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

Ghana Education Evidence Summit 2018

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

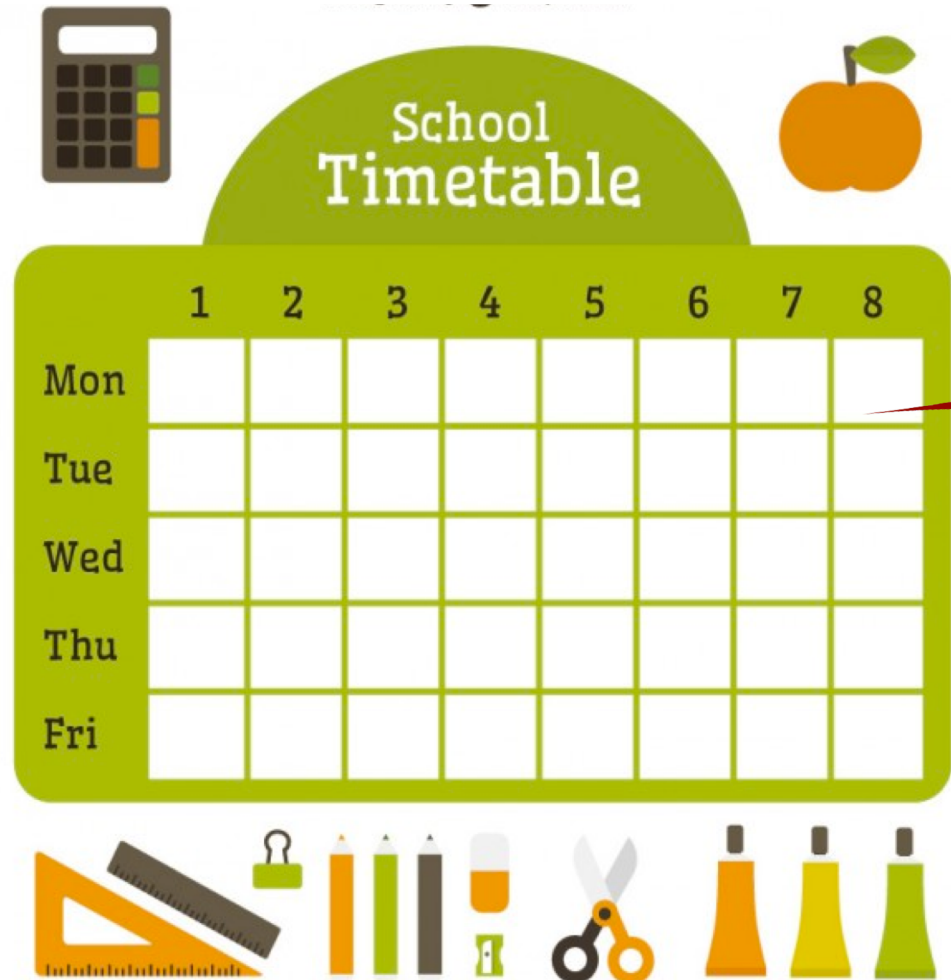
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OUTLINE OF PRESENTATION

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



Context



Cognitive

Affective

Psychomotor



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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)

