

**SOUTH AFRICAN UNIT STANDARDS FOR CULTURE AND
ARTS EDUCATION AND MUSIC AS AN ELECTIVE SUB-FIELD**

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As discourse, music significantly enhances and enriches our understanding of ourselves and the world. No wonder music is so often interwoven with dance and ceremony, with ritual and healing, and why it takes a central role in celebrating significant life events: birth, adolescence, marriage, death.
Keith Swanwick (1999: 3)

SUMMARY

As a member of the MEUSSA (Music Education Unit Standards for Southern Africa) research project, the author in this dissertation explored the Culture and Arts learning area in South Africa. It departs from the premise that Arts Education is essential for human development.

The proposed Culture and Arts learning area is a programme where the Visual Arts, Dance, Drama and Music are integrated. A broad holistic approach that would provide a general background to the Arts to all learners in South Africa is envisaged.

Current South African education stresses that learners should develop their creative and critical thinking powers and their problem-solving abilities. The adopted system of Outcomes-based education (OBE) and its application to the Culture and Arts learning area have the potential to facilitate these aims.

The most relevant philosophical, psychological and didactic principles for heterogeneous South African education are those that encourage independent and creative thinking such as Metacognitive learning, the theory of Multiple Intelligences and theories on contextualised intelligence.

The South African Qualifications Authority framework and the writing of unit standards for the Culture and Arts learning area are explored in Chapter 3. Unit standards for the Culture and Arts learning area (level 1) and for Music as an elective (levels 1-4) are the focus of respectively Chapters 4 and 5.

The MEUSSA group adopted the MEUSSA model to map unit standards for Music as an elective. The author, however, extended the model to include the integrated Culture and Arts learning area.

It is concluded that conceptualised and contextualised learning is essential for appreciation and understanding of the Arts. The MEUSSA model provides structures for meaningful and synoptic learning for all learners in South Africa.



Key words:

Appraising, Conceptualising, Contextualising, Creating, Culture and Arts, Instrumental Music, Music as an elective, Music knowledge, Outcomes-based education, Practising (Performing), Producing (Design), Unit standards.



**This dissertation is dedicated to my husband, Koos, and daughters Susan, Mia and Erika,
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Abbreviations and Acronyms

ABET	Adult Basic Education and Training
AEC	Australian Education Council
CURASS	Curriculum and Assessment Committee
FET	Further Education and Training
GDE	Gauteng Department of Education
GET	General Education and Training
ISME	International Society for Music Education
NCS	National Curriculum Statement (Draft)
NQF	National Qualifications Framework
NSB	National Standards Body
OBE	Outcomes-based education
SAMEF	South African Music Education Foundation
SAOU	Suid-Afrikaanse Onderwysersunie (South African Teachers Union)
SAQA	South African Qualifications Authority
SGB	Standards Generating Body
UNISA	University of South Africa
TED	Transvaal Department of Education

Glossary

Affective domain:

The affective domain includes all behaviours associated with feelings and emotions, for example attitudes, values interests, appreciations, aspirations, morals, character. David Krathwohl and co-workers developed and published the Taxonomy of the affective domain in 1964. The affective, cognitive and the psychomotor domains are interrelated (Reilly & Lewis 1983: 195-197).

Arts and Culture:

The Arts and Culture (Culture and Arts) learning area embrace “the various art forms which include, but are not limited to, Dance, Drama, Visual Arts, Media and Communication, Arts technology, Design and Literature” (South Africa 1997: AC-4).

The NQF divides all education and training in South Africa into 12 organising fields each with a National Standards Body number. Culture and Arts are organised under NSB 02 and include the following sub-fields:

- Design Studies
- Visual Arts
- Performing Arts
- Cultural Studies
- Music
- Sport
- Film, Television and Video

On Monday 13 May 2002 an SGB for the sub-field Arts and Culture was initiated at the University of South Africa in Pretoria. Applications for SGB members have been submitted.

Behaviourism:

Behaviourism is an approach in Psychology, historically associated with J.B. Watson and B.F. Skinner. Behaviourism aims to make an objective study of human behaviour and its influence on learning and training. The premise of Behaviourism is that “psychological functioning is definable in terms of observed behavioural data” (Flew 1979: 39).

Cognitive domain:

Benjamin Bloom published *Taxonomy of Educational Objectives: Handbook I. Cognitive domain* in 1956. Bloom and co-authors analysed the cognitive or intellectual faculties of learners and mapped them with the purpose of showing teachers how to develop appropriate learning objectives for each level of competence. Objectives in the cognitive domain are “related to the mind, to the results of attending, perceiving, remembering, associating, discriminating, analyzing, synthesizing, evaluating – in other words, to all forms of intellectual activity” (Reilly & Lewis 1983: 196).

Contextualised:

In Culture and Arts, it often refers to a work of Art studied as part of a particular style period, or a cultural or social environment, giving it its appropriate place in relation to its environment.

Culture and Arts:

See Arts and Culture.

Information-processing:

The Information-processing school advocates the importance and effectiveness of the learning process. Gagné (1975) stresses that the best model for effective learning describes the inner processes that occur when information is assimilated (Reilly & Lewis 1983: 161).

Metacognition:

Metacognition is a strategy that learners apply when they are aware of their own thinking processes and are able to monitor and direct the ways of acquiring knowledge. A metacognitive approach includes “direct explanation”, “scaffolded instruction”, “co-operative learning”, “peer tutoring” and “self-regulation”, which are important methods applicable to Outcomes-based education.

Outcomes:

The “contextually demonstrated end-products of the learning process.” (SAQA 2000a: 21).

Outcomes-based education:

Outcomes-based education (OBE) can be described as “an approach which requires teachers and learners to focus on desired end results” and “on the instructive and learning processes that will guide the learners to these end results” (Van der Horst & McDonald 1997: 7).

Psychomotor skills:

Skills “involving body movements or muscular control” (Reilly & Lewis 1983: 196).

Unit standards:

“Unit standard means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in these regulations” (SAQA 2000a: 22).

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