

# Firing the "Canon"

Developing Culturally Relevant Programs

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## Welcome & Housekeeping

- Restrooms
- Wi-fi:

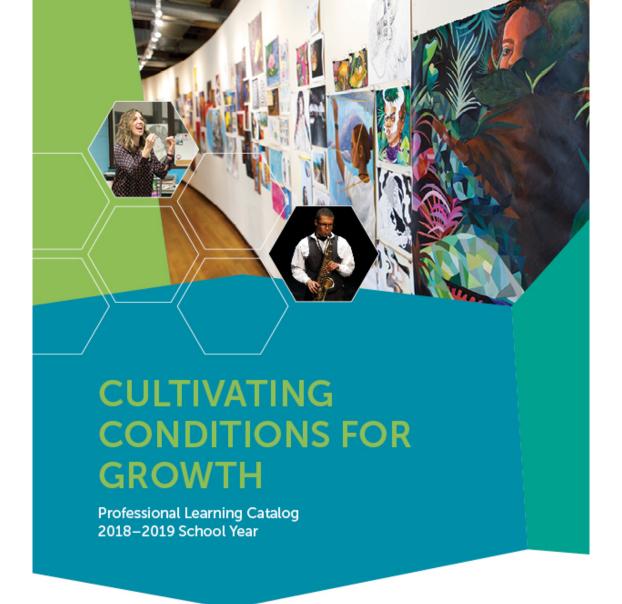
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Literacenter

**PASSWORD:** 

WhereTheWiFiThingsR













### Making Meaning: Cultivating Student Reflection in the Arts Classroom

February 7, 2019 | 4:30PM – 7:30PM

Perform, Present, Produce: *Educator as Artist - Music* February 12, 2019 | 4:30PM – 6:30PM

You Are Your Teaching Artists: Frame. Train. Retain February 22, 2019 | 4:30PM – 7:30PM

Rising Up Through Story February 28, 2019 | 1:00PM - 5:00PM

Shifting the Power: Developing Personal Self-Awareness March 7, 2019 | 4:30PM – 7:30PM





## Welcome & Introductions



### **Goals for Today's Session**

- Understand the "Western Canon" and how practicing exclusively within it can limit the relevance of programs.
- **Learn** new strategies to create culturally informed programs and provide arts instruction through the lens of cultural humility.
- **Engage** in training to determine how different cultural successes and concerns can be integrated into daily classroom practices, while ensuring students can see themselves and personally relate to the concepts and examples provided.





### Arts Partner Standards of Practice INST 1B: Create a Healthy Classroom Culture

#### **Cultural Inclusion**

Teaching Artists provide culturally-relevant programs by...

Taking extra steps to demonstrate accessibility and avoid projecting elitism, especially when working with Western traditions or "the Canon."





### **CPS Framework for Teaching**

1A: Demonstrating Knowledge of Content and Pedagogy

1B: Demonstrating Knowledge of Students

**1D: Designing Coherent Instruction** 

Knowledge of students and their needs: texts and works of art relate to the cultural heritage and/or experiences of students.

3A: Communicating with Students

3B: Using Questioning and Discussion Techniques

3E: Demonstrating Flexibility and Responsiveness

4A: Reflecting on Teaching and Learning

4D: Growing and Developing Professionally

4E: Demonstrating Professionalism





The **canon** is a body of work which has been established as representative of the best examples of a particular genre. The works of art included in the canon are considered to be masterpieces. The works included in the canon set a standard from which other works of art (old or new and NOT in the canon) can be judged.





The **Western canon** is the body of Western literature, European classical music, theatre, dance, philosophy, and other works of art that represents the high culture of Europe and North America.





- Swan Lake
- Don Quixote
- Paquita
- Nutcracker
- Giselle
- La Bayadere
- La Corsaire
- Sleeping Beauty
- Coppelia
- LaSylphide





# Other art forms and cultural traditions often have their own canons.











- Identify three canonical works.
- What are their ethnic racial identity? Class?
   Era of practice?
- Why are they influential?
- What are the lessons to be learned from studying these works?

### Small Group Breakout 45 minutes



## Translation, Contextualization, and Cultural Relevance

Translation and Contextualization

**Essential Lessons** 

**Universal Themes** 

Identifying work that addresses essential lessons from artists outside of the canon

Cultural Relevance

Understanding the work from a person-centered perspective

Finding contemporary meaning

Student-led exploration

- History and content
- Themes and points of connection



## Translation, Contextualization, and Cultural Relevance

### Establish student buy-in:

- Create a shared understanding and vision of practice
- Take time to debrief (particularly in the performance context)
- Engage in meaningful reflection
- Student-led and structured evaluation





What are some barriers to implementation?

Rose | Thorn | Water





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## Please complete a paper evaluation. Your feedback is invaluable!





### **THANK YOU!**

- Please help us clear the space of garbage
- Please recycle nametags
- Charter school teachers
  - CPDU form
  - CPS teachers sign out