



Culturally Responsive Teaching in the Fine Arts Classroom

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Presentation Link
<http://bit.ly/CRTEngage>





“Cultural responsiveness is not a practice. It informs our practice so we can make better choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students.”

How do we view the world?

- **Surface Level**
- **Shallow Level**
- **Deep Level**

(Z. Hammond, 2015)



How do we view the world?

Surface Culture

- Food
- Dress
- Music
- Holidays



How do we view the world?

Surface Culture

- How did your family identify ethnically or racially?
- Where did you live - rural, suburban, or urban community?
- What is the story of your family in America? Has your family been here for generations, a few decades, or just a few years?
- Were you the first in your family to attend college? If not, who did - your parents, grandparents, or great-grandparents?

How do we view the world?

Shallow Culture

- Social Norms
- Eye Contact
- Personal Space
- Nonverbal Communication



How do we view the world?

Shallow Culture

- What metaphors, analogies, parables, or witty sayings do you remember hearing from parents, grandparents, aunts, and uncles?
- What did your parents, neighbors, and other authority figures tell you respect looked like? Disrespect?
- How were you trained to respond to different emotional displays - crying, anger, and happiness?
- What physical, social, or cultural attributes were praised in your community? Which ones were you taught to avoid?

How do we view the world?

Deep Culture

- View of what is good or bad
- Ethics
- Spirituality



How do we view the world?

Deep Culture

- What are your values related to communication, “doing school,” self-motivation, and effort?
- What do you believe every child should exhibit - talk and discourse patterns, volume of interaction, time on task, collaboration or individual work, seat time versus interaction.
 - How did you come to believe this?
- What messages did you get about why other racial or ethnic groups succeeded or not?
- Do you believe some groups are smarter than others?

Why do we need to examine ourselves?

It will give you a clearer picture of your cultural self - what drives you, what shapes your worldview, and what influences your teaching.

World Culture

Western-European cultures are more individualistic.



Asian, Slavic, African, and Middle-Eastern cultures are more collective.



Clashes and misunderstandings can occur if the teacher & student are from two different cultures.

Culture & the Brain

Culture guides how we process and organize information

- Common cultural learning aids for collectivist cultures include **music, stories, and repetition**.
- These cultures are often based on oral tradition and rely heavily on **music, call and response**, and other attention-grabbing strategies to signal the **importance** of something.

Culture & the Brain

Schemas: All new information must be connected to existing knowledge in order to be learned.

- Teachers construct culturally-based connections or scaffolds between existing knowledge and new content.
- The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.
- Using call and response, repetition, etc., can help students from collectivist cultures make neurological connections and build schemas.

Culture & the Brain

Fine arts advantage -

- Collectivist cultures value music, stories, and repetition.
- Integrate student's home culture in classroom projects.
- Teaching students throughout their elementary/middle/high school experience - relationship building.

Schemas - spiral curriculums, often used in the Kodály methodology and other music approaches, are perfect for stretching and building schemas.

Culture & the Brain

The brain seeks to **minimize social threats** and **maximize opportunities to connect** with others in **community**.

Positive relationships keep our safety-threat detection system in check - where we want our students to be.



Culture & the Brain

Amygdala Hijack: Your amygdala is the most **primitive** part of your brain. It reacts **quickly** and often **without processing other information**.

Your amygdala can be triggered by these five areas:

- **Standing**
- **Certainty**
- **Control**
- **Connection**
- **Equity**

Culture, Relationships, & Learning

Amygdala Hijack:

- Standing
- Certainty
- Control
- Connection
- Equity

Teacher Reaction:

- Stay calm
- Count to ten or take a breath
- Wait to pass judgement
- Talk to the student in private

Culture, Relationships, & Learning

“**Trust** between teachers and students is the affective glue that **binds educational relationships together**. Not trusting teachers has several consequences for students. They are unwilling to submit themselves to the **perilous uncertainties** of **new learning**. They avoid **risk**. They keep their most deeply felt **concerns private**. They view with **cynical reserve** the **exhortations and instructions of teachers**.”

Stephen Brookfield

Culture, Relationships, & Learning

When a teacher is seen as trustworthy by a student, that trust stimulates the brain to release oxytocin. This positive release builds a culture of care and partnership with the student.

- **Affirm your students often. Students remember and respond to negative experiences up to three times more than positive experiences.**
- **Give students validation, self-efficacy (a feeling that they can accomplish tasks), a feedback loop, and reframe mistakes as information.**

Culture, Relationships, & Learning

After starting relationships, how do we help students learn while keeping culture in mind?

