

SOURCES

Abeles, H.F., Hoffer, C.R. & Klotman, R.H. 1984. Foundations of music education. New York: Schirmer.

Adams, D.J. 1997. Toward a Theological Understanding of Postmodernism. *Metanoia*, Spring-Summer. url; http://www.crosscurrents.org/adams.htm. Access date: 13 August 2002.

Anderson, W.M. and Campbell, P.S, eds. 1996. Multicultural Perspectives in Music Education. 4th ed. Reston, Va.: Music Educators National Conference, 1996.

Anderson, W.M. and Campbell, P.S, eds. 1989. Multicultural Perspectives in Music Education. 2nd ed. Reston, Va.: Music Educators National Conference, 1989.

Andrews, F.M. 1971. Junior high school general music. Englewood Cliffs: Prentice-Hall.

Arjun. P. 1998. An Evaluation of the proposed New Curricula for Schools in Relation to Kuhn's Conception of Paradigms and Paradigm Shifts. *South African Journal of Higher Education*, 12 (1): 34-43.

Aronowitz, S. & Giroux, H.A. 1986. Education Under Siege: The Conservative, Liberal and Radical Debate over Schooling. London: Routledge and Kegan Paul.

Arts and Culture Document: learning areas committee. 1998. Department of Education: Pretoria.

Arts and Culture Education and Training discussion document. 1998. Department of Education: Pretoria.

Arts Framework, The. 1988. P-10, Ministry of Education (schools division), Victoria, Australia.

Ashmul, S.I. 1999. *Constructivism mind map*. Available from: url; http://www.ubl.no/People/sinia/CSCL/HMM costructivism.htm. Access date: 12 February 2003.

Asmal, K. 2000. Music Education for All. South African Music Teacher, 136: 12-14.



Badenhorst, D. C. 1995. Implications of the "new science" for educational planning. South African Journal of Education, 15(1): 13-15.

Badenhorst, D. C. & Claassen, J. C. 1995. *Reinventing Education*. Paper read at the International Conference on Education and Change, Unisa, Pretoria. September 1995.

Banks, J. A. & Banks, C. A. 1995. *Multicultural education: Issues and perspectives* (3rd Ed.). Boston: Allen & Bacon.

Barron, A. & Tai, D.H. 1998. Competencies and skills for instructional designers. Available from: url; http://www.coedu.usf.edu/inst-tech/resources/competen.html. Access date: 9 February 2003.

Barrow, R. 1983. Common sense and curriculum. London: Allen & Unwin.

Barrow, R. & Woods, R. 1998. An Introduction to Philosophy of Education, 3rd Ed. London: Routledge.

Beeld, 12 July 2000.

Beeld, 3 November 2000

Bennett, C. 1995. Comprehensive multicultural education: Theory and practice (3rd Ed.). Massachusetts: Allen & Bacon.

Berger, B.J. 1994. Early Childhood Music Education in a multicultural society. Unpublished DMus thesis. University of Port Elizabeth: Port Elizabeth.

Bernstein, D.W. 1999. John Cage and the "Project of Modernity": A Transformation of the Twentieth-Century Avant-Garde. *Corner Magazine*, No. 3, Fall 1999 – Spring 2000. url; http://www.uta.edu/numa/enculturation/2_bernstein/bernstei01.htm. Access date: 23 February 2003.

Beyer, L.E & Liston, D.P. 1996. *Curriculum in conflict*. New York: Teachers College Press.

Bezuidenhout, A. 2000. Meussa workshop report to Meussa members. University of Pretoria: Pretoria.



Binch, N. & Steers, J. 1991. *National Curriculum for Art: current Issues and Considerations*, National Society for Education in Art and Design, September. Great Britain: Addkey Print, Corsham, Wilts.

Black, P. & Atkin, J.M. (eds.) 1996. Chaining the subject. Innovations in science, mathematics and technology education. Organisation for Economic Co-operation & Development (OEOD). London/Paris: Routledge.

Blacking, J. 1987. A Common-sense view of all music. Cambridge: Cambridge University Press.

Blunt, R.J.S. 1998. Regionalism as a principle for Curriculum Relevance. South African Journal of Higher Education, 12 (1): 27-33.

Bolton, D. 1997. The Arts Matter Lecture Series. In *The Arts Matter*. London: Gower.

Bosch, D. J. 1991. *Transforming mission: Paradigm Shifts in the Theology of Mission.* Maryknoll. New York: Orbis.

Boughton, D. 1993. Shaping the National Curriculum: Issues for Australian Arts Educators. *Arts Education: Beliefs, Practices and Possibilities*, ed. By E.P Errinton, PP. 19-30, Geelong: Deakin University Press.

Bowman, W. 1998. A plea for pluralism: variations on a theme by George McKay. In: Colwell, R.J. (ed) *Basic concepts in music education II*. Niwot, Colorado: University Press of Colorado.

Bray, T. 1974. Contemporary Music: Case Studies 1. Walton Hall: Open University Press.

Breier, M. 1996. 'Whose knowledge? Recognition of prior learning and the National Qualification Framework'. Draft paper prepared for the Kenton Conference, Wilgerspruit. October 1996.

Brindle, R.S. 1975. The New Music. London: O.U.P.

Brooks, J. & Brooks, M. 1993. *The case for a constructivist classroom*. Alexandria, VA. ASCD.



Brown, A. R. 1999. Music, media and making: humanizing digital media in music education. *International Journal of Music Education* 33, 10-17.

Bryce, J., Harvey-Beavis, A., Livermore, J. & O'Toole, J. 1996. *The Mayer Key Competencies and Art Education* (A DEETYA Funded Project undertaken by the National Affiliation of Arts Educators with the Australian Council for Education Research), November.

Burke, J. (ed). 1998. Outcomes, learning and the curriculum: implications for NVQ's, GNVQ's and other qualifications. London: Falmer Press.

Business Day, 2 August 2000.

Cage, J.S. 1961. Silence - Lectures and writings. Cambridge, Massachusetts: M.I.T. Press.

Campbell, M.R. 1995. Interdisciplinary projects in music. *Music Educators Journal*, 82(2): 37-44.

Campbell, P.S. 1991. Lessons from the world. A Cross-cultural Guide to Music Teaching and Learning. New York: Schirmer Books.

Campbell, P.S. & Scott-Kassner, C. 1995. Music in Childhood: From Pre-school through the Elementary Grades. New York: Schirmer Books.

Carl, A. et al. 1988. Curriculum Development in the Primary School: A Modular Approach. Cape Town: Maskew Miller Longman.

Carolus, M. 1995. Musical Creativity as an Aspect of Aesthetic Education towards a "Mandala" Approach in Transforming Music Education in South African Schools. A paper presented at the SAMES Conference 1995: Transformation through Music Education, University of the Witwatersrand, Johannesburg, South Africa, 55-60.

Carr, W. & Kemmis, S. 1989. Becoming critical. Lewes: Falmer Press.

Carver, M.A. 2002. *Unit Standards for African Musics in South Africa*. Unpublished MMus dissertation. University of Pretoria: Pretoria.



Case, J. 1997. Collaborative learning = effective learning? *Proceedings of the National Seminar on Engineering Education in South Africa*. University of Cape Town, 7-16.

Case, J. & Fraser, D. 1997. Action research in an engineering education context. Proceedings of the National Seminar on Engineering Education in South Africa. University of Cape Town, 17-25.

Cheong, S. 1978. Music Education as aesthetic education. *The Australian Journal of Music Education*, 23: 21-23.

Chernoff, J.M. 1979. African rhythm and African sensibility. Aesthetics and social action in African Musical Idioms. Chicago: The University of Chicago Press.

Choksy, L., Abramson, R., Gillespie, A. and Woods, D. 1986. *Teaching music in the Twentieth Century*. Englewood Cliffs, New Jersey: Prentice-Hall.

Christie, P. 1997. 'Globalisation and the Curriculum: Proposals for the Integration of education and Training in South African'. In Kallaway, P. et al (eds). *Education after Apartheid*. Cape Town: UCT Press.

Claassen, J.C. 1994a. The South African education system. In: Dekker, E. & Van Schalkwyk, O.J. (eds). *Modern education systems*. Second edition. Durban: Butterworths.

Claassen, J.C. 1994b. A post-Newtonian view of the national education system. South African Journal of Education 14(4): 199-203.

Clark, C. 2000. Challenges Facing Students Entering Higher Education in South Africa. Learning Assistance Review, 5 (2): 5-12.

Clark, B.R. & Neave, B. (eds) 1992. Engineering education and institutes of technology: USA. *Encyclopaedia of Higher Education*, New York: Pergamon Press.

Clark, R. 1996. Ontario society for education through art. Art Education: Issues in Postmodern Pedagogy. Ontario, Almer Press.

Cobb, P. 1994. Constructivism in math and science education. *Educational Researcher*. 23(7), 13-20.



Cobern, W.W. 1991. Contextual constructivism: The impact of culture on the learning and teaching of science. Paper presented at the annual meeting of the National Association for Research in Science Teaching. Lake Geneva, WI. April 7-10.

