The Language of Arts and Culture

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Declaration

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.
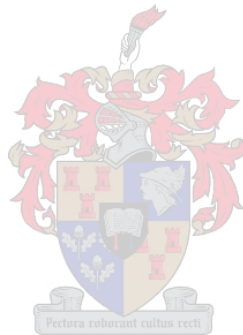

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Abstract

Arts and Culture is one of the new learning areas in the grade 8 and 9 school curriculum. To understand and then express themselves in a correct and confident manner, learners need the correct terminology for Arts and Culture. The learners need more than the day to day terminology in order to participate in conversations focussing on specialised subjects such as music, dance, drama and visual arts. It is important to note that the idea is not to develop expert academics but it is an attempt to enrich children for life and give them more self confidence.

The aim of this computer project is to provide an information website to assist the grade 9 learners in the Arts and Culture domain to develop the appropriate language needed in the learning area.

<u>Opsomming</u>

Kuns en Kultuur is een van die nuwe leerareas in die graad 8 en 9 skoolkurrikulum. Om hulself te verstaan en dan met selfvertroue op 'n korrekte wyse uit te druk, benodig leerders die korrekte terminologie vir Kuns en Kultuur. Leerders kort meer as die dag tot dag terminologie om deel te neem aan gesprekke wat fokus op gespesialiseerde onderwerpe soos musiek, dans, drama en die visuele kunste. Die idee is geensins om akademiese kenners te ontwikkel nie. Die doel is om kinders te verryk vir die lewe en ook om aan hulle meer selfvertroue te gee.

Die doel van hierdie rekenaarprojek is om 'n inligtingwebwerf daar te stel wat die graad 9-leerders in die Kuns en Kultuur leerarea kan help om die korrekte terminologie te ontwikkel wat benodig word in die leerarea.
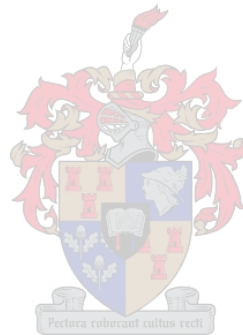
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CHAPTER 1

INTRODUCTION

1.   STATING THE PROBLEM

Language is man's most basic means of communication. We use language as an instrument to communicate. When we learn a new language it enlarges our capacity to communicate and it also stimulates human interaction. The reason why we learn a new language is because we want to communicate.

Every subject has a language of its own. It is very important for those involved in the discipline to know and practice the terminology / language of that particular discipline.

1.1   Identifying the Target Group

Arts and Culture is a new learning area in the grade 8 and 9 school curriculum. Some background information on curriculum development in South Africa will help us to understand why there is a great need to develop a uniform terminology for the learning area Arts and Culture in the new curriculum. Without such a tool we would not be able to communicate sensibly/effectively in the field of Arts and Culture.

In recent years, South Africa has undergone a major shift in education. Curriculum change began in 1994. The new education system, Curriculum 2005 (Department of Education, 1997), stresses the need to move from a traditional to an outcomes-based approach to education. Since its inception, Curriculum 2005 has faced contradictory responses from the general public, educationalists and teachers involved in its implementation. On the one hand, there has been a great deal of enthusiasm about the liberalisation of education. On the other hand, there has been a lot of criticism of Curriculum 2005, particularly regarding the pace and scope of implementation, where it was felt that too much was being pushed through too soon. Problems appeared in terms of teacher training and resources, and the lack thereof, with accusations of a total absence of a strategic training and implementation plan. In addition, a lack of common interpretation and understanding of the policy amongst teachers, curriculum designers and government officials at various levels exacerbated the process.

As a result of this criticism, in 2000, the then Minister of Education, Professor Kader Asmal, set up a Review Committee to investigate Curriculum 2005. The final result of this process is known as the Revised National Curriculum Statement or
RNCS R – 9. (Department of Education, 2002). The RNCS is not a new curriculum. It is an improved version of Curriculum 2005.

The RNCS is based on Outcomes-based Education. Outcomes-based Education refers to skills-based education and not content-based education (Cowen, 2005: viii).
OBE is an educational process that is achievement-oriented, activity-based and learner-centred.

1.2   Explanation of Outcomes-based Education Terminology:

1.2.1   Achievement-oriented

Assessment is an integral and continuous part and process of learning and teaching. Various methods are used to measure the achievement of Learning Outcomes by the learner. (Pretorius, 2006: introduction 9)

1.2.2   Activity based

Activities are carefully chosen by the teacher keeping the Learning Outcomes in mind. The learners are also encouraged to contribute activities which will help them to achieve the learning outcomes. Many activities are very practical. Group, peer and individual activities are focussed on.

1.2.3   Learner centred

In the past, teachers were required to complete their syllabus within a specific period of time. The learners had to assimilate the knowledge contained in the syllabus within that time period. Discussion and interaction between learner and educator was practically non-existent. Today, the educator facilitates the learning process. The learners are actively involved in the learning process. The learners are allowed to develop in his / her own time.

1.3   Four Learning Outcomes for the learning area Arts and Culture according to the RNCS Grade R - 9

According to the RNCS Grade R - 9 there are four Learning Outcomes for the learning area Arts and Culture:

Learning Outcome One: Creating, interpreting and presenting
The learner will be able to create, interpret and present work in each of the art forms, Music, Dance, Drama and Visual Arts.

Learning outcome Two: Reflecting
The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.

Learning outcome Three: Participating and collaborating
The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.

Learning outcome Four: Expressing and communicating
The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.
(RNCS Grades R-9 2002: page 13 – 17)

Learners rely on the teacher to determine whether they have achieved particular goals. However, self-assessment is also a valuable tool in the assessment process. Learners need to know what they are supposed to achieve and how they can expect to do so.

Evaluation does not only focus on content. Understanding and expression are two very important components of evaluation. To understand and then express themselves in a correct and confident manner, learners need the correct terminology for Arts and Culture. Teaching Arts and Culture does not only involve contents, skills and values. It focuses strongly on the terminology used in the learning area. The educational value of Arts and Culture does not only consist of listening to music, watching dramas, painting pictures, etc. The purpose is to talk about it in order to stimulate creative thinking.

The learners need more than the day to day terminology in order to participate in conversations focussing on specialised subjects such as music, dance, drama and visual arts. It is important to note that the idea is not to develop expert academics but it is an attempt to enrich children for life and give them more self confidence.

Computer programmes can add a fun element. Children love the fun element offered by computer applications. Kussler and van der Merwe (1998:323) point out that "text" is rapidly becoming synonymous with "hypertext". By means of hypertext the learner can quite easily link to other files on the computer. Additional information could be readily available to the learner. Henry Fersko-Weiss says that by means of hypertext you "link   related information together, regardless of its location and medium" (1991 : 241)

At present many schools have computer laboratories. Learners are not only taught basic computer skills but they are also introduced to many advanced computer applications. It creates the ideal environment to introduce a computer programme which can assist grade 9 learners to acquire the Arts and Culture language skills they so much need to communicate sensibly to all those in the Arts and Culture domain.

The fact that the computer application could be run on a network, makes the programme available to quite a large group of learners simultaneously.

Doing some research on the Internet to see whether such a programme exists, pointed out that nothing is available that suited the curriculum requirements of the Western Cape Education Department. Some websites visited focussed on one or two Arts and Culture categories. A programme could not be found that combined the categories of Arts and Culture namely, drama, dance, music and visual arts. Various software vendors were contacted to determine whether they have such programmes available. It was non existent. Research brought to light that an e-learning programme was really necessary.

At this stage one question stood out prominently: How do you go about to achieve the Outcomes of the learning area Arts and Culture? Kussler (1990) provides some basic steps which can be followed when developing a course, specifically a language course.

CHAPTER 2

DEVELOPING A COMPUTER APPLICATION

2.1   Model used

The research and development of this computer application is based on the model suggested by Kussler (1990), namely.

- Establish a Target Group and Global Aim
- Do a Needs Analysis
- Establish Specific Aims
- Establish Course Content
- Create the Course (Tools: Programs Used, Equipment, etc.)
- Test and Deliver the course

2.2   Target Group

The target group are the grade 9 Arts and Culture learners of Gordon High School in Somerset West. The learners are of both sexes and are in the age range of thirteen to fifteen.

2.3   Global Aim

The aim of this project is to provide an information website to assist the grade 9 learners in the Arts and Culture domain to develop the appropriate language needed in the learning area. More than once a learner might not know the correct term for an item. He/ She will quite easily refer to it as a "thing" .The aim of the application is to teach and reinforce the Arts and Culture vocabulary/terminology which will be used with great confidence, pride and enthusiasm by those involved in the Arts and Culture discipline.

2.4   Needs Analysis

Determining the current methods used in the Arts and Culture learning area, the following list could be compiled.

2.4.1   Classroom teaching using the following equipment:
- Writing board
- Overhead projector
- Slide shows
- Text books
- Worksheets
- DVD's to watch musicals e.g. The Sound of Music
- Television
- Music on radio, cassettes and compact discs

2.4.2 **Teaching outside the classroom** e.g.

- Drama, Visual Arts, Music and Dancing in the school hall as well as outside on the school premises.
- Visiting theatres at the odd occasion to watch dramas, musicals, etc.
- Inviting drama and music groups to school to give learners practical exposure to the real world of Arts and Culture.

The above outcomes indicate that there is a need for a computer application to make the language of Arts and Culture available to the learners. Teaching inside and outside the classroom using the methods outlined above, is not enough. There is a need for a central source of information. We may argue that writing a book containing all the information might be the answer. The Arts and Culture learning area lends itself perfectly to e-learning. It lends itself not only to text but a combination of text, photographs, sketches, sound and video. A book cannot demonstrate sound and video in a practical and visual way as done by the computer. Colour printing for a school book is very expensive and very often colour pictures are therefore not included in the school books. We are living in a technologically advanced era and it is appropriate to use the computer as a media of instruction.

