

Orff – Schulwerk in Turkey



Prof. Dr. Ulrike Jungmair has studied at the Paris-London University in Salzburg, educational sciences and made her doctor in philosophy. She finished her education about “Elementary Music and Dance Education” at the Salzburg Mozarteum University, Orff Institute. In 1962 she gets the permission to work as teacher at the primary school in Linz and as sports teacher in Graz. Since 1970 she is working as instructor at the Salzburg Mozarteum University, Orff institute. As vice president of Orff-Schulwerk Association Austria, she is the author of the book titled “Orff-Schulwerk - Elementary Music and Dance Pedagogy” (Mainz, Schott 2010 [1992, 2003]). Numerous of her publications were published in congress books and journals.

Concerning the Turkish music pedagogy, Orff-Schulwerk in Turkey is a success story.

Together with Dr. Gertraud Stoop-Wirth, Prof. Dr. Ali Uçan from the Goethe Institute, I was invited by the Gazi University to hold a seminar in Ankara. Dr. Stoop knew me from the seminar in Cyprus, and now they wanted me to present Orff-Schulwerk at the Gazi University. I was surprised, when I heard, that this was not the Universities first contact with Orff-Schulwerk.

As early as 1938, Paul Hindemith and together with him Dr. Eduard Zuckmayer acquainted Orff-Schulwerk and its instruments with the pupils of the Gazi Educational Institute. The person who wanted especially to transmit the basic thoughts of Orff-Schulwerk was the composer and pedagogue Muzaffer Arkan, who was personally in contact with Carl Orff (1951 – 1956). He knew that the promotion of Orff-Schulwerk would be successful on the basis of the Turkish music and culture by keeping the fundamental idea of Orff-Schulwerk.

In 1991 at my first seminar in Ankara, I have become acquainted with Ms Liz Sey. Due to her commitment and longstanding effort, regular seminars on “Orff-Schulwerk approach - elementary music and movement education” could be realized since 1997, for pedagogues, preschool and music teachers, and also for conservatory and university professors. Together with her daughter Rana Uluç, Ms Sey undertook the preparation and organisation of the courses. She ensured the communication and the participation of the attendees in the further education courses by initiating local weekend seminars. Due to Liz Sey the contact to the Austrian Culture office could be established, which provides the financial sources. The Carl Orff Foundation based in Munich supported this work from the outset on.

Already in the year 2000 we could realize the 8th seminar on “Orff Approach – Elementary Music And Movement Education”. For the first time it was possible to do a workshop focused on dance and music with two different groups (Susanne Repholz and Ulrike E. Jungmair). Concerning the content, it was very important that in the field of movement, the seminar was led by a music and movement trainer, whose profession is dance. In addition to the harmony of the basic approach of the two trainers, the strong connection of movement and music became clear for the participants. Within the project works, at the end of this kind of seminars, it was obvious that not only the content

was transmitted, but also the Turkish culture was reflected as a means of expression in the participants' presentations.

At the same time Katja Ojala Koçak graduated of the Orff-Institute at the Salzburg Mozarteum University. I asked her, if she would like to go to İstanbul; she agreed to begin her artistic-pedagogical career in İstanbul: first at the Private Sezin School, than after 1999 she continued at the Private Alev Schools. Besides teaching, she also educated her colleagues on Orff-Schulwerk. She helped them to form the contents of their lessons, prepared them for their working life in practice. Her applied educational program was the kind of a four year long-lasting service orientated educational program. Due to this, Orff-Schulwerk became not only a part of the music lessons at the Alev Schools, it influenced the whole education. Exactly suitable to Orff's values: not only should the talented ones be educated in this form, but also EVERY child. In 2001 the Alev Schools gain the "Carl Orff School" title and get known as a model school.

