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**Appendix:**

1. **Letters of informed consent and questionnaires**



**Faculty of Humanities**

**Department of Music**

Tel: 012-420-3747

Fax: 012-420-2248

Chief Education Specialist: GET

Department of Education

Vryheid region

Dear Mr. Langa

**Research regarding Music as subject in KZN schools**

I am currently planning a doctoral degree in music at the University of Pretoria, under the supervision of Prof. Caroline van Niekerk. The working title of my research is "Subject music in rural KwaZulu Natal: challenges and solutions in a comparative context". It is hoped that the results of this study will assist education specialists as well as the Department of Education in planning for the upgrading of Music and Arts and Culture educators in this part of the country, where resources are limited and distance an isolating factor. My aim is to ascertain the problem areas regarding training, as well as resources for music, in NKZN schools.

I would like to request your permission to:

- collect music related data at schools in your area,
- use the data for further research if needed
- include you in this research.

Your participation will entail the following:

- Assistance with acquiring statistics regarding schools
- Information about training courses being offered to educators
- General input regarding problems in Music as subject in this area.

All of the above will be used to elicit information to be utilized in the research of the topic. No remuneration will be offered to any participants. You will not be embarrassed in any way and there will be no risks or discomforts involved. You have the choice of answering or not answering any of the questions. However, answering as many questions as possible will help to make the questionnaire results as comprehensive as possible. All information gathered will be treated with confidentiality and will only be used for academic purposes. Information will be safely stored for the number of years required by the university.

Thank you.

Yours faithfully

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Researcher

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I \_\_\_\_\_ have read and understood the contents of this letter and give permission for relevant schools to be used in this questionnaire and to be part of this research. I do/do not declare myself willing to assist with required information.

Signed: \_\_\_\_\_



**Faculty of Humanities**

**Department of Music**

Tel: 012-420-3747

Fax: 012-420-2248

Date:

Superintendent General  
Department of Education  
KwaZulu Natal

Dear Dr R. C. Lubisi

Research regarding Music as subject in KZN schools

I am currently planning a doctoral degree in music at the University of Pretoria, under the supervision of Prof. Caroline van Niekerk. The working title of my research is “Subject music in rural KwaZulu Natal: challenges and solutions in a comparative context”. It is hoped that the results of this study will assist education specialists as well as the Department of Education in planning for the upgrading of Music and Arts and Culture educators in this part of the country, where resources are limited and distance an isolating factor. My aim is to ascertain the problem areas regarding training, as well as resources for music, in NKZN schools.

I would like to request your permission to:

- collect music related data at schools in the Vryheid District and
- use the data for further research if needed.

All of the above will be used to elicit information to be utilized in the research of the topic. All information gathered will be treated with confidentiality and will only be used for academic purposes. Information will be safely stored for the number of years required by the university.

Thank you.

Yours faithfully

---

Researcher

---

I \_\_\_\_\_ have read and understood the contents of this letter and give permission for relevant schools to be used in this questionnaire and to be part of this research. I do/do not declare myself willing to assist with required information.

Signed: \_\_\_\_\_



**Faculty of Humanities**

**Department of Music**

Tel: 012-420-3747

Fax: 012-420-2248

Date:

Deputy Chief Education Specialist Questionnaire: Music

Dear Sir/Madam

I am currently planning a doctoral degree in music at the University of Pretoria, under the supervision of Prof. Caroline van Niekerk. The working title of my research is “Subject music in rural KwaZulu Natal: challenges and solutions within a comparative context”.

It is hoped that the results of this study will assist education specialists as well as the Department of Education in planning for the upgrading of Music educators in this part of the country, where resources are limited and distance an isolating factor. My aim is to ascertain the problem areas regarding training, as well as resources for music, in KZN schools.

I would like to request your permission to include you in this research. Your participation will entail the following:

- 1) Assistance with acquiring statistics regarding schools
- 2) Information about training courses being offered to educators
- 3) Using the data for further research if needed
- 4) General input regarding problems in this area.

All of the above will be used to elicit information to be utilized in the research of the topic. No remuneration will be offered to any participants. You will not be embarrassed in any way and there will be no risks or discomforts involved. You have the choice of answering or not answering any of the questions. However, answering as many questions as possible will help to make the questionnaire results as comprehensible as possible. All information gathered will be treated with confidentiality and will only be used for academic purposes. Information will be safely stored for the number of years required by the university.

Thanking you.