Is a Language of Arts and Culture computer programme really necessary?
Kussler (1990), based on Munby (1986), points out that the purpose of the needs analysis is to establish:

- the situations in which learners must act through speech
- the roles they must perform in these situations
- the topics which are likely to be spoken about
- the speech acts necessary to perform these roles
- the necessary vocabulary
- the necessary structures

The Arts and Culture learning area is in its sixth year of existence in schools. Speaking to learners, educators and subject advisors, you sense a great need for a computer programme to assist them. Information needs to come from reliable sources. English and Mathematics have software packages e.g. Master Maths, to assist their learning areas but in Arts and Culture it is none existent. More and more schools are fitted with computer laboratories today e.g. Khanya Project.

In order to find out whether there was an interest in a computer programme to assist the grade nine learners to develop their Arts and Culture terminology, a questionnaire (Addendum B) was given to the grade 9 learners. The results indicated that there was a definite interest in a computer programme to assist the grade nine Arts and Culture learners to develop uniform terminology. An e-learning programme is an aid to the existing teaching methods for example the lecturing method as well as the group work method.

2.5 Aim of the project

The purpose of this project is to provide appropriate terminology to assist the grade 9 learners in the Arts and Culture domain.
The aim of the application is two-fold:

(a) Providing uniform terminology in the Arts and Culture learning area
(b) Providing information on the four categories of Arts and Culture namely Music, Dance, Drama and Visual Arts.

2.6 Specific Aims

According to Kussler (1990), the situations, roles, topics, speech acts, vocabulary, structures established by means of the Needs Analysis represent the Specific Aims of the language course.

The specific aim of this project is to bring uniformity in the Language of Arts and Culture. Here follows a list a specific aims the educator and learners could work towards:

Communicate effectively
Convey knowledge
Identify and solve problems
Make decisions using critical and creative thinking
Encourage teamwork amongst learners when involved in group work.

2.7 Blended Learning

While researching the viability of an e-learning programme I encountered the concept of Blended Learning. Blended Learning is really the natural evolution of e-learning into an integrated program of multiple media types, applied toward an educational problem in an optimum way in order to solve the problem.

Blended learning combines resources in order to provide for the needs of all learners. It mixes teaching and facilitation methods, learning styles, a range of technologies and a range of expertise into a learning stream. A significant advantage of a blended learning program is the ability to cater for individual needs. An individual could receive additional information and training through extra e-learning programs whilst attending classroom teaching with other students. Various learning styles are catered for in blended learning.

The following discussion clarifies why Blended Learning, in my opinion, is the ideal approach to utilise to achieve the outcomes of the Language of Arts and Culture.

2.7.1   Definitions of Blended learning.

In literature and on the Internet a wide range of definitions for the concept of Blended Learning is given of which these are a few examples.

- Researchers Heinze and Procter have developed the following definition for Blended Learning (…):

  Blended Learning is learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course. (Blended Learning, 2006)

- Blended Learning refers to the integration (the "blending") of e-learning tools and techniques with traditional methods. (Blended Learning, 2006)

- Blended Learning refers to any possible combination of a wide range of learning delivery media designed to solve specific problems." Michael Brennan, Chief Learning Officer Magazine, January 2004
  (Brennan, 2004)

- Blended learning also is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning. (Valiathan, 2002)

- The concept of "blending" grew out of the successes and failures of e-learning. Although some instruction is appropriate for online delivery, there are still many contexts in which it appears that learning is best served by some combination of classroom, Web-based training (WBT), synchronous online delivery, or other electronic resources.
  (Douglis, 2005)

2.7.2   Designing the Blended Learning model

It is particularly important that a blended learning solution be correctly designed. Simply following a classroom course with e-learning is NOT blended learning. The e-learning component of a blended program should have clearly identified learning outcomes, as should the classroom component. Both components should be designed to interact effectively, and each should focus on tackling effectively those components of the total course that are best addressed through its own medium.
Blended Learning Solutions**:** (Blended, 2003)

After establishing the Educational goal (developing a uniform Language of Arts and Culture), I identified the existing media types.

2.8   Media Types

- **Class tuition**

Chalk and talk method. The learners listen to the educator. Input from the learners are non-existent. The blackboard is used for summaries.

- **Overhead projector**

Factual information about composers, painters, dancers, etc.

- **Data projector**

 Musical DVD being shown in the school hall for the whole grade 9 group.

- **Television**

Individual classes watch the musical in class. (e.g. My Fair Lady)

- **Practical sessions** in school hall and outside.

All supported by the educator. Groupwork, Peer-groups, individual work, etc. Every group has to develop a script and then act it out. The performance should ideally include Music, Dance, Drama and Visual Arts. It is a requirement of the syllabus that these disciplines are integrated at this stage.

- **Worksheets**

Learners do research on certain topics e.g. composers. Then they have to complete the worksheets focussing on those topics.

- **Text books**

A variety of text books are used today. Not one specific text is more important than the other at present.

- **Work books**

Every learner has a workbook in which he or she writes down important information. They also paste some information into these workbooks.

- **Portfolio File**

All work covering the portfolio requirements, are placed into a portfolio file. These files are presented to the subject advisors at the end of every year to determine whether learners have achieved the outcomes for Arts and Culture.

- **Demonstration resources**

Live theatre. At the odd occasion learners are taken to Spier Amphitheatre at Stellenbosch or to Artscape in Cape Town. Once a year the Police Band or any other community band is invited to perform for about an hour in the school hall. Learners are encouraged to ask questions concerning the instruments, careers, etc.

- **Examination and tests**: It is a requirement of the curriculum.

2.9 Practical Projects

Many learners are extremely talented in the four arts and culture categories namely dance, drama, music, and visual arts. It is impossible to provide specialised training in the arts and culture sessions at school. The educators are also not equipped to provide the necessary training to those learners. As an extension of what is happening in the classroom, some very exciting projects came into being with the help of ECHO, the Erinvale care and help organisation.
Here follows a list of practical projects which developed over a period of approximately five years. The first three involve learners from other schools in the community as well.
Siyacula Community Choir   (Friday afternoon after school)
Orchestra development programme (Thursday afternoon after school)
Imibala Art Project   (Monday and Wednesday after school)
Musical: Don't miss the boat (Wednesday afternoon after school)
Eisteddfod: During the month of August every year learners participate in the various categories.

The items on the list above do not include e-learning but are important constituents of a blended learning approach. Each of the above methods has strengths and weaknesses. The educator has to determine which methods works well for which section of the work.

A successful approach would include the above methods supported by an e-learning program in the computer laboratory. The computer programme can support the valuable work done by the other teaching methods. At first a tutor has to be available to guide learners through the program. The tutor monitors and assists as the learners work through the program. Learners could also work through the program on their own to consolidate work as they become more and more acquainted with the application.

2.10 Selecting the right blend of learning styles to achieve the outcomes of the Language of Arts and Culture.

My research showed that there are a few factors which influence the right blend.

- **Audience**

The following points need consideration when focussing on the audience namely, skills, time available to use the content, motivation and learning style. The audience in this case are the grade 9 Arts and Culture learners. At present they attend classes to develop their computer literacy skills. In my opinion they are adequately skilled to be able to handle a computer application to develop their Arts and Culture terminology. Two hours in a six day cycle will be allocated on the school time table. Learners are normally highly motivated when they are allowed to experiment with computer programs, so in my opinion there would be no lack in motivation as far as they are concerned. Our school has a network system so we would be able to provide access to approximately thirty five learners per session.

- **Time for planning and development of computer application**

Provision has to be made for time to develop, roll out and complete the application. Planning and development of a computer programme takes time. The programmer of this programme is developing the computer application as part of his master's degree programme so careful calculation of time is needed to complete the application within the prescribed time schedule of the university.

- **Scale**

Audience size and the frequency of updating the information website need to be considered. There are three hundred grade nines at present. They would all get the opportunity to experience the benefits of the application. There is also no need to update the information frequently because terminology is subject matter which does not change on a regular basis. Changes in presentation envisaged are based on feedback from the learners who are using the programme.

- **Educational application**

The Language of Arts and Culture website is an information website. The idea is to work with the learners in the computer laboratory. Not all the work is covered at once. As the work is done in class, the educator consolidates the terminology during the computer class sessions. Progress will not be measured at this stage.

- **Course Content**

When developing a computer programme it is important to consider the shelf life of the content. We do not want content to go out of date very quickly. The shelf life of the language of Arts and Culture is infinite.

- **Availability of computer laboratories**.

At the high school under discussion there are two computer laboratories available which would suffice at this stage for the needs of Arts and Culture.

Resources

Two very important things to consider when developing a computer application is budget and availability of content developers. I am developing the programme myself so, at this stage a budget and outside content developers are not required.

- **Learning objectives and outcomes**

Selecting the correct blend of learning styles will ensure that the learning objectives and outcomes of Arts and Culture are achieved.

2.11   The benefits of blended learning

Some benefits of the blended learning approach for our school could be:

- Scale: All the learners in the grade nine group could be reached using this approach. One can roll out a new initiative or program and reach more people than ever possible before. This is the promise of e-learning, and it is true.
- Speed: You can reach many people simultaneously. Even though we are three hundred learners in the grade nine Arts and Culture category, all of them can be catered for in the computer laboratory twice in a seven day timetable cycle. It is not sufficient but it is the best we can do at this stage.
- Complexity: A single Web-based course or PowerPoint presentation cannot do justice to the language needs of the Arts and Culture learning area. Using multiple media will get much higher completion and results. For our purposes at school using the multiple media approach proves to be very successful.
- Cost: By using the blended approach, you can avoid high expenditure. For our purposes we start with a less expensive method then move up the scale to more expensive media.

2.12   Implementation

I looked at barriers which could have a negative effect on implementation. It is important to analyse these barriers and determine whether they would not have an overwhelming negative impact on the educational outcomes. I looked at possible barriers of implementation schools could experience:
- Is the organisational climate supportive of technology-based learning? In our school setup, the organisational climate is supportive of technology-based learning. At present more than one technology-based project is introduced to schools by the Khanya project.
- Bandwidth : In our case we are running the programme at school on a network system. Bandwidth is definitely not a problem.

- PC's each have different browser versions and plugins, so content standards must be set which specify browser version, plugins, memory, and cpu speed needed. We are running the program on our school network so all of the above are sorted out.