Cobern, W.W. 1993. Contextual constructivism in Tobin, K. (Ed) *The Practice of constructivism in science education*. Washington DC. AAAS. p. 51-69.

Cohen, L. & Manion, L. 1989. Research in Methods of Education, 3rd Ed. London: Croom Helm.

Collins, C. 1993. The Competencies Debate in Australian Education and Training Canberra: Australian College of Education.

Colwell, R. (Ed.) 1992. Handbook of Research on Music Teaching and Learning. New York: Schirmer.

Connor, S. 1990. Structuralism and post-structuralism. In: Cole, M. et al (eds). Encyclopedia of literature and criticism. London: Routledge.

Conradie, D. 1997. Apartheid and the socio-political context of education in South Africa: a narrative account. *Teachers College Record*, 98 (4): 682-720.

Constas, M.A. 1998. The chaining nature of educational research and a critique of postmodernism. *Educational Researcher*, 27(2): 26-33.

Cooper, J.L. 1998. Synthesizing Research: a Guide for Literature Reviews. Thousand Oaks, California: Sage Publications.

Cosser, M. 1998. A draft framework for qualifications in higher education and training band of the National Qualifications framework. url;

http://www.saqa.org/docs/workingpaperaug98.htm Access date: 9 February 2002.

Costa, A. & Liebmann, R. 1995. Process is as important as content. *Educational Leadership* 52(6), 23-24.

Counts, G.S. 1971. A humble autobiography, In: Hariqhurs, R.J. (Ed): *Leaders in American Education, Part II.* Chicago: University of Chicago Press.

Courtney, R. 1982. *Replay-studies in human drama in education*, Toronto: Institute for Studies in Education Press.



Cremin, I. 1961. The transformation of the School: Progressivism in American Education. New York: Knorpf.

Cross, M. Mungadi, R. and Rouhani, S. From Policy to Practice 2002: Currriculum Reform in South African Education. *Comparative Education*, 38 (2): 171-87.

Dargie, D. 1992. Musical Practices of the Xhosa People. Cape Town, South Africa: David Phillips.

D'Angelo, J. & Little, S.K. 1998. Successful Web pages: what are they and do they exist? *Information technology and libraries*, June: 71-81.

De Clercq, F. 1995. "Policies and strategies for Implementation: The Unbreakable partnership: An Evaluation of the new Education and Development Macro Policies". Paper presented at the Kenton Conference. Grahamstown. October.

De Clercq, F. 1997. "Effective Policies and the Reform Process: An evaluation of South Africa's New Development and Education Macro Policies". In Kallaway P. et al (eds.) *Education after Apartheid*. Cape Town: UCT Press.

Delors, J. (ed). 1996. Learning: the treasure within. Paris: UNESCO.

Dennis, B. 1973. Experimental Music In Schools Towards a New World of Sound. London: Oxford University Press.

Department of Education (DoE). 1994. White Paper on Education and Training. Pretoria: Government Printer.

Department of Education (DoE). 1995. White Paper on Education. *Government Gazette* 351 (16312) Notice no. 196 of 1995, 15 March 1995.

Department of Education (DoE). 1996. Structures for the development of national policy regarding curriculum and related issues. Report from the Consultative Forum on Curriculum, Pretoria.

Department of Education (DoE). 1997a. Curriculum 2005: Lifelong learning for the 21st century. Pretoria: CTP Books.



Department of Education (DoE). 1997b. Call for comments on the draft statements of the national curriculum for grades 1-9. Government notice no. 18051. Pretoria: Government Printer.

Department of Education (DoE). 1997c. Norms and standards for Teacher Education, Training and Development. Pretoria: Government Printer.

Department of Education (DoE). 1997d. Curriculum 2005: Report of the Technical Committee on specific outcomes, assessment criteria and range statements. Pretoria: Government Printer.

Department of Education (DoE). 1997e. Curriculum 2005: Orientation Programme. Pretoria: Government Printer.

Department of Education, (DoE). 1997f. Document: Outcomes-Based Education in South Africa. Pretoria: Government Printer.

Department of Education (DoE). 1998. Green Paper for Further Education and Training: Preparing for the first century through education, training and work. Pretoria: Government Printer.

Department of Education (DoE). 2000. National Curriculum Framework for further education and training. Draft Document, May 2000. Pretoria.

Department of Education and Science (DES) 1991a. *Music for ages 5 to 14*. London: HMSO.

Department of Education and Science (DES). 1991b. Music in the National curriculum. London: HMSO.

Desai, D. 1983. An investigation into the influence of the Cape Malay child's cultural heritage. Unpublished MMus dissertation. University of Cape Town: Cape Town.

Devroop, C. 2002. Towards a conceptual framework for the design of a qualification in Music Technology at post-secondary institutions in South Africa. Unpublished DMus thesis. University of Pretoria: Pretoria.

Dewey, J. 1916. Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.



Dewey, J. 1963. The school and society. Chicago: University of Chicago Press.

Dewey, J. 1968. How we think. Boston: D. C. Heath & Company.

Dills, C.R & Romiszowski, A.J. (eds). 1997. *Instructional Development Paradigms*. Englewood Cliffs, New Jersey: Prentice Hall.

Dixon, E. 1998. Developing of a learning programme for the learning area Technology at Colleges of Education. Unpublished PhD thesis, University of Pretoria, Pretoria.

Doll, W.E. 1989. Complexity in the classroom. *Education Leadership*. September 1989: 65-70.

Doll, W.E. 1990. Teaching a postmodern paradigm. In: Sears, J.T. & Marshall, J.D. *Teaching and thinking about curriculum*. New York: Teachers College Press.

Draft Proposal for Policy Documents Concerning Music in Schools in the Province of the Eastern Cape. 1997.

Duncum, P. 1993. Beyond the fine art ghetto. Why the visual arts are important in education. Geelong: Deakin University Press.

Dzorkpey, T.K. 2000. Training music teachers for multicultural education in South Africa. Unpublished MMus dissertation. University of Orange Free State: Orange Free State.

Dzvimbo, K.P. 1997. 'Shifting Paradigms in the Discourse Practices of teacher education reform in southern Africa'. Paper presented at the Annual Conference of the Kenton Education Association, Hermanus. October 31 – November 1997.

Edelstein, S., Choksy, L., Lehman, P., Sigurdson, N. & Woods, D. 1980. *Creating Curriculum in Music*. Menlo Park, California: Addison-Wesley Publishing Co.

Education Policy Unit (UNISA). Communiqué No 2 October 1999:02.

Ehle, R.C. 1984. Music and Change: The Music of the New Millennium. *The Music Review*, 45, (3/4): 287-292.

Electronic Mail & Guardian - June 24, 1998.



Elliott, D.J. 1989. Key concepts in Multicultural music education. *Journal for Music Education*, 12, (13): 11-18.

Elliott, D. 1995. *Music matters. A new philosophy of music education*. New York: Oxford University Press.

Ellis, P. 1998. Enabling and developing a range of abilities in children with special need through aesthetic motivation combing sound and technology, *Conference Proceedings of the 23rd International Society for Music Education World Conference*. 170-182, Pretoria; Unisa: South Africa.

Ellsworth, J.H. & Ellsworth, M.V. 1996. *The New Internet Business Book*. New York: John Wiley.

England 1997. School Curriculum and Assessment Authority (SCAA). *The Arts in the curriculum*. London: Bedford Square Press.

English, P. 1996. African Philosophy: A Classical Approach. Englewood Cliffs, New Jersey: Prentice Hall.

Enslin, P. 2003. Citizenship Education in Post-Apartheid South Africa. Cambridge Journal of Education, 331 (1): 73-83.

Erlmann, V. 1996. Nightsong: Performance, Power and Practice in South Africa. Chicago: University of Chicago Press.

Evans, K. & King, J. 1994. Research on OBE: What we know and don't know. *Educational Leadership*, March, 51 (6): 79-80.

Ewen, D. 1991. *The World of Twentieth Century Music*. 2nd revised edition. London: Mackays of Chatham.

Fabricius, W.V. 1983. Piaget's theory of knowledge: Its philosophical context. *Human Development*. 26, 325-334.

Farrell, T. 1998. Reflective Teaching: The Principles and Practices. *English Teaching Forum*, Oct-Dec, (36), (4): 10-17.

Ferris, T. 1997. The whole shebang. London: Weidenfeld & Nicolson.



Ferris, W. R. Jr. 1999. Racial repertoires among blues performers. *Ethnomusicology*, 24:439-449.

Fogarty, R. 1991. Ten ways to integrate curriculum. *Educational Leadership*, 49: 62-65.

Foucault, M. 1980. Power/Knowledge: Selected Interviews and Other Writings 1972 - 1999. Edited by Colin Gordon. New York: Harvester Wheatsheaf.

Fouché, J. 1998. Multimedia, Interactivity and the Web: a shocking experience. In *Media for the new millennium*. Edited by Le Roux, A. SAARDHE/EMI conference proceedings: Pretoria, 45-56.