Yours faithfully

---

Researcher

---

I \_\_\_\_\_ have read and understood the contents of this letter and agree to be part of this research.

Signed: \_\_\_\_\_

**Faculty of Humanities**

**Department of Music**

Tel: 012-420-3747

Fax: 012-420-2248

Date:

Dear Sir/Madam

Senior Education Specialist Questionnaire: Arts and Culture and Foundation Phase

I am currently planning a doctoral degree in music at the University of Pretoria, under the supervision of Prof. Caroline van Niekerk. The working title of my research is “Subject music in rural KwaZulu Natal: challenges and solutions in a comparative context”.

It is hoped that the results of this study will assist education specialists as well as the Department of Education in planning for the upgrading of educators in the music component of Arts and Culture in this part of the country, where resources are limited and distance an isolating factor. My aim is to ascertain the problem areas regarding training, as well as resources, in NKZN schools.

I would like to request your permission to include you in this research. Your participation will entail the following:

- 1) Level of music knowledge of Arts and Culture educators

- 2) Information about training courses being offered to educators
- 3) Using the data for further research if needed
- 4) General input regarding problems in this area.

All of the above will be used to elicit information to be utilized in the research of the topic. No remuneration will be offered to any participants. You will not be embarrassed in any way and there will be no risks or discomforts involved. You have the choice of answering or not answering any of the questions. However, answering as many questions as possible will help to make the questionnaire results as comprehensible as possible. All information gathered will be treated with confidentiality and will only be used for academic purposes. Information will be safely stored for the number of years required by the university.

Thanking you.

Yours faithfully

---

Researcher

---

I \_\_\_\_\_ have read and understood the contents of this letter and agree to be part of this research.

Signed: \_\_\_\_\_



**Faculty of Humanities**

**Department of Music**

Tel: 012-420-3747

Fax: 012-420-2248

Date:

Dear Sir/Madam

Educator's questionnaire: Music

I am currently planning a doctoral degree in music at the University of Pretoria, under the supervision of Prof. Caroline van Niekerk. The working title of my research is "Subject music in rural KwaZulu Natal: challenges and solutions within a comparative context". It is hoped that the results of this study will assist education specialists as well as the Department of Education in planning for the upgrading of music educators in this part of the country, where resources are limited and distance an isolating factor. My aim is to ascertain the problem areas regarding training, as well as resources, in rural KZN schools which offer Music as subject.

I would like to request your permission to include you in this research and permission to use the information for further research if needed.

Your participation will entail the following:

- Filling out a questionnaire regarding the new FET Music syllabus

- Filling out a questionnaire regarding your resource needs in facilitating the Music syllabus
- Filling out a questionnaire regarding your training to offer this subject.

All of the above questionnaires will be used to elicit information to be utilized in the research of the topic. Many of us have a passion for this subject but need more training to be comfortable with it. This questionnaire will supply interested parties with the relevant needs of Music educators.

No remuneration will be offered to any participants. You will not be embarrassed in any way and there will be no risks or discomforts involved. You have the choice of answering or not answering any of the questions. However, answering as many questions as possible will help to make the questionnaire results as comprehensive as possible. All information gathered will be treated with confidentiality (you will not be named and singled out in any way) and will only be used for academic purposes. Information will be safely stored for the number of years required by the university.

Thank you

Yours faithfully

\_\_\_\_\_

Researcher

\_\_\_\_\_

I \_\_\_\_\_ have read and understood the contents of this letter and declare myself available and willing to be part of this research.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_





**Faculty of Humanities**

**Department of Music**

Tel: 012-420-3747

Fax: 012-420-2248

Date:

Dear Sir/Madam

Educator's questionnaire: Arts and Culture

I am currently planning a doctoral degree in music at the University of Pretoria, under the supervision of Prof. Caroline van Niekerk. The working title of my research is "Subject music in rural KwaZulu Natal: challenges and solutions within a comparative context". It is hoped that the results of this study will assist education specialists as well as the Department of Education in planning for the upgrading of Arts and Culture educators in the music component of the learning area in this part of the country, where resources are limited and distance an isolating factor. My aim is to ascertain the problem areas regarding training, as well as resources for music, in rural NKZN schools.

I would like to request your permission to include you in this research and permission to use the information for further research if needed.

Your participation will entail the following:

- Filling out a questionnaire regarding the new Arts and Culture syllabus

- Filling out a questionnaire regarding your resource needs in facilitating the Music syllabus
- Filling out a questionnaire regarding your training to offer this subject.

