

Table of Contents

Acknowledgements	2
Abstract	4
Chapter 1: Introduction	5
1.1. Synopsis.....	5
1.2. Title	7
1.3. Aim	7
1.4. Rationale	7
1.5. Importance of the Study	9
1.6. Contextualisation of the Investigated Schools	10
Chapter 2: Theoretical Framework and Literature Review	11
2.1. Synopsis.....	11
2.2. Theoretical Framework	11
2.3. Literature Review	16
2.3.1. An Overview of the Concept of Multiculturalism	17
2.3.2. A Discussion of Susan Cahan and Zoya Kocur’s essay: “Rethinking Contemporary Art and Multicultural Education”	19
2.3.3. Alternative Approaches to Multicultural Frameworks and Strategies: Elizabeth Vallance, Bernard Young, Rachel Mason and Jan Jagodzinski	24
2.3.4. Enid Zimmerman’s Intercultural Approach to Education	27
2.3.5. Adopting an Intercultural curriculum as a Mechanism to Redefine the Canon of Art History	28
2.3.6. The need for a critical South African Multicultural Curriculum.....	30
2.3.6.1. Ali A. Abdi’s Suggestions for a Critical Multicultural Education	30
2.3.6.2. Postcolonial approach to critical curricula in Africa	36
2.3.7. Turning Curriculum History on its Head: Radical Approaches to Curriculum within Postcolonial Educational contexts.....	39
2.3.7.1. Rethinking and Centring Culture at the Core of Curriculum Practice.....	39
2.3.7.2. Re-articulating and Repositioning Difference.....	42

2.3.7.3. Establishing a Place for Anticolonial Agency and Indigenous Knowledge in the Curriculum	44
2.3.7.4. Decolonising and Spiritualising Knowledge	45
2.3.7.5. Returning to Tradition as an Anti-colonial Approach to Reimagining Curriculum.....	46
2.3.8. Curriculum and Policy	46
2.3.8.1. Visual Arts Learning Outcomes in the RNCS	46
2.3.8.2. Curriculum and Assessment Policy Statement	48
Chapter 3: Methodology	52
3.1. Introduction	52
3.2. The Data Collected	54
3.2.1. Classroom Observations at Each of the Schools.....	54
3.3. Data Analysis	55
3.4. Ethical Issues Arising from the Research Study	56
Chapter 4: Discussion of Data from Each of the Schools	58
4.1. Classroom Observations at the Suburban School	58
4.1.1. Visual Culture Studies at the Suburban School.....	58
4.1.2. Art Making at the Suburban School.....	63
4.2. Pedagogical Approaches to Visual Arts Based on Interview with the Suburban School Teacher....	64
4.3. The Relationship between Visual Culture Studies and Art Making at the Suburban School	65
4.4. The Visual Arts Programme Structure: Looking at the Historical, Current Socio-Economic and Socio-Cultural Context in which the Suburban School is situated	66
4.5. Classroom Observations at the Soweto School.....	69
4.5.1. Visual Culture Studies at the Soweto school	69
4.5.2. Pedagogical Approaches to Visual Arts Based on Interview with the Soweto School Teacher	72
4.5.3. Art Making at the Soweto School	73
4.5.4. The Relationship between Visual Culture Studies and Art Making at the Soweto School.....	75

4.6. The Visual Arts Programme Structure: Looking at the Historical, Current Socio-Economic and Socio-Cultural Context in which the Soweto School is situated.....	78
Chapter 5: Findings and Data Analysis	81
5.1. Synopsis	81
5.2. Common Themes in both the Soweto School and the Suburban School.....	81
5.2.1. A domination of a Eurocentric curriculum informed by European art movements in the learning programmes of both schools.....	82
5.2.2. The lack of correlation between the study of art and the making of art	89
5.2.3. Socioeconomic backgrounds of learners impacting on learning.....	91
5.2.4. A language issue in both schools presenting itself as a learning barrier	92
5.2.5. Superficial links between South African art and European art movements	96
5.2.6. Teacher bias arising from tension between desires of learners and teacher's formal curriculum	98
Chapter 6: Conclusion and Recommendations	101
6.1. Synopsis	101
6.2. Conclusions.....	102
6.3. Recommendations	103
6.3.1. Summary of Approaches to Multicultural Curriculum Reform.....	103
6.3.2. Recommendations for a Critical, Socio-Historically Responsive and Closely-Integrated Pedagogy and Learning.....	108
Bibliography.....	114
Appendix A	117
Appendix B.....	125
Appendix C.....	129
Appendix D	130