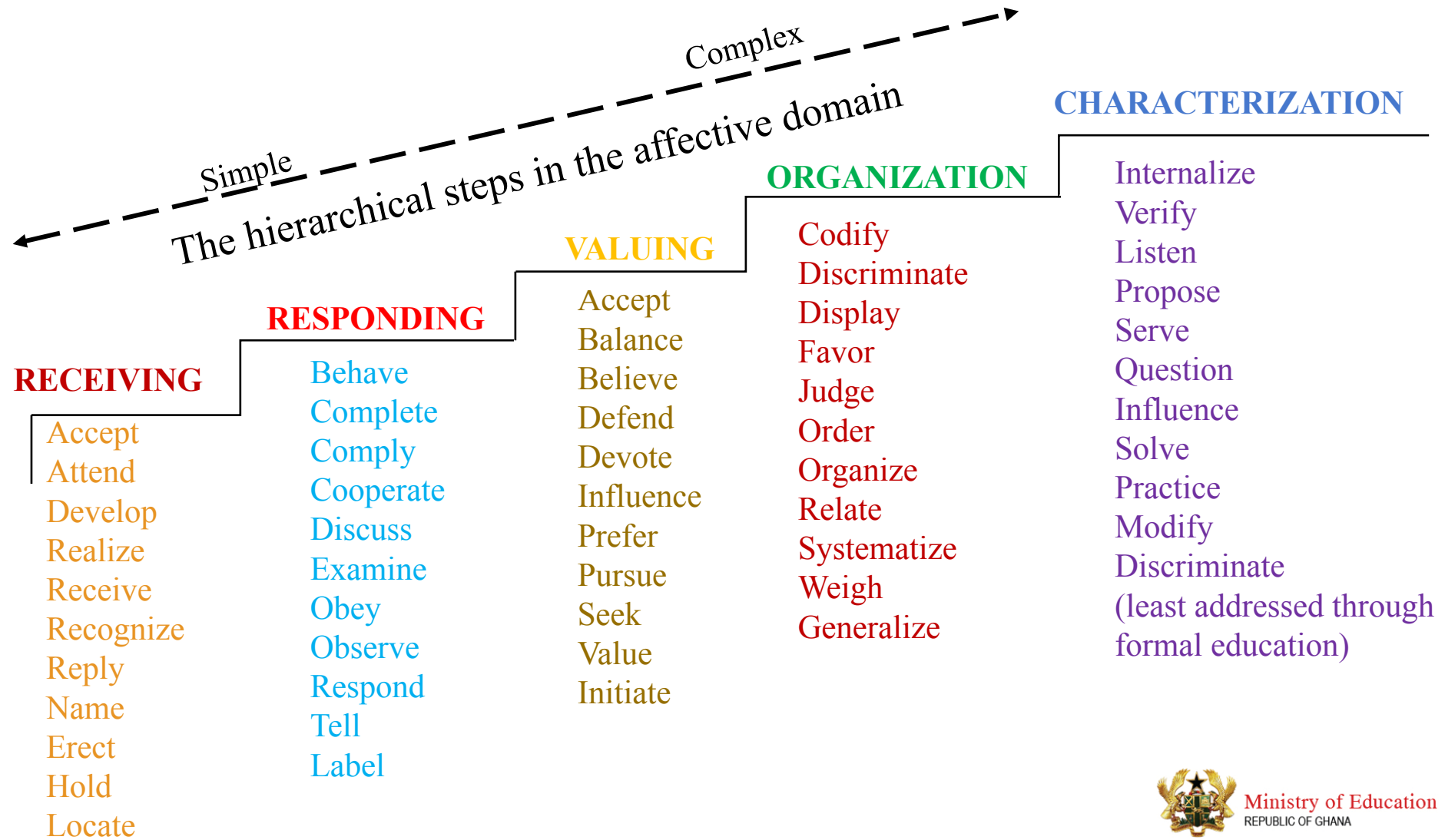
appreciation of beauty (in art and in the environment etc.)





Framework

Krathwohl et al's taxonomy of affective domain



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



Characteristics	Head-teachers	Teachers	Total
Gender			
• Males	26	23	49
• Females	6	14	20
• Total	32	37	69
Age			
• Below 30	1	8	9
• 31 – 40	5	19	24
• 41 – 50	14	7	21
• 51 – 60	12	3	15
• Total	32	37	69
Years of service	(as head-teacher)	(overall teaching experience)	
• Below 10	24	21	45
• 11 – 20	8	13	21
• 21 – 30	-	3	3
• Total	32	37	69





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.



Creative Arts syllabus (1-3 & 4-6),

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.