Fowler, C. 1993. Strong Arts, Strong Schools. Speech presented at the biannual conference of the Getty Centre for Education in the Arts, San Francisco, January.

Fowler, M. 1993. The Realisation of Self-Directed Learning through a Modular Approach to Technikon Education. Unpublished DEd thesis. Unisa: Pretoria.

Foxcroft, C.D; Elkonin, D.S. & Kota, P. 1998. The development and implementation of an outcomes-based Bachelor's degree programme in Psychology. *SAQA Bulletin* 2(2) from: http://www.saqa.org.za/docs/bulletin/bulletin98-vol12-2a.htm1#98.htm. Access date: 12 March 2002.

Francis, D. 1993. The Arts - a Curriculum profile for Australian Schools. Australia: Curriculum Corporation.

Freedman, K. 1994a. Interpreting gender and visual culture in art classrooms. *Studies in Art Education*, 35(3): 157-170.

Freedman, K. 1994b. Teaching technology for meaning. The Journal of the National Art Education Association, 50 (4): 34-37.

Freire, P. 1970. Cultural Action for Freedom. Harvard Educational Review, 12(6): 23-28.

Freire, P. 1994. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. Harmondsworth: Penguin.



Fung, C.V. 1996. Musicians' and non-musicians' preferences for world musics: Relation to musical characteristics and familiarity. *Journal of Research in Music Education*, 44(1): 60-83.

Gall, M.D. Borg, W.R. & Gall, J. 1996. Educational Research: An introduction. New York: Longman.

Galvan, J.L. 1999. Writing Literature Reviews. Los Angeles: Pyrczak Publishing.

Gardner, H. 1990. Multiple intelligences: implication for art creativity. In: Moody, W.J.(ed). Artistic intelligences: implications for education. New York: Teachers College Press.

Gardner, H. 1991. Toward more effective arts education. In: Smith, R.A. & Simpson, A. (eds). Aesthetic and arts education. Urbana: University of Illinois, 274-285.

Garfias, R. 1983. Music in the United States: community of cultures. Music Educators Journal, 69(3): 30-31.

Garretson, R.L. 1976. *Music in Childhood Education*, (2nd Ed). Englewood Cliffs, New Jersey: Prentice-Hall.

Gevers, W. With assistance from Luckett, K. & Ogude, N. 1999. Facilitatory handbook on the interim registration of the whole University Qualifications by June 2000. Pretoria: SAUVCA.

Geyser, H. 1999a. *Developing OBET programmes for higher education*. Johannesburg: RAU Higher Education Policy Unit.

Geyser, H. 1999b. Developing OBET programmes: the RAU model. An orientation for lecturers and other members of staff of RAU. Johannesburg: RAU Higher Education Policy Unit.

Giroux, H.A., Penna, A.N. & Pinar, W.F. (eds). 1981. Curriculum and instruction: alternatives in education. Berkeley: McCutchin.

Glatthorn, A.A. 1993. Outcomes-based education: reform and curriculum process. Journal of Curriculum & Supervision 8(4): 354-363.



Goduka, I.N. 1998. Linguistic and Cultural Diversity Implications for Learning, Educating and Curricular Transformation. *South African Journal of Higher Education* 12, 34-43.

Grant, C., & Sleeter, C. 1989. Race, class, gender, exceptionality and education reform. 49-65 in J. A. Banks & C. A. McGee Banks (Eds.), *Multicultural education: Issues and perspectives*. Boston, MA: Allyn and Bacon.

Greenberg, H.M. & McGregor, J. 1972. Music handbook for the elementary school. New York: Parker.

Griffiths, P. 1986. *Modern Music, A Concise History from Debussy to Boulez*. London: Thames and Hudson.

Griffiths, P. 1999. A Distant Prospect of British Music. *BBC Music Magazine*, vol. 7(8): 31-36.

Grové, J.P. 2001. Mapping the different musics. Meussa draft document. Pretoria, South Africa.

Guba, E.G. 1990. The paradigm dialog. Newbury Park: Sage Publications.

Guba, E.G. & Lincoln, Y.S. 1985. *Naturalistic Inquiry*. Newbury Park: Sage Publications.

Gunthorpe, J. 1998. "Criteria for the generation and evaluation of standards and qualifications on the National Qualifications Framework". *SAQA Bulletin 2(1)*. url; http://www.saqa.org.za/docs/bulletin98-vol12-1.html. Access date: 7 March 2003.

Habermas, J. 1985. Modernity – An Incomplete Project. In: H. Foster (ed.), *Postmodern Culture*. London & Sydney: Pluto Press.

Habermas, J. 1985. Modernity – An Incomplete Project. In: H. Foster (ed.), *Postmodern Culture*. London & Sydney: Pluto Press.

Habermas, J. 1987. Knowledge and human interests. Trans. J. Shapiro. Cambridge: Polity Press.

Hamm, C. 1995. Putting Popular Music in its Place. Cambridge: Cambridge University.



Hammond, N. 1992. Blocks to the effective use of information technology in higher education. In *Computer assisted learning*. New York: Pergamon, 155-162.

Hannafin, M.J. & Peck, K.L. 1988. The design, development and evaluation of instructional software. New York: Macmillan.

Hanrahan, H. 1997. Outcomes-based specifications for degree programmes: a new impetus for curriculum development. *Proceedings of the National Seminar on Engineering Education in South Africa*. University of Cape Town, 75-84.

Harasim, L., Hiltz, S.R., Teles, L. & Turoff, M. 1995. Learning networks: a field guide to teaching and learning online. Cambridge: MIT Press.

Harding, S. 1998. The Curious Coincidence of Feminine and African Moralism. In Eze, E. C. (ed.). *African philosophy. An anthology*. Oxford: Blackwell, 360-372.

Hargreaves, D. & Zimmerman, M. P. 1992. Developmental theories of music learning, in: R. Colwell (Ed) *Handbook of Research on Music Teaching and Learning*. New York: Schirmer.

Harvey, D. 1990. The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change. Oxford: Blackwell Publishers.

Hauptfleisch, S.J. 1997. Transforming South African music education. A systems view. Unpublished DMus thesis. Pretoria: University of Pretoria.

Hayles, N.K 1990. Chaos bound: orderly disorder in contemporary literature and science. Ithaca: Cornell University Press.

Hendricks, N. & Samuels, J. 1997. 'Generating standards and the National Qualifications Framework: A Critical Reflection'. A paper presented at the KentonEducational Association Conference, Hermanus.

Henshel, R.L. 1990. Thinking about social problems. New York: Harcourt Brace.

Hentschke, L. 1993. Musical development: testing a model in the audience-listening setting. PhD thesis, London: University of London, Institute of Education.

Heunis, G.J.L. 1998a. *Multicultural music expression*. Seminar on Education in Arts. Maseru, Lesotho. Unpublished paper.



Heunis, G.J.L. 1998b. 10 Essays - Music Education in the 20th Century.

Unpublished: University of the Orange Free State.

Heunis, G.J.L. (Ed.) 1993. *Introductory Speech*. Proceedings of the Fifth South African Music Educators' Congress.

Higgs, L.G. 1998. The Democratisation of Knowledge: A New Paradigm for Courses in Philosophy of Education at the University of South Africa. South African Journal of Higher Education 12 (1): 190-200.

Hoek, A. 2001. South African unit standards for a General Music Appraisal Programme at NQF Levels 2-4, with special reference to Ensemble specialisation for available instruments. Unpublished DMus thesis. Pretoria: University of Pretoria.

Hoffer, C. R. 1991. Teaching Music in the Secondary Schools 4th Ed. California: Wadsworth Publishing Co.

Hoge Mead, V. 1994. Dalcroze Eurhythmics in Today's Music Classroom. New York: Schott.

Human Sciences Research Council (HSRC). 1995. Ways of seeing the National Qualifications Framework. Pretoria: HSRC.

Jansen, J. 1989. Curriculum reconstruction in post-colonial Africa: a review of the literature. International journal of educational development 9 (3): 219-231.

Jansen, J.D. 1998. Curriculum Reform in South Africa: A Critical Analysis of Outcomes-based Education. Cambridge Journal of Education, 28 (3): 321-31.

Jansen, J.D. 1999. The School Curriculum since Apartheid: Intersections of Politics and Policy in the South African Transition. *Journal of Curriculum Studies*, 31 (1): 137-167.

Jasper, F. 1991. The relationship sound-image. International Journal of Instructional Media, 18 (2): 161-174.

Jegede, O. 1991. Constructivism and research in distance education. *Open Forum*, 1(1): 5-10.



Jenkins, A. & Walker, L. (Ed.). 1994. Developing Student Capability Through Modular Courses. London: Kogan Page.

Jensen, E. 1998. Brain-based learning and teaching. South Africa: Lead the Field Africa.

Johnson, D. & Johnson, R. 1987. Learning together & alone: Cooperative, competitive, & individualistic learning. Englewood Cliffs, New Jersey: Prentice-Hall.

Jonassen, D.H. 1991. Objectivism versus constructivism: Do we need a new philosophical paradigm? *Education, Technology, Research and Developmen*, t 39(3): 5-14.