All of the above questionnaires will be used to elicit information to be utilized in the research of the topic. Many of us have a passion for this subject and also for music, but need more training to be comfortable with it. This questionnaire will supply interested parties with the relevant needs of Arts and Culture educators.

No remuneration will be offered to any participants. You will not be embarrassed in any way and there will be no risks or discomforts involved. You have the choice of answering or not answering any of the questions. However, answering as many questions as possible will help to make the questionnaire results as comprehensive as possible. All information gathered will be treated with confidentiality (you will not be named and singled out in any way) and will only be used for academic purposes. Information will be safely stored for the number of years required by the university.

Thank you

Yours faithfully

\_\_\_\_\_  
Researcher

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I \_\_\_\_\_ have read and understood the contents of this letter and declare myself available and willing to be part of this research.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**2. Basic Resources Questionnaire for Music Educator and principal in FET school currently offering Music**

Please tick which resources are available to you on your school premises and which resources are available in the community for your use. If no resources are available please indicate in the last column.

School size (number of pupils): \_\_\_\_\_

School circuit: \_\_\_\_\_

School ward: \_\_\_\_\_

	<b>Resource</b>	<b>School</b>	<b>Community</b>	<b>None</b>
1	Books on scales, arpeggios and vocalizations			
2	Books for sight-reading and sight-singing			
3	Music scores in different genres			
4	Books on musical form			
5	Books on music theory			
6	Books on music history			
7	Music samples on CD			
8	Music samples on DVD			
9	Music samples on tape			
9	CD player			
10	DVD player			
11	Tape recorder			
12	Sound system with microphones, etc.			
13	Internet			
14	Computer with music software			



15	Electronic keyboard			
16	Piano			
17	Photo-copying facilities			
18	Other instruments (please list)			
a)				
b)				
c)				
d)				
e)				
f)				
g)				

**3. Content Knowledge Questionnaire for Music Educator: Grade 10, 11 and 12**  
**FET Music**

Please note that questions are asked in accordance with the curriculum's "Content and Context for the attainment of assessment standards"

	<b>Learning outcome 1: Music Performance and Presentation.</b> <i>The learner is able to perform, interpret and present musical works that represent music from a variety of African and global cultural and historical contexts.</i>	Y E S (with confidence)	Y E S (not confident)	N O
1.1	Do you know where to find examples of the necessary technical exercises required? (scales, arpeggios, vocalizations)			
1.2	Do you know exactly which exercises should be taught?			
1.3	Do you have the know-how to teach sight-reading and sight-singing?			
1.4	Do you know the required level of sight-reading for each grade?			
1.5	Do you know where to find appropriate sheet music of different African and Western cultures for performing?			
1.6	Do you know exactly what the standard is that is required?			
1.7	Do you feel comfortable teaching ensemble work?			
1.8	Is the standard that is required clear to			



	you?			
1.9	Do you have knowledge about sound production? (pitch, care of instrument, correct posture)			
1.10	Do you know exactly which aspects should be included in 1.9?			
1.11	Can you set up a sound system for amplification?			
1.12	Do you have experience or guidelines to help you in the planning of music events?			
	<b>Learning outcome 2: Improvisation, Arrangement and Composition.</b> <i>The learner is able to apply musical knowledge, skills and technology to communicate musical ideas, using own and existing ideas in a variety of styles and contexts.</i>			
2.1	Do you know how to teach rhythmic improvisation?			
2.2	Do you know how to do the stylistic melodic variation of a motif?			
2.3	Do you know how to do stylistic melodic variations in the major scale?			
2.4	Do you know how to do stylistic melodic variations on the minor scale?			
2.5	Can you teach melodic improvisation on the blues scale?			
2.6	Can you teach melodic improvisation on the pentatonic scale?			
2.7	Can you do arrangements of songs?			



