

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

by

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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.

DEDICATION

To my husband, Niel:

I would not have been able to complete this research without your constant love, encouragement, understanding, advice and technical assistance. You were a leading force of inspiration behind all the projects that I had undertaken. Thank you so much.

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ACRONYMS AND ABBREVIATIONS

The following acronyms and abbreviations are used in this thesis:

ABET	Adult Basic Education and Training
ADEA	Association of the Development of Education in Africa
ADSL	Asymmetric Digital Subscriber Line
ANC	African National Congress
ASB	Aptitude Tests for School Beginners
AVBOB	A well known funeral society in South Africa
C2005	Curriculum 2005
CD	Compact Disc
CDIME	Cultural Diversity in Music Education
CDP	Curriculum Development Projects
CD-ROM	Compact Disc - Read Only Memory
CF	Classic Feel
CI	Curriculum Implementer
CIIMDA	Centre for Indigenous Instrumental Music and Dance Practices in SADC
CPE	Certificate for Primary Education
CSBE	California State Board of Education
DAP	Developmentally Appropriate Practice
DoE	Department of Education
DRNCS	Draft Revised National Curriculum Statement
DVD	Digital Versatile Disc
DVD-ROM	Digital Versatile Disk - Read Only Memory
ECD	Early Childhood Development
ELP	Expected Levels of Performance
ESL	English Second Language
ETD(P)	Education, Training & Development (Practices)
FET(C)	Further Education and Training (Certificate)
GET(C)	General Education and Training (Certificate)
GSMP	Gert Sibande Music Project
HDR	Human Development Report
HE	Higher Education
HSRC	Human Sciences Research Council

InSEA	International Society for Education through Art
INSET	In-Service Training
ICC	International Conference Centre
ISME	International Society for Music Educators
LMP	Limpopo Music Project
MB	Mega Bite
MENC	Music Educators National Conference
MI	Multiple Intelligences
M.I.N.D.	Music Intelligence Neural Development
MMP	Mauritius Music Project
MOEC	Metropolitan Omaha Educational Consortium
NACCCE	National Advisory Committee on Creative and Cultural Education
NAEYC	National Association for the Education of Young Children
NCLE	National Centre for ESL Literacy Education
NCS	National Curriculum Statement
NGOs	Non-Governmental Organizations
NIWC	National Interim Working Committee
NPR	National Public Radio in the United States
OBE	Outcomes Based Education
OMEP	French and Spanish acronym for World Organisation of Early Childhood Development
PASMAE	Pan African Society for Musical Arts Education
PECD	Programme in Early Childhood Development
PEPPS	Project for the Establishment of Pre-Primary and Primary Schools
QNST	Quick Neurological Screening Test
RTOs	Research and Training Organizations
RNCS	Revised National Curriculum Statement
SAAECE	South African Association for Early Childhood Education
SACE	South African Council for Educators
SACECD	South African Congress for Early Childhood Development
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SSMP	Safe and Sound Music Project
TIDE	Teachers in Development Education
UNESCO	United Nations Educational, Scientific, and Cultural Organization

UNICEF	United Nations Children's Fund
UNISA	University of South Africa
VCD	Video Compact Disc
WCDE	Western Cape Department of Education
ZEP	Zones d'Education Prioritaires, Mauritius

LIST OF TABLES

Table 1:	Timeline of projects	1-26
Table 2:	The 15 schools selected for the music workshop in Ermelo	6-73
Table 3:	The results of questions on stories in teacher assessment forms	6-87
Table 4:	The results of questions on dramatization in teacher assessment forms	6-88
Table 5:	The results of questions on instrumental play in teacher assessment forms	6-90
Table 6:	The results of questions on resource material in teacher assessment forms	6-91

TABLE OF CONTENTS

ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ACRONYMS AND ABBREVIATIONS	vii
LIST OF TABLES	x

