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## ADDENDUM A

**LETTER OF APPROVAL FOR RESEARCH PROJECT:  
GAUTENG EDUCATION DEPARTMENT**



Box 992  
Pretoria  
0001

Tel: (012) 346 1476

17 November 2000

Gauteng Department of Education  
111 Commissioner Street  
Johannesburg  
PO Box 7710  
Johannesburg 2000

Dear Sir

**RE: APPROVAL OF RESEARCH STUDY QUESTIONNAIRES**

In connection with the telephone conversation of the 17 November 2000, I herewith wish to confirm that I am currently an M.Ed. student at the University of Pretoria, faculty of Education. I seek the approval for the completion of a questionnaire by primary school group music educators (Arts and Culture) and primary school principals. The questionnaire will assist me in my research studies.

I want to mention that the target population of the questionnaire includes a scientific and statistical selection of primary schools from all the Gauteng districts. It is the intention to have the questionnaires completed during February 2001.

Enclosed please find the following:

- Research proposal for the study
- Two questionnaires

I hope to hear from you soon in order to complete the administration

Kind Regards



M.E. van Niekerk  
Tel: 346 1476

## ADDENDUM B

**COVER LETTER: QUESTIONNAIRE A & QUESTIONNAIRE B**



Fakulteit Opvoedkunde

Geagte Respondent

U skool is gekies om aan 'n navorsingsprojek deel te neem. Die doel van die navorsingsprojek is om 'n ondersoek te loods na die moontlike uitbreiding van die rol van Klasmusiek tot 'n inter- of buitekurrikulêre program, om sodoende die leerpotensiaal van die primêre skoolleerder te optimaliseer.

Dit sal waardeer word indien u, ten spyte van 'n druk program, bygaande vraelys invul en voor 23 Februarie 2001 in die ingeslote, gefrankeerde koevert kan terugstuur. Die vraelys sal ongeveer vyftien minute neem om te voltooi. U is anoniem of naamloos in die ondersoek en geen antwoorde kan na 'n betrokke persoon of skool terugherlei word nie.

U eerlike en openhartige opinie sal 'n belangrike bydrae tot die ontwikkeling van die leerarea, Kuns en Kultuur, asook die belangrike rol van musiek in die leeromgewing, lewer. U bereidwilligheid om aan die ondersoek deel te neem, word op prys gestel.

Met vriendelike groete

Die uwe

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DEKAAN

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STUDIELEIER

---

NAVORSER

Faculty of Education

Dear Respondent

Your school has been chosen to participate in a research project which investigates the possibility of extending the role of Class Music (Arts and Culture) to an inter- or extra-curriculum programme to develop the learning potential of the primary school learner.

It would be appreciated if you could, in spite of your busy schedule, complete the following questionnaire and return it in the stamped envelope before 23 February 2001. It will take about 15 minutes of your time. You will be anonymous in the research investigation and no information answers can be related to a person or school.

Your honest opinion will render an important contribution to the development of the Arts and Culture learning area, as well as the significant role of music in the learning environment. Your willingness to participate in the research is highly appreciated.

Respectfully yours

---

DEAN

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STUDY LEADER

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RESEARCHER



## ADDENDUM C

**COVER LETTER: REQUEST FOR PARTICIPATION IN  
RESEARCH PROJECT**

Februarie 2001

Fakulteit Opvoedkunde

Die Hoof

Geagte Heer

**RE : NAVORSINGPROJEK NA DIE MOONTLIKE UITBREIDING VAN  
KLASMUSIEK (KUNS EN KULTUUR LEERAREA)**

Marinda van Niekerk is tans besig met studies aan die Universiteit van Pretoria ter vervulling van die graad M.Ed.(Kurrikulum studies). Sy onderneem 'n navorsingprojek as deel van die vereistes van hierdie graad.

U skool is een van twee skole wat gekies is om aan die spesifieke navorsingsprojek deel te neem. Die doel van die navorsingsprojek is 'n ondersoek na die moontlike uitbreiding van Klasmusiek (Kuns en Kultuur leerarea), tot 'n program wat die leerpotensiaal van die primêre skool-leerder ontwikkel.

