Implementing a Western Classical music programme for teacher training through integrated arts in Early Childhood Development

by

ZENDA NEL

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Promotor: Prof. Caroline van Niekerk
Co-promotor: Prof. Heinrich van der Mescht

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ABSTRACT

The main concern of this thesis was to investigate the possibility of implementing a Western Classical music listening programme for teacher training through integrated arts in Early Childhood Development (ECD). The outcome of this thesis suggests that it is possible to train musically untrained teachers at a one-day practical workshop how to introduce young learners in an acceptable and enjoyable way to Western Classical music. At these workshops, teachers had to dress up in homemade fantasy outfits to depict different characters in stories to music which they had to dramatize. The costumes turned the listening activity into a fun-filled experience which ensured the success of the training. The teachers were mostly generalists without any previous specialized music training. These teachers needed knowledge and skills to integrate the arts in the Early Childhood learning programme.

In this programme, a selection of Western Classical music pieces is vividly brought to life through storytelling, dramatization, creative dance movements, instrumental play and the visual arts. Example lessons from the proposed listening programme were implemented during a pilot study in Mauritius with Creole and French speaking ECD teachers who were unfamiliar with Western Classical music. It became evident through the main research study that took place in underprivileged areas in Gauteng, Limpopo and Mpumalanga provinces in South Africa that most black African teachers were also unfamiliar with this music style. Both the pilot study and the main research showed that the methodology of the proposed listening programme is suitable for the training of ECD teachers from different cultures and language groups. Teachers in remote areas made it their responsibility to look for, find or fabricate resources for costumes they could not afford.

It has proved to be an effective method that can be implemented at grass-roots level in underprivileged areas and used as a guideline for the integration of the arts throughout South Africa and other countries. The study concludes with recommendations to implement the proposed listening programme at all primary schools in South Africa.
Key words and concepts: Arts and Culture, Early Childhood Development, dramatization, instrumental play, listening programmes, Mauritius, Music Education, South Africa, storytelling, teacher training, Western Classical music.
To my husband, Niel:

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The following acronyms and abbreviations are used in this thesis:

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<tr>
<td>ABET</td>
<td>Adult Basic Education and Training</td>
</tr>
<tr>
<td>ADEA</td>
<td>Association of the Development of Education in Africa</td>
</tr>
<tr>
<td>ADSL</td>
<td>Asymmetric Digital Subscriber Line</td>
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<tr>
<td>ANC</td>
<td>African National Congress</td>
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<tr>
<td>ASB</td>
<td>Aptitude Tests for School Beginners</td>
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<td>AVBOB</td>
<td>A well known funeral society in South Africa</td>
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<tr>
<td>C2005</td>
<td>Curriculum 2005</td>
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<tr>
<td>CD</td>
<td>Compact Disc</td>
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<tr>
<td>CDIME</td>
<td>Cultural Diversity in Music Education</td>
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<td>CDP</td>
<td>Curriculum Development Projects</td>
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<tr>
<td>CD-ROM</td>
<td>Compact Disc - Read Only Memory</td>
</tr>
<tr>
<td>CF</td>
<td>Classic Feel</td>
</tr>
<tr>
<td>CI</td>
<td>Curriculum Implementer</td>
</tr>
<tr>
<td>CIIMDA</td>
<td>Centre for Indigenous Instrumental Music and Dance Practices in SADC</td>
</tr>
<tr>
<td>CPE</td>
<td>Certificate for Primary Education</td>
</tr>
<tr>
<td>CSBE</td>
<td>California State Board of Education</td>
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<tr>
<td>DAP</td>
<td>Developmentally Appropriate Practice</td>
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<tr>
<td>DoE</td>
<td>Department of Education</td>
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<tr>
<td>DRNCS</td>
<td>Draft Revised National Curriculum Statement</td>
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<tr>
<td>DVD</td>
<td>Digital Versatile Disc</td>
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<tr>
<td>DVD-ROM</td>
<td>Digital Versatile Disk - Read Only Memory</td>
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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<tr>
<td>ELP</td>
<td>Expected Levels of Performance</td>
</tr>
<tr>
<td>ESL</td>
<td>English Second Language</td>
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<tr>
<td>ETD(P)</td>
<td>Education, Training &amp; Development (Practices)</td>
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<tr>
<td>FET(C)</td>
<td>Further Education and Training (Certificate)</td>
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<td>GET(C)</td>
<td>General Education and Training (Certificate)</td>
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<td>GSMP</td>
<td>Gert Sibande Music Project</td>
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<td>HDR</td>
<td>Human Development Report</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
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<tr>
<td>HSRC</td>
<td>Human Sciences Research Council</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>InSEA</td>
<td>International Society for Education through Art</td>
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<tr>
<td>INSET</td>
<td>In-Service Training</td>
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<tr>
<td>ICC</td>
<td>International Conference Centre</td>
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<td>ISME</td>
<td>International Society for Music Educators</td>
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<td>LMP</td>
<td>Limpopo Music Project</td>
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<tr>
<td>MB</td>
<td>Mega Bite</td>
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<tr>
<td>MENC</td>
<td>Music Educators National Conference</td>
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<tr>
<td>MI</td>
<td>Multiple Intelligences</td>
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<tr>
<td>M.I.N.D.</td>
<td>Music Intelligence Neural Development</td>
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<tr>
<td>MMP</td>
<td>Mauritius Music Project</td>
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<tr>
<td>MOEC</td>
<td>Metropolitan Omaha Educational Consortium</td>
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<tr>
<td>NACCCE</td>
<td>National Advisory Committee on Creative and Cultural Education</td>
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<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
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<td>NCLE</td>
<td>National Centre for ESL Literacy Education</td>
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<td>NCS</td>
<td>National Curriculum Statement</td>
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<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>NIWC</td>
<td>National Interim Working Committee</td>
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<tr>
<td>NPR</td>
<td>National Public Radio in the United States</td>
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<tr>
<td>OBE</td>
<td>Outcomes Based Education</td>
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<tr>
<td>OMEP</td>
<td>French and Spanish acronym for World Organisation of Early Childhood Development</td>
</tr>
<tr>
<td>PASMAE</td>
<td>Pan African Society for Musical Arts Education</td>
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<tr>
<td>PECD</td>
<td>Programme in Early Childhood Development</td>
</tr>
<tr>
<td>PEPPPS</td>
<td>Project for the Establishment of Pre-Primary and Primary Schools</td>
</tr>
<tr>
<td>QNST</td>
<td>Quick Neurological Screening Test</td>
</tr>
<tr>
<td>RTOs</td>
<td>Research and Training Organizations</td>
</tr>
<tr>
<td>RNCS</td>
<td>Revised National Curriculum Statement</td>
</tr>
<tr>
<td>SAAECE</td>
<td>South African Association for Early Childhood Education</td>
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<tr>
<td>SACE</td>
<td>South African Council for Educators</td>
</tr>
<tr>
<td>SACECD</td>
<td>South African Congress for Early Childhood Development</td>
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<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
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<tr>
<td>SETA</td>
<td>Sector Education and Training Authority</td>
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<td>SSMP</td>
<td>Safe and Sound Music Project</td>
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<tr>
<td>TIDE</td>
<td>Teachers in Development Education</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific, and Cultural Organization</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
</tr>
<tr>
<td>UNISA</td>
<td>University of South Africa</td>
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<tr>
<td>VCD</td>
<td>Video Compact Disc</td>
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<tr>
<td>WCDE</td>
<td>Western Cape Department of Education</td>
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<tr>
<td>ZEP</td>
<td>Zones d’Éducation Prioritaires, Mauritius</td>
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<tr>
<td>Table</td>
<td>Description</td>
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