

## **The teaching and integration of music education in the grade one curriculum**

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Four years ago, I became an education lecturer after teaching at schools for 25 years. I decided to pursue a PhD in Curriculum Studies focusing on generalist Grade 1 teachers in different social contexts. My research aimed to investigate music teaching in grade one classrooms across the Western Cape by an observational study in 108 classrooms, in-depth interviews with Grade 1 teachers across various resource contexts, together with document analysis, video and photographic evidence.

This study found that even though music is a part of the school curriculum, there is a steady decline in the value and importance of the teaching of music in classrooms. Teaching and integrating music into the school curriculum can support learners' literacy and numeracy development in the foundation phase and enhance learners' multicultural learning, holistic development and engagement.

This study showed that the teaching of music in classrooms across the Western Cape is contingent on location, resources and school leadership. The findings of this study hold significance for practitioners, higher education arts [music] lecturers and curriculum advisors. Although the specialist Arts [music] teacher model does exist in most previously model C schools, it is a costly option for underresourced schools. It is therefore important that we equip the generalist teacher to implement the music curriculum and facilitate integration within the Foundation Phase.

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