2.8	Do you know what the standard should be of learning outcome 2?			
2.9	Which of the following music software programs do you know well and can you use with confidence for arranging?			
a)	Cakewalk			
b)	Cubase			
c)	Sibelius			
d)	Noteworthy			
e)	Other:			
2.10	Can you do melodic arrangements using the sequencer on an electronic keyboard?			
2.11	Are you confident teaching composition?			
	<b>Learning outcome 3: Music literacies.</b> <i>The learner is able to apply the knowledge and skills of music theory in order to read, write and understand the music from a variety of styles and cultures.</i>			
3.1	Do you need assistance in teaching construction of the following:			
a)	Major scales			
b)	Minor scales			
c)	Pentatonic scales			
d)	Whole tone scale			
e)	Modes (aeolian, mixolydian, etc.)			
f)	Chords			
g)	Cadences			
h)	Intervals			



i)	Key signatures			
3.2	Can you teach melodic and rhythmic patterns in duple, triple and quadruple time?			
3.3	Can you write music using the scales in 3.1?			
3.4	Do you know how to teach and do transposition? (including non-C instruments)			
3.5	Can you transcribe sol-fa music to staff music?			
3.6	Can you use basic chord progressions to harmonize folk melodies?			
3.7	Can you provide a chord basis for melodies?			
3.8	Do you know how to teach identifying basic chordal progressions aurally and visually?			
	<b>Learning outcome 4: Critical reflection.</b> <i>The learner is able to respond critically to music by researching, reviewing, appraising, and participating in African and global musical processes, practices and products in their historical, cultural, socio-economic and other contexts.</i>			
4.1	Are you comfortable teaching the following principles of music analyses:			
a)	Genre			
b)	Form/structure			





c)	Instrumentation			
d)	Mood and character			
e)	Compositional techniques			
4.2	Do you know what the required depth is of the above?			
4.3	Do you have knowledge about the following music genres?			
a)	Opera			
b)	Musicals			
c)	Choral music			
d)	Character pieces			
e)	Band music			
f)	Film music			
g)	Dance music			
4.4	Do you know what the required depth is of the above?			
4.5	Are you familiar with form and structure of the following music forms:			
a)	Binary			
b)	Ternary			
c)	Popular song form			
d)	Rondo			
e)	Sonata			
f)	Jazz structures			
4.6	Are you sure what the required depth is of above?			
4.7	Are you comfortable with describing the mood and character of musical works?			
4.8	Do you know what detail is required in 4.7?			



4.9	Do you have knowledge or resources about South African indigenous folk music, specifically:			
a)	Repetition			
b)	Parallel fifths			
c)	Modes			
d)	Polyrhythms			
e)	Instruments			
4.10	Do you know the level of knowledge that is required?			
4.11	Do you have the knowledge to teach classification of instruments?			
4.12	List the music that you regard as indigenous to South Africa and would thus teach as such:			
a)				
b)				
c)				
d)				
e)				
f)				
g)				
h)				
i)				
j)				
k)				
4.13	Do you have enough knowledge/resources for teaching the following styles:			
a)	Baroque			



b)	Classical			
c)	Romantic			
d)	Twentieth century			
e)	Popular			
4.14	Do you have knowledge about the following aspects of the economic cycle of the music industry?			
a)	Origin of the musical idea			
b)	Notation of the musical idea			
c)	Performing of musical idea			
d)	Selling the musical idea			
e)	Publishing the musical idea			
f)	Printing the musical idea			
5.	Do you have knowledge of/experience in offering the following external music examinations:			
a)	UNISA Practical examinations			
b)	Trinity School of Music Practical examinations			
c)	Trinity Rock School Practical examinations			
d)	Royal Schools Practical examinations			
e)	ALMSA practical examinations			
f)	UNISA Theory examinations			
g)	Trinity Theory examinations			
h)	Royal Schools Theory examinations			

4. **Qualifications questionnaire for Music Educator currently offering Music and Arts and Culture educator**

1	<b>Age group of educator</b>	Tick
	20 – 29 yrs	
	30 – 39 yrs	
	40 – 49 yrs	
	50 +	
2	<b>Highest school standard achieved</b>	
	Grade 10	
	Grade 11	
	Grade 12	
3	<b>Teaching qualifications and year qualified:</b>	
4	<b>Music qualifications:</b>	
5	<b>List instruments that you can play</b>	<b><u>Level of competency:</u></b> According to grades of recognized institutions, e.g.



