Enculturational Discontinuities in the Musical Experience of the Wagogo Children of Central Tanzania

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Abstract

This article examines the musical enculturation process among the Wagogo people in Tanzania in order to understand their informal learning of culture (and musical culture). A framework is then proposed for the development of a music curriculum that removes enculturational discontinuities and helps sustain cultural identity. It is argued that enculturation is a natural process that need not be dismissed and discontinued as mandatory schooling moves children from their homes and families and into a formal learning environment. The songs, rhythms, and movements that children learn at home constitute are part of their deepest cultural roots. This music must be nurtured through a school curriculum that continues to build upon the local experiences of children’s early years.

Keywords: Tanzanian, children, traditional, music, music education, musical culture, learning, identity, curriculum