Affective wellbeing and the teaching of music in Ghanaian basic schools: a reflection

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Improving Accountability for Better Learning Outcomes in Ghana: Evidence-informed Approaches to Education Policy and Practice

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OUTLINE OF PRESENTATION

- BRIEF CONTEXT
- PROCEDURE
- FINDINGS/DISCUSSION
- RECOMMENDATIONS
- CONCLUSION
Context

School Timetable

- Mon
- Tue
- Wed
- Thu
- Fri

Cognitive
Affective
Psychomotor
PURPOSE OF THE STUDY

- To focus on the music component of the Creative Arts syllabus and examine the extent to which its teaching and learning contributes to the achievement of the affective goals spelled out in the syllabus.
Creative Arts syllabus for Ghanaian Basic Schools (levels 1 – 3 and 4 – 6).

General Aim

“develop human and moral values such as of tolerance, sharing, helping, concentration, discipline, self-confidence, co-operation, honesty, self-awareness, self-expression teamwork and sense of judgment” (p.iii).
General Objectives

Pupils will:
1. acquire basic knowledge, skills and values through Performance, Composition and Two – Dimensional Art Activities such as picture making, print and pattern-making.
2. develop skills in critical, independent thinking, reasoning and imagination.
3. acquire skills in self-expression.
4. appreciate products of artists/artistes and beauty in the environment.
5. recognize the importance of appreciating beauty in the environment and works of artists / artistes (pp.iii – iv).
Emergent Keywords

...the development of value systems
tolerance self-awareness
self-expression
value judgment vivid imagination
honesty
team-work, etc)
appreciation of beauty (in art and in the environment etc.)
Framework

Krathwohl et al’s taxonomy of affective domain

The hierarchical steps in the affective domain

- **Simple**
  - Accept
  - Attend
  - Develop
  - Realize
  - Receive
  - Recognize
  - Reply
  - Name
  - Erect
  - Hold
  - Locate

- **Responding**
  - Behave
  - Complete
  - Comply
  - Cooperate
  - Discuss
  - Examine
  - Obey
  - Observe
  - Respond
  - Tell
  - Label

- **Valuing**
  - Accept
  - Balance
  - Believe
  - Defend
  - Devote
  - Influence
  - Prefer
  - Pursue
  - Seek
  - Value
  - Initiate

- **Organizing**
  - Codify
  - Discriminate
  - Display
  - Favor
  - Judge
  - Order
  - Organize
  - Relate
  - Systematize
  - Weigh
  - Generalize

- **Characterization**
  - Internalize
  - Verify
  - Listen
  - Propose
  - Serve
  - Question
  - Influence
  - Solve
  - Practice
  - Modify
  - Discriminate
  - (least addressed through formal education)
Method

- Descriptive design
- 3 triangulation methods
  - Measures (semi-structured interviews, observation, QCA of 212 notes...)
  - Observers
  - Theory (Mandler’s theory of affect, Ekman’s neuro-cultural theory...)
- 32 Basic Schools in the Central Region of Ghana
- 69 human participants
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<th>Head-teachers</th>
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<td>5</td>
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<td>• Total</td>
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RESULTS
Three main themes

- Mismatch between curriculum goals/ objectives, content, teaching activities and assessment procedures.
- Inadequate teachers who are adequately trained to teach music at the basic schools.
- Development of the affective domain is largely not emphasized through the teaching of music.
Note “Practical Skills” must be given 80 per cent of the teaching and learning time to emphasise the point that Creative Arts is more toward the acquisition of practical skills at the school level. The remaining 20 per cent can be used for theoretical aspect of Creative Arts such as, observing, listening, responding, talking, reporting, describing, brainstorming and discussion.

(page vii)

NB: Out of the six general aims that are listed for the teaching of the subject, only one focuses on performance.
<table>
<thead>
<tr>
<th>Aspect</th>
<th>Nature of objectives (By the end of the lesson, the pupil will be able to:)</th>
<th>Nature of evaluation</th>
</tr>
</thead>
</table>
| Performance (class 2, 30mins) | a) demonstrate how to dance kpanlogo  
b) perform basic kpanlogo movement in an ensemble setting                                         | Pupils draw the djembe drum and colour it in the exercise book                        |
| Composition (class 1, 1 hr)   | a) imitate some familiar sounds around him/her eg. Bleat of goats  
b) describe the differences in sound made by birds/animals  
c) create their own sound patterns with variety of objects | Pupils describe the sound made by the following animals/birds in their exercise books 
   a) cat = (  
b) cow = (  
c) dog = (  
d) bird = ( |
| Listening and observing (class 3, 1 hr) | a) play the gong pattern in apatampa  
b) play the apetia drum in apatampa  
c) play the master drum in apatampa                                      | Pupils present apatampa in an ensemble setting                                         |
Psychomotor domain
Cognitive domain
Affective domain

mention

demonstrate
sing
imitate
create
recite
assess
judge
draw
evaluate
colour
roleplay
name
dance
perform
mime
discuss
act
sort
distinguish

define
move
describe
play
clap
Three Prompts...

✓ A critical re-assessment of the music program in basic schools in terms of clearly defining its mandate through a sound philosophy
✓ A review of curriculum materials for the teaching of Music
✓ Provision of requisite training for music teachers.
Conclusion
“every child should have a general, broad musical experience before embarking on his or her choice of specialized activities. Without it, most students would not be able to make intelligent choices” (p.278).

Music and the arts are one of the most significant manifestations of the ability of human beings to think and to aspire restlessly for something more than survival. Music has much to do with what makes us different from the animals and marks us as human (p.66).

(Abeles et. al., 1995)
THANK YOU
References


Ministry of Education (2007). *Creative Arts (4-6) syllabus for primary schools*. Accra: MOE.


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