CHAPTER 1 RESEARCH OUTLINE

1.1	Introduction	1-1
1.2	Background to the study	1-2
1.2.1	Taking up the challenge	1-2
1.2.2	Role-players in ECD	1-6
1.2.2.1	The South African Congress for Early Childhood Development (SACECD)	1-7
1.2.2.2	World Organization for Early Childhood Development (OMEP)	1-8
1.2.2.3	The OMEP 2002 World Conference	1-8
1.3	Statement of the research questions	1-10
1.3.1	The main research question	1-10
1.3.2	Sub-questions	1-10
1.4	Target groups	1-11
1.4.1	International target group	1-11
1.4.2	National target groups	1-12
1.5	Aims of the study	1-13
1.6	Value of the study	1-14
1.7	Research methods	1-15
1.7.1	Action research	1-15
1.7.2	Methods of data collecting	1-17
1.7.2.1	Document analysis	1-18
1.7.2.2	Teacher assessment forms	1-18
1.7.2.3	Observation	1-18
1.7.2.4	Informal interviews	1-20

1.7.2.5	Video recording (VCD)	1-20
1.7.2.6	Photographs	1-21
1.7.3	Other sources	1-22
1.7.3.1	Books and educational journals	1-22
1.7.3.2	Internet websites	1-22
1.7.3.3	E-mails, faxes, correspondence and telephone calls	1-23
1.8	Delimitations of the study	1-23
1.9	Layout of the study	1-24
1.9.1	Chapter layout	1-24
1.9.2	Timeline layout	1-26
1.10	Notes to the reader	1-27

CHAPTER 2

EARLY CHILDHOOD DEVELOPMENT IN SOUTH AFRICA

2.1	Introduction	2-1
2.2	Definition of ECD	2-2
2.3	A brief history of ECD provisioning before 1994	2-2
2.4	The ECD situation in South Africa after 1994	2-6
2.4.1	From Educare to ECD	2-6
2.4.2	The holistic approach	2-7
2.4.3	The rights of children	2-8
2.4.4	The effects of poverty and HIV/AIDS on young children	2-9
2.4.5	ECD as a vehicle for transformation	2-10
2.4.6	Benefits of an investment in ECD	2-11
2.4.7	Government policies and strategies for ECD	2-13
2.4.7.1	White Paper on Education and Training (1995)	2-15
2.4.7.2	Interim Policy on Early Childhood Development (1996)	2-15
2.4.7.3	National ECD Pilot Project (1996)	2-18
2.4.7.4	Nation-wide Audit on ECD Provisioning in South Africa (2001)	2-21
2.4.7.5	Education White Paper 5 on Early Childhood Development (2001)	2-23
2.4.7.6	Draft Revised National Curriculum Statement for Grades R-9 (Schools) (2001)	2-24
2.4.7.7	White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)	2-28
2.4.7.8	Revised National Curriculum Statement Grades R-9 (Schools) (2003)	2-28

2.5	The South African education system	2-30
2.5.1	Training of ECD practitioners in South Africa	2-31
2.5.1.1	Basic Certificate: Early Childhood Development: Level 1	2-32
2.5.1.2	National Certificate: Early Childhood Development: Level 4	2-32
2.5.1.3	Higher Certificate: Early Childhood Development: Level 5	2-33
2.5.1.4	National Diploma: Early Childhood Development: Level 5	2-33
2.5.2	The role of NGOs in the training of ECD practitioners	2-34
2.6	Summary	2-35

CHAPTER 3

TOWARDS AN UNDERSTANDING OF WESTERN CLASSICAL MUSIC, ITS REVIVAL IN EDUCATION AND ITS FEASIBILITY FOR BLACK AFRICAN TEACHERS