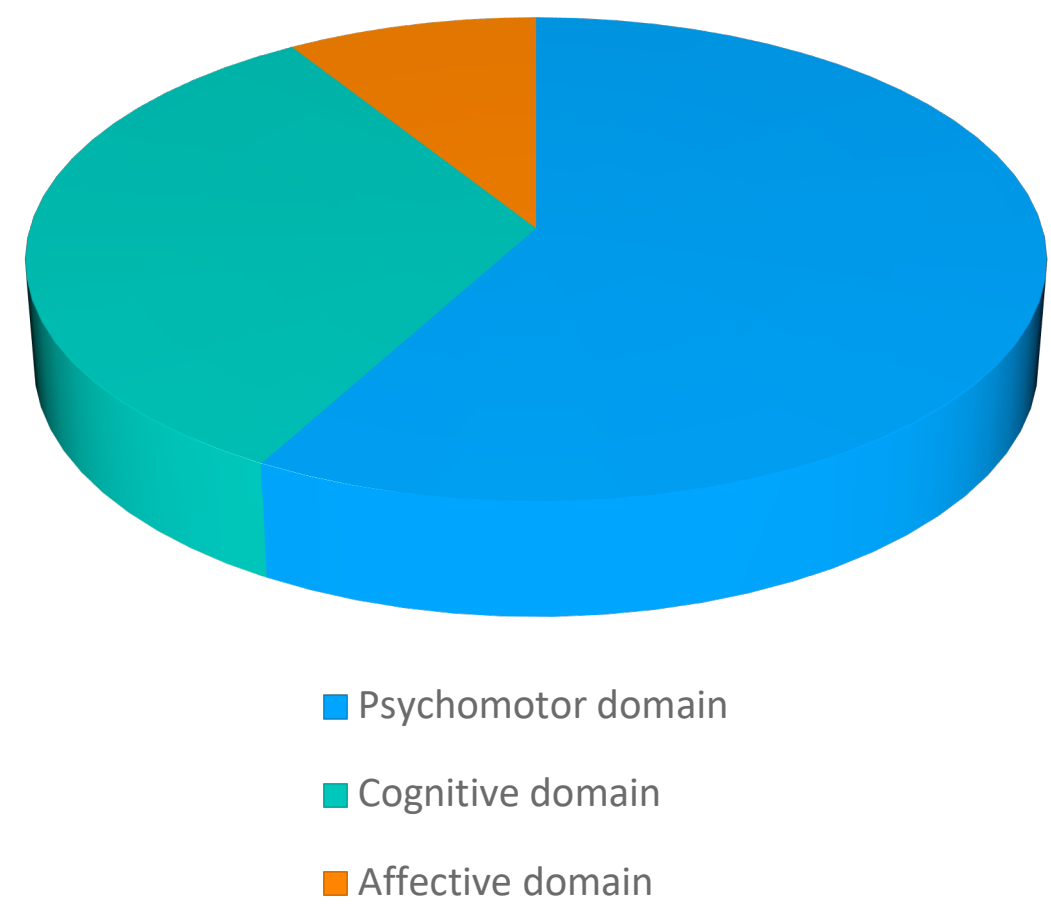
(page vii)

NB: Out of the six general aims that are listed for the teaching of the subject, only one focuses on performance.



Aspect	Nature of objectives (By the end of the lesson, the pupil will be able to:)	Nature of evaluation
Performance (class 2, 30mins)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<p>Pupils describe the sound made by the following animals/birds in their exercise books</p> <ul style="list-style-type: none"> a) cat = (b) cow = (c) dog = (d) bird = (
Listening and observing (class 3, 1 hr)	<ul style="list-style-type: none"> 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







Recommendations



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.



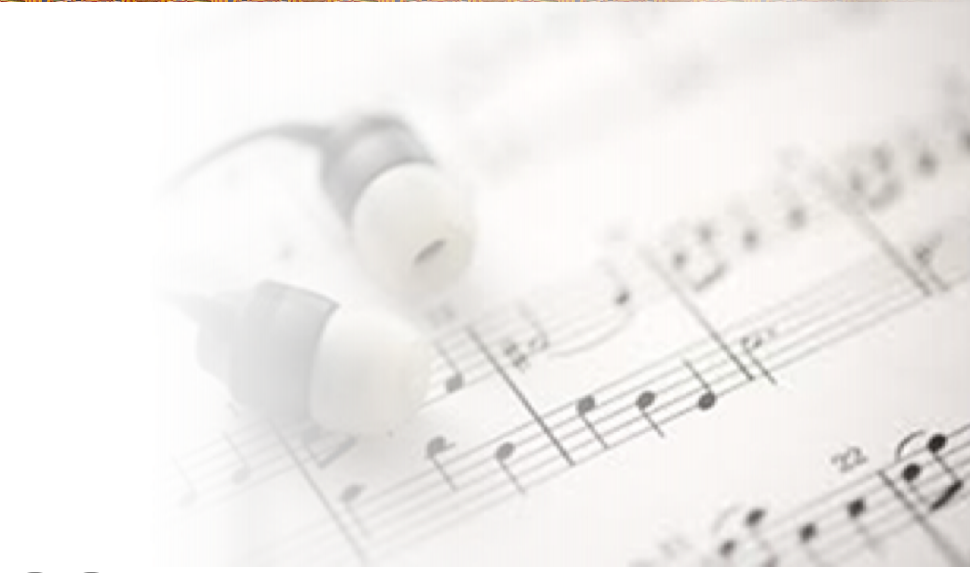


“every child should have a general, broad musical experience before embarking on his or her choice of specialized activities. Without it, most students would not be able to make intelligent choices” (p.278).

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



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