A blended solution works when all instructional components are considered holistically. Each delivery method should be chosen for what it can deliver best. Blended learning is a continuous process, rather than just a "learning event". Providing blended solutions allows for flexibility, not only of multiple delivery methods, but for learning to take place over time. In Arts and Culture the learning process is of utmost importance.

2.13   Motivation to develop an e-learning computer programme

Before developing an e-learning computer programme, it is very important to understand what e-learning is all about.

What is e-learning? It is electronic learning. E-learning involves the use of a computer or electronic device. (Stockley, 2003)

Let us have a look at a few definitions of e-learning.

- According to Kruse (2002)
  "E-Learning can be a confusing topic in part because of the alphabet soup of acronyms, technology related buzzwords, overlapping definitions, variety of delivery options, and the converging histories of the two disciplines of technology and training."

He goes on saying that e-learning is "really nothing more than using some form of technology to deliver training and other educational materials."(Kruse 2002)

- "E-Learning is the unifying term to describe the fields of online learning, web-based training, and technology-delivered instruction." (Ageless Learner, 2005)

- "E-learning (electronic learning): Term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more."
  (Learning circuits, 2005)

I realized that it is important to keep all these definitions in mind while developing the e-learning computer program.

2.14   Advantages and disadvantages of e-learning

e-Learning computer programs also have advantages and disadvantages. I decided to keep the following advantages and disadvantages in mind while developing the computer application.

Advantages of e-learning
- Each learner works at own pace. We refer to it as individualization
- Every learner is active. We call it active participation.
- Tasks can be created for or fulfil specific needs and levels of proficiency
- Learners can repeat and practise as much as needed
- Authentic material can be presented
- Available everywhere and always
- Consistent delivery of content

Disadvantages of e-learning
- Learners work on their own
- Design and development of material is complex
- Technology issues can influence the success of e-learning approach
- Cultural non-acceptance of e-learning
- Technophobia
- Reduced social interaction can influence participation.

Jacques Hugo (1994) made me realize how vital it is to be aware of the background of participants and instructors at all times while developing the computer application. Developers have to give recognition to the human in the system. In his opinion human factors and usability are the only proven keys to successful application development. The focus should be on content and not on technology.

Computer applications should be designed for the needs and capabilities of people for whom they are intended. Users must not be expected to attend four or five day training courses before they can start using the application.

Developers should really be aware of people's physical and mental abilities. Hugo refers to these as human factors. He classifies them as follows:

Cognitive and logical ability
- Memory – ability to recall information and objects
- Learning style and preferences
- Mental agility – how fast the user respond to cues and stimuli

Visual Perception
- Colour blindness
- Sensitivity to brightness and contrast

Auditory perception
- Aural acuity for example older people lose the ability to hear high-pitched sounds.

Physical abilities and limitations
- Disabilities – blind, deaf, etc.

I became more and more aware of the daunting task I had on my hands when considering all the above mentioned factors. No computer application would be successful if the developer does not understand the user, his needs, attitudes, abilities and predisposition. Awareness is thus very important.

Keeping all these factors in mind when developing the application helps to reduce learning time when the learner uses the application. My aim was to develop a user-friendly application, i.e. an application that is designed to match the needs of the user.

According to Jacques Hugo (1994), there are four components in any work situation namely, the worker, the task, the tools used and the environment. The usability of a system is concerned with achieving a harmony between these components.
I focus on achieving harmony by being mindful of the learner, the content, Dreamweaver (the tool I am using to develop the computer program) and the task at all times.

I keep the needs of the learner in my mind all the time while developing the computer program. One of the reasons why designers go astray is because "they become so expert at using the object they have designed that they cannot believe that anyone else might have problems. Only interaction and testing with actual users throughout the design process can forestall that." (Norman 1988:151).

Whilst developing the computer programme I received feedback from the learners on a regular basis. They used the programme and gave feedback on navigation, video, sound, size of fonts, etc. It was a great benefit to receive feedback from future users of the programme.

- I spoke to the grade 9 Arts and Culture learners. I took their good ideas and improved the program.
- I allowed the learners to "think aloud" while interacting with the program
- I tried the program myself and learnt unexpected things about the program
- I used the concept of participative design. I showed the range of possibilities and alternatives to the learners and they made useful contributions
- Multimedia is about interaction and communication, not technology. As pointed out earlier, I kept on reminding myself that I should design for communication (i.e. interaction) with the content, and not the device.

According to Michael Allen e-learning is not "telling and testing". It must be meaningful, motivational and memorable. (Ellis, 2006) Authentic materials could be included and purposeful interactions can also take place. I use authentic video, audio and digital material which the learners can identify with to enhance program content. Learners are actively involved when the video, audio and digital material for the program is prepared. The learners are acting and demonstrating in the production stage.

How effective is e-learning? The success of e-learning is much debated by educators. Active involvement from the learner is very important. Learner participation is a requirement of the curriculum.
As Confucius says:
"Tell me and I will forget"
"Show me and I will remember"
"Involve me and I will understand"
The "involvement" offered by The Language of Arts and Culture programme facilitates learning.

CHAPTER 3

CURRICULUM GUIDELINES

Arts and Culture includes the spiritual, material, intellectual and emotional aspects of human endeavour within society. Music, Drama, Dance and Visual Arts (painting, drawing and sculpture) together compose what we call Arts and Culture.

Culture expresses itself through the arts and ways of living, through behaviour patterns and heritage, as well as knowledge and belief systems. These are an integral part of life, as they define both the identity of the individual and the group: the individual is not a single, isolated concept. Learners need to move towards being active participants in the Arts and Culture of South Africa to more fully understand the arts; especially how the arts express, extend and challenge culture. It is envisaged that such understanding will build a society of people whose identity is secure and respected by themselves and by others.

I had to verify the curriculum requirements for grade 9 because that would be the focus of the programme. Secondly I had to do some background research to determine the needs of the grade 9 Arts and Culture learners.

The curriculum requirements have to be incorporated into the materials from which the language course will be built.

The four main outcomes of Arts and Culture are listed under 1.3. At this stage finer details of every outcome are listed.

3.1   Learning Outcomes

3.1.1   "Learning Outcome 1   Creating, Interpreting and Presenting

The Learner will be able to create, interpret and present work in each of the art forms.

3.1.1.1 Dance

- In preparing the body, apply safe dance practice and healthy use of the body for example:
  warming up and cooling down
  stretching with safety
  good postural and joint alignment
  safe landing
- Improvises to explore choreographic design concepts:
  Space-direction, levels, symmetry, asymmetry;
  Time-duration, pace, pulse, phrasing
- Creates and presents dance sequences that focus on and challenge, amongst others, human rights issues such as social and cultural attitudes towards dance, and attitudes towards gender and disability in dance.
- Performs dance steps and combinations from at least two different styles of traditions of Southern Africa.

- Awareness of the correct use of the spine and limbs.
- Repetition and stillness

3.1.1.2 Drama

- Follows an educator-directed warm-up routine.
- Devises a simple warm-up routine, based on educator's exercises
- Show understanding of basic dramatic structure (who, what, when, where)
- Show characters drawn from observation, imitation and imagination
- Creating and presenting a written sketch showing knowledge of target audience; using resources that enhance the piece.
- Make use of appropriate dramatic elements
- Incorporate other art forms
- Creative use of attributes of speech in terms of pitch, pace, pause, inflection, emphasis and tone.
- Participates both in the performance and in an aspect of production
- Learner shows an understanding of basic staging conventions
- Create characters using language, gesture and movement
- Make use of costumes, props, sets, lights or other available resources.

3.1.1.3 Music

- Learns and performs songs or music from popular or local culture
- Creates an integral musical presentation interpreting a message, incorporating dance, drama and visual elements.
- Makes music using voice and available percussion or melodic instruments
- Organises and markets a musical performance with regard to planning, advertising, fund-raising and producing
- Blends the styles of own choice from immediate cultural environment and those used in other countries e.g. Kwaito, Jazz, Gospel, Hip-hop, etc.
- Learns to read music
- Identifies basic scales e.g. C Major Scale.
- Forms rhythmic sentences combining and mixing different drumming techniques and percussion patterns.
- Improvises and creates music phrases using concepts such as mood, form and contrast.

3.1.1.4 Visual Arts

- Demonstrates the confident use of elements and principles of design
- Develops entrepreneurial awareness of how to market art products in terms of target market, packaging, pricing, advertising, customer relations and awareness of tourism.
- Exploration and representation of specific patterns and design motifs which feature in Art history.
- Public presentation of art work
- Selection of tools and materials to produce work of art
- Translate ideas or concepts into a visual form
- Analyses how cultures affect one another and undergo change

- Discusses the role of technology over time in shaping processes and products in art.
- Identifies sources of cultural information such as scholars and artists from the communities, libraries, museums or internet to investigate a significant artist.
- Uses the Arts to demonstrate an awareness of environmental concerns.
- Discusses how the Arts have contributed and can contribute towards social and cultural change
- Explains the importance of ownership of work and artist's copyright in oral art forms and written compositions
- Creates and presents an artefact using ideas from popular culture or the mass media.
- Creates art which demonstrate differentiation between organic and inorganic aspects of the built and natural environment in design, observational drawing and two-dimensional and three-dimensional work
- Creates art demonstrating an ability to experiment at an elementary level with a wide range of materials, techniques, tools and skills.
- Has the ability to identify and use symbols and patterns.

3.1.2 Learning Outcome 2   Reflecting

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.

3.1.2.1 Dance
- Researches a traditional dance in the community from people, books or videos and presents it to the class.
- Displays observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music
- Discusses dances in own social, cultural and historical contexts, focussing on gender, disability and power
- Reflects on and compares how social dances reflect their time.

3.1.2.2 Drama

- Recognises and identifies elements of drama
- Researches human rights and environmental issues and interprets these in small group role-plays
- Analyses the positive and negative effects of television, radio, documentaries or films on our lives
- Writes a review of a local or other drama production, referring to conventions of staging and elements of drama

3.1.2.3 Music

- Classifies instruments according to strings, woodwinds, brass, percussion, ideophones, chordophones, etc.