Jonassen, D.H. 1997. Concept mapping and other formalisms as mindtools for representing knowledge. Available from url;

http://www.Hw.ac.uk/~granum/class/aldocs/day alt.html. Access date: 22 June 2001.

Jonassen, D.H., Davidson, M., Collins, M., Campbell, J. & Haag, B.B. 1995. Constructivism and computer mediate communication in distance education. *The American Journal of Distance Education* 9(2): 7-26.

Jones, S. 2000. Music and the Internet. Popular Music, 19 (2): 217-30.

Joseph, D.Y. 1999. Outcomes-based Music Education in the Foundation phase at independent schools in Gauteng. Unpublished DMus thesis. University of Pretoria: Pretoria.

Joubert, M. M. 1998. Arts Education: A Music Education Perspective. Unpublished BMus (Hons) long essay, Pretoria: University of Pretoria.

Jungck, S. & Marshall, J. D. 1992. Curricular perspectives on one great debate. in S. Kessler & B. B. Swadener (Eds.), Reconceptualizing the early childhood curriculum: Beginning the dialogue. NY: Teachers College Press. 93-102

Kachelhoffer, P.R. 1987. Kurrikulumontwikkeling in geneeskundige opleiding. Unpublished PhD thesis. Pretoria: University of Pretoria.

Keen, J.A. 1987. A History of Music Education in the United States. Hanover: University Press of New England.



Kgobe, M. 1996. The National Qualifications Framework and 'Out of School Youth: Problems and Possibilities. Paper presented at the Kenton-at-Wilgerspruit Conference. 25-28 October.

Killen, R. 1998. *OBE: Rethinking teaching*, Unpublished Paper, University of South Africa, October, Pretoria.

King, J.A. & Evans, K.M. 1991. Can we achieve outcome-based education? Educational Leadership, 51 (6):73-75.

Koetsier, J. 1997. Alienation and Paradise in Curriculum 2005. Paper presented at the Kenton Educational Association Conference, Hermanus.

Kok, J.C. 2000. Africa Renaissance: A wakening to other values. Unpublished paper delivered at the EASA Conference, Jan 2000; Bloemfontein.

Kozmetsky, G. 1980. The significant role of problem solving in education. In O. Tuma (Ed.), *Problem solving and education: Issues in teaching and research*. Hillsdale , NJ. Laurence Erlbaum Press.

Kramer, L. 1995. Classical Music and Postmodern Knowledge. Berkeley: University of California Press.

Kruger, R.A. & Muller, E.C.C. 1988. Teacher Training Lesson Structure & Teaching Success. Johannesburg: RAU.

Kuhn, T.S. 1962. The structure of scientific revolutions. Chicago: University of Chicago Press.

Le Roux, A. (ed) 1998. Media-integrering aan UNISA. Progressio, 13 (2): 50-60.

Leask, M. 1994. Modular courses, assessment and student capability. In Jenkins & Walker (op. cit.).

Lehman, P.R. 1993. The Class of 2001. Keynote 3: ASME 6th National Conference Report, 1986. In: J. Thonell (ed.), *Australian Music Education Book no. 1*. CIRCME, School of Music, University of Western Australia, Perth.

Lemay, L. 1995. Teaching yourself Web publishing with HTML in a week. Indianapolis, Indiana: SAMS.



Lemmer, E. & Squelch, J. 1993. *Multucultural Education: A teachers' manual.* Southern book Publishers: Pretoria.

Leong, S. 1995. Using the computer in music education, Perth, CIRCME.

Leonhard, C. & House, R.W. 1972. Foundations and Principles of Music Education. New York: McGraw-Hill Book Company.

Lew, A. 1991. National and school based development. Unesco. Paris: Gauthier - Villars.

Lincoln, Y.S. 1990. The Making of a Constructivist. In: Guba, E.G. 9ed). *The Paradigm Dialog*. Newburgh Park: Sage Publications.

Lincoln, Y.S. & Guba, E.G. 1985. *Naturalistic Inquiry*. Beverly Hills: Sage Publications.

Livermore, J. 1993. Computers in Music Education: Matching the method to the Medium. *Arts Education: Beliefs, Practices and Possibilities*, ed. Errington, E.P., Geelong: Deakin University Press, 57-86.

Livermore, J. 1998. A Key Role for Music in Holistic Education: an Australian perspective, Conference Proceedings of the 23rd International Society for Music Education World Conference. Pretoria; Unisa: South Africa, 327-336.

Lodge, T. 1999. South African Politics since 1994. Cape Town: David Philip.

Lucia, C. 1988. *The Ethnomusicologist and the Music Educator*. Paper presented at the 6th Symposium on Ethnomusicology, 1987. Grahamstown: ILAM.

Luckett, K. 1998. A University Perspective on SAQA and the NQF. Notes from Unisa workshop: *The conceptual and structural implications of SAQA for higher education*. 22 September 1998. Pretoria: Unisa.

Lukacs, J. 1971. Quantum mechanics and the end of scientism, in R Olson (ed) Science as metaphor. Belmont: Wadsworth.



Macauley, P. 2001. *The Literature Review*. Geelong, Victoria, Australia: Deakin University. Retrieved 5 January 2005 from the World Wide Web: http://www.deakin.edu.au/library/findout/research/litrev.html.

Mackie, R. (ed.) 1980. Literacy and Revolution - The Pedagogy of Paulo Freire. London: Rhino Press.

Makeba, M. 1971. The Word of the African Son. Chicago: Quadrangle Books.

Makgoba, W. 1996. In search for the ideal democratic model for South Africa. Sunday Times 27th October 1996.

Malan, B. 1997. Excellence through outcomes. Juta: Cape Town.

Manno, B.V. 1995. The new school war battles over outcome-based education. *Phi Delta Kaplan*, 76(9): 720-729.

Mark, M.L. 1978. Contemporary Music Education. New York: Schirmer Books.

Marsh, C. & Stafford, K. 1988. Curriculum practice and issues. 2nd ed. Sydney: McGraw Hill.

Mason, M. 1999. Outcomes-based Education in South African Curricular Reform: A response to Jansen. Cambridge Journal of Education, 29 (1): 137-43.

Mayer Key Competencies and Arts Education. 1996. A DEETYA funded project undertaken by National Affiliation of Arts Educators with The Australian Council for Educational Research, November.

Mayer, E. 1992. Key Competencies: Report of the committee to advise the AEC and MOVEET on employment-related key competencies for post-compulsory education and training. Canberra: Australian Government Publishing Service.

McClary, S. 1991. Feminine Endings: Music; Gender and Sexuality. Minneapolis: University of Minnesota Press.

McGhan, B. 1994. The possible outcomes of OBE. Educational Leadership, 51 (6): 60-72.



Mchunu, L.B. 1998. 'The privileging of Western Epistemologies by South African educational Institutions privileges the privileged'. In John van der Vyver (ed.), KEA/ASE Conference proceedings, volume 1. Southern African Society of Education, Johannesburg.

McKernan, J. 1993. Some limitations of outcomes-based education. *Journal of Curriculum & Supervision*, (8) (4): 343-353.

McMahon, O. 1990. Music in early childhood classroom. Proceedings of the 19th World Conference of the International Society for Music Education. Helsinki: ISME.

McPherson, G.E. 1995. Integrating the Arts into the General Curriculum: An Australian Perspective. *Arts Education Review*, 97 (1): 25-31.

McPherson, G.E. 1997. Australian Music Education: Current and Future Curricula Practises and trends, A Paper presented at the Foundation for Promotion of Music Education and Culture "Towards 21st Century Music Education: Global promotion of Music Education and Improvement of International Mutual Understanding", Okayama, Japan, September.

Merriam, A.P. 1963. Purposes of Ethnomusicology: An Anthropological View. *Ethnomusicology*, 7(3): 206-213.

Merrick, H. 1995. Trash aesthetics: popular culture and its audience. Chicago: Pluto Press.

MEUSSA. 2001. Generic unit standards. MEUSSA unpublished draft document, Pretoria.

Micghan, B. 1994. The possible outcomes of outcomes-based education. *Educational Leadership* 51(6): 70-72.

Mickernan, J. 1993. Some limitations of outcomes-based education. *Journal of Curriculum & Supervision* 8(4): 343-353.

Millar, R. (Ed.) 1989. Doing Science: Images of Science in Science Education. Philadelphia, PA: Falmer Press.

Mills, C.W. 1959. The Sociological Imagination. New York: Oxford University Press.



Mills, J. 1995. Music in the primary school. Cambridge: University Press.

Minister Ben Ngubane. 1994. Quotation from the Weekly Mail and Guardian. October 7th. Quotation taken from the SAMES 1995 Brochure.

Ministry of Education. White Paper on Education and Training. 15 March 1995.

Mitchel, D. 1997. Embracing Uncertainty: Some Perspectives on Evangelical Thought in Postmodern Times. Paper presented at the Society for the Integration of Faith and Thought, url; http://www.sift.org.au/97maydm.htm. Access date: 11 January 2004.

