

Associated Schools and Institutions (ASI) – A network of the Orff-Schulwerk Forum

In many countries we find similar situations:

- In the park-like inner courtyard of the Jittamett School in Bangkok five year old boys and girls are building instruments with which they will make music and dance on the following day;
- third and fourth graders in San Francisco practice a theatre piece about a theme from Greek mythology;
- in the village Andechs in Bavaria the whole community takes part in Orff's "Weihnachts-spiel" (Christmas Play) which is performed together with the Carl Orff School, the music school DOrff Werkstatt Andechs and the Carl Orff primary and high school of Diessen;
- at the music school Donna Olympia in Rome a group of teenagers work on their own composition for body percussion preparing for a concert.

Also in Istanbul, Traunwalchen, Athens, Turin, Erding and other places schools and pedagogical institutions find themselves primarily united with the pedagogical concepts of Orff-Schulwerk. All of them build the network that is associated with the Orff-Schulwerk Forum Salzburg: the ASI.¹

Similar thoughts were realized for a few years in the 1970s in the form of "Model Schools with extended Music Lessons" in Bavaria with the support of the Bavarian minister of culture.²

1 A few of these schools were introduced in the previous issue of ORFF-SCHULWERK INFORMATIONEN/ORFF SCHULWERK HEUTE and will continue.

2 Cf. HANDERER, H. (1975): „Schulversuch ‚Modellklassen mit erweitertem Musikunterricht‘ an bayerischen Volksschulen“. In: ORFF-SCHULWERK INFORMATIONEN, No. 15, p. 7 ff.; Haselbach, B. (1975): „Arbeitstagung ‚Modellklassen mit erweitertem Musikunterricht‘“. In: *ibid.*, p. 18; Regner, H. (1992): „Modellklassen mit erweitertem Musikunterricht“. In: ORFF-SCHULWERK INFORMATIONEN No. 50, p. 38. For reports from the model schools see the „Index 1961–2009“ of ORFF-SCHULWERK INFORMATIONEN, Salzburg 2010, p. 92 ff.

Now is the time to put this idea into effect in a new way at the international level.

What unites these schools that are often separated by thousands of kilometres? What distinguishes them?

All of them start from the point that pedagogy is more than just getting the learning material across. Motivation, creativity, independent group work with an emphasis on aesthetic education among others are characteristics of these schools.

Teachers who work at these schools have an all-encompassing training in Orff-Schulwerk – meaning they had the possibility to graduate from a course at the Carl Orff Institute with a bachelor or master's degree or from the Special Course or one of the level courses at home or in some other country. In very lucky schools there is not just one specialized teacher, but also ideally a whole team.

In order not to be a lonely island in the multifaceted business of one's own school, a sympathetic understanding must be attempted (obtained) by offering training for the faculty members within the school to arouse their interest in the most important concepts, to entrust them with contents and methods, to invite and encourage them to join in interdisciplinary activities.

All of the school life is determined by artistic activities and their results. Children, teachers, school director and parents work together toward this goal. However – and this should be highly emphasized – this does not have to do with breeding the highly gifted, but with the creative handling of artistic forms of expression and techniques with a more conscious and responsible relationship to the living environment. With one another and not against each other is a principle which includes all children and offers an appropriate chance for everyone. The affinity to the ideas and principles of "Reform pedagogy" and also Aesthetic Education are clearly recognizable. However it does not have to do with realizing an historical model but one of the corresponding forms of human education of the 21st century which is right for today's conditions of life and the problems connected with our social systems. The associated schools and institutions are coura-

geous teams with convinced and militant pedagogues who want to find their own way and also be models. In no way are they alike but have their own vision and their special structure. They differ from one another in various aspects:

- In the network of associated schools and institutions there are private as well as public kindergartens and pre-schools, elementary schools and high schools, public and private music schools as well as training institutions. Nonetheless we would wish for more schools with inclusive education, schools for adults and seniors ...
- The schools differ of course by the cultural background of their environment in language and social forms, by their social environment or the size of their country. It is not only unavoidable but just the opposite, highly desirable, that with each school we come to know another piece of the world.

