

# ORFF-SCHULWERK AND INCLUSION – why Orff-Schulwerk is an important approach

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"The disabled person also does not live on bread alone but has the same right to enjoy life as the so-called normal or talented.

Musical enjoyment is an irreplaceable element in finding harmony and balance in one's personal as well as social life" (Keller 1974 p.2).



Wilhelm Keller (1920 – 2008)





Elemental music making is a concept of active and creative music practise for everybody. (W. Keller 1984)



How can we include everyone at their own level?

No one should be overchallenged, no one underchallenged.

How can we provide settings for experiencing and learning at different levels and in different modes?

How can we ensure and enable personal expression, agency, authorship, and development of creative potential?



## Carl Orff and Wilhelm Keller 1981



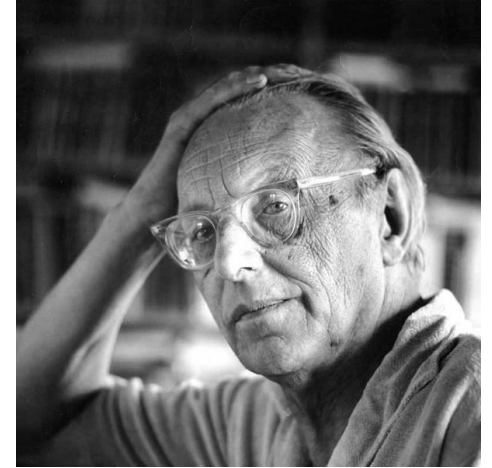
*“Music begins inside human beings, and so must any instruction.”*

(Carl Orff, 1932)

**Musica Humana**

# The person is at the centre

“Menschenbildung” –  
development of the whole personality



“It is not exclusively a question of musical education; this can follow, but it does not have to. It is rather a question of developing the whole personality” (C. Orff 1963/2011 p. 154)

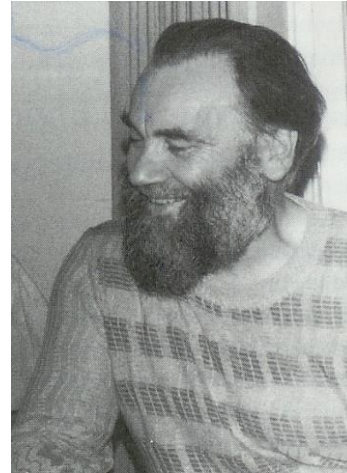
“In Orff-Schulwerk it is the intention that the students experience themselves as creative persons and thereby grow in personal qualities” (Hartmann 2021 p. 18).

# The person is at the centre

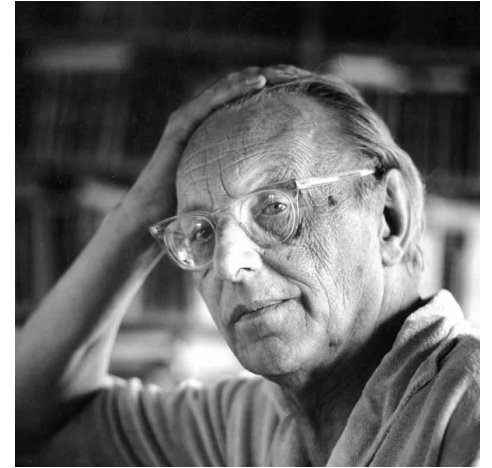
“Menschenbildung” – development of the whole personality



Gertrud Orff



Wilhelm Keller



“...the central focus of teaching is first to sense individual potential,  
to put this into action, to realize it.

The whole person is the focus of our attention”

(Jungmair 2008, p.13).