Molenda, M. 1991. A philosophical critique of the claims of constructivism. Educational Technology 31(9): 44-48.

Moore, M.G. & Kearsley, G. 1996. Distance education: A systems view. Washington: Wadsworth.

Moores, J.L.S. 1990. Strategies for Fostering Creative Thinking Music Educators Journal 76 (9) May, 38-42.

Morgan, R.P. 1991. Twentieth-Century Music. New York: Norton.

Morrison, D. 1997. Theory and Practice of an Emerging Paradigm. Mahwah, New Jersey: Erlbaum Associates.

Muller, J.P. 1998. 'Fragility, Knowledge and Trust: The Case for Educational Research for Policy'. In John van der Vyver (ed.), *KEA/SASE Conference Proceedings*. Volume 1. Southern African Society of Education, Johannesburg.

National Affiliation of Arts Educators News (NAAE News) 1997. What do you mean by 'arts education', December, 6 (3): 1-6.

Ndlovu C. 1991. *Transcription of African Music*, Unpublished paper presented at the African Music conference at the University of Venda, South Africa.

Nel, J.E. and van der Westhuizen, P.C. 1998. Programme-based education within the humanities: OBE revisited? *Bulletin News for the Human Sciences*, 5(1):6-8.



Nekhwevha, F. 1998. OBE as an Educational Transformation Strategy for the 'New' South Africa: An Evaluation of Some Critical Areas. In: *Critical Perspectives in South African Education*. Kenton Education Association: Juta & Co, Ltd.

Nettl, B. 1990. Folk and Traditional Music of the Western Continents. Englewood Cliffs, New Jersey: Prentice Hall.

Nevhutanda, N.A 1998. Towards a Socio-constructivist and Transformational music education curriculum in South African schools. Unpublished MMus dissertation. Pretoria: University of Pretoria.

Nevhutanda, N.A. 2000. An analytic-critical reflection on an integrated Arts Education Curriculum in a Multicultural South Africa. Unpublished DEd thesis. Pretoria: University of South Africa

New Webster Dictionary of the English Language. 1981. USA: Delair Publishing Company.

Niehaus, L. 2000. Education in Post-apartheid South Africa (Key-note presentation delivered at Quality Learning 2000. Inaugural International Symposium Calgary Board of Education in Calgary, Canada: 1-4 March 2000).

Nketia, J.H.K. 1962. The problem of meaning in African Music. In *Ethnomusicology* I(1), 1-7.

Nketia, J.H.K. 1966. Music Education in African Schools: A Review of the Position in Ghana. *International Seminar on Teacher Education in Music*. Ann Arbor: University of Michigan.

Noble, S.G. 1961. A History of American education. New York: Holt, Rinehart and Winston.

Nolte, M. 1999. Constructivism. Available from: url; http://hagar.up.ac.za/catts/learner/mignon/construct.html. Access date: 24 June 2002.

Norman, K. 1999. Music Faculty Perceptions of Multicultural Music Education: Bulletin of the Council for Research in Music Education, No.139:12-18.

Novak, J. 1977. A Theory of Education. Ithaca, NY. Cornell University Press.



Nye, R.E. & Nye, V.T. 1977. Music in the Elementary School. 3rd edition. Englewood Cliffs, New Jersey: Prentice-Hall.

Nzimande, B. 1997. Foreword, in Kallaway P. et al (eds.) Education after Apartheid: South African Education in Transition. Cape Town: UCT Press.

O'Neil, J. 1994. Aiming for New Outcomes: The promise and the Reality. Educational Leadership, 14 (4): 6-10.

Oehrle, E. 1987. A new direction for South African Music Education. Pietermaritzburg: Shuter & Shooter.

Oehrle, E. 1991. An introduction to African views of music making. *In Journal of Aesthetic education* 25(3), Fall 1991, 163-173.

Okafor, V.O. 1997 Toward an Africological Pedagogical Approach to African Civilization. *Journal of Black Studies*, 27 (3): 299-317.

Oliveira, A. 1992. Estruturas de ensino em musica: analise de aspectos externos. Anais do l encontro annual da ABEM, 24-27.

Oliveira, A. 1995. Curriculo ALLI para o ensino da musica na escola de Grau. Anais do IV Simposio Paranaense de Educação Musical. Londrina.

Olivier, C. 2000. Let's educate, train and learn outcomes-based. Pretoria: Design Book.

Omibiyi, M. 1999. A Model for the Study of African Music. African Music, 5(3): 6-12.

Ornstein, A.C. & Hunkins, F. 1998. Curriculum: foundations, principles and theory. 3rd edition. Needham Heights: Allyn & Bacon.

Osborne, H. 1985. The Aesthetic in Education and in life. In Ross, M. (Ed.). The Aesthetic in education, 83-113. Oxford: Pergamon.

Padayachee, S.L. 1996. South Africa and the World economy. In Barker P.H., et al (eds.) Johannesburg: David Phillip.

Patchen, J. 1996. A Comprehensive Approach. *Music Educators Journal*, vol. 83, no. 2, pp. 17-18.



Paynter, J. 1970. Sound and Silence. London: Universal Edition.

Paynter, J. 1972. Here and Now: An introduction to Modern Music. London; Universal Edition.

Paynter, J. 1982. Music in the Secondary Schools Curriculum: Trends and Developments in Class Music Teaching. Cambridge: Cambridge University Press.

Pearce, H.T. 1997. Flexibility in the engineering curriculum: a vital component of the future. Proceedings of the National Seminar on Engineering Education in South Africa. University of Cape Town, 198-206.

Pearse, H. 1992. Beyond Paradigms: Art Education Theory and Practice in a Postparadigmatic World. Studies in Art Education, 33(4), 244-252.

Peery, J.C., Peery, I.W. & Draper, T.W. 1987. *Music and Child Development*. New York: Springer-Verlag.

Peters, R.S. 1975. Education and the educated man, in *A critique of current educational aims*, edited by Dearden, R.F., Hirst, P.H. & Peters, R.S. London: Routledge and Kegan Paul.

Peters, D.E. 1997. Canadian music and music education: an annotated bibliography of theses and dissertations. Lanham: Scarecrow Press.

Petzold, R.G. 1978. *Child development and music education*. Report of Ann Arbor Symposium. Music Education National Conference: Reston.

Phelps, R.P. Ferrara, L. & Goolsby, T.W. 1993. A Guide to Research in Music Education. Metuchen: N.J. Scarecrow Press.

Phillips, B. 1997. Getting to grips with the National Qualifications Framework. Johannesburg: NQF Network.

Pieterse, J. 1998. Web-gegronde opleiding wen veld. In *Finansies en Tegniek*. 16 October 1998, 43-44.

Pinar, W.F., Reynolds, W.M., Slattery, P. & Taubman, P.M. 1995. Understanding Curriculum: An introduction to the study of Historical and Contemporary Curriculum Discourses. New York: Peter Lang Publishing.



Plummeridge, C. 1993. *Music Education in Theory and Practice*. London: Falmer Press.

Pontious, M. 1986. A guide to curriculum planning in music education. Wisconsin: Winconsin Department of Instructions.

Pratt, D. 1994. Curriculum planning: a handbook for professionals. Florida: Harcourt Brace College Publishers.

Pretoria News, 25 June 2000.

Pretoria News, 7 June 2000.

Primos, K. 1996. Music Education and the concept of Holism in a South African Context, with Special Reference to the Johannesburg Region. Unpublished DMus thesis. Pretoria: University of Pretoria.

Ram, Y. 1986. An Introduction to Classical Indian Music. *Proceedings of the First National Conference on Music Education*. Pietermaritzburg: University of Natal Press.

Ramose, B. 1998. Black Perspectives on Tertiary Institutional Transformation. Foreword, in Seepe P. (ed.) Florida: Vivlia.

Reese, S. 1994. Music technology: Tools for extending and sharing minds. *American Music Teacher*, 43(6): 12-13, 90.

Reeves, J. 1998. Rich schools caned to help poor. *The Star Newspaper*. October 13th, 1.

Regelski, T.A. 1981. Principles and problems of music education. Englewood Cliffs, New Jersey: Prentice-Hall.

Reimer, B. 1989. A philosophy of music education. 2nd edition. Englewood Cliffs, New Jersey: Prentice-Hall.

Reimer, B. 1991. Essential and Nonessential Characteristics of Aesthetic Education. In *Journal of Aesthetic Education* 25(3), 193-214.

Reimer, B. 1995. The Experience of Profundity in Music. In *Journal of Aesthetic Education* 29(4), 1-21.



Republic of South Africa (RSA). 1995a. Draft National Qualification Framework Bill. Government Gazette 360 (16439).

Republic of South Africa (RSA). 1995b. White Paper on education and training. Government Gazette 357 (16312).

Riesbeck, A.M. 1996. Case based teaching and constructivism: carpenters and tools. In Constructivist learning environment: case studies in instructional design. New Jersey: Prentice Hall, 49-64.

Robinson, J. 2000. OBE and Intercultural Music Education. *The Talking Drum*. University of Natal: Natal.

