South African unit standards for a General Music Appraisal Programme at NQF levels 2–4, with special reference to Ensemble specialisation for available instruments

by

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The national system of education must balance the need for quality education for all its citizens with the need for flexibility to cater for the wide-ranging circumstances that face learners and the wide-ranging options in what constitutes relevant education and qualifications, i.e. a balance between society's needs and the needs of the individual.

(SAQA 2000b: 12)
ABSTRACT

This thesis is primarily concerned with the structure of unit standards for a proposed General Music Appraisal Programme (GMAP) and an Ensemble Specialisation Programme (ESP) for available instruments as electives for National Qualifications Framework (NQF) levels 2-4 (Grades 10-12). For the GMAP and ESP levels 2-4 to fill their rightful place in the curriculum, it was essential to have a structured, but flexible model that can provide a framework for all music styles, concepts and practices primarily for South Africa, but not necessarily excluding other linkages. For this purpose the University of Pretoria launched a project, Music Education Unit Standards for Southern Africa (MEUSSA), under the leadership of Professors Caroline van Niekerk and Heinrich van der Mescht, to reconceptualise all facets of Music Education in Southern Africa in a team approach, based on research.

Although the MEUSSA team made a background study of music standards and curricula from various countries, the researcher concentrated mainly on the National Curriculum for England and the National standards for Arts Education of the United States of America, to provide ideas and expertise that could be used for the writing of South African unit standards for music.

Action research undertaken yielded valuable information regarding facilitators' opinions and perceptions of a GMAP and an ESP for available instruments. Furthermore, proposed projects are provided, with music examples for an ESP at NQF levels 2-4 for available instruments to support music facilitators in South Africa. Though Western music still dominates in most music examples and lessons, facilitators can use the proposed lessons according to their preferences and cultural needs.

The study also challenges the status quo in South African music education. Few learners choose Music after NQF level 1, but if it is radically overhauled, an
elective General Music Appraisal Programme (GMAP) at NQF levels 2-4 with the option to specialise will give more learners in South Africa the opportunity to enrich their personal and social development. This applies particularly to the previously disadvantaged communities.

KEY WORDS

Available instruments;
Culture and Arts;
Ensemble Specialisation Programme (ESP);
General Music Appraisal Programme (GMAP);
Music Education Unit Standards for Southern Africa (MEUSSA);
National Standards Body (NSB) 02;
National Qualifications Framework (NQF) levels 2-4;
Outcomes-based music education;
Unit standards.
I wish to express my sincere thanks to the following persons for their support, encouragement and guidance:

- My supervisors, Professors Caroline van Niekerk and Heinrich van der Mescht,
- the MEUSSA team,
- my husband, Cornelis Hoek, and
- my daughter, Annalize Hoek.

Soli Deo Gloria
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<th>Description</th>
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<tbody>
<tr>
<td>ABET</td>
<td>Adult Basic Education and Training (South Africa)</td>
</tr>
<tr>
<td>A LEVEL</td>
<td>Advanced level (England)</td>
</tr>
<tr>
<td>ANC</td>
<td>African National Congress</td>
</tr>
<tr>
<td>ARTSEDGE</td>
<td>The National Standards for Arts Education (USA)</td>
</tr>
<tr>
<td>AS LEVEL</td>
<td>Advanced Supplementary Level (England)</td>
</tr>
<tr>
<td>DfEE</td>
<td>Department for Education and Employment (England)</td>
</tr>
<tr>
<td>DfES</td>
<td>Department for Education and Skills (England)</td>
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<tr>
<td>DoE</td>
<td>Department of Education (South Africa)</td>
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<tr>
<td>FETC</td>
<td>Further Education and Training Certificate (South Africa)</td>
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<tr>
<td>GCE</td>
<td>General Certificate of Education (England)</td>
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<tr>
<td>GCSE</td>
<td>General Certificate of Secondary Education (England)</td>
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<tr>
<td>GDE</td>
<td>Gauteng Department of Education (South Africa)</td>
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<tr>
<td>GMAP</td>
<td>General Music Appraisal Programme</td>
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<tr>
<td>ICT</td>
<td>Information Computer Technology</td>
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<tr>
<td>ISME</td>
<td>International Society for Music Education</td>
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<tr>
<td>MENC</td>
<td>Music Educators National Conference (USA)</td>
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<tr>
<td>MEUSSA</td>
<td>Music Education Unit Standards for Southern Africa</td>
</tr>
<tr>
<td>NAME</td>
<td>National Association of Music Educators (England)</td>
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<tr>
<td>NCF for FET</td>
<td>National Curriculum Framework for Further Education and Training (South Africa)</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organisations (South Africa)</td>
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