# Orff-Schulwerk

Multi-sensory approach

The social aspect

The use of (elemental) instruments

Creativity in improvisation and composition

Process and product work hand in hand



# Inclusive Education

(Prof. em. Dr.Georg Feuser, Bremen/Zurich)

- **all** participants
- **work, play and learn** together
- **in cooperation** with one another
- **within one theme**, activity or task
- **according to their own individual capabilities**  
(physical, emotional, mental, social.....)
- at their own **developmental level**
- oriented on their **zone of proximal development**

(Feuser 1996, 2001, 2015)

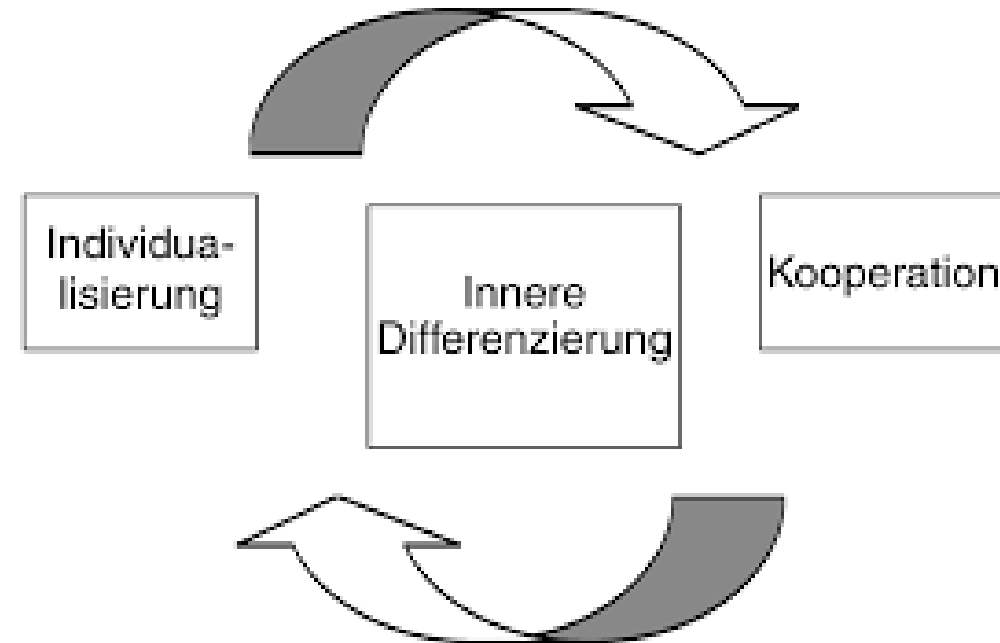


# 2 essential aspects of inclusive education

(Georg Feuser)

## Cooperation within one theme/ task or activity:

People work together  
Nobody is excluded  
The subject, task or theme is available to everyone



## Inner differentiation:

- Each person at his/her level
- contact with the subject/theme
- satisfies needs, motives, interests  
offers opportunities for active participation

## **Cooperation within one theme / task or activity**

different types of activity within one theme

(making music, moving, dancing, speaking....)

types of cooperation (with partners, in small groups)

## **Differentiation**

environment

methods

instruments

tasks

products

## Elemental music

is never music alone but forms a unity with movement, dance and speech. It is music that one makes oneself, in which one takes part not as a listener but as a participant.

(Orff 1963/2011 p.144)



# Elemental Music

„Elemental music is possible for all age groups“ (Keller 1963)

„... can be experienced by everyone...“ (Carl Orff 1963)

Elemental Music is “the realisation of a natural, central potency anchored in each individual“ (Keller 1984)

Elemental Music is "not just a hearing experience, but something more embracing, namely an integration of motor, visual and acoustic forms of experience, which still remain functional even after the loss of one component [...]" (Keller 1975)

# Elemental Music

"*Elemental music* enables so-called normal, talented and handicapped people to play together in one group without any participant being under or over-challenged.

The music should be adapted so that tasks and roles suit the possibilities of the individuals instead of the group having to adapt to a fixed musical form."

(Wilhelm Keller 1974)

How can we include everyone at their own level?

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How can we provide settings for experiencing and learning at different levels and in different modes?

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"Everyone is different and thus diversity is normal. Everyone is part of the whole" (Wagner 2018, p. 1).





# Thank you for your attention!

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