Romiszowski, A.J. 1984. Producing instructional systems: lesson planning for individualised and group learning activities. London: Kogan Page.

Roscher, A. 2001. Music standards for the Foundation Phase and teacher training in South Africa. Unpublished DMus thesis. University of Pretoria: Pretoria.

Ruben, S.E. & Spady, W.G. 1984. Achieving excellence through outcome-based instructional delivery. *Educational Leadership*, 41 (8):37-44.

Rugg, H. & Shumaker, A. 1996. The Child-Centred School. New York: Arno Press.

Ryan, S. & Shreyar, S. 1996. Arts partnerships in the classroom: Some cultural considerations. In J. Remer (Ed.), Beyond enrichment: Building effective arts partnerships with schools and your community. New York: American Council for the Arts. 346-355

Ryan, T. 1997. Learning and the method of science in engineering education. Proceedings of the National Seminar on Engineering Education in South Africa. University of Cape Town, 256-261.

Rycroft, D. 1991. Black South African Urban Music Since the 1980's: Some Reminiscences of Alfred Assegai Kumalo (1879-1966). African Music, 7(1): 5-31.

Sabatella, M. 1992. A Jazz Primer. url;

http://www.outsideshore.com/primer/primer/ms-primer-2.html. Access date: 11 January 2004.



Sadie, S. (ed). 1980. The New Grove Dictionary of Music and Musicians. London: Macmillan.

Samoff, J., Rensburg, I. & Groener, Z. 1994. From critique to consultation to curriculum: Education policy in post-apartheid South Africa. Toronto: African Studies Association.

SAQA (South African Qualifications Authority). 1997. The emergence of the NQF and SAQA. SAQA Bulletin 1(1):2-4, 15-16. Pretoria: SAQA.

SAQA (South African Qualifications Authority). 2000a. Standards generating body manual - Fourth draft, May 2000. SGB Manual for public comment. SAQA 1230/00. Pretoria: SAQA.

SAQA (South African Qualifications Authority). 2000b. Criteria for the general evaluation of Qualifications and standards within the National Qualification Framework. Policy Document. SAQA 1430/00. Pretoria: SAQA.

SAQA (South African Qualifications Authority). 2000c. A SAQA position paper: the NQF and Curriculum 2005. Available from:

www.saqa.org.za/html/ngf/docs/curricul2005.html. Access date: 20 February 2000.

SAQA (South African Qualifications Authority). 2000d. South African Qualifications Authority Tables of Level Descriptions. SAQA Bulletin, 4(10): 9. Pretoria: SAQA.

SAQA (South African Qualifications Authority). 2002. Revised level descriptors for the NQF. Pretoria: SAQA.

Sass, A. R., Reed, B. I. & Mchunu, C. 1997. Engineering 1: a new course with a new agenda. *Proceedings of the National Seminar on Engineering Education in South Africa*, University of Cape Town, 262-271.

Saunders, W. 1992. The constructivist perspective: Implications and teaching strategies for science. *School Science and Mathematics*, 92(3): 136-141.

Savage, E. 1989. A model for technology education in Ohio. Bowling Green, OH: The Model Technology Systems Project.



Sawada, D. & Caley, M.T 1985. Dissipative structures: New Metaphors for Becoming in Education. *Educational Researcher*, 14(3): 13-19.

Schafer, M. 1976. Creative Music Education. New York: Schirmer Books.

Schafer, R. M. 1975. The Rhinoceros in the Classroom. London: Halstan & Co.

Schoeman, S. 1999. *Instructional design for distance Music Education*. Unpublished DMus thesis. Pretoria: University of Pretoria.

Schofield, H. 1972. The Philosophy of Education: An Introduction. Unwin Education Books: London: Allen & Unwin.

Schuck, R. 1987. The quantum theory of education: some personal reflections on the scientific component of the discipline of education. *Teacher Educator*, 23 (2): 2-12.

Scott, P. 1987. A Constructivist view of learning and teaching in science. *Children's Learning in Science Project*. Centre for Studies in Science and Mathematics Education, University of Leeds, England, U.K.

Seels, B.B. (ed). 1995. Instructional design fundamentals: a reconsideration. Englewood Cliffs, New Jersey: Prentice-Hall.

Self, G. 1967. New Sounds in Class. London: Universal.

Shankar, R. 1969. My Music, my Life. London: Jonathan Ball Publishers.

Shepherd, J. 1991a. Music and the Last Intellectuals. In *Journal of Aesthetic Education*, 25(3), 95-114.

Shepherd, J. 1991b. Music as social text. Cambridge: Polity Press.

Sibbald, M. J. 1993. Aesthetic Criticism in the Music Classroom. *Music Educators Journal*, 80 (2): 37-40.

Sieborger, R. 1997. 'How the Outcomes Come Out' - A Personal Account of and Reflections on the Initial Process of Development of Curriculum 2005. Paper presented at Kenton-at-the-Gap Conference, Hermanus. 31 October - 1 November.



Slobin, M. & Titon, J. T. 1992. The music-culture as a world of music. In: Titon, J.T. (ed.). Worlds of Music: An introduction to the Music of the World's Peoples, 2nd Ed. New York: Schirmer, 1-15.

Small, M. 1977. Music, Society and Education. Hanover: University Press of New England.

Small, M. 1994. Music of the Common Tongue. New York: Riverrun Press.

Small, M. 1998. Musicking: The Meanings of Performance and Listening. Hanover: University Press of New England.

Smit, E. & Hauptfleisch, S. 1993. Effective music education in South Africa: music education policy. HSRC: Pretoria.

Smith, R.A. 1994. General knowledge and arts education: an interpretation of E.D. Hirsch's cultural literacy. Urbana: University of Illinois.

Soloman, J. 1987. Social influences on the construction of pupil's understanding of science. Studies in Science Education, 14, 63-82.

Soudien, C. and Baxen, J. 1997. Transformation and Outcomes-based Education in South Africa: Opportunities and Challenges. *Journal of Negro Education*, 66 (4): 449-59.

South Africa. 1997. Foundation Phase: Policy Document. Pretoria: Department of Education.

South Africa. 2000. National Curriculum Framework for further education and training. Draft Document, May 2000. Pretoria: Department of Education.

South Africa. 2001. Pretoria: Department of Education. Arts and Culture Document. July 2001.

Spady, W.G. & Marshall, K.J. 1991. Beyond traditional outcomes-based education. Educational Leadership, 49(2):67-72.

Spady, W.G. 1982. Outcomes-based education. Australian Curriculum Studies Association: New South Wales.



Spady, W.G. 1994. Outcomes-based education: critical issues and answers.

Arlington, VA: American Association for School Administrators.

Spady, W.G. 1997. Competency Based Education: A Bandwagon in Search of a Definition. *Educational Researcher*, 49 (2): 4-7.

Spector, B.S. 1993. Order out of chaos: Restructuring schooling to reflect the society's paradigm shift. *School Science and Mathematics*, 93 (1): 9-19.

Squire, J.R. (Chairman and Editor; ASCD 1972 Yearbook Committee) 1972. A new look at progressive education. Washington: Association for Supervision and Curriculum Development.

Stavenga, D.G. 1993. Facets of vision. Berlin, New York: Springer-Verlag.

Steffe, L. 1990. Overview of the action group A1: Early childhood years. In L. Steffe and T. Wood (Ed.), Transforming early childhood mathematics education: An international perspective. Hillsdale: Lawrence Erlbaum.

Steffe, L.P. & Gale, J. 1995. Constructivism in education. New Jersey, Hove: Lawrence Erlbaum.

Steinberg, M.P. 1992. The Musical Absolute: Theodor Adorno, Criticism and Interpretation. *New German Critique*, issue 56: 17-43.

Stephens, K. 1999. The Shrinking World of Music: Influences of Other Musical Cultures and the Power of the Past. BBC Music Magazine, 8(4): 133-134.

Stone, R. 1998. Africa, The Garland Encyclopedia of World Music, New York: Garland.

Sullivan, G. 1993. Art-based art education: Learning that is meaningful, authentic, critical and pluralist. Studies in Art Education, 35(1), 5-21.

Sunday Times, 4 June 2000.

Sunday Times, 16 July 2000.

Sunday Times, 1 October 2000.

Swanwick, K. 1979. A Basis for Music Education. London: NFER.



Swanwick, K. 1988. Music, Mind and Education. London: Routledge.

Tanner, D. 2000. Perspectives and Prospects for Educational Reconstruction in South Africa - The Mandela Years. *International Journal of Educational Reform*, 9 (3) 191-202.

Taylor, J. 1997. OBE will dumb down population, *The Star Newspaper, Letters to the editor*, November 7, 11.

Taylor, N. 1997. Curriculum 2005: some issues. *Joint Education Trust Bulletin*. October, No. 7, 1-3.

Taylor, N. & Muller, J. 1997. Themes, learning areas and Curriculum 2005: the view from nowhere. *Joint Education Trust Bulletin*. October, No. 7, 4-5.

Technical Committee (Technical Committee on the Revision of Norms and Standards for Teacher Education - South Africa). 1997. Discussion document: norms and standards for teacher education, training and development. 31 November 1997. Pretoria: Department of Education.