- Discuss instruments in terms of their shape, materials used, type of sound, how it is played, what makes the sound e.g. drums – made of wood, gourds or clay; percussion instruments – bells, rattles, mbira, xylophones, etc.
- Analyses how music is used in songs, rituals, public events, movies, opera or advertisements to evoke response.

3.1.2.4 Visual Arts

- Investigates and explains the influences and circumstances shaping the development of a South African, African or international artist, past or present
- Shows concern for and sensitivity to the feelings, values and attitudes of others in solving problems that arise in art activities
- Show willingness to explore new cultural ideas and an ability to reconsider stereotypes
- Acknowledges individual, group and changing identities, including national, ethnic, gender and language group, etc.
- Expresses own sense of identity and uniqueness in any art form
- Identifies and explains how photography, filmmaking, sculpture and printmaking can document human rights abuses.
- Comments on composition, style, subject matter in artworks (e.g. landscape, portraits, still-life, public art, or resistance art) over time
- Practices entrepreneurial skills collaboratively in marketing artworks
- Adheres to deadlines through time management and self-discipline
- Explores and discusses training and careers in Arts and Culture fields
- Gathers information from field trips, excursions, interviews and other sources to analyse the contribution of art, craft and design everyday life and to South Africa's heritage
- Transforms personal experiences into forms of expression
- Uses art activities to express individual and collective identities.

3.1.3   Learning Outcome 3   Participating and collaborating
The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities

3.1.3.1 Dance
- Researches and shares information about training and careers in dance
- Explains the kinds of dance-linked careers there are
- Explains the kind of attributes needed
- Explains the kind of training required
- Participates responsibly in trust exercises, using eye contact, and exploring active and passive roles
- Demonstrates trust-building partner skills through activities such as inventing ways to counterbalance weight with a partner

3.1.3.2 Drama

- Identifies careers available in the formal theatre and mass media industries
- Explores possible opportunities for development in the informal drama and drama-linked sectors

- Works sensitively in a group to explore and develop scenes around personal and social issues, experimenting with alternative solutions to problems
- Demonstrates ability to listen attentively, respond to cues, speak and move in harmony in group-dramatised choral verse or dramatised prose item
- Assumes leadership role in small group dramatic exercises and role-plays, showing awareness of need for co-operation, sharing of responsibilities and the effects of domination on the group.

3.1.3.3 Music

- Researches and shares information about music and music-related careers and training
- Takes on the role of conductor, singer, musician, manager, accompanist in ensemble music activities
- Sings and/or plays South African songs from various cultures with appropriate rhythm, tempo and dynamics

3.1.3.4 Visual Arts

- Researches and shares information about art, craft, architecture, design and related careers and training
- Discusses, plans and shares resources with others in producing a collective artwork or presentation to promote nation-building in South Africa
- Makes a video or other media product based on a topic of choice; the product should show:
    o Understanding of the medium chosen
    o Competent use of technical skills
    o Clear exposition of plot or issues
    o Appropriate use of design features
    o Understanding of the target audience

3.1.4   Learning Outcome 4   Expressing and communicating

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture

3.1.4.1 Dance

- Explains how dance is shaped by and reflects the values of the times and is influenced by music, place, fashion and technology
- Understands and speaks about differently-abled people and inclusivity in dance
- Debates the roles traditionally assigned to different genders in dance by recognising and expressing different points of view
- Investigates and presents the purpose and function of different forms of traditional, classical and indigenous dance available in South Africa that reflect aspects of national heritage

3.1.4.2 Drama

- Researches and presents an example of indigenous performance, such as praise poetry or folk tales
- Uses a drama presentation to critique the impact of soap operas, radio shows or other available forms of performance media on people's values and behaviour
- Identifies age, gender, class and cultural stereotyping in stories, theatre, film, television or radio over time and in the present
- Develops a short skit or scenario to highlight problems of stereotyping, discrimination, and prejudice in school or the local community

3.1.4.3 Music

- Investigates and explains the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa
- Identifies and explains gender and/or cultural stereotyping in lyrics and in the use of instruments over time and in the present
- Explains how technology has influenced music over time

3.1.4.4 Visual Arts

- Investigates and presents the origins, purpose and role of signs, national or traditional symbols, statues, heritage sites, body adornment, artworks, dress or architecture
- Views and analyses communication within various forms of mass media and identifies obvious or hidden messages, bias, stereotyping or propaganda
- Explains how art reflects and affects cultures, lifestyles, beliefs and fashion
- Applies skills of media production, while considering target group, purpose and design elements (e.g. create an advertisement, class newsletter, poster, T-shirt, logo or jingle)
- Combines individual art forms to create a new form of artistic expression"

3.2   Recognising diversity in the classroom

Educators need to recognise that each child brings a unique culture to the classroom e.g. a history of personal experience, some of which may be unfamiliar to the educator and other members of the class. There are also issues of race, gender, ethnicity, and disability. Children absorb spoken and unspoken attitudes towards those who are different, and educators are among the most influential in helping shape these attitudes. We should be sensitive to and aware of differences in the classroom.

In fact, the RNCS requires that educators help learners with special education needs. But what are special education needs, and how can we address them? Learners have special education needs because they have encountered barriers to learning and development. These barriers include anything that makes it difficult for the child to learn in any given classroom situation.

Here follows a list of some of the barriers identified by educators as well as suggestions of how educators can address them.

3.2.1 Language barriers

Teaching and learning for many learners happens in a language that is not their home language.
Suggestions
- Give these learners additional information in the form of sensory experiences, real objects, models, photos, pictures and diagrams wherever possible to guide and assist them.
- Ensure that learners have access to appropriate models for both spoken and written tasks.
- Provide learning experiences that require the learners to do demonstrations and produce samples of work that don't only involve speaking and writing.
- Provide opportunities for learners to lead, demonstrate and / or teach games from their culture.

3.2.2 Socio-economic barriers

Poverty has wide-ranging effects on learners.
Suggestions
- Be aware of the effect of low socio-economic status on self esteem, level of participation and under-achievement, and plan strategies to counter these.
- Ensure learners are not disadvantaged by uniform requirements for sports, games, etc.
- Keep in mind possible financial constraints when you organise field trips and excursions
- Be aware of the effect of health and nutrition on participation in physical activity and concentration levels
- Make time for learners to experiment with a wide range of resources that they may not have access to at home.
- Consider introducing a class borrowing system to give learners access to resources by letting learners use them outside of class time, or take them home.
- Be sensitive to the reluctance of such learners to share home experiences, or describe experiences that are different to those of their peers.

3.2.3 Disability

Learners may have physical, emotional, behavioural, sensory and intellectual disabilities
Suggestions
- Draw up a profile of these learners at the beginning of the year, and pass the profile on to their educators the following year.
- Prepare a seating plan to suit learners with visual, physical or auditory impairment.
- Organise the classroom furniture to cater for learners with physical impairment.
- Ensure that all the learners can hear, lip-read or see when you do demonstrations.

- During practical work, make sure that learners with mobility problems are able to access equipment.
- Provide a range of tactile experiences to help visually impaired learners to develop their understanding of concepts.
- Consider using various colour combinations for paper and print rather than black and white, to maximise access for visually impaired learners.
- Provide appropriate written material, pictorial and diagrammatic information for learners with a hearing impairment.

3.2.4 Inflexible curriculum

Learners have diverse learning styles and needs. The curriculum is inflexible if such diversity is not taken into account in terms of the style and tempo of teaching and learning; what is being taught; the way the classroom is managed and organised; and the materials and equipment used in the learning and teaching process.
Suggestions
- Provide a range of worksheets that reflect different abilities and expectation levels, including literacy levels.
- Modify worksheets by adding more cues, highlighting specific sections or key words and/or using only parts of worksheets where necessary.
- Develop preliminary units of work in areas where learners seem to lack prior knowledge.
- Provide clear expectations of the goals of the activity and what the learners have to do.
- Provide daily opportunities to practise skills.
- Devise individual programmes for gifted learners.
- Devise different strategies, like withdrawal from class, for gifted learners to carry out individual programmes.
- Provide opportunities for gifted learners to interact with intellectual peers irrespective of age.
- Provide training in skills and processes that will equip gifted learners to work independently.

CHAPTER 4

COURSE CONTENT

In the following chapter the different sections of the learning area Arts and Culture, namely Drama, Music, Visual Arts and Dance will be discussed. It will be shown how the content for the software application was chosen. The terminology chosen are ideal to deal with in a computer application. Video and audio clips could be used very effectively.

4.1   Drama

4.1.1   What is drama?
Drama means 'to do' – to get physically, mentally, morally, emotionally and spiritually involved in a lifelike situation. It involves a replica of a real or illusionary situation shown to a group of people.

Man has an amazingly imaginative mind and can place himself in almost any situation. He lives life on levels drawn from religion, ritual, nature, storytelling, etc. A multi-cultural society offers many challenges. We need to learn to reflect mutual respect and admiration for that what is different from our own. We must learn to respect the sacred beliefs, festivals and ceremonies of various cultures.

Drama teaches us how to communicate, verbally and non-verbally. It adds value to our lives in order to reflect meaningfulness, clarity of thought and competency of speech. It entertains us in a stressful world where we can play, explore and experience life as we observe it around us. Drama wants to educate and instil confidence. It wants to nurture sensitivity, empathy, honesty and build relationships between people. Drama sharpens the senses towards the environment and the abilities of people.

In drama, learners draw on their own knowledge and experience of the real world in order to create a make-believe world. In creating and reflecting on this make-believe world, learners can come to understand themselves and the real world in which they live. Drama is a process-centred form of activity in which the educator guides the learners to imagine, act out and reflect upon human experiences.

4.1.2   Why drama is educationally important

When learners dramatise, they are using information in a more concrete and meaningful way than they would during a more conventional school lesson. They experience this information through movement, which deepens their understanding and emotional involvement. They themselves become part of the ideas and concepts they need to learn. This process causes the information to be internalised and increases the chance of the information being remembered.
This learning style is a very important part of the blended learning approach.

Not only does drama help learners to assimilate information, it can also:
• develop their social understanding
• develop their concept of self
• encourage them to learn to empathise with others
• improve the way in which they communicate with others
• promote the communication of ideas
• promote an awareness and understanding of issues
• develop their use of language
• give them problem-solving skills
• develop their dramatic skills
• sharpen the senses
• allow them to observe, absorb and reflect on life with greater depth.