The building of the "Orff-Schulwerk Education and Consultation Centre" in 2002, is surely the most important milestone for the development of Orff-Schulwerk in Turkey. For many years the centre is organizing seminars, informing, publishing magazines and books and maintaining the contact to educational institutions. The actually director and competent representative of the centre is Fatoş Cümbüş Auernig. She is a member of the Centre's international Orff-Schulwerk Forum in Salzburg and is in touch with each centre all over the World.

With regard to the activities in Turkey, 2003 was one of the peaks of Orff-Schulwerk development. The Orff-Schulwerk Centre in İstanbul organized an international symposium entitled "Orff-Schulwerk Elementary Music and Dance Pedagogy", it was a perfect organization. Besides the scientific results concerning the elementary music and dance pedagogy, also the theme of how far Orff-Schulwerk principles could be adapted to the Turkish culture, were discussed. The interest was growing and many universities get started to organize events to initiate more attention. Due to this, I got the chance to lead some seminars with different emphasis at the İstanbul Marmara University, Eskişehir University and also in Bursa, İzmir and Gaziantep.

In 2005 the Centre in İstanbul organized a symposium entitled "Creative Drama" in cooperation with the Drama Foundation and Orff-Schulwerk. The Heads of Drama and the responsible instructors of Orff-Schulwerk found a platform where they could exchange their experiences and knowledge.

The year 2010 brought a new perspective to the trainers who worked on promoting the Orff Approach – Elementary Music and Dance Pedagogy for many years. The world renowned piano duo Güher & Süher Pekinel has taken the responsibility for many different projects, concerning the musical education development of children and young people in Turkey, to date. They knew very well, that it is important to start with the music education at the pre-school age, by therefore qualified teachers. Because of their international connections, "Orff-Schulwerk" was familiar to them.

In autumn 2010 the "Project to Improve Musical Education in Anatolia" was realized in cooperation with the Orff Centre in Turkey. Thoughts were given to provide access to Orff-Schulwerk for selected teachers from different regions, by initiating and motivating workshops. Within this framework we hoped for the knowledge transfer between the participants and their regions. By generating a domino effect in this way, it was intended to reach every teacher in Turkey, have a positive influence on music education and the early music education, in order to influence positively the common human education.

In no other country, I have ever seen before such an intense blossom of a great idea as in Turkey. It became increasingly clear, however, that to implement Orff-Schulwerk accordingly to the basic idea of Carl Orff, authentic to this culture, it needs Turkish instructors. International experts can introduce methods, approaches and artistic scope of design, but its involvement in a culture must be initiated by the own country. The logical consequence of this thought was the training of multipliers respectively Turkish trainers.



Most of the selected workshop participants had already taken part more than 500 hours in Orff-Schulwerk seminars, both nationally and internationally. The result was a rich mosaic of experiences. Thus is documenting on the one hand the openness and diversity of the elemental Music and Dance Pedagogy according to Orff-Schulwerk. On the other hand a classification is necessary. Even if Orff-Schulwerk presents an open approach and is not a predetermined method, teachers need to know ways, accesses and a variety of methods. Principles have to be experienced and discussed to be transmitted on the base of the own cultural artistic scope of design. Contents cannot be simply slipped over, especially not, if children should bring in themselves, their ideas and creative inputs. In this case the teachers' professional skills and flexibility is required. Teachers have to act professional in each aspect and have to know how to handle unexpected situations. This means COMPETENCE and KNOWLEDGE, ACTING and REFLECTION not only about the WHAT but even about the HOW and WHY.

The current "Multilevel Advanced Training Courses (Level Courses)" are an impressive example for an intensive further training. Along with practical examples, the participants learn also the theoretical basis. Due to this, the attendees not only process contents, but establish structures which will provide them a solid fundament for their Orff-Schulwerk work.

Through all this year's more than 100 seminars could be realized in Turkey, I was involved in many of them and had the chance to accompany the development over many years.

Source: Andante Magazine, June 2015 – "Türkiye'deki Müzik Eğitimi ve Orff Yaklaşımı"
(Music Education in Turkey and Orff Approach)