching staff should receive internal training to become knowledgeable about the philosophy, content, and methodology required to enable interdisciplinary teamwork. Likewise, the work should be visible to the outside world as a realization

Countries with an Associated School/Institution.



of the Orff Schulwerk approach. Continuous contact with the International Orff-Schulwerk Forum Salzburg, occasional presentation of work results at the annual conferences, and readiness for international exchange are expected.

Historical Development

In 1948 Bayerischer Rundfunk (Bavarian Radio) asked Carl Orff to develop some radio broadcasts for school classes. As Orff was concentrating at the time on the completion of his opera, *Antigone*, scheduled to premiere at the Salzburg Festival, he asked Gunild Keetman to assume the majority of the responsibility for these broadcasts. Thus, a new form of Orff Schulwerk was born, that, unlike the Güntherschule, was no longer aimed at young dance students but at primary school children. Orff and Keetman designed the first programs jointly, and Keetman presented them. Children in Bavarian schools were able to experience the program through the radio broadcasts in their classes during the school day, and then follow up and expand on the concepts from the program with their teachers. The effect on children and their teachers was so intense that the few programs originally planned were expanded into a series and broadcast over many years with ever-changing content. After Keetman no longer presented

the lessons, Hermann Regner and Wolfgang Hartmann (with the collaboration of Nora Berzheim and Wilfried Hiller) developed the series further.

Beginning in 1957 the programs were also broadcast as school TV, directed by Keetman in cooperation with Orff's daughter Godela. From this point on, movement and dance could be included (Hartmann, 2011). Based on these experiences, and after the five volumes of the Orff Schulwerk *Musik für Kinder* had been published by Schott, Orff (1965) published a memorandum in the *Mitteilungen der Deutschen Stiftung Musikleben (Communications of the German Foundation for Musical Life)*. In this memorandum he called for the establishment of model schools with daily music lessons taught by teachers specially trained at the Orff Institute for this purpose and in which all children could participate. He strictly rejected the selection of "musically talented" children. The evaluation of the results and effects of this holistic approach to teaching not only on musical behavior, but also on children's concentration and coordination, general expressiveness, creativity, and social behavior confirmed the value of introducing this way of teaching music in all schools.

One year later, in the *Denkschrift über die Einrichtung von Modellklassen mit erweitertem Musikunterricht an Volksschulen (Memorandum on*

the Establishment of Model Classes with Extended Music Instruction at Elementary Schools), Orff (1966) described in detail the material and personnel requirements for this instruction. As a result, numerous model schools with extended music lessons were established. Teachers who had studied at the Orff Institute taught the lessons in most of these schools. A clear distinction had to be made, however, between schools that simply bore the name “Carl Orff” (there were many in Germany) and those that actually implemented the ideas of the Schulwerk in the school’s overall concept. Only the latter were recognized as model schools by the Bavarian Ministry of Education (Handerer, 1975).

Hermann Regner, director of the Orff Institute during those years and founder of the Orff-Schulwerk Forum, promoted the cooperation of the schools through joint conferences (Regner, 2004). Frequently, students from individual schools were invited to perform at summer courses and other occasions at the Orff Institute in Salzburg. The IOSFS was increasingly interested in including schools from other countries in this circle and founded the ASI network at its general assembly in 2013.

Among the members are private and public kindergartens and primary, secondary, and music schools, as well as teacher education institutions. It must be clearly emphasized here that this network is by no means about elite schools (some critics have made this accusation occasionally). Every school that meets the few admission requirements is welcome. It is suggested at least one such school be established in each country where an Orff-Schulwerk Association is located.

Activities of the Associated Schools and Institutions Network

Joint Projects and Presentations Featured at the Annual IOSFS Meetings

For some years, a portion of the annual international meeting of the IOSFS has been reserved to address the projects of the associated schools. The schools cultivate interdisciplinary artistic work in the fields of music, language, dance, and visual arts, especially in the creative field. Together, a theme is chosen for the following year’s annual project, but the creative process and development are up to the various teachers and students. They have several months to consider this theme and experiment and develop it, often with different groups. The topics have progressed increasingly from working with model pieces from the Orff Schulwerk volumes to pedagogical and socially relevant content and tasks, recognizing that the Orff Schulwerk was designed not only as subject-specific music education, but also as humanistic education—in Orff’s words as “*Menschenbildung!*” These topics are developed in an interdisciplinary way and by artistic means through music, language, movement/dance, and visual design and presentation. During the conference, the presentation might feature different formats, such as PowerPoint® or a report with embedded video clips, video excerpts, or the entire performance. Following the presentation, a discussion session with handouts provides the audience an opportunity to review the development of the theme. The journal, *Orff-Schulwerk Informationen/Orff-Schulwerk Heute* (<https://www.orff-schulwerk-forum-salzburg.org/magazine-osh>), contains articles such as “Arbeitstagung: Modellklassen mit erweitertem Musikunterricht, am Orff-Institut in Salzburg vom 4 bis 5. April 1975” [“Conference: Model Classes with Extended

Table 1. Associated Schools and Institutions Project Themes, 2016–2022.