The e-Learning computer program, "The Language of Arts and Culture", serves as a Tutor to develop a uniform terminology which learners can use when they are involved in Arts and Culture activities. In this computer application I focussed on the following Drama terminology:

4.1.3   Elements of Drama

- Human context
    - Relationship
    - Roles
    - Situation
- Dramatic Tension
    - Misunderstanding
    - Conflict
- Focus
    - Space
    - Places of meaning
    - Eye contact
    - Language and voice
    - Contrasts
- Place
    - Aspects of place
    - Other characters
    - Closed and open settings
    - Messages of place
- Time
    - Closed time frames
    - Open time frames
    - Time period
- Language
    - Situation
    - Role
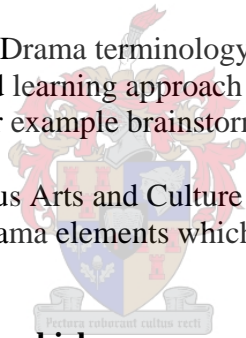   - Relationships
- Movement
    - Action

- Mood
  - Happiness
  - Sadness
- Symbols
  - Danger
  - Fun
- Dramatic meaning
- Articulation
- Posture
- Breathing
- Dramatist
- Actor

We have to understand that the above terminology has a particular meaning when it is used in a Drama context. It is very important for learners to internalise the terminology used for the Drama component of Arts and Culture.

To consolidate the learners' understanding of these concepts, I use authentic video, audio and digital material that they can identify with. I also add a fun element because what you learn with joy you remember forever.

It is impossible to include all the Drama terminology in one computer application so, other methods which the Blended learning approach caters for, focus on additional terminology which also exists for example brainstorming and improvisation.

There is overlapping in the various Arts and Culture categories namely Drama, Music, Dance and Visual arts. Some Drama elements which overlap are for example covered in the Music or Dance category.

4.1.4 Some elements of drama which are covered by the other Blended Learning methods
- Plot or story
- Characterisation
- Shapes
- Movement (popping cork, striking match)
- Rhythms (slow, quick)
- Sounds (cork popping, branch snapping)
- Problem-solving
- Suspense and surprise
- Creative thinking
- Sharing
- Improvisation
- Brainstorming
- Visualising
- Mime
- Props
- Costumes
- Ideophones

The elements of drama I chose are ideal to deal with in a computer application. Video and audio clips could be used very effectively to explain those concepts for example the terminology mood and symbols. To explain terminology like plot and costumes would have to be explained in more detail because the terminology is more complex. I do not want the learner to read such a lot of detail on the computer screen. Costumes could also be demonstrated in a more practical way e.g. the learner could put on the clothing and talk about it.

4.2   Music

Music is a powerful means of communication. We have all experienced music in our lives, growing up, listening, playing, singing and dancing together. Each one of us has music within us- a heartbeat, a voice and body to make sounds with (like clapping, stamping, clicking etc). Music is an integral part of most cultures.

Plato said that 'in music are all the patterns of learning'. Learners benefit in many ways through learning about music and practical music-making, and gain important skills like the following:
• Development of self-confidence and belief in self
• Self-expression
• Motor and co-ordination skills
• Cognitive skills like seeing patterns and sequential development
• Developing sensitivity through listening skills
• Co-operation and compromise in a group
• Team work skills
• An appreciation of beauty and complexity
• Development of symbolic thinking
• Communication skills
• Development of cultural awareness and an appreciation of it

The purpose of the musical activities are not to produce concert performers (although some learners may go on to a musical or arts career), but rather to give meaningful, enjoyable and developmental musical experiences.

As educators, we need to find a way to help learners express their musicality to engage them in meaningful, creative and skills-based activities that develop their potential.

A story, poem or song provides the basis of many of our musical activities in Arts and Culture for all. The music activities are often integrated with drama, art and dance. It is often difficult to separate these arts.

Listening is a fundamentally important concept in music. It starts with developing a sensitivity to sound and silence.

In a world where we are bombarded by sounds all the time, learning to really listen in a focused way becomes a challenge, but is vital in terms of developing a discerning and sensitive ear.

When you ask the learners to listen, they always have to know what they are listening for. They need a reason to listen. For example, listen and tell me when the music gets softer, or listen to how far or near that sound is, or focus on the quality or tone colour of these sounds. It is vital to create the habit of analytical listening as early as possible. Listening to sounds around you and categorising them can be an ongoing activity.

"The Language of Arts and Culture" computer application helps the learner to develop a uniform terminology which he can use to describe the music he/she is exposed to. Knowing these concepts well will lead to effective communication.
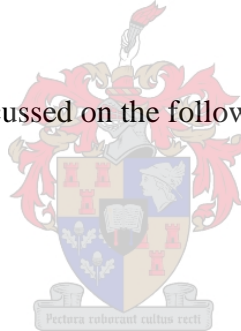
It is impossible to focus on all the musical concepts in this program but whatever is introduced in this program will be of a great help to the learners. Whatever is not covered in this computer application is catered for in the other Blended Learning methods.

In this computer application I focussed on the following Music terminology:
- Elements of Music
  - Timbre
  - Melody
  - Harmony
  - Dynamics
  - Time
  - Duration
  - Tempo
  - Pitch
  - Notation
  - Texture

- Instruments
  - Strings
  - Woodwind
  - Brass
  - Percussion

- Music Eras
  - Medieval
  - Renaissance
  - Baroque
  - Classical
  - Romantic
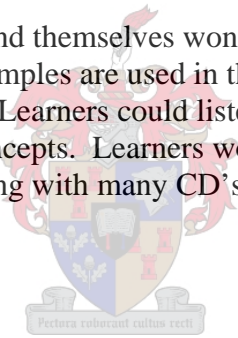 - Modern

- Music Genre
  - Gospel
  - Jazz
  - Kwaito
  - Rap
  - Rhythm and Blues
  - African

- Musicians
  - Michael Jackson
  - Enrico Caruso
  - Hugh Masekela
  - Ella Fitzgerald

- Composers
  - Wolfgang Mozart
  - Andrew Lloyd Webber

The music terminology chosen lend themselves wonderfully to the Arts and Culture computer application. Sound examples are used in the application to illustrate certain music styles, genres, sounds, etc. Learners could listen to these examples over and over until they understand the concepts. Learners would become bored if you do such a thing in class. Without struggling with many CD's more than one sound clip could be played to the class.

4.3   Visual Arts

Long before learners read or write or even verbalise their complicated ideas, they use drawings and paintings to communicate.

Art education serves to give learners a command and understanding of the visual and sensory language of art. It also teaches them high levels of skill and creativity. By making art available to the learner, the teacher broadens his/her creative horizons. Art can be viewed as a tool for discovery and effectively utilised as a bridging subject for other teaching disciplines. It can be used for the development of valuable life skills.

In order to teach Art effectively we have to acknowledge that in essence we are all highly creative beings. We all have within us an extremely strong creative spirit. Each day of our lives differs from the next and we have to make new choices all the time in order to cope with all the changes around us. We would not be able to survive the unpredictable turns in our lives if we were not able to make creative choices and decisions. It is in the material world of art-making that we can discover and polish these already existing skills. All the learners have within them a natural-born ability to make art and communicate ideas through this visual medium

Art-making develops many different aspects of the learner:
• Confidence in self-expression
• A large variety of hands-on skills for the making of finely crafted art objects
• The cognitive skills to visually assess the world in a critically sensitive way
• The ability to work together in a group where more than one learner's individuality and creative input has to be accommodated
• Learns to appreciate the creative expressions of other cultures and gains insight into the complex and varied concepts of beauty
• The skills to visually appreciate the world of art objects beyond its formal, physical manifestation embracing the more symbolic and conceptual aspects of its meaning
• The basic communication skills evidenced in the non-verbal, visual world of art making and art appreciation
• Valuable hands-on skills that might enhance the learner's abilities to become effective entrepreneurs
• Empowers the learner with the ability to develop his or her own perspectives, ideas and viewpoints.

Art is not something outside of our everyday lives. We do not have to go to a museum or art exhibition to see works of art. We see individuals around us decorating the walls of their houses, decorating their bicycles, weaving extremely beautiful baskets or even clothing themselves in an interesting and exciting way. Learners should become visually sensitive and aware of the world around them. In order to communicate effectively learners should become more and more aware of the correct usage of visual arts terminology.

"The Language of Arts and Culture" computer application is used as a vehicle to help the grade 9 Arts and Culture learners have a better understanding of the terminology used in visual arts. Specialised art terminology facilitates the effective discussion of art works. Learners themselves should be encouraged to use relevant descriptive art terminology when assessing their own work and the work of fellow students.

Once again it must be stressed that not all the terminology is focussed on in this computer application. Additional concepts are focussed on in other methods of the Blended Learning process.
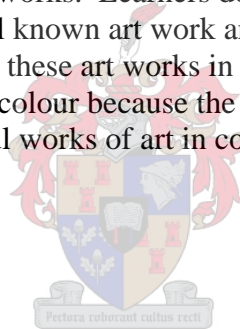
In this computer application I focussed on the following Visual Arts terminology:
- Elements of Visual Arts
    - Line
    - Colour
    - Texture
    - Shape
    - Form
    - Space
    - Value

- Design
  - Rhythm
  - Movement
  - Balance
  - Proportion
  - Variety
  - Emphasis
  - Harmony

- Movements
  - Renaissance
  - Baroque
  - Neo-Classism
  - Romanticism
  - Post-Impressionism
  - Pop Art

The terminology above can be demonstrated very effectively on the computer screen. It is not easy to visit museums because of money and time constraints. The computer allows us to show pictures of art works. Learners do not only have to listen to theoretical referencing about well known art work and artists. They are able to see it on a screen. They can also enjoy these art works in peace and quiet. Text books do not always print their pictures in colour because the cost is too high. On the screen the learners could view wonderful works of art in colour. Certain elements could be pointed out by using arrows.