3.1	Introduction	3-1
3.2	Different music styles	3-1
3.3	Singing is still emphasized in most schools	3-4
3.4	Western Classical music	3-6
3.4.1	Pure or abstract music	3-7
3.4.2	Programme music	3-7
3.4.3	Abstract versus programme music	3-8
3.5	Different ways of listening to Classical music	3-9
3.5.1	Conceptual listening	3-12
3.5.2	Passive listening	3-12
3.5.3	Active listening	3-13
3.5.4	Enjoyable, fun-filled listening	3-15
3.5.5	Repetitive listening to familiarize the listener	3-16
3.6	A practical method towards the revival of Western Classical music in education	3-17
3.6.1	Scaffolding the listening process through storytelling	3-18
3.6.2	Active listening through dramatization	3-20
3.6.3	Active listening through instrumental play	3-23
3.7	The feasibility of the proposed method for black African teachers	3-25
3.7.1	Storytelling in the African tradition	3-25
3.7.2	Musical play in the African tradition	3-26
3.7.3	Practical implications for modern education	3-27

3.8	Resource material	3-29
3.9	Summary	3-30

CHAPTER 4

THE INTEGRATION OF THE ARTS IN THE ECD LEARNING PROGRAMME

4.1	Introduction	4-1
4.2	The ECD learning programme	4-2
4.2.1	Life Skills	4-5
4.2.1.1	Personality development	4-5
4.2.1.2	Group awareness and social development	4-7
4.2.1.3	Physical development	4-8
4.2.1.4	Aesthetic development and creativity	4-10
4.2.1.5	Intellectual development	4-12
4.2.2	Literacy	4-13
4.2.2.1	Reading and writing	4-13
4.2.2.2	Listening	4-16
4.2.3	Numeracy	4-20
4.3	Possible reasons why the arts are not always promoted in teaching	4-22
4.3.1	Teachers experience a lack of expertise and musical background	4-22
4.3.2	Problems with the implementation of a music curriculum	4-24
4.3.3	Teachers experience various limitations in their teaching	4-24
4.3.4	The arts still have a low status in the curriculum	4-25
4.4	Brain research regarding music education in ECD	4-27
4.5	Different styles of learning	4-28
4.5.1	The linguistic learner	4-29
4.5.2	The logical/mathematical learner	4-30
4.5.3	The spatial learner	4-30
4.5.4	The musical learner	4-30
4.5.5	The bodily/kinesthetic learner	4-30
4.5.6	The interpersonal learner	4-31
4.5.7	The intrapersonal learner	4-31
4.6	The integration of the arts in the ECD learning programme	4-32
4.7	Assessment in the arts	4-34
4.8	Summary	4-35

CHAPTER 5**IMPLEMENTING THE MUSIC PROGRAMME IN MAURITIUS: THE PILOT STUDY**

5.1	Introduction	5-1
5.2	Background information on Mauritius	5-1
5.2.1	Geographical and cultural information	5-1
5.2.2	The Mauritian branch of OMEP	5-2
5.3	First trip to Mauritius: 15 September to 2 October 2003	5-3
5.3.1	Purpose	5-3
5.3.2	The initial planning	5-3
5.3.3	Funding	5-5
5.3.4	The workshops	5-5
5.3.5	Sorting ourselves out in Mauritius	5-7
5.3.6	The presentation of the workshops	5-8
5.4	Second trip to Mauritius: 20 March to 12 April 2004	5-11
5.4.1	Purpose	5-11
5.4.2	The workshops	5-11
5.4.3	Additional training opportunities	5-15
5.4.4	Special Needs Education in Mauritius	5-15
5.4.4.1	Rehabilitation Centre for the Youth at the Mauritius Prison	5-16
5.4.4.2	Shelter for women and children in distress	5-16
5.4.4.3	Schools for mentally handicapped children	5-17
5.4.5	Reflecting on the workshops	5-19
5.5	Third trip to Mauritius: 19 September to 1 October 2004	5-19
5.5.1	Sample for observation	5-20
5.5.2	Funding	5-20
5.5.3	Observation at schools in Mauritius: 21 to 29 September 2004	5-20
5.5.3.1	Fairyland Pre-School (Port Louis)	5-21
5.5.3.2	Mickey House Pre-School (Port Louis)	5-22
5.5.3.3	International School (Pamplemousse)	5-23
5.5.3.4	Petit Poucet Pre-Primary (OMEP, Curepipe)	5-25
5.5.3.5	Camp Levieux Municipal School (Rose Hill)	5-25
5.5.3.6	St Nicholas Private School (Phoenix)	5-26
5.5.3.7	Le Lutins Pre-School (Flacq)	5-27
5.5.3.8	Le Phare Pre-Primary School (Mahebourg)	5-28
5.5.3.9	FAC Catholic School	5-29

