



Musical Arts Education For African Teachers (Abstract Only)

By: **Susan Mills**

Abstract

What pedagogy can pre-service arts educators experience with culturally relevant repertoire and artistic processes for social change? Teacher education in sub-Saharan Africa is undergoing revision, to promote decolonization and cultural relevance, a major shift in attitudes of educational leaders. Teachers in South African, Namibian, and Kenyan public schools are often underqualified to teach arts processes, due to lack of preparation in university experiences or access to university education. Children learn "arts and culture" as a school subject, largely defined by western views derived predominantly representative of European artistic values. The project goal was to provide delivery of a short course in Nairobi, Kenya, providing a set of data for case study documentation in two textbooks and for the design of a "Musical Pathways to Social Justice" Honors Seminar at Appalachian State University. The project design was based on a one-week workshop for teachers to develop skills and African repertoire, with a formal assessment; then a second week with primary school children taught by the pre-service teachers, under the supervision of the project team members. The project built on previous work so that we have case studies from three distinct African nations. The field of Music Teacher Education will be impacted, as it is uniquely situated at the disciplinary intersection of Music Education, Teacher Education, Arts Education, and the study of Music. The work conducted in these African countries will be presented to international teacher educators through textbooks and conference presentations, as well as teaching at our respective home institutions.

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