4.4   Dance

4.4.1   What is dance?

Dance is essentially a performing art. This means that dance was never intended to be written down in words, or to be represented in still, separate motionless pictures. In order for an audience to truly be affected by the immense power of dance, it needs to be seen in action.

Dance is visible music. It gives shape to music, turning the music into something truly visible and tangible. Dance and music are inseparable ... dance is art in motion. The shapes and lines are beautiful to look at, and the instrument that is being played is the body itself.

Dance is expressive. It encompasses the art of music and drama as one and is intrinsically affected by both art forms. To dance is to give expression of what one hears and feels through one's body.
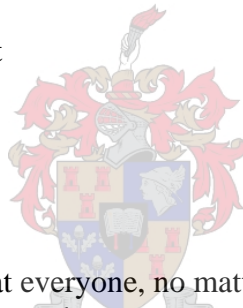
To dance is to celebrate. We connect with each other through dance in many ways and release our spiritual and physical needs through various styles of dance.

Dance brings people together in a socially, non-intimidating and acceptable way. Dance forms an integral part of many cultures.

Children understand the meaning of physical movements and gestures long before they understand the meaning of words and language. Most children will rhythmically bend and stretch their knees and bop their heads to the beat of a song that they are exposed to, even though they can hardly even walk.

Dance is an excellent activity to improve the following:
• Body awareness
• Body alignment and posture
• Left and right orientation
• Concentration
• Memory
• Co-ordination
• Musicality and sense of rhythm
• Muscle tone and strength
• Level of fitness
• Agility and level of suppleness
• Self-control
• Self-discipline
• Co-operation in a group context
• Creativity
• Self-expression
• Confidence
• Emotional release.

Dance is a universal language that everyone, no matter what their mother tongue is, can understand. For this very reason, dance transcends cultural differences and racial issues. It brings learners together in a remarkably positive and festive way. By incorporating various cultural dance forms in school concerts etc., you will be absolutely stunned at the power of this performing art. Dance, being a performing art, needs an audience and the opportunity to be performed.

As dance facilitator you do not necessarily need to be a trained dancer. Many children are natural dancers. They love to imitate a style of dance that they have seen on television, provided of course that the music is suitable. The educator has to create a relaxed atmosphere where learners feel truly at ease to express themselves freely. Not all the learners will learn at the same pace and this is precisely where repetition plays an important role. You will be amazed at how confident the learners will become once they have been given enough time to master the steps.
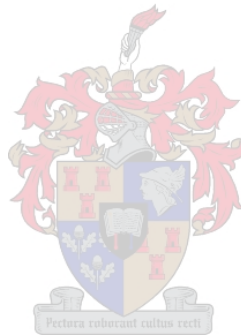
In this computer application I focussed on the following Dance terminology:

- Warming up exercises
    - Spinal warm up
    - Arm stretches
    - Lunges
    - Swings
    - Knee bends

- Elements of dance
    - Stopping and starting
    - Locomotor and non-locomotor
    - Body
    - Duration
    - Relationships
    - General space
    - Personal space
    - Directions

- Types of dance
    - Waltz
    - Ballet
    - Folk
    - Hip-hop
    - Break dancing
    - Jazz

- Dancers
    - Fred Astaire
    - Ginger Rogers
    - Margot Fonteyn
    - Nureyv Hametovich

For dancing, video clips work much better than the still photograph. The video clips in the application indicate that dancing does not only focus on formal dancing. e.g. ballroom. Learners become aware of the fact that you have to respect your body and the bodies of others. They are also given some hints to prevent them from injuring the body.

CHAPTER 5

LEARNING THEORIES AND TEACHING APPROACHES

5.1   Learning Theories

Different people learn differently. The aim of the application (The Language of Arts and Culture) is to provide for a variety of learning styles. Then every learner will be catered for.

To address the needs of the Arts and Culture Learning Area an information website was designed which kept in mind the different principles of Cognitive Learning Psychology (CLP), Constructivist Learning Theory (CLT) and Learner Autonomy (LA)

An overview of the meaning of each of these learning theories and examining how the application, The Language of Arts and Culture, focuses on these theories follows.

5.1.1   Cognitive Learning Psychology

The following basic assumptions underlie this learning theory (Mitchell & Myles 1998;Hofstetter 1997):

- Learners are actively involved in the learning process.
  The tutor guides the learners at first. After that they work independently through the application.
- Learners organise the things they learn.
  Learners become aware of the four main categories of Arts and Culture and organise whatever they learn into those categories. However, they also learn to keep in mind the sections where these categories overlap for example in Music we speak of line and in Visual Arts we also speak of line.
- New information is most easily acquired when people can associate it with things they have already learned.
  In the Drama category pictures of a wedding are used to depict happiness. A wedding is something the learners can identify with because it falls within their field of experience.
- The environment could have an effect on the learning, but cognitivists believe that the instruction enables the learner to "look past" the environmental factors and organize the information that is important.

5.1.2   Constructivist Learning Theory

Some basic assumptions are made in Constructivism (Williams&Burden 1997; de Vries et al. 2002; Ryder 2006):

- As its name may imply, constructivism emphasizes the building (i.e., constructing) that occurs in people's minds when they learn. Apparently, what each person 'sees' depends more on what is already stored in that person's brain. This suggests that learning from our environment is an active process. We seem to project onto phenomena what we already know about them.

In other words, we each construct a unique mental image by combining information in our heads with the information we receive from our sense organs (in this case, our eyes). Each of us is an individual, viewing the world in ways like no other person on earth.

In The Language of Arts and Culture, most examples presented to the learners in the form of video clips and art pictures are not completely strange to them. They can identify with those video clips and pictures because they also helped to make those recordings. They are doing the acting and demonstrating in the video clips. They can thus build on the existing information and increase their knowledge and skills.

Piaget saw play as an important and necessary part of an individual's cognitive development and has even provided scientific evidence for his views. Play forms the basis for numerous activities in the computer application. Children learn easily by means of play because there is a fun element embedded into the activity. In the Language of Arts and Culture numerous exercises are presented in a humorous playful manner for example in the Drama section learners are quite fascinated by the warming up exercises in video clip form. The video clips in the drama section of the application is quite humorous and little explanation is needed to explain those concepts to the learners. Learners identify with it easily and enjoy learning from it.

- Most approaches that have grown from Constructivism suggest that learning is accomplished best using a hands-on approach. Learners learn by experimentation, and not by being told what will happen. They are left to make their own inferences, discoveries and conclusions. In "The Language of Arts and Culture", examples are provided to learners. They are at liberty to experiment and draw their own conclusions.

- In most pedagogies based on Constructivism, the teacher's role is not only to observe and assess but to also engage with the students while they are completing activities, wondering aloud and posing questions to the students for promotion of reasoning (De Vries et al., 2002).

Constructivists always keep the following principles in mind:

5.1.2.1 Learners have ideas!

Students cannot be treated as though their brains were blank slates to be written upon or empty vessels to be filled. Learners are not, in other words, passive. Rather, they often are quite active in learning.

In "The Language of Arts and Culture", there are many concepts which the learners have heard about before. The application just helps the learner to understand it in greater detail and specifically focuses on the way it is used in the Arts and Culture categories namely Music, Dance, Drama and Visual Arts.

5.1.2.2 Learners need 'first-hand' experiences!

Sharing ideas, skills, etc. with learners by telling or showing often is insufficient for them to learn. Learners need to use and test ideas, skills, etc. through relevant activities. Often, this involves concrete experiences that combine with abstract ideas that have just been presented to learners.

Learners are given ample opportunity to test and practice their skills. The blended learning approach gives learners the opportunity to see practical demonstrations on their computer monitors and they also have the opportunity to test their skills outside the classroom (in the school hall or outside)

5.1.2.3 Learners need other people!

Learners can't change their thinking on their own, even if they wanted to; they lack the understanding of what laws, theories, and inventions are available to them.

Tutors are available to assist learners to understand the subject matter. Learners are thus not left on their own to achieve their educational goal. Having the assistance of the tutors allows learners to achieve their objectives in a shorter space of time.

5.1.2.4 Students deserve the right to determine their beliefs!

Scientists are never, because of the theory-limited nature of knowledge development, absolutely certain that their explanations are correct. Consequently, we could ask whether or not society (through teachers) has the right (or, even, ability!) to change a student's beliefs. While getting students to understand new ideas may be is society's right and responsibility, forcing them to accept certain beliefs may be problematic. Should education be about convincing others or about enlightening others? Perhaps students deserve the right to determine their own beliefs in school settings and beyond. That may occur if students have opportunities of conducting scientific investigations and invention projects under their teachers' control.

In "The Language of Arts and Culture" learners are exposed to the four disciplines of Music, Dance, Drama and Visual Arts. Learners are not forced to love any of these. categories. However, the information is presented in such a way that it could encourage learners' interest and ultimately, love of the arts.

5.2   Learner Autonomy

Many definitions have been given to the term Learner Autonomy, for example:
"Autonomy is the ability to take charge of one's own learning" (Henri Holec) (1981: 3, cited in Benson & Voller, 1997: 1)
"Autonomy is a situation in which the learner is totally responsible for all decisions concerned with his/her learning and the implementation of those decisions" (Leslie Dickenson) (Learner Autonomy, 2004)

We come to the conclusion that autonomy refers to people who take control of their lives – individually and collectively. Autonomy in learning is about people taking more control over their learning in classrooms and outside the classroom.

Autonomy in language learning is about people taking more control over the purposes for which they learn languages and the ways in which they learn them.

Someone qualifies as an autonomous learner when he
- independently chooses aims and purposes and sets goals;
- chooses materials, methods and tasks;
- exercises choice and purpose in organising and carrying out the chosen tasks;
- and chooses criteria for evaluation.

The autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world.

Autonomous learning is by no means "teacherless learning." As Sheerin (1997, cited in Benson & Voller, 1997: 63) succinctly puts it, "teachers…have a crucial role to play in launching learners into self-access and in lending them a regular helping hand to stay afloat". Today language teaching is seen as language learning and the learner is placed at the centre of language learning education.