5.5.3.10	La Farandole Pre-School (Tamarin, Black River)	5-29
5.5.3.11	SOS Childrens Village (Bamboo, Black River)	5-30
5.5.3.12	La Coccinelle Pre-School (Curepipe, Forest Side)	5-31
5.5.3.13	Toddlers Pre-School (Curepipe)	5-32
5.5.4	Informal interview with Marie-France Adam	5-33
5.5.5	Reflecting on the observation at schools in Mauritius	5-34
5.6	Summary	5-34

CHAPTER 6

IMPLEMENTING THE MUSIC PROGRAMME IN SOUTH AFRICA: THE MAIN RESEARCH

6.1	Introduction	6-1
6.2	The Safe and Sound Music Project (SSMP)	6-2
6.2.1	Brief background of the Safe and Sound Learning Centre	6-2
6.2.1.1	Training	6-3
6.2.1.2	Empowerment	6-4
6.2.1.3	Policy	6-4
6.2.1.4	Details of the Safe and Sound Training Programme	6-4
6.2.1.5	Relocation of the Safe and Sound Training Centre	6-6
6.2.2	Planning of the first SSMP workshop	6-6
6.2.3	Sample group	6-7
6.2.4	Funding	6-7
6.2.5	Sample lessons	6-8
6.2.6	The checklist	6-8
6.2.7	Implementation of the first SSMP workshop: Friday 8 July 2004	6-9
6.2.8	Reflecting on the workshop	6-10
6.2.9	Feedback from Colleen Walter	6-11
6.2.10	Strategy for observation at ECD sites	6-12
6.2.10.1	School 1 (English Literacy Pre-School): Friday 15 April 2005	6-13
6.2.10.2	School 2 (Little Lighthouse Pre-School): Friday 15 April 2005	6-17
6.2.10.3	School 3 (Kiddy Land Pre-School): Friday 22 April 2005	6-21
6.2.10.4	Reflecting on the observation at the three ECD sites	6-24
6.2.11	Mini follow-up workshop and interviews: Friday 3 June 2005	6-25
6.2.11.1	Reflecting on the mini follow-up workshop	6-26
6.2.11.2	Summary of the interviews with previous workshop attendees	6-27

6.2.12	Video recording at the Rose Acres Informal Settlement	6-28
6.2.12.1	Planning the video	6-28
6.2.12.2	Extra help for Elizabeth	6-28
6.2.12.3	The day of the video recording: Friday 10 June 2005	6-29
6.2.12.4	Interviews with Elizabeth Nkoana and Colleen Walter	6-31
6.2.13	Giving credit to Elizabeth Nkoana	6-31
6.2.13.1	Guests from abroad	6-31
6.2.13.2	Media coverage	6-33
6.2.13.3	Positive feedback from Jesse McCarroll and Sally Chappell	6-34
6.2.14	Follow-up music workshop: Wednesday 28 September 2005	6-35
6.2.14.1	Stories from teachers at ordinary ECD sites	6-36
6.2.14.2	Stories from teachers at Sunshine Centres	6-37
6.3	The 2004 and 2006 Limpopo Music Project (LMP)	6-39
6.3.1	Funding for the 2004 LMP via the Flemish Government	6-39
6.3.1.1	Co-operation with Curriculum Development Projects (CDP)	6-40
6.3.1.2	Additional requirements from the Flemish Government	6-41
6.3.2	Planning the 2004 LMP	6-41
6.3.2.1	Organizers	6-41
6.3.2.2	Sample group	6-42
6.3.2.3	External observers	6-42
6.3.2.4	Accommodation	6-43
6.3.3	Implementation of the 2004 LMP workshops at three venues	6-44
6.3.3.1	Mokopane (Potgietersrus): Thursday 7 October 2004	6-44
6.3.3.2	Polokwane (Pietersburg): Friday 8 October 2004	6-47
6.3.3.3	Lebowakgomo: Saturday 9 October 2004	6-49
6.3.4	Reports on the 2004 LMP	6-51
6.3.4.1	External observers	6-51
6.3.4.2	Evidence report for the Flemish Government	6-54
6.3.5	Observation at two schools near Mokopane: Wednesday 6 July 2005	6-54
6.3.6	The 2006 Limpopo Music Project	6-56
6.3.6.1	Organizers	6-56
6.3.6.2	External observers	6-57
6.3.6.3	Motetema: Saturday 4 March 2006	6-57
6.3.6.4	Polokwane: Friday 10 March 2006	6-59
6.3.6.5	Steilloop: Saturday 11 March 2006	6-61
6.3.6.6	Observation report from Bettie Molekoa	6-62