Tenenbaum, S. 1951. William Heard Kilpatrick: Trail blazer in education. New York: Harper and Brothers.

The Arts in the Curriculum. 1997. Department of National Heritage, London: The School Curriculum and Assessment Authority.

The Teacher, March 2000.

The Teacher/Mail & Guardian, 3 August 2000

The Teacher/Mail & Guardian, 30 August 2000.

The Teacher/Mail & Guardian, 12 September 2000.

Thomas, I. 1994. Media selection for open-learning – maximising the effectiveness of instructional communications. In *Unlocking Open Learning*. Edited by Parer, M.S. Australia: Monash University – Centre for Distance Learning, 175-184.

Thomas, M.D. 1974. Self-esteem and classroom participation. *Journal of Educational Research*, 68, 347-377.



Tight, M. 1996. Key Concepts in Adult Education and Training. London: Routledge.

Tobin, K. (Ed). 1993. The Practice of constructivism in science education. Washington DC: AAAS.

Tobin, K. & Tippins, D. 1993. Constructivism as a referent for teaching and learning. In Tobin, K. (Ed) The Practice of constructivism in science education. Washington DC: AAAS.

Tredway, C.B. 1994. A curriculum for the study of audio, video, computer, and electronic music technology for undergraduate music education majors based on a survey among members of the Florida Music Educators Association. Unpublished PhD thesis. University of Southern Mississippi, Hattiesburg, Louisiana.

Tyler, R.W. 1949. Basic principles of curriculum and instruction. Chicago: University of Chicago.

Ukpokodu, N. 1997. Developing Democratic Citizens for Emerging Democracies in Africa. *Social Education*, 61 (2): 93-96.

United States. National Commission on excellence in education. A nation at risk: the imperative for educational reform. A report to the Nation and the Secretary of Education, United States Department of Education. Washington, DC: The Commission.

University of South Africa, Faculty of Education. 1997. Curriculum 2005: Tutorial Letter 301/1997 for EDUFAC-N. Pretoria.

University of Winsconsin-Madison Writing Center. 2001. Writer's Handbook:

Academic Writing; Reviews of Literature. Madison, Wisconsin: Author. Retrieved 5th

January 2005 from the World Wide Web: url;

http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html

Van Brakel, P.A., Roeloffze, C. & Van Heerden, A. 1995. Some guidelines for creating World Wide Web home page files. *The electronic library*, 13(4): 383-387.

Van der Horst, H. & McDonald, R. 1997. OBE Outcomes-based education: A Teacher's manual. Pretoria: Kagiso.



Van Eeden, E.S. and Van der Walt, J.L. 2000. Creating a Future for History within South Africa's Curriculum 2005. *Theory and Research in Social Education*, 28 (1): 85-95.

Van Niekerk, L. J. 1997. Teaching. In E. Lemmer & D. Badenhorst (eds.) Introduction to education for South African teachers. Cape Town: Juta.

Van Rooy, M.P. 1996. The curriculum. In W.J. Fraser et al. *Didactics for the undergraduate student*. Johannesburg: Heinemann.

Van Warmelo, W. 1981. The Cape Malays. South African Music Encyclopedia. I A-D. Oxford University Press; Cape Town.

Volk, T.M.1998. Music, Education, and Multiculturalism: Foundations and Principles. New York: Oxford University Press.

Von Glassersfeld, E. 1981. The concepts of adaption and viability in a radical theory of knowledge. In I.E. Siegel, D.M. Brodinski, R. M. Golinkoff (eds.) *New directions in Piagetian theory and practice*. Hillsdale, Erlbaum.

Von Glassersfeld, E. 1989. Cognition, construction of knowledge, and teaching. Synthesise, 80:121-140.

Von Glassersfeld, E. 1990. Environment and communication In L. Steffe & T. Wood (Eds), Transforming early childhood mathematics education: An international perspective. Hillsdale, Erlbaum.

Waldrop, M.M. 1992. Complexity - the emerging science at the edge of order and chaos. London: Viking.

Walker, L. 1996. The new higher education systems, modularity and student capability. In Jenkins; D & Walker, L. Curriculum. London: The Falmer Press.

Wallace, B. & Adams, H.B. 1993. Worldwide perspective on the gifted disadvantaged. Oxford: AB Academic Publishers.

Walters, D. 1999. The Readable Thesis: A Guide to Clear and Effective Writing. Gilsun, NH: Avocus Publishing.



Wartofsky, M.W. 1979. Art as humanizing praxis. In Models: Representations and the Scientific Understanding. Philosophy of Science, 129. Boston: Reidel.

Watzawick, P. (Ed). 1984. The inverted reality. New York: W.W. Norton.

West, C. 1993. Keeping Faith. London: Routledge.

Wheatley, G.H. 1991. Constructivist perspectives on science and mathematics learning. Science Education 75 (1), 9-21.

Wheeler, D.K. 1967. Curriculum process. London: University of London.

Whittal, A. 1977. Music Since the First World War. London: Dent.

Wielemans, W. 1993. Voorbij het individu: Mensbeelden in het wetenschappen. Leuven: Garant Uitgevers.

Winold, A. 1966. Elements of Musical Understanding. Englewood Cliffs, New Jersey: Prentice Hall.

Winters, G. 1986. Listen, Compose, Perform. London: Longman Group UK Ltd.

Woodward, C.D. 1993. An Investigation of Music Education at the University of Colorado Including a Follow-Up of Graduates. PhD thesis., University of Colorado.

Xulu, M.K. 1992. The Re-emergence of Amahubo Song Styles and Ideas in Some Modern Musical Styles. Unpublished PhD thesis, University of Natal: Durban.

Yarusso, L. 1992. Constructivism vs objectivism. *Performance and Instruction* 31 (4): 7-9.

Young, R. 1989. A Critical Theory of Education. London: Harvester Wheatsheaf.

Zimmerman, M.P. 1984. Child development and music education. Documentary report of the Ann Arbor Symposium. Music Educational Conference: Reston.



Badenhorst, D. C. 1995. Implications of the "new science" for educational planning. South African Journal of Education, 15(1): 13-15.

Badenhorst, D. C. & Claassen, J. C. 1995. *Reinventing Education*. Paper read at the International Conference on Education and Change, Unisa, Pretoria. September 1995.

Banks, J. A. & Banks, C. A. 1995. Multicultural education: Issues and perspectives (3rd Ed.). Boston: Allen & Bacon.

Barron, A. & Tai, D.H. 1998. Competencies and skills for instructional designers. Available from: url; http://www.coedu.usf.edu/inst-tech/resources/competen.html. Access date: 9 February 2003.

Barrow, R. 1983. Common sense and curriculum. London: Allen & Unwin.

Barrow, R. & Woods, R. 1998. An Introduction to Philosophy of Education, 3rd Ed. London: Routledge.

Beeld, 12 July 2000.

Beeld, 3 November 2000

Bennett, C. 1995. Comprehensive multicultural education: Theory and practice (3rd Ed.). Massachusetts: Allen & Bacon.

Berger, B.J. 1994. Early Childhood Music Education in a multicultural society. Unpublished DMus thesis. University of Port Elizabeth: Port Elizabeth.

Bernstein, D.W. 1999. John Cage and the "Project of Modernity": A Transformation of the Twentieth-Century Avant-Garde. *Corner Magazine*, No. 3, Fall 1999 – Spring 2000. url; http://www.uta.edu/numa/enculturation/2 bernstein/bernstei01.htm. Access date: 23 February 2003.

Beyer, L.E & Liston, D.P. 1996. Curriculum in conflict. New York: Teachers College Press.

Bezuidenhout, A. 2000. Meussa workshop report to Meussa members. University of Pretoria: Pretoria.



Binch, N. & Steers, J. 1991. National Curriculum for Art: current Issues and Considerations, National Society for Education in Art and Design, September. Great Britain: Addkey Print, Corsham, Wilts.

Black, P. & Atkin, J.M. (eds.) 1996. Chaining the subject. Innovations in science, mathematics and technology education. Organisation for Economic Co-operation & Development (OEOD). London/Paris: Routledge.

Blacking, J. 1987. A Common-sense view of all music. Cambridge: Cambridge University Press.

Blunt, R.J.S. 1998. Regionalism as a principle for Curriculum Relevance. South African Journal of Higher Education, 12 (1): 27-33.

Bolton, D. 1997. The Arts Matter Lecture Series. In *The Arts Matter*. London: Gower.

Bosch, D. J. 1991. Transforming mission: Paradigm Shifts in the Theology of Mission. Maryknoll. New York: Orbis.

Boughton, D. 1993. Shaping the National Curriculum: Issues for Australian Arts Educators. *Arts Education: Beliefs, Practices and Possibilities*, ed. By E.P Errinton, PP. 19-30, Geelong: Deakin University Press.

Bowman, W. 1998. A plea for pluralism: variations on a theme by George McKay. In: Colwell, R.J. (ed) *Basic concepts in music education II*. Niwot, Colorado: University Press of Colorado.