Omaggio says that autonomous learners have insight into their learning styles, they take an active approach to the learning task at hand and are willing to take risks. (Omaggio, 1978, cited in Wenden, 1998: 41-42):

The term autonomy has come to be used in at least five ways (Benson & Voller, 1997: 2):

a) for situations in which learners study entirely on their own;

b) for a set of skills which can be learned and applied in self-directed learning;

c) for an inborn capacity which is suppressed by institutional education;

d) for the exercise of learners' responsibility for their own learning;

e) for the right of learners to determine the direction of their own learning.

Autonomy is a process, not a product. One does not become autonomous; one only works towards autonomy.

I am of the opinion that the multimedia application, "The Language of Arts and Culture", can contribute to learner training in an autonomous way because:

- Video clips of real life situations are presented to the learners. They can identify with the video clips in the application.
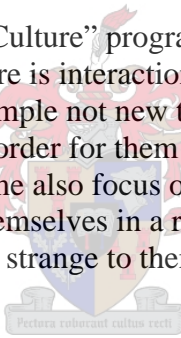
- By having access to this application in the computer lab at convenient times, learners can organise and take responsibility themselves for spending extra time working through the application.
- Learners learn to work autonomously at their own speed and according to their own individualistically set targets.
- The application offers ample opportunity for exposure to authentic materials namely video and audio material.

"The Language of Arts and Culture" CD provides all the information in a very exciting and lively format to the learners so that it encourages them to revisit the application at convenient times to work through the application autonomously at their leisure.

According to the theories above we understand that learning is an active construction process during which new knowledge is created through the interaction between existing knowledge and incoming stimuli. This promotes understanding and restructuring of the new material.

An autonomous learner takes responsibility for his/her own learning process. The goal of successful teaching and learning is to equip learners with skills for real-life situations.

When "The Language of Arts and Culture" programme was developed the above facts were taken into consideration. There is interaction between existing knowledge and incoming stimuli. Music is for example not new to the learners but additional information is provided to them in order for them to understand musical elements better. Video clips in the programme also focus on real life situation with which they can identify. If the learners find themselves in a real life situation some time in the future, it would not feel completely strange to them.

5.3   Learning Styles

When you approach language learning based on learning style, the focus is on the individual learners and the learning preferences that motivate them. The specific techniques and activities to be used are chosen less for theoretical reasons than for motivational reasons. (Language Learning, 1998)

A highly motivated learner puts in much more effort than one who is not motivated at all. In the application, "The Language of Arts and Culture", provision is made for the learning styles learners prefer (see description under 6.3.1 - 6.3.3). Learning in your preferred style increases motivation and effectiveness. Motivation affects the time spent learning a language. Once learners have a positive attitude it also affects their motivation in a positive way. To a greater or lesser degree, the strategies and learning styles that someone adopts "may partly reflect personal preference rather than innate endowment" (Skehan, 1998: 237)

Some language learning courses use basically only one technique of presentation. In "The Language of Arts and Culture", a variety of techniques are combined to make provision for the learning preferences of the learners. Knowing the learning style of the learners in grade 9, Arts and Culture, helped in planning the activities included in the computer application.

Learning activities which match the learning style preferences of the users seem to motivate and satisfy the users tremendously. Users are more likely to persevere because they enjoy working through these exciting activities. A learning style affects how a person:

- Acts in a group
- Learns
- Participates in activities
- Relates to others
- Solves problems

The Language of Arts and Culture is not the traditional language learning programme. It is not only an informational website but it is an educational information website. I really had to ponder about which learning styles would benefit grade 9 learners most.

5.3.1 Visual Learners

Learners learn by seeing and looking. They benefit from illustrations and presentations that use colour. In "The Language of Arts and Culture" provision is made for visual learners. Various pictures and video clips are used to stimulate the visual learners.

5.3.2 Auditory Learners

Learners learn by hearing and listening. "The Language of Arts and Culture" makes adequately provision for the auditory learners because sound tracks are used to stimulate the interest of auditory learners. The video clips also have excellent sound quality which is beneficial for the auditory learners.

5.3.3 Individual Learning

Learners take in new information through his/her own work and by following his/her own feelings. "The Language of Arts and Culture" recognises the importance of individual learning. More than enough provision is also made in the application for the learner who prefers to work on his or her own in the computer laboratory.

5.4 Approach to Language Instruction

5.4.1 Skills-based

"The Language of Arts and Culture" focuses on Dance, Drama, Music and Visual Arts. In all these categories "doing" is very important. There are certain skills which learners have to be exposed to, either by doing it or watching video clips about it. Each learner has different talents. The idea of the Arts and Culture learning area is not to perfect each and every learners practical skills. Awareness and exposure is of more importance at this stage.

The word drama comes from a Greek word meaning "to do", and thus drama is usually associated with the idea of action. Most often, drama is thought of as a story about events in the lives of characters. As the adjective dramatic indicates, the ideas of conflict, tension, contrast, and emotion are usually associated with drama.

"The Language of Arts and Culture" allows the learner to visualise the "doing" by means of providing video clips of real life situations and situations on stage. Learners get to see and hear how important skills are applied in real life. The Blended Learning approach also allows the educator to provide practical sessions where learners can practise and apply these skills.

A performance has only two essential elements: a performer and an audience. The performance may be mimed or may use language. The performer need not even be human—puppet drama has been popular throughout history, and mechanical or machine plays have been presented. A performance may be enhanced by costume, makeup, scenery, props, lighting, music, and special effects. These are used to help create the illusion of a different character, place, and time or to enhance the special quality of the performance and differentiate it from everyday experience

"The Language of Arts and Culture" allows the learner to become aware of the performer and the audience. It requires great skill to be able to entertain an audience. Learners have the opportunity to compare their own skills with the examples they see and hear in the application. They then move towards becoming analytical thinkers. In the process learners also become aware of the importance of Arts and Culture terminology for example, props, lighting, special effects, etc. Some of them may also develop the skill to become excellent makeup artists and costume designers.

The tools an actor uses to express character are his or her own attributes: vocal and physical apparatus, and emotional and kinetic responses. The finished performance may be enhanced by the use of, for instance, make-up, costume, masks, or specialized lighting. Styles of acting, and the status of the acting profession within society, have greatly fluctuated over the years.

Learners either develop the skill to use their voice and their body more effectively or they are in a position to advise other actors and actresses.

5.4.2 Dance

Dance can be art, ritual, or recreation. Dance can express emotions, moods, or ideas; tell a story; or serve religious, political, economic, or social needs.

In dancing, the body uses four basic elements: (1) space—floor patterns and the shapes of the moving body; (2) time—tempo, the length of a dance, and rhythmic variations, from taking one's time to making quick stops and starts; (3) gravity—defying gravity with light, graceful movements that give the illusion of weightlessness, surrendering to gravity with heavy or limp movements, or overcoming gravity with explosive, confrontational effort; and (4) dynamic—a quality of energy that is tense, restrained, or freely flowing.

The body can move in many ways; for example, it can rotate, bend, stretch, jump, and turn. By varying these actions and using different dynamics, human beings can devise an infinite number of movements. Within this limitless reserve, each culture emphasizes certain aspects in its dance styles.

Dance, usually performed to music or percussion, serve as a form of communication or expression. It uses a fixed vocabulary of terms for movements or steps. Each culture tends to have its own distinctive styles of dance and reasons for dancing. As a result, dance can reveal much about a people and their way of life.

The ordinary potential of the body can be expanded in dance, usually through long periods of specialized training. In ballet, for example, the dancer practises in order to rotate, or turn out, the legs at the hips, producing greater stability and making it possible to lift the legs higher.

"The Language of Arts and Culture" develops the skill of a learner to be able to identify different dance forms, dance elements and dance vocabulary. The Blended Learning approach also allows the learner to experiment with this information during practical group sessions. The idea of Arts and Culture is not to perfect these skills but to create greater awareness of the important information.

5.4.3   Visual Art

Skill at painting, drawing, sculpture, and architecture are focussed on in "The Language of Arts and Culture". The term is also expanded to apply to human skill in its broadest sense for example, to writing, composing and performing music and to photography.

Many additional skills are brought to the attention of the learner, for example visual imagination, technical skills and the ability to design various objects.
One problem which designers face is that the requirements that a product has to fulfil are not always compatible: ease of maintenance, for example, may conflict with cost and aesthetic appearance; safety considerations may not be reconciled easily with completion of the work by the deadline; and materials chosen on technical grounds for their suitability may raise concerns on environmental or moral grounds (for example, waste disposal difficulties; production by unacceptable methods such as exploited labour). Compromise and optimization are necessary when designing.
In the practical sessions learners are made aware of the importance of these real life challenges. They need to realize that they will not succeed in the real world if they do not apply these skills practically.

5.4.4   Music

In most of the world's societies, musicianship requires talent, special knowledge or training, and effort, and the view is widespread that a successful musical work or performance is difficult to achieve. There is no evidence that superior musical abilities arise in one society or race as opposed to another; rather, variations in achievement are the result of differences in technology, in the degree of specialization of musicians, and in the value placed on music. Individual talent, however, is recognized among most peoples, and the musical specialists exists everywhere.

"The Language of Arts and Culture" exposes the learner to the basic terminology of music. Furthermore it provides examples by means of sound and video clips about different types of music, music eras, music instruments and above all how to create and make music. Making music is one of the skills which learners are quite excited about. Quite a bit of experimentation takes place after experiencing the important music skills.

CHAPTER 6

LAYOUT OF PROGRAM

6.1 Principles applied in "The Language of Arts and Culture".

Every person has his/her own idea of what looks good. The design of a web site is thus very subjective. Even though Layout and Design are very subjective topics, "The Language of Arts and Culture" displays information in an aesthetic way.

The Language of Arts and Culture is characterised by the following features:

6.1.1 Backgrounds

The background is clear and without fancy decorations because it could make it very difficult to read the text. Graphics like pictures of a musical instrument, etc. are also avoided as background because it could interfere with the message.

6.1.2 Text

The application uses clear text. Text is big enough to read, but not too big. Pages are kept short to minimize scrolling. According to Nielsen (1997) people scan the web. He writes: "People rarely read Web pages word by word; instead, **they scan the page."** They are not always fond of reading lots of information especially grade nine learners.