6.3.6.7	Observation at schools near Motetema and Steilloop	6-64
6.3.6.8	Reflecting on the 2004 and 2006 LMP	6-71
6.4	The Gert Sibande Music Project (GSMP)	6-71
6.4.1	Preparation for the GSMP	6-72
6.4.2	Funding	6-72
6.4.3	Participants	6-73
6.4.4	Adjusting the programme	6-74
6.4.5	Workshop in Ermelo: Saturday 30 July 2005	6-75
6.4.6	Observation and follow-up support	6-76
6.4.6.1	Schools observed by Heidi Faber near Carolina	6-76
6.4.6.2	Schools observed by the researcher and Monica Makhubu near Standerton	6-77
6.4.6.3	Schools observed by the researcher and Betty Molekoa near Leandra	6-80
6.4.6.4	Betty Molekoa extends the music training in Gert Sibande	6-82
6.4.7	The influence of the GSMP spreads to the rest of Mpumalanga	6-84
6.5	Teacher assessment forms and insights gleaned therefrom	6-85
6.5.1	Layout	6-86
6.5.2	Interpretation of the data	6-86
6.5.2.1	Stories	6-87
6.5.2.2	Dramatization	6-88
6.5.2.3	Instrumental play	6-89
6.5.2.4	Resource material	6-91
6.5.2.5	Comments and suggestions	6-92
6.6	Summary	6-95

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1	Introduction	7-1
7.2	Answering the research questions	7-3
7.3	Findings	7-4
7.3.1	General findings	7-4
7.3.2	Western Classical music	7-5
7.3.3	Workshops	7-6
7.3.4	Methodology of the music programme	7-7

7.3.5	Resource material	7-10
7.4	Recommendations	7-12
7.4.1	Improvement of own practice	7-12
7.4.2	Large scale implementation of the music programme	7-13
7.4.3	Funding	7-14
7.4.4	Resource material	7-15
7.4.5	Instruments	7-16
7.4.6	Cross-field cooperation	7-16
7.4.7	Involvement of principals and government officials	7-16
7.4.8	Teacher training	7-17
7.4.9	Additional elective for ECD	7-17
7.4.10	Follow-up visits	7-18
7.4.11	New VCD	7-18
7.4.12	Future vision	7-18
7.5	Recommended further research	7-19
7.6	Final words	7-20

APPENDICES

APPENDIX A: Maps of Mauritius and South Africa	A-1
APPENDIX B: Example lesson and graphic notation	B-1
APPENDIX C: VCDs of the music projects	C-1
VCD-1 Western Classical music through integrated arts in ECD	C-2
VCD-2 Photos of the music projects	C-2
APPENDIX D: Examples of teacher assessment forms	D-1
 SOURCES	 S-1