- **Give them processing time.**
 - ◆ Offer other alternatives to raising a hand.
- **Build their intellectual capacity**
 - ◆ Ignite, chunk, chew, review (Hammond)
 - ◆ Prepare, Make Conscious, Practice (Kodály)

Culture, Relationships, & Learning

After starting relationships, how do we help students learn in music?

- **Give them cognitive routines.**
 - ◆ **Connect new learning with previous knowledge (solfa houses on hill, quarter notes to eighth notes, etc.)**
 - ◆ **Highlight patterns and relationships (eighth, two sixteenth vs two sixteenth, eighth - how to combines eighths and sixteenths)**
 - ◆ **Practice the new knowledge - how does it fit into their music learning?**

Culture, Relationships, & Learning

After starting relationships, how do we help students learn in visual art?

- **Give them cognitive routines.**
 - ◆ **Connect new learning with previous knowledge (Color wheel, combining colors, etc.)**
 - ◆ **Highlight patterns and relationships (perspective)**
 - ◆ **Practice the new knowledge - how does it fit into their overall learning?**

Culture, Relationships, & Learning

After starting relationships, how do we help students learn in dance? Drama/theatre?

- **Give them cognitive routines.**
 - ◆ **Connect new learning with previous knowledge**
 - ◆ **Highlight patterns and relationships**
 - ◆ **Practice the new knowledge - how does it fit into their overall learning?**

Culture, Relationships, & Learning

Help students learn & retain information by strengthening neural pathways daily.

- Research shows that students need to review and use their new learning within **24-hours** of the previous knowledge.
- The brain constantly prunes knowledge that isn't needed.

At the elementary level, shorter daily music or visual art classes would be a better option than an hour every 3-4 days.

Culture, Relationships, & Learning

Instructional Strategies

- Attend arts events given by or about people of other cultures.
- Bring in groups to your school from other cultures.
- Perform music written by people of other cultures.
- Ask your students to share their family music, art, etc., choices in class.
- Respect cultural traditions.
- Ask yourself how you would feel if the cultural situation were reversed.

Reflection

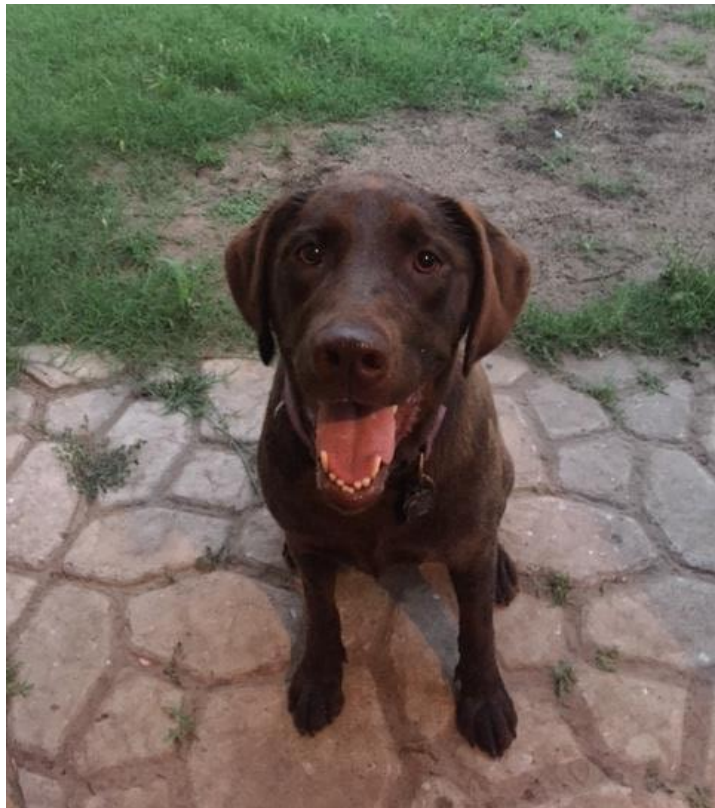
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What's something you've learned and how will it impact your classroom this school year?

References

- **Culturally Responsive Teaching and the Brain** - Zaretta Hammond
- **Culturally Responsive Teaching in Music Education** - Vicki Lind & Constance McKoy
- **How to Teach Students Who Don't Look Like You: Culturally Responsive Teaching Strategies** - Bonnie M. Davis
- **The Skillful Teacher** - Stephen Brookfield

Thank you!



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