Die ondersoek wat die vorm van 'n onderhoud inneem, sal afsonderlik met die skoolhoof en musikonderwyser gevoer word. As u gewillig is om aan die projek deel te neem, sal daar op 'n gepaste datum besluit word en 'n onderhoudskedule sal aan u gestuur word vir die nodige insae. Die onderhoud sal omtrent dertig minute van die skoolhoof en 'n uur en 'n half van die musiekonderwyser se tyd in beslag neem. U is anonim of naamloos in die ondersoek en geen antwoorde sal na 'n betrokke persoon of skool terugkerlei word nie. Ek sal dit waardeer as ek van u terugvoering kan ontvang voor 28 Februarie 2001, sodat die nodige afspraak gefinalliseer kan word.

U eertlike en openhartige opinie sal 'n belangrike bydrae tot die ontwikkeling van die leerarea, Kuns en Kultuur, asook die belangrike rol van musiek in die leeromgewing lewer. U bereidwilligheid om aan die ondersoek deel te neem, word op prys gestel.

Met vriendelike groete

Die uwe

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Departementshoof Onderwys  
en Opleidingskunde

---

Studieleier

---

Navorser

February 2001

Faculty of Education

The Principal

Dear Sir/Madam

**RE: RESEARCH REGARDING THE DEVELOPING OF LEARNING POTENTIAL THROUGH MUSIC**

Marinda van Niekerk is currently engaged in studies at the University of Pretoria in fulfilment of the requirements for the degree M.Ed.(Curriculum studies). She is undertaking a research project as part of the requirements for this degree.

Your school is one of two schools, which has been chosen to participate in this research project which investigates the possibility of extending the role of Class Music to develop the learning potential of the primary school learner.

The investigation will be conducted separately with the school principal and the music educator of the school by means of an interview. If you are willing to participate in the research project a suitable date will be arranged for the interview and an interview schedule will be sent for your perusal. The interview will take approximately thirty minutes of the school principal, and one and a half hours of the music educator's time. You will be anonymous in the investigation. It will be appreciated if you could reply before 28 February 2001 to finalize a date for the interviews.

Your willingness to participate and share your opinions and experience will be highly appreciated and will render an important contribution to the development of the Art and Culture learning area, as well as a significant role of music in the learning environment.

I will be grateful if you could let me know as soon as possible whether you are interested in involving your school in this research project. I hope my request will be considered favourably.

Respectfully yours

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Head of Department of  
Teaching and Training

---

Study Leader

---

Researcher



## ADDENDUM D

### QUESTIONNAIRE A

**QUESTIONNAIRE A**
**QUESTIONNAIRE TO BE COMPLETED BY CLASS MUSIC  
OR ARTS AND CULTURE EDUCATORS ONLY**

- Please circle the relevant number(s) of your preference
- If more than one option is applicable, please circle both or more
- When in doubt do not indicate your preference

**PERSONAL DATA**

		Office use:
		Respondent number:
		V 1 <input type="text"/> <input type="text"/> <input type="text"/> 1-3
Gender:		
Male	1	V 2 <input type="text"/> 4
Female	2	
Which of the following best describes your teaching position at school?		
- I teach Class Music or Art and Culture only	1	V 3 <input type="text"/> 5
- I teach Class Music or Art and Culture and other subjects or learning areas	2	
I am involved in the following phase(s)		
- Junior primary phase or foundation phase	1	V 4 <input type="text"/> 6
- Senior primary phase or intermediate phase	2	V 5 <input type="text"/> 7
- Senior secondary phase or senior phase	3	V 6 <input type="text"/> 8
How many years of teaching experience do you have?		V 7 <input type="text"/> <input type="text"/> 9-10
_____ years		
Age:		V 8 <input type="text"/> <input type="text"/> 11-12
_____ years		

**INFORMATION CONCERNING THE INFLUENCE OF A CHANGING SOCIETY ON THE SCHOOL AND THE NEEDS OF THE LEARNERS**

For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

NB: The term CLASS MUSIC refers to the learning area ARTS AND CULTURE

QUESTION 1		SCALE					Office use:	
		1	2	3	4	5		
1.1	I teach multicultural groups of learners in Class Music	1	2	3	4	5	V 9	<input type="text"/> 13
1.2	I experience discipline problems in Class Music  If indicated <i>To no extent (1)</i> go to 1.4	1	2	3	4	5	V 10	<input type="text"/> 14
1.3	I experience the following discipline problems							
	- Disobedience	1	2	3	4	5	V 11	<input type="text"/> 15
	- Verbal disruption	1	2	3	4	5	V 12	<input type="text"/> 16
	- Behaviour problems	1	2	3	4	5	V 13	<input type="text"/> 17
	- Not task orientated	1	2	3	4	5	V 14	<input type="text"/> 18
	- Other						V 15	<input type="text"/> 19
							V 16	<input type="text"/> 20
							V 17	<input type="text"/> 21
							V 18	<input type="text"/> 22
1.4	I find that learners need to discuss their own experiences' and stories in Class Music	1	2	3	4	5	V 19	<input type="text"/> 23



