

**MUSIC STANDARDS
FOR THE FOUNDATION PHASE AND TEACHER
TRAINING IN SOUTH AFRICA**

by

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ABSTRACT

concerned with the
of the study is Music
facilitate Music in the

only follows an outline
required to be formulated
of providing the

for Southern Africa

established MEUSSA's

teaching of Music can be
fostering lifelong learning

Even though it

in these provide

It was to provide

theory

**We have to establish already in schoolchildren
the belief that music belongs to everyone and is, with a
little effort, available to everyone.**

Zoltán Kodály, Lecture, 1946
(Crofton & Fraser 1985:56)

ABSTRACT

This thesis is primarily concerned with Music in the Foundation Phase and its teaching. The result of the study is Music standards for Grades 1-3 and for the training of teachers to facilitate Music in this phase.

South Africa currently follows an outcomes-based education system and unit standards are required to be formulated for the different learning areas. To assist in the process of providing the requisite standards, the "Music Education Unit Standards for Southern Africa" (MEUSSA) team, of which the author is a member, was established. MEUSSA's aim is to provide a working framework within which the learning of Music can be facilitated to all learners and educators, with the view to fostering lifelong (active) involvement in Music.

Even though unit standards are not specifically required until Grade 9, the author of this thesis provides Music standards for Grades 1-3. The motivation for these standards was to provide a starting point in creating a Music foundation on which to build. In addition, a definite standard and level of achievement is secured, information is given regarding the expected and prescribed music requirements, and a point of departure for Grade 4 Music teaching and what needs to follow in Grades 5-8 is outlined.

In order to produce an internationally acceptable and comparable Music framework in the form of unit standards, the author reviewed and analysed relevant Music curricula of various countries which were divided into Northern and Southern Hemisphere representatives. The need for Music in the Foundation Phase, its place in Curriculum 2005, as well as music's advantages and the positive influences on the learner in totality, are also discussed.

As most South African Grade 1-3 teachers are generalists, without specialised music training, they often do not have the necessary knowledge or skills to teach Music. In order to solve this problem the author proposes unit standards for the teaching of Music during Grades 1-3. These standards are designed for the teacher with little or

no prior music knowledge and they are based on the required material that is to be taught as stipulated in the Grades 1-3 Music standards.

Key words: Foundation Phase, generalists, Higher Education and Training, MEUSSA, Music education, outcomes-based education, SAQA, South Africa, teacher training, unit standards.

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TERMINOLOGY AND ABBREVIATIONS

The following terminology and abbreviations are used in this thesis:

ATSI:	Aborigines and Torres Strait Islanders
DfEE:	Department for Education and Employment
DoE:	Department of Education
ECD:	Early Childhood Development
E-mail:	Electronic-mail
ESEA:	Elementary and Secondary Education Act
ETQA:	Education and Training Quality Assurers
FET:	Further Education and Training
GET:	General Education and Training
HET:	Higher Education and Training
IASA:	Improving America's School Act
IT:	Information Technology
McREL:	Mid-continent Regional Educational Laboratory (USA)
MENC:	Music Educators National Conference (USA)
MEUSSA:	Music Education Unit Standards for Southern Africa
NCS:	National Curriculum Statement
NQF:	National Qualifications Framework
NSB:	National Standards Body
OBE:	Outcomes-Based Education
SADC:	Southern African Development Community
SAQA:	South African Qualifications Authority
SASMT:	South African Society of Music Teachers
SGB:	Standards Generating Body
SO(s):	Specific Outcome(s) - i.e. contextually demonstrated knowledge, skills and values
ZJC:	Zimbabwe Junior Certificate.

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