



# Firing the “Canon”

*Developing Culturally Relevant  
Programs*

Reginald Harris, MSW, LISW, CTP  
Founder and Principal, InContext Advising, LLC

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# Welcome & Housekeeping

- Restrooms
- Wi-fi:

USERNAME:

**Literacenter**

PASSWORD:

**WhereTheWiFiThingsR**



# CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog  
2018-2019 School Year

ingenuity



DEPARTMENT of ARTS EDUCATION



# Upcoming Events

**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.



# Framework Alignments

## 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.”*



# Framework Alignments

## 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”

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”

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.



## For example...

- 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.



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Why do we teach the Western canon?



## Let's get to work!

- 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





# Let's Discuss

**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