For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

QUESTION 1		SCALE					Office use:	
		1	2	3	4	5		
1.5	I find a lack of perseverance among learners in completing activities in Class Music	1	2	3	4	5	V 20	<input type="text"/> 24
1.6	I find that learners enjoy being physical and mentally actively involved in Class Music	1	2	3	4	5	V 21	<input type="text"/> 25
1.7	I find that learners need to be involved in selecting classroom activities	1	2	3	4	5	V 22	<input type="text"/> 26
1.8	I find that learners are informed about international pop music trends	1	2	3	4	5	V 23	<input type="text"/> 27
1.9	I find that learners enjoy the popularizing of classical music (Pavarotti and friends. classical music in TV-commercials etc.)	1	2	3	4	5	V 24	<input type="text"/> 28
1.10	My music taste differs from that of the learners in Class Music	1	2	3	4	5	V 25	<input type="text"/> 29
1.11	I experience aggressive behaviour in Class Music  If indicated <i>To no extent (1)</i> go to question 2	1	2	3	4	5	V 26	<input type="text"/> 30
1.12	I experience the following aggressive behaviour							
	- Verbal aggression	1	2	3	4	5	V 27	<input type="text"/> 31
	- Physical aggression	1	2	3	4	5	V 28	<input type="text"/> 32

**INFORMATION CONCERNING THE MUSIC EDUCATOR AND A HOLISTIC APPROACH TO GENERAL CLASS MUSIC**

For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

**QUESTION 2**

**SCALE**

		1	2	3	4	5	Office use:
2.1	In Class Music I give the learners the opportunity to express their opinions about music  If indicated <i>To no extent (1)</i> go to 2.3	1	2	3	4	5	V 29 <input type="text"/> 33
2.2	The learners express their opinions in the following ways						
	- Openly and freely	1	2	3	4	5	V 30 <input type="text"/> 34
	- Unstructured debates	1	2	3	4	5	V 31 <input type="text"/> 35
	- Structured debates	1	2	3	4	5	V 32 <input type="text"/> 36
	- Judgements of peer performances	1	2	3	4	5	V 33 <input type="text"/> 37
	- Self-judgement of own performances	1	2	3	4	5	V 34 <input type="text"/> 38
	- Other	1	2	3	4	5	V35 <input type="text"/> 39
2.3	Thinking skills taught in Class Music are						
	- Transferable to other subjects or learning areas	1	2	3	4	5	V 35 <input type="text"/> 39
	- Specific to Class Music	1	2	3	4	5	<input type="text"/> 40
2.4	I include activities in general class music that stimulate left brain hemisphere activities (mathematical/science and language activities)	1	2	3	4	5	V 36 <input type="text"/> 41
2.5	I discuss the emotional content of songs (hate, joy, love etc.) with the learners in Class Music	1	2	3	4	5	V 37 <input type="text"/> 42

For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

**QUESTION 2**

**SCALE**

		1	2	3	4	5	Office use:
2.6	Learners express inner personal feelings in Class Music  If indicated <i>To no extent (1)</i> go to 2.8	1	2	3	4	5	V 38 <input type="text"/> 43
2.7	Learners are given the opportunity to reflect on learning experiences by means of the following						
	- Verbal assessment	1	2	3	4	5	V 39 <input type="text"/> 44
	- Portfolios	1	2	3	4	5	V 40 <input type="text"/> 45
	- Reflective writing	1	2	3	4	5	V 41 <input type="text"/> 46
	- Other						V 42 <input type="text"/> 47
							V 43 <input type="text"/> 48
							V 44 <input type="text"/> 49
							V 45 <input type="text"/> 50
2.8	The learners perform activities in Class Music to create a relaxed state of mind  If indicated <i>To no extent (1)</i> go to 2.10	1	2	3	4	5	V 46 <input type="text"/> 51
2.9	The activities to create a relaxed state of mind are the following						
	- I start the lesson with suitable, planned music to get the learners focused	1	2	3	4	5	V 47 <input type="text"/> 52
	- I make use of background music to get learners focused	1	2	3	4	5	V 48 <input type="text"/> 53
	- I play stimulating music while learners are busy with creative work	1	2	3	4	5	V 49 <input type="text"/> 54
	- Other						V 50 <input type="text"/> 55
							V 51 <input type="text"/> 56
							V 52 <input type="text"/> 57
							V 53 <input type="text"/> 58