		UNISA, Trinity, Royal schools
a)		
b)		
c)		
d)		
e)		
f)		
<b>6</b>	<b>How good are your computer skills?</b>	
a)	I am a fundi	
b)	I am very comfortable with it	
c)	I have a basic knowledge	
d)	It scares me	
<b>7</b>	<b>Computer qualifications:</b>	
a)		
b)		
c)		
<b>8</b>	<b>Teaching experience in years:</b>	

### **Group 1: Professional teaching qualifications**

1 = Two-year Teachers' Certificate

2 = Three-year Teachers' Diploma/National Professional Diploma in Education

3 = Four-year Higher Diploma in Education

4 = Four-year professional teaching degree

5 = Higher Diploma in Education (Post-Graduate)/Post-Graduate Certificate in Education

### **Group 2: Post-Professional teaching qualifications**

1 = One-year Post-Professional Teachers' Certificate (with specialization)

- 2 = Diploma in Specialised Education
- 3 = Further Diploma in Education
- 4 = AdVanced Certificate in Education
- 5 = One-year National Higher Diploma/Bachelor of Technology (Education management/other specialization)

**Group 3: First academic qualifications**

- 1 = Three-year Bachelor's degree
- 2 = Four-year Bachelor's degree
- 3 = Four-year Bachelor of Technology degree
- 4 = Three-year National Diploma
- 5 = Four-year National Higher Diploma

**Group 4: Post-Graduate Qualifications**

- 1 = Post-Graduate Diploma (other than a HDE Post-Graduate)
- 2 = Honours degree (including an old one-year B Ed/BEEd Honours))
- 3 = Masters degree
- 4 = Doctors degree

**6. Interview with principal of school currently offering Music**

1. What prompted you to offer Music at your school?
2. Do you think that the facilitation of Arts and Culture has an influence on the number of learners interested in taking the subject?
3. Has your school had any direct/ indirect benefits from offering Music?
4. Would you advise other schools to offer Music? Reason(s)?
5. How have your results been in Music?
6. Which challenges are you experiencing in Music?

8. **Basic Resources questionnaire for Arts and Culture educators**

Please tick which resources are available to you on your school premises and which resources are available in the community for your use. If no resources are available please indicate in the last column.

School size (number of pupils): \_\_\_\_\_

School ward: \_\_\_\_\_

	<b>Resource</b>	<b>School</b>	<b>Community</b>	<b>None</b>
1.	Books on a variety of South African music forms			
2.	CDs/tapes/DVDs on:			
a)	South African music forms			
b)	Choir music			
c)	African music instruments			
d)	Western music instruments			
e)	Blues			
f)	Pop			
g)	Kwaito			
h)	Traditional			
i)	Classical			
j)	Free-Kiba			
k)	Opera			
l)	Musicals			
m)	Techno			
n)	Soukous			
o)	Malombo			
p)	Kwassa-kwassa			
3.	Tape recorder			
4.	DVD player			
5.	CD player			





6.	Television			
7.	Percussion instruments			
8.	Drums			
9.	Variety of sheet music/books of songs from different cultures			
10.	Piano			
11.	Electronic keyboard			
12.	Marimbas			
13.	Xylophones			
14.	Glockenspiels			
15.	Melodicas			
16.	Recorders			

9. Content knowledge questionnaire about music component of Arts and

## Culture for educators

Please note that questions are asked in accordance with the curriculum's "Content and Context for the attainment of assessment standards"

	<b>Content that requires a certain amount of skills</b>	Y E S (with confidence)	Y E S (not confident)	N O
1.	Can you teach:			
a)	Rhythmic sentences			
b)	Percussion patterns			
c)	Drumming techniques			
2.	Can you teach:			
a)	Composition of songs			
b)	Composition of music			
c)	Composition of jingles			
3.	Can you play, write and teach:			
a)	Scales in C,G and F major			
b)	Scales in D flat, A flat, B flat and E flat Major			
4.	Can you read and write:			
a)	Western music notation			
b)	Solfa notation			
c)	Music in different meters: 5/4, 7/4, 12/8 and 4/4			
5.	Can you teach basic conducting			

## 10. Interview with Senior Education Specialists for GET Arts and Culture

These are some of the most important questions the researcher wants to ask. However, she will allow herself to be led by responses of the SES's.

1. Please give me the geographical borders of the area in which you are working.
2. What are the general problems that you experience in fulfilling your task?
3. What do you see as a solution to problems in KZN schools regarding the offering of music in the learning area of Arts and Culture?

## 11. **Structured Interview: Internet**

Dear Colleagues and other Musos!

As you know, I am busy with a Ph.D in Music under the supervision of Prof. Caroline van Niekerk of the University of Pretoria. I have been helped tremendously with your previous input. However, I will be very grateful if you can give me some more information by answering the following questions. I hope that I can be of assistance to you in the future.

