

Culturally Responsive Teaching in the Instrumental Music Classroom

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Culturally Responsive Teaching

- Involves using the cultural knowledge, prior experiences, and performance styles of ethnically diverse students to make learning more relevant and effective
- Developed as a result of teachers looking for ways to provide equitable educational experiences for all children

Myths:

- Only teachers of color can be culturally relevant
- Culturally responsive teaching is not appropriate for white students
- The main purpose of culturally responsive teaching is so that students “feel good” about themselves

Potential Barriers for Implementing Culturally Responsive Teaching

- Lack of knowledge about world and U.S. cultures
- Lack of resources (lesson materials, instruments, recordings, etc.)
- Lack of community support

How do I become a culturally responsive teacher?

- Begins with teacher reflection
- Learn about your students
- Learn the cultures (related to learning about your students)

Music Selection

- Not just for performance, but for learning
- Culturally accurate?
- Does it all have to be in the Western art music style?
- Consider Volk's (1998) Categories for Culturally Accurate Music Selection

Categories for Culturally Accurate Music Selection

Category 1 (least accurate): Pieces whose only relationship to another culture's music is in the title.

Category 2: Pieces that are styled after Western art music forms, but which also use other culture's melodies.

Category 3: Pieces that make a conscious effort to use melodies and rhythms from other cultures.

Category 4 (most accurate): Music that is either an original composition by a composer from the culture or an arrangement that closely resembles the culture's original music.