For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

QUESTION 2		SCALE					Office use:	
		1	2	3	4	5		
2.10	I teach musical concepts (beat, metre, tempo etc.) by means of							
	- Clapping / clicking etc.	1	2	3	4	5	V 54	<input type="checkbox"/> 59
	- Body movement	1	2	3	4	5	V 55	<input type="checkbox"/> 60
	- Creative movements	1	2	3	4	5	V 56	<input type="checkbox"/> 61
	- Other						V 57	<input type="checkbox"/> 62
							V 58	<input type="checkbox"/> 63
							V 59	<input type="checkbox"/> 64
						V 60	<input type="checkbox"/> 65	
2.11	I include dancing in Class Music	1	2	3	4	5	V 61	<input type="checkbox"/> 66
	If indicated <i>To no extent (1)</i> go to question 3.1							
2.12	I teach dancing in the following ways							
	- Free movement	1	2	3	4	5	V 62	<input type="checkbox"/> 66
	- Structured dances	1	2	3	4	5	V 63	<input type="checkbox"/> 67
	- Own creative dances	1	2	3	4	5	V 64	<input type="checkbox"/> 68
	- Dances from different countries	1	2	3	4	5	V 65	<input type="checkbox"/> 69
	- Other						V 66	<input type="checkbox"/> 70
							V 67	<input type="checkbox"/> 71
						V 68	<input type="checkbox"/> 72	
						V 69	<input type="checkbox"/> 73	

**INFORMATION CONCERNING MUSIC AS AN INTER- OR EXTRA-CURRICULAR PROGRAMME TO DEVELOP LEARNING POTENTIAL OF THE PRIMARY SCHOOL LEARNER**

For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

**DEFINITION:** To accurately complete this questionnaire you need to know when a question refers to the extended or non-traditional use of music. It means that Class Music usually has an end product or performance as outcome. Non-traditional refers to the developing of learning potential as outcome, not necessarily a performance.

QUESTION 3		SCALE					Office use
		1	2	3	4	5	
3.1	I am primarily involved in music activities as part of my extracurricular duties at school	1	2	3	4	5	V 70 <input type="checkbox"/> 74
3.2	I prefer being involved in music activities only (choir, band, music evenings etc.)	1	2	3	4	5	V 71 <input type="checkbox"/> 75
3.3	I would like to be involved in an extended or non-traditional programme at school (music and study methods, music therapy etc.) rather than other activities	1	2	3	4	5	V 72 <input type="checkbox"/> 76
3.4	I feel that the learners may benefit from involvement in an extended or non-traditional use of music ( music and study methods, music and therapeutic help etc)	1	2	3	4	5	V 73 <input type="checkbox"/> 77
3.5	The school uses music in an extended or non-traditional context  If indicated <i>To no extent (1)</i> go to 3.7	1	2	3	4	5	V 74 <input type="checkbox"/> 78

For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

QUESTION 3		SCALE					Office use:	
		1	2	3	4	5		
3.6	The school uses music in the following extended or non traditional ways							
	- Calm soothing music while learners enter the school hall	1	2	3	4	5	V 75	<input type="text"/> 79
	- Structured music (Baroque music etc.)	1	2	3	4	5	V 76	<input type="text"/> 80
	- Music in corridors	1	2	3	4	5	V 77	<input type="text"/> 81
	- Other						V 78	<input type="text"/> 82
							V 79	<input type="text"/> 83
							V 80	<input type="text"/> 84
						V 81	<input type="text"/> 85	
3.7	The school has a music centre where individual learners receive instruction in various instruments	1	2	3	4	5	V 82	<input type="text"/> 86



## ADDENDUM E

<b>QUESTIONNAIRE B</b>
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**QUESTIONNAIRE B**
**QUESTIONNAIRE TO BE COMPLETED BY PRIMARY SCHOOL PRINCIPALS ONLY**