The hierarchy of information is perfectly clear. The application stays away from paragraphs which are typed in caps, bold and italics. Caution is taken to ensure that only text that is a link is underlined.

6.1.3 Navigation

Navigation buttons are easy to understand and use. Navigation is also consistent throughout web site. The application has a site map to simplify navigation. Simple, uniform and neat Navigation in "The Language of Arts and Culture" encourages users to stay and explore the website. The application utilises templates, so one basic design appears throughout the website.
(Smartwebby, 2005)
Preparation of navigation before designing the website is thus of utmost importance. Drop-down menus are used to get to the sub-categories of the main topics. Dreamweaver was chosen because it has fantastic drop-down menus with wonderful in-built behaviours.

6.1.4 Links

Link colours coordinate with page colours. Links are underlined so they are instantly clear to the visitor.

6.1.5 Graphics

Buttons are not too big. Graphics and backgrounds use browser-safe colours.(Weinman 2006) Graphics load quickly. Graphics fit in the screen. It is very frustrating to wait for a site to load. One way of keeping the file sizes down, but retaining the freedom to use graphics to create a good design, is to be aware of the different kinds of graphic formats, and knowing how to use that to your advantage. Graphics of a photographic nature are stored in a JPEG format with a higher compression ratio, as the quality loss due to compression are less noticeable. GIF images are also used. Fireworks is used to edit these images.
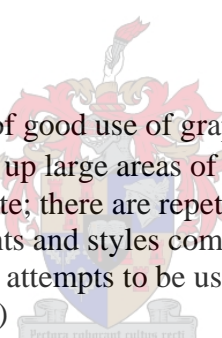
6.1.6 Blinking and animations

The application stays away from anything that blinks, especially text.

6.1.7 Scrolling

The application does not accommodate sideways scrolling. Frame scroll bars in the middle of a page are not used. The application does not brag with the latest web technology which serves no purpose. (Nielsen1996)

6.1.8 General Design

Pages download quickly because of good use of graphic elements (photos, subheadings, pull quotes) to break up large areas of text. Every web page in the site looks like it belongs to the same site; there are repetitive elements that carry throughout the pages. Colours, fonts and styles complement each other.
The Language of Arts and Culture attempts to be user friendly, fast-loading and very attractive. (Lynch & Horton 2002)

6.1.9 Web colours

The application uses the browser-safe colour palette. (Weinman 2006) It ensures that all users will be able to see the web page and images in the colours the designer intended.

6.1.10 Content

The main focus of the application is on content. The developer puts in great effort to ensure that the content is correct and suitable for the grade nine Arts and Culture learners. The Curriculum for Arts and Culture provides the guidelines so that the correct terminology is focussed on in the application.

6.1.11 HTML standards

"The Language of Arts and Culture" follows all HTML standards.
Different browsers interpret things differently. This application spells out the content exactly so that the browsers do not experience a problem displaying it.

6.1.12 Fonts

Times New Roman is used. It is a font associated with books. A reference book is implied by the application. A bookmark appears constant throughout the application. The colour of the font fits in with the rest of the page.

6.1.13 Typographic Emphasis

"The Language of Arts and Culture" emphasises words or groups of words in a sensible way. Bold is used on words that carry meaning.
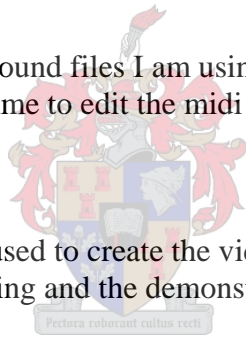
6.1.14 Colour

Colours express the site's values, goals and personality. "The Language of Arts and Culture" uses a colour scheme that enhances the site and its content. A light brown and a darker shade of brown is chosen to enhance the webpage. The application uses two to three major colours with shade variations. The advantage of this is, that limited colours mean smaller file sizes, faster loading and most important more readable and inviting sites.

6.1.15 Sound

Midi files are used to create the sound files I am using in the computer application. I use the Cakewalk music programme to edit the midi files.

6.1.16 Video

The Panasonic movie camera is used to create the video files. The learners themselves are used to do the acting and the demonstrations. Editing is done with DV-Studio.

CHAPTER 7

TOOLS USED IN CONSTRUCTING "THE LANGUAGE OF ARTS AND CULTURE"
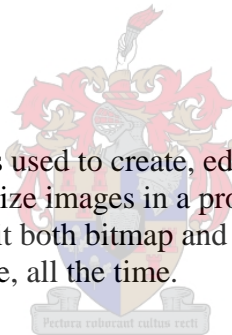
7.1 Dreamweaver

Macromedia Dreamweaver MX is a professional visual editor for creating and managing websites and web pages. With Dreamweaver pages that can be viewed in any browser could be created for the programme "The Language of Arts and Culture". It also provides advanced design and layout tools enabling the designer to create web pages without writing a line of code. Dreamweaver assisted the designer to easily develop a set of linked documents. Dreamweaver is very helpful to insert elements such as graphics, flash movies, tables, buttons, etc.

7.2 Motion DV Studio

MotionDV Studio LE, is the video editing product for Windows which the designer used to edit video clips. Video is imported over the USB or FireWire cable. It's an adequate editing application to get the job done, but serious video editors will want to use something else.

7.3 Fireworks

The graphic editor Fireworks was used to create, edit, and animate web graphics, add advanced interactivity, and optimize images in a professional environment. In Fireworks, you can create and edit both bitmap and vector graphics in the same application. Everything is editable, all the time.

7.4 ULead Photo Express

Photo Express is a photo-editing software that offers a wide range of editing and sharing capabilities that lets you maximize the potential of your photos.

In developing "The Language of Arts and Culture" the huge range of image editing tools of ULead Photo Express was available, from correcting the brightness of an image all the way to fancy Hollywood style special effects.

7.5 Equipment Used
7.5.1 Panasonic Video Camera

A Panasonic video camera was used to record activities for use in "The Language of Arts and Culture". It records in DV format on tape and transfer its content over FireWire to a computer, where the huge files (1GB for 4 to 4.6 minutes in PAL/NTSC resolutions) are edited, converted, also played back to tape. The transfer is done at normal speed, so the complete transfer of a 60 minute tape needs one hour to transfer and about 14GB disk space for the raw footage only - exclusive of any space needed for editing. The designer spent many hours editing and selecting the best shots for the website "The Language of Arts and Culture".

7.5.2   Hewlett-Packard Digital Camera

Well-known and much used, a digital camera is an electronic device used to capture and store photographs electronically instead of using photographic film like conventional cameras. Modern compact digital cameras are typically multifunctional, with some devices capable of recording sound and/or video as well as photographs.

7.5.3   HP Photosmart 935

The camera is suitable to capture and store images for The Language of Arts and Culture website. The photos are clear and sharp. For a point and shoot pocket camera it is a nice little unit. The auto focus capability could also be used with great value when capturing images for the arts and culture website. The slow cycle time while the camera writes data to the memory card seems to be a bit of a problem - even with today's fast cards.

7.5.4   Scanner

In computing, a scanner is a device that analyzes an image (such as a photograph, printed text, or handwriting) or an object (such as an ornament) and converts it to a digital image. Most scanners today are variations of the desktop (or flatbed) scanner The flatbed scanner is the most common in homes.

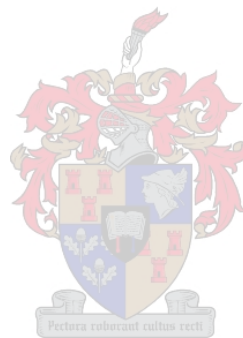Graphics and text are scanned in by using the HP flatbed scanner.

7.5.5   Computer

A computer is a machine for manipulating data according to a list of instructions known as a program. I used a Pentium 4, 2.40GHz processor, 256 MB RAM. The operating system used is Windows XP. Screen size is a 17 inch monitor and resolution of monitor used is 1024 X 768.

CHAPTER 8

CONCLUSION

The computer application, "The Language of Arts and Culture", has the following advantages for the learner: it improves the knowledge of the areas covered in the application "The Language of Arts and Culture", it familiarises learners with the linguistic tools learners need in order to talk about various aspects of Arts and Culture. In addition, using the application adds experience in computer literacy skills. The overall effect is that learners develop a positive attitude towards the Language of Arts and Culture.

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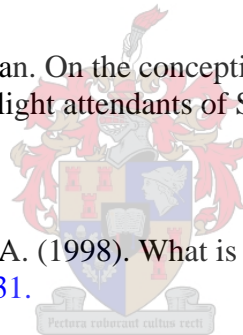Hugo, J. (1994). Human factors in multimedia. *Hypermedia '94.* Pretoria: [s.n.].

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ADDENDUM (A)

Arts and Culture Learning Area
Questionnnaire

Please fill in the following questionnaire.
Your name is not required.
You have to be a grade nine learner.

1. Do you think there is a need for a computer
   programme to assist you in Arts and Culture? Yes No
2. Do you want to work on the programme on your own? Yes No
3. Do you want the educator to assist you when
   working through the programme? Yes No
4. Do you want video included in the programme? Yes No
5. Do you want pictures to be included in the programme? Yes No
6. Do you want it to be an information website? Yes No
7. Do you want to answer questions on the facts provided? Yes No
8. Do you want detailed facts about Arts and Culture? Yes No
9. Do you want sound included in the programme? Yes No
10. Do you want the application to be in English? Yes No
11. Is English your mother tongue? Yes No
12. Do you use the computer regularly? Yes No

**Arts and Culture Learning Area
Questionnaire Results**

Repondents**:** 40 learners

	Yes	No
1. Do you think there is a need for a computer programme to assist you in Arts and Culture?	38	2
2. Do you want to work on the programme on your own?	20	20
3. Do you want the educator to assist you when working through the programme?	16	24
4. Do you want video included in the programme?	40	0
5. Do you want pictures to be included in the programme?	36	4
6. Do you want it to be an information website?	35	5
7. Do you want to answer questions on the facts provided?	5	35
8. Do you want detailed facts about Arts and Culture?	8	32
9. Do you want sound included in the programme?	40	0
10. Do you want the application to be in English?	33	7
11. Is English your mother tongue?	22	18
12. Do you use the computer regularly?	40	0