YEAR	THEME
2022	Celebrating and Respecting Nature
2021 (two themes)	100 Years of “Bauhaus” The UNESCO Global Goals for Sustainable Development
2020	[Postponed due to the COVID-19 pandemic]
2019	Orff-Schulwerk and Special Populations
2018	Encounter between Orff-Schulwerk and Modern Arts
2017	Evaluation and Assessment in Action
2016	The Model Character of Orff-Schulwerk Pieces

Table 2. Associated Schools and Institutions Article Source.

Representatives	ASI School/Country	Orff-Schulwerk Informationen Issue/Page
Sofía López Ibor/ Krotong Boonprakong	Jittamett Kindergarten, Bangkok, Thailand	Nr. 84. p. 70
Georg Angerer/Christiane Makulik/Reinhold Wirsching	Carl Orff-Volksschule, Traunwalchen, Germany	Nr. 86, p. 54
Doug Goodkin/Sofía López Ibor	San Francisco School, San Francisco, USA	Nr. 87, p. 68
Fatos Auernig	Carl Orff-Schule ALEV Istanbul, Turkey	Nr. 88, p. 61
Katerina Sarropoulou	The Moraitis School, Athens, Greece	Nr. 89, p. 84
Andrea Sangiorgio	Centro Didattico Musicale, Rome, Italy	Nr. 90, p. 58
Johannes Schüssel	Carl-Orff-Grundschule Andechs, Germany	Nr. 91, p. 63
Robert Grüner/Barbara Schock	Carl Orff-Grundschule Altenerding, Germany	Nr. 94, p. 90
Barbara Kling	Carl Orff Schule, Diessen am Ammersee, Germany	Nr. 95, p. 71
Maarit Lavas	Art Kindergarten Konsti, Kerava, Finland	Nr. 97, p. 68
Checco Galtieri/Ciro Paduano	Scuola Popolare di Musica Donna Olimpia, Rome, Italy	Nr. 99, p. 72

Music Lessons, at the Orff-Institute in Salzburg, April 4–5, 1975”] (Haselbach, 1975) and “Im Gespräch mit den Rektoren der ältesten und jüngsten Carl-Orff-Schule: Barbara Schock und Georg Angerer” [“Interview with the directors of the oldest and the youngest Carl-Orff-Schools in Germany: Georg Angerer and Barbara Schock”] (Haselbach, 2004), among others, on the work of the ASI for interested readers. Table 1 (see p. 46) shows the most recent themes.

Exchange of Ideas, Materials, and Opinions on the Joint International ASI Platform

The exchange of ideas between the associated schools has taken place on an internet platform set up specially for this purpose and accessible only to members, though opening it to non-members has been discussed. Here, members can suggest topics, ask questions, and contribute ideas and examples, book recommendations, music, photos, pictures, and so on. It is assumed, moving forward, this site will be developed quickly now that

the pandemic and its strenuous demands on all ASI teachers has waned.

Mutual Visits

Zoom meetings are a helpful substitute, but face-to-face interaction, direct contact with children in other countries’ schools, watching or collaborating in lessons given by friends and colleagues, and corresponding exchanges are more dynamic and engaging. The benefits of individuals or whole teams visiting schools in different countries were just becoming apparent when the pandemic prevented travel and stays of this kind. The hope is to resume soon.

Articles Featuring the Respective Schools

The editors of the bilingual journal, *Orff-Schulwerk Informationen/Orff-Schulwerk Heute*, invited teachers or headmasters of our associated schools to describe their work in an article. Until the journal was discontinued, school representatives participated

(see Table 2, p. 47). The articles can be found at: www.orff-schulwerk-forum-salzburg.org/asi

Procedure to Become an Associated School or Institution

1. Formal application on the part of the school/institution

- Brief history and profile of the school
- Curriculum vitae of the responsible contact person who will represent the school/institution
- Evidence of specific activities related to the Orff Schulwerk approach in the school's program

2. Visit from a delegate of the International Orff-Schulwerk Forum Salzburg

- A representative of the IOSFS will visit the school/institution and evaluate whether it can be accepted as a member.

3. Official acknowledgement as an Associated School/Institution for 5 years by the International Orff-Schulwerk Forum Salzburg

- This agreement includes a membership fee and can be renewed if conditions remain the same and a competent contact is available.

4. Regular ongoing contact between the school/institution and the IOSFS

- Willingness to participate in projects, to report the school's activities, to accept visitors who want to observe and learn about the school's special activities in this area
- Expectation that the applying school and the local Orff-Schulwerk Association maintain dialogue with each other and the IOSFS throughout the application process

Conclusion

The main purpose of the ASI network is to foster meaningful international dialogue, encourage personal friendships, and inspire members, as well as provide opportunities for professional exchange. It underscores and signifies both the common ground and cultural diversity in working with Orff Schulwerk worldwide. ■

For further information, go to:
<https://www.orffschulwerk-forum-salzburg.org/asi>
Contact: info.iosfs@gmail.com

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