- Please circle the relevant number(s) of your preference
- If more than one option is applicable, please circle both or more
- When in doubt do not indicate your preference

**PERSONAL DATA**

Gender:		Office use:		
		Respondent number:		
		V1	<input type="text"/> <input type="text"/> <input type="text"/>	1-3
Male	1	V2	<input type="text"/>	4
Female	2			
How many years of experience do you have as a primary school principal?  _____ years		V3	<input type="text"/> <input type="text"/>	5-6
Age:  _____ years		V4	<input type="text"/> <input type="text"/>	6-7

**INFORMATION CONCERNING MUSIC AS AN INTER- OR EXTRA-CURRICULAR PROGRAMME TO DEVELOP LEARNING POTENTIAL OF THE PRIMARY SCHOOL LEARNER**

For your answer make use of the five point scale which varies from:  
**"TO NO EXTENT(1)" to "ALWAYS(5)"**

**DEFINITION:** To accurately complete this questionnaire you need to know when a question refers to the extended or non-traditional use of music. It means that Class Music usually has an end product or performance as outcome. Non-traditional refers to the developing of learning potential as outcome, not necessarily a performance.

QUESTION 1		SCALE					Office use:
		1	2	3	4	5	
1.1	Do you think that Class Music or the learning area Arts and Culture still has a role to play in education today	1	2	3	4	5	V 5 <input type="checkbox"/> 9
1.2	Besides teaching Class Music as a school subject the school also offers music in an extended or non-traditional context  If indicated <i>To no extent (1)</i> go to 1.4	1	2	3	4	5	V 6 <input type="checkbox"/> 10
1.3	The school uses music in the following extended or non- traditional ways						
	- Calm soothing music while learners enter the school hall	1	2	3	4	5	V 7 <input type="checkbox"/> 11
	- Structured music (Baroque music etc.) while writing tests	1	2	3	4	5	V 8 <input type="checkbox"/> 12
	- Music on corridors	1	2	3	4	5	V 9 <input type="checkbox"/> 13
	- Music in administrative buildings	1	2	3	4	5	V 10 <input type="checkbox"/> 14
1.4	In my opinion it may be of help to the learners if they were taught how to study more effectively with the help of music	1	2	3	4	5	V 11 <input type="checkbox"/> 15



For your answer make use of the five point scale which varies from:  
 "TO NO EXTENT(1)" to "ALWAYS(5)"

QUESTION 1		SCALE					Office use:
		1	2	3	4	5	
1.5	I believe that music may be used as a therapeutic activity (relax pupils, enjoyment etc.) in the school	1	2	3	4	5	V 12 <input type="checkbox"/> 16
1.6	I think that an extended or non-traditional use of music may contribute to a positive teaching and learning image at the school  If indicated <i>To no extent (1)</i> go to 1.8	1	2	3	4	5	V 13 <input type="checkbox"/> 17
1.7	The image of the school will benefit in the following ways						
	- It indicates that the school is serious about learning	1	2	3	4	5	V 14 <input type="checkbox"/> 18
	- The school is concerned about each learner	1	2	3	4	5	V 15 <input type="checkbox"/> 19
	- It will attract more pupils to the school	1	2	3	4	5	V 16 <input type="checkbox"/> 20
	- The school will be perceived as an innovative and progressive school	1	2	3	4	5	V 17 <input type="checkbox"/> 21
1.8	I encourage new ideas that will be of benefit to the school	1	2	3	4	5	V 18 <input type="checkbox"/> 22
1.9	I am prepared to encourage training of the music educator to fulfil an extended or non-traditional role at the school	1	2	3	4	5	V 19 <input type="checkbox"/> 23
1.10	The Class Music educator is primarily involved in music activities as part of her/his extracurricular programme	1	2	3	4	5	V 20 <input type="checkbox"/> 24

For your answer make use of the five point scale which varies from:  
**"TO NO EXTENT(1)" to "ALWAYS(5)"**

QUESTION 1		SCALE					Office use:
		1	2	3	4	5	
1.11	The extracurricular activities of the Class Music educator includes the following						
	- Sport activities	1	2	3	4	5	V 21 <input type="text"/> 25
	- Cultural activities	1	2	3	4	5	V 22 <input type="text"/> 26
	- Organize functions	1	2	3	4	5	V 23 <input type="text"/> 27
	- Music activities	1	2	3	4	5	V 24 <input type="text"/> 28