Bray, T. 1974. Contemporary Music: Case Studies 1. Walton Hall: Open University Press.

Breier, M. 1996. 'Whose knowledge? Recognition of prior learning and the National Qualification Framework'. Draft paper prepared for the Kenton Conference, Wilgerspruit. October 1996.

Brindle, R.S. 1975. The New Music. London: O.U.P.

Brooks, J. & Brooks, M. 1993. The case for a constructivist classroom. Alexandria, VA. ASCD.



Brown, A. R. 1999. Music, media and making: humanizing digital media in music education. *International Journal of Music Education* 33, 10-17.

Bryce, J., Harvey-Beavis, A., Livermore, J. & O'Toole, J. 1996. *The Mayer Key Competencies and Art Education* (A DEETYA Funded Project undertaken by the National Affiliation of Arts Educators with the Australian Council for Education Research), November.

Burke, J. (ed). 1998. Outcomes, learning and the curriculum: implications for NVQ's, GNVQ's and other qualifications. London: Falmer Press.

Business Day, 2 August 2000.

Cage, J.S. 1961. Silence - Lectures and writings. Cambridge, Massachusetts: M.I.T. Press.

Campbell, M.R. 1995. Interdisciplinary projects in music. Music Educators Journal, 82(2): 37-44.

Campbell, P.S. 1991. Lessons from the world. A Cross-cultural Guide to Music Teaching and Learning. New York: Schirmer Books.

Campbell, P.S. & Scott-Kassner, C. 1995. Music in Childhood: From Pre-school through the Elementary Grades. New York: Schirmer Books.

Carl, A. et al. 1988. Curriculum Development in the Primary School: A Modular Approach. Cape Town: Maskew Miller Longman.

Carolus, M. 1995. Musical Creativity as an Aspect of Aesthetic Education towards a "Mandala" Approach in Transforming Music Education in South African Schools. A paper presented at the SAMES Conference 1995: Transformation through Music Education, University of the Witwatersrand, Johannesburg, South Africa, 55-60.

Carr, W. & Kemmis, S. 1989. Becoming critical. Lewes: Falmer Press.

Carver, M.A. 2002. *Unit Standards for African Musics in South Africa.* Unpublished MMus dissertation. University of Pretoria: Pretoria.



Case, J. 1997. Collaborative learning = effective learning? Proceedings of the National Seminar on Engineering Education in South Africa. University of Cape Town, 7-16.

Case, J. & Fraser, D. 1997. Action research in an engineering education context. Proceedings of the National Seminar on Engineering Education in South Africa. University of Cape Town, 17-25.

Cheong, S. 1978. Music Education as aesthetic education. *The Australian Journal of Music Education*, 23: 21-23.

Chernoff, J.M. 1979. African rhythm and African sensibility. Aesthetics and social action in African Musical Idioms. Chicago: The University of Chicago Press.

Choksy, L., Abramson, R., Gillespie, A. and Woods, D. 1986. *Teaching music in the Twentieth Century*. Englewood Cliffs, New Jersey: Prentice-Hall.

Christie, P. 1997. 'Globalisation and the Curriculum: Proposals for the Integration of education and Training in South African'. In Kallaway, P. et al (eds). *Education after Apartheid*. Cape Town: UCT Press.

Claassen, J.C. 1994a. The South African education system. In: Dekker, E. & Van Schalkwyk, O.J. (eds). *Modern education systems*. Second edition. Durban: Butterworths.

Claassen, J.C. 1994b. A post-Newtonian view of the national education system. South African Journal of Education 14(4): 199-203.

Clark, C. 2000. Challenges Facing Students Entering Higher Education in South Africa. Learning Assistance Review, 5 (2): 5-12.

Clark, B.R. & Neave, B. (eds) 1992. Engineering education and institutes of technology: USA. *Encyclopaedia of Higher Education*, New York: Pergamon Press.

Clark, R. 1996. Ontario society for education through art. Art Education: Issues in Postmodern Pedagogy. Ontario, Almer Press.

Cobb, P. 1994. Constructivism in math and science education. *Educational Researcher*. 23(7), 13-20.



Cobern, W.W. 1991. Contextual constructivism: The impact of culture on the learning and teaching of science. Paper presented at the annual meeting of the National Association for Research in Science Teaching. Lake Geneva, WI. April 7-10.

Cobern, W.W. 1993. Contextual constructivism in Tobin, K. (Ed) The Practice of constructivism in science education. Washington DC. AAAS. p. 51-69.

Cohen, L. & Manion, L. 1989. Research in Methods of Education, 3rd Ed. London: Croom Helm.

Collins, C. 1993. The Competencies Debate in Australian Education and Training Canberra: Australian College of Education.

Colwell, R. (Ed.) 1992. Handbook of Research on Music Teaching and Learning. New York: Schirmer.

Connor, S. 1990. Structuralism and post-structuralism. In: Cole, M. et al (eds). Encyclopedia of literature and criticism. London: Routledge.

Conradie, D. 1997. Apartheid and the socio-political context of education in South Africa: a narrative account. *Teachers College Record*, 98 (4): 682-720.

Constas, M.A. 1998. The chaining nature of educational research and a critique of postmodernism. *Educational Researcher*, 27(2): 26-33.

Cooper, J.L. 1998. Synthesizing Research: a Guide for Literature Reviews. Thousand Oaks, California: Sage Publications.

Cosser, M. 1998. A draft framework for qualifications in higher education and training band of the National Qualifications framework. url;

http://www.saqa.org/docs/workingpaperaug98.htm Access date: 9 February 2002.

Costa, A. & Liebmann, R. 1995. Process is as important as content. *Educational Leadership* 52(6), 23-24.

Counts, G.S. 1971. A humble autobiography, In: Hariqhurs, R.J. (Ed): Leaders in American Education, Part II. Chicago: University of Chicago Press.

Courtney, R. 1982. Replay-studies in human drama in education, Toronto: Institute for Studies in Education Press.



Cremin, I. 1961. The transformation of the School: Progressivism in American Education. New York: Knorpf.

Cross, M. Mungadi, R. and Rouhani, S. From Policy to Practice 2002: Currriculum Reform in South African Education. *Comparative Education*, 38 (2): 171-87.

Dargie, D. 1992. Musical Practices of the Xhosa People. Cape Town, South Africa: David Phillips.

D'Angelo, J. & Little, S.K. 1998. Successful Web pages: what are they and do they exist? *Information technology and libraries*, June: 71-81.

De Clercq, F. 1995. "Policies and strategies for Implementation: The Unbreakable partnership: An Evaluation of the new Education and Development Macro Policies". Paper presented at the Kenton Conference. Grahamstown. October.

De Clercq, F. 1997. "Effective Policies and the Reform Process: An evaluation of South Africa's New Development and Education Macro Policies". In Kallaway P. et al (eds.) Education after Apartheid. Cape Town: UCT Press.

Delors, J. (ed). 1996. Learning: the treasure within. Paris: UNESCO.

Dennis, B. 1973. Experimental Music In Schools Towards a New World of Sound. London: Oxford University Press.

Department of Education (DoE). 1994. White Paper on Education and Training. Pretoria: Government Printer.

Department of Education (DoE). 1995. White Paper on Education. Government Gazette 351 (16312) Notice no. 196 of 1995, 15 March 1995.

Department of Education (DoE). 1996. Structures for the development of national policy regarding curriculum and related issues. Report from the Consultative Forum on Curriculum, Pretoria.

Department of Education (DoE). 1997a. Curriculum 2005; Lifelong learning for the 21st century. Pretoria: CTP Books.



Department of Education (DoE). 1997b. Call for comments on the draft statements of the national curriculum for grades 1-9. Government notice no. 18051. Pretoria: Government Printer.

Department of Education (DoE). 1997c. Norms and standards for Teacher Education, Training and Development. Pretoria: Government Printer.

Department of Education (DoE). 1997d. Curriculum 2005: Report of the Technical Committee on specific outcomes, assessment criteria and range statements. Pretoria: Government Printer.

Department of Education (DoE). 1997e. Curriculum 2005: Orientation Programme. Pretoria: Government Printer.

Department of Education, (DoE). 1997f. Document: Outcomes-Based Education in South Africa. Pretoria: Government Printer.

Department of Education (DoE). 1998. Green Paper for Further Education and Training: Preparing for the first century through education, training and work. Pretoria: Government Printer.

Department of Education (DoE). 2000. National Curriculum Framework for further education and training. Draft Document, May 2000. Pretoria.

Department of Education and Science (DES) 1991a. *Music for ages 5 to 14*. London: HMSO.

Department of Education and Science (DES). 1991b. Music in the National curriculum. London: HMSO.

Desai, D. 1983. An investigation into the influence of the Cape Malay child's cultural heritage. Unpublished MMus dissertation. University of Cape Town: Cape Town.

Devroop, C. 2002. Towards a conceptual framework for the design of a qualification in Music Technology at post-secondary institutions in South Africa. Unpublished DMus thesis. University of Pretoria: Pretoria.

Dewey, J. 1916. Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.