

**Music Education Unit Standards
for Southern Africa:
A Model and its application in a
General Music Appraisal Programme**

by

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Co-promoter: Prof. Heinrich van der Mescht



We are about helping the young learn of the potential and the joy that music and the other arts make possible. We are about the enrichment of life. Surely that aim deserves pride of place on our educational agenda for all our children. With the collective effort of all of us in arts education, working together, we might just succeed in putting it there.

(Eisner 2001: 11)

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Soli deo Gloria

ABSTRACT

In the process of reform and development in South Africa, set in motion after its first democratic elections (1994), educators have the unique opportunity to re-think, re-plan and re-structure the music education system holistically within the context of formulating unit standards now required by the South African Qualifications Authority (SAQA) for all learning areas.

This thesis addresses two aspects in this process, against the background of the broader MEUSSA (Music Education Unit Standards for Southern Africa) Research Project, namely the development of a model for music education in Southern Africa and its application in a General Music Appraisal Programme (GMAP) for all learners.

The MEUSSA Model, developed in this thesis, captures and displays the key elements necessary to compile unit standards across the board in music education, as identified by the author and endorsed by the MEUSSA team. These standards are grouped together in a musically logical way under collective headings. The three-dimensional model in the form of a cube can be manipulated according to the needs of the specific music practice involved, at the same time keeping the broader context of music education in Southern Africa in perspective. The MEUSSA Model is intended by the author to keep the standards generating process together cohesively.

The author implements the MEUSSA Model in the GMAP, which she compiled with the aim of providing a general music education background for all learners in Southern Africa. The learning outcomes (unit standards) address music-specific skills, knowledge and attitudes with their related assessment criteria.

The GMAP proposes music education without bias that can empower all learners to be able to consider music as an option for further study and specialization. It is part of a bigger picture, captured by the Model. Although the unit standards in this thesis specifically state outcomes at NQF (National Qualifications Framework) level 1, the author also provides a generic framework for the GMAP, which can be extended to other levels. This can form the basis of all directions in music education if implemented and supported appropriately and adequately by the education authorities in South Africa.

KEY WORDS

Exit Level Outcomes; Frameworks; GMAP (General Music Appraisal Programme);
MEUSSA (Music Education Unit Standards for Southern Africa) ;
Mind mappings; Music Appraisal; Music Education; Music Models;
OBE (Outcomes Based Education); Qualifications;
SAQA (South African Qualifications Authority);
Unit Standards.

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ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
DoE	Department of Education (South Africa)
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurers
FET	Further Education and Training
GET	General Education and Training
GMAP	General Music Appraisal Programme
HET	Higher Education and Training
ISME	International Society for Music Education
MEUSSA	Music Education Unit Standards for Southern Africa
NGO	Non Governmental Organisations
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
NSB	National Standards Bodies
OBE(T)	Outcomes-Based Education (and Training)
SADC	Southern African Development Community
SAMEF	South African Music Education Forum
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SGB	Standards Generating Body

TERMINOLOGY

Apartheid	The South African policy of racial segregation.
Articulation	The movement of unit standards, as separate entities, between components of the delivery system, which are the different fields/ learning areas, as well as qualifications across NQF levels.
Arts Education	A learning area in which art forms are grouped together. In South Africa, the art forms are music, dance, drama and visual art.
Assessment	The process of identifying, gathering and interpreting information about a learner's achievement: a continuous planned process of gathering information on learner performance, measured against assessment criteria (DoE 2001:104).
Assessment criteria	Evidence that the learner has achieved specific outcomes. The criteria indicate, in broad terms, the observable processes and products of learning which serve as evidence for the learner's achievement (RSA 1998c:10).
Benchmarking	Specific points of reference from which measurements of any sort can be made (Encyclopedia Britannica 1966(1):203).
Credit	The recognition that a learner has achieved a unit standard: the amount of learning expressed in numerical points and the position of that learning in relation to its level. Credits are expressed in terms of notional time (SAQA 2000c:3).
Domain	The sub-division of a sub-field in the SAQA framework. (E.g.: Musicology is a domain in the sub-field of music.) (See <i>Field</i> .)
Evaluation	The process whereby the information obtained through assessment is interpreted to make judgments about the learners' level of competence (RSA 1998c:11).

Field	A term used by SAQA for collective but related areas of learning. (E.g.: Culture, Arts and Sport; Business, Commerce and Management; Communication Studies and Language, etc.)
Learning programme	The process embarked upon to fulfil the outcomes stated in unit standards (SAQA 1999c:10). (See <i>Unit Standard</i> .)
Level descriptors	Statements about intellectual demand, complexity of learning and learner autonomy at which level the credit is awarded (SAQA 2000c:4).
Mapping	To indicate, delineate, establish and/or reveal a plan or content by representing its features or details with clarity: to draw up a scheme or structure of related aspects (Encyclopedia Britannica 1966(2):1379).
Model	A three-dimensional structure with the function of mapping different related music aspects. (See <i>Mapping</i> .)
Musics	A wide variety of diverse musical styles and practices.
Notional time	The average time required by the average learner to achieve specified outcome (SAQA 2000c:3).
Provider	A body or institution that delivers learning programmes based on NQF registered unit standards in the SAQA framework.
Qualification	The formal recognition of learning (SAQA 1999c:10). A qualification can be structured according to a specific combination of unit standards.
Rubik's Cube	A cube with nine smaller moveable cubes on a side invented by Erno Rubik in Budapest (1974) to solve a mathematical problem.
Scoping	A term used by SAQA for determining the scope.
Sub-field	A sub-division of a field. (E.g.: Music is a sub-field in the field of Culture, Arts and Sport.)
Ubuntu	African term for humaneness.

Unit Standard

Registered statements of desired education and training outcomes and their associated assessment criteria, as well as other administrative information as required by SAQA (SAQA 2000a:22; RSA 1998c:12).