

Brazilian's African-Based Music Education: The Application of The Cabila Rhythm as An Instrument for The Music Education's Decolonization Process

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Abstract

In the last decades, the music field has been going through significant changes due to the discussions related to colonialism, ownership and representativeness. By questioning traditional music-related values and incorporating debates from diverse social and human sciences, researchers with different backgrounds have become attentive to the responsibility of music education in promoting social justice. Focusing on the Cabila, an Afro-Brazilian rhythm, this article discusses the applications and implications of approaches to music education that embrace critical and decolonial objectives. Highly oriented by the critical paradigm's perspective, this investigation presents four specific aims: 1) to examine the intentions and effects of traditional Eurocentric approaches to music education; 2) to present the main religious, social and musical characteristics of Cabila; 3) to examine the available literature related to the application of Cabila in music development processes; and 4) to explore the possible educational, social and musical effects of a decolonizing approach to music education based on the Cabila rhythm. Sustained by the aforementioned goals, this research of qualitative approach and bibliographic orientation intends to contribute to the ongoing scientific debate by discussing the application of an educational approach's strand that is supported by African-based music and Afro-Brazilian traditions. The presented feasibility of Cabila's application in the development of materials directed to develop different music competences indicates that Brazilian's and general's African-based music have an unexplored potential to contribute to diverse areas of music technical development at the same time that it supports the decolonization processes of the broader society.

Keywords: African Based Music Education; Afro-Brazilian Music; Inclusive Education; Musical Competences; Postcolonial Theories.