Regards

Eurika Jansen van Vuuren

What do **you** think can be **solutions** to the following challenges as determined by my research: (Please feel free to omit a question if you don't have an opinion about it.)

1. How can the music background/knowledge of learners in schools be improved so that they can take Music as subject successfully from grade 10 onwards?

**Possible solution:**

2. Which aspects of the **Arts and Culture** music curriculum should be changed/simplified/omitted to streamline it?

**Your proposal:**

3. Which aspects of the **Music** curriculum should be changed/simplified/omitted to streamline it?

**Your proposal:**

4. What should be done to assist in- service educators to acquire appropriate music knowledge to be able to teach the **music** strand of **Arts and Culture** effectively?

**Your proposal:**

5. What can be done at tertiary level to equip more educators to teach **Arts and Culture** – currently any teacher is forced into teaching it, regardless of their knowledge.

**Your proposal:**

6. Which support systems should be in place or be useful to assist in-service educators to teach Music as subject and also the music component of Arts and Culture?

**Your proposal:**

## **12. Internet correspondence:**

Dear Music friend!

I am currently busy with a Ph.D under the supervision of Prof. Caroline van Niekerk at the University of Pretoria. My field of interest is the future of Music as FET subject – especially in rural areas. I live in Vryheid in KZN. The title of my thesis: Subject music in rural SA: challenges and solutions within a comparative context. I am doing the research from the perspective that bad tuition in Arts and Culture leads to less children being able to take Music in the FET Phase. To help me to get perspective, I need to know what is happening in the rest of the country. I would really appreciate your input regarding the following aspects of Arts and Culture as learning area and FET Music as subject in the schools/area where you have worked or are currently working. If there are questions which you feel unqualified to answer, you can just leave them blank.

1. Do you have enough Music educators for FET music?
2. Do you have enough music educators in the GET section teaching Arts and Culture as learning area?
3. Are educators adequately trained for FET music?
4. Are educators adequately trained for the music strand of Arts and Culture?
5. What is the general feeling amongst educators about the new FET Music curriculum?
6. How often does in-service training take place for educators in Music?
7. How often does in-service training take place for educators teaching music in Arts and Culture?
8. Are there any support networks for educators in Music?
9. Are there any support networks for educators teaching the music component of Arts and Culture?

10. What are the most popular instruments amongst learners in your area who take music as FET subject?
11. Do schools have sufficient monetary and other resources to teach FET music effectively?
12. Do schools have sufficient monetary and other resources to teach the music strand of Arts and Culture effectively?
13. How do educators cope with the music technology aspect of the FET music curriculum?
14. Are there any specific requirements for learners who want to do music in the FET band?
15. What are the most common problems that educators have who teach FET music?
16. What are the most common problems that educators have who teach the music strand of Arts and Culture?
17. Is there anything else of importance that you would like to share with me regarding FET music?
18. Is there anything else of importance that you would like to share with me regarding the music strand of Arts and Culture?
19. What is the influence of Music done through UNISA, Royal Schools and Trinity on the FET subject in your region? Do many learners choose this option?

Since I would like to give you credit for your input, I need a short CV from you. Please remember to give details about where you are currently working.

Thank you very much for your time and effort. I hope I will be able to assist you in something one day.

Regards.

Eurika Jansen van Vuuren  
eurikajansenvanvuuren@gmail.com

Dear Music friend!

Prof. Caroline van Niekerk gave me your address because she regards you as someone with experience and knowledge regarding FET music and Music as accredited

subject. I am currently busy with a Ph.D under her supervision at the University of Pretoria. My field of interest is the future of Music as FET subject – especially in rural areas. I live in Vryheid in KZN.

To help me to get perspective, I need to know what is happening in the rest of the country. I would really appreciate your input regarding the following aspects of Music as subject in the schools/area where you have worked or are currently working.

1. Do you have enough Music educators?
2. Are these educators adequately trained?
3. What is the general feeling amongst educators about the new curriculum?
4. How often does in-service training take place for educators?
5. Are there any support networks for educators?
6. What are the most popular instruments amongst learners in your area?
7. Do schools have sufficient monetary and other resources to teach the subject effectively?
8. How do educators cope with the music technology aspect of the curriculum? Are there any specific requirements for learners who want to do this subject in the FET band?
9. What are the most common problems that educators have who teach this subject?
10. Is there anything else of importance that you would like to share with me?
11. What is the influence of Music as accredited subject?