The thought behind this network is to bring schools into contact with another and with pedagogical fields in which the pedagogical concepts of Orff-Schulwerk will be developed in an exemplary way. They should serve as centres potentially connected to pedagogical faculties or music universities which can give students a look into the Orff-Schulwerk idea where models are worked out and experiments are practised and where successful results are documented and published.

It goes without saying that it needs definite requirements like the training of teachers, the readiness of the school directors to support these projects, equipment and more. Only when these requirements are met may a school join this network and be permitted official recognition by the Orff-Schulwerk Forum Salzburg. These requirements may be found under the title:

Recommendations for becoming an associated Institution/School of the Orff-Schulwerk Forum Salzburg

and can be requested from
info@orff-schulwerk-forum-salzburg.org

During the annual convention of the Orff-Schulwerk Forum in July 2014, the attending representatives of ASI gave short reports about their work. In the discussions afterwards the following points were mentioned:

- The associated schools should have contact with the Orff-Schulwerk Associations of their own country and with colleagues in their own region. In the best case and over a period of building it up such an institution could also become a model school.
- What are the advantages for being an associated school and member of the OSF? (Answering this question I am quoting from the compilation Andrea Sangiorgio has given in his speech at the Orff-Schulwerk Forum Convention in Salzburg 2013.)

Being an OSF member as an associated school/institution offers the opportunity to receive an official, international acknowledgement from the OSF:

- The institution/school will be given a logo as member of the Orff-Schulwerk Forum Salzburg, which can be displayed on the website and on all official papers;
- Being in contact with other schools and music schools where Orff-Schulwerk is central to the educational philosophy and to exchange views, experiences, ideas and suggestions for innovative solutions;
- Being informed about the present development of the OS approach in other countries as well as international OS teacher education programmes as they have been developed elsewhere;
- Sharing through publication (e.g. in the Forum's magazine ORFF-SCHULWERK HEUTE or others) practical experiences in the application of the Orff-Schulwerk ideas;
- Participating in national and international exchanges (involving teachers and/

or pupils), and projects with other partner schools;

- The possibility to advertise teacher education courses or other initiatives that the institution may organise on the Orff-Schulwerk Forum website;
- Being part of a world-wide community of practitioners;
- Sharing academic knowledge in terms of publications, PhD studies, or research studies being carried out on topics relevant to Orff-Schulwerk;
- Sharing specific projects with other associated institutions in order to see the local responses to the same pedagogical project and to learn about communities in different parts of the world;
- Organising events or celebrations in collaboration with other associated institutions including a discussion of the results of a similar activity or specific theme.

We are planning two different international projects between now and the 2016 convention of the Orff-Schulwerk Forum:

1. A joint pedagogical and artistic theme with different forms of expression should be realized by those schools in the network who are interested. The results should be documented and showed at the Convention 2016.
2. A research project in the form of Action research should be undertaken by various associated schools concurrently.



Barbara Haselbach,

Univ. Prof. em.
Emeritierte Professorin für Didaktik des Tanzes am Orff-Institut, Universität Mozarteum Salzburg. Langjährige Leiterin des Orff-Instituts und des Postgraduierten Universitätslehrgangs

Advanced Studies in Music and Dance Education – “Orff-Schulwerk”. Herausgeberin der zweisprachigen Zeitschrift ORFF-SCHULWERK-INFORMATIONEN. Vorsitzende des Orff-Schulwerk Forums Salzburg. Weltweite Lehrtätigkeit, Autorin zahlreicher Publikationen.

Univ. Prof. em.

Emeritus Professor for Didactics of Dance at the Orff Institute, Mozarteum University Salzburg, director of the Orff Institute and the Postgraduate University Course Advanced Studies in Music and Dance Education – “Orff-Schulwerk” for many years. Editor of the bilingual magazine ORFF-SCHULWERK-INFORMATIONEN, chair of the Orff-Schulwerk Forum Salzburg. Teaches world-wide, author of numerous publications.