

ALIGNING MUSIC PEDAGOGY AND CONTENT TO COMPETENCE BASED CURRICULUM (CBC) DEVELOPMENT IN KENYA: A REFLECTIONS ON CHALLENGES AND OPPORTUNITIES

Kenya is the process of rolling out Competence Based Curriculum (CBC) of which music skills and music education will play a central role in empowering learners with multiple competencies ranging from music composition and arranging skills, song writing, music production and technology, music therapy, music business, music for advertisement and edutainment, among others. This paper delves into challenges and opportunities that are likely to face music curriculum development and implementation at school level, college level and university level. Factors related to earlier perception of music as an academic subject, music as talent, music as entertainment and the immediate past history where music was not considered a subject important enough to be compulsory at primary and secondary levels will come into play. Against the foregoing backdrop, challenges emanating from pre-requisite music teaching competencies and teacher quantities required right from lower primary, upper primary, junior secondary school, senior secondary school to university are likely to emerge. This paper attempts to suggest solutions to the challenges with a hope that CBC developers, implementers and policy makers will embrace them as the entire process unfolds. It will also reflect on opportunities related to CBC relevant areas in the 8-4-4 music curriculum and emerging modern world opportunities that must inform skills to be nurtured and the target job markets.

Keywords

Music, Music Pedagogy, Competence Based Curriculum, Music Education, Job market

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