



TEACHER'S PERCEPTION ON THE INCORPORATION OF INDIGENOUS MUSIC
CONTENTS INTO MUSIC CURRICULUM IN NIGERIAN SCHOOLS

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ABSTRACT

This paper takes a look at the need to review music curriculum to employ more of indigenous music knowledge system of Nigeria (IMKS) in its content to advance the standard of music education. Music in Nigerian societies is a way of life that carries the qualities, traits and values of the culture it proclaims. Conversely, whether formal or informal, education serves as a powerful tool for national development. Despite the fact that the teaching and learning of music as a subject in Nigerian schools have long been on the school syllabus, hitherto, it is not a preference school subject to the students. Teachers' perception on the incorporation of indigenous music contents into the music curriculum in Nigerian schools was surveyed through a structured questionnaire administered to sixty (60) music teachers. The findings showed that indigenous music knowledge will effectively improve the curriculum, thus make it that of student-centered and promote the teaching of music education, if properly employed. However, the paper recommend that music curriculum needs to be reassessed in other to make the theory and practices of Nigerian music the basis of music taught in Nigerian schools and for it to maintain significance to the Nigerian society.

Keywords: Music, Education, Curriculum, Indigenous Knowledge.