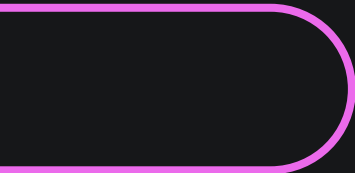




Critical Conversations on DEI and Culturally Responsive Teaching

Dr. Ingrid Larragoity-Martin



Terminology

IS THIS OK?

Race vs Ethnicity: what's in a word?

Race: any one of the groups that humans are often divided into based on PHYSICAL TRAITS regarded as common among people of shared ancestry such as language, practices, and beliefs.

****RACE IS A SOCIAL CONSTRUCT THAT IS NOT UNIVERSAL - ONE MUST BE CAREFUL NOT TO IMPOSE RACIAL LABELS ON ETHNIC GROUPS**

Ethnicity: quality or affiliation; recognizes differences between people mostly on the basis of language and shared culture.

****BE SURE TO USE THE RACE AND/OR ETHNIC TERMS THE PERSON USES THEMSELVES**

****BE SURE TO USE CLEAR AND SPECIFIC CATEGORIES**

EXAMPLES:

"THEY ARE HISPANIC" - "HE IS ASIAN" - "BUT YOU LOOK MEXICAN" - "THOSE (insert color of skin) ARE SO NOISY" - "THESE KIDS" - Asking "WHERE ARE YOU FROM?" - "YOUR ENGLISH IS GOOD"

INSTEAD SAY -

"They are Cuban American - He is Japanese - **Use more specific labels that identify their nation or region of origin.**

DO NOT ASSUME RACE BECAUSE OF TAUGHT BIAS - DO NOT CALL OUT BEHAVIOR ALONG WITH RACE/ETHNICITY - No implicit assumptions

Ask questions about traditions, ancestry NOT one that reduces people to a representative of a larger group - ask: "What is it that you'd like me to know about you?"

Power Imbalance/Reducing/Degrading/Insulting

SHE / HE / THEY / THEM - ??!?!?



GENDER IDENTITY: how individuals perceive themselves and what they call themselves

GENDER EXPRESSION: external appearance of one's gender identity - may or may not conform to socially defined behaviors and characteristics typically associated with male/female.

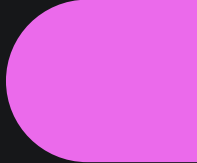
SEXUAL ORIENTATION: an inherent or immutable enduring emotional, romantic, or sexual attraction to other people. It is independent of their gender identity

<https://www.hrc.org/resources/glossary-of-terms>



QUEER

LGTBQA



LESBIAN



CISGENDER

BISEXUAL



ASEXUAL

GAY

INTERSEX



PANSEXUAL

GENDER FLUID



QUESTIONING

NON-BINARY



STRAIGHT

TRANSITIONING





EXERCISE

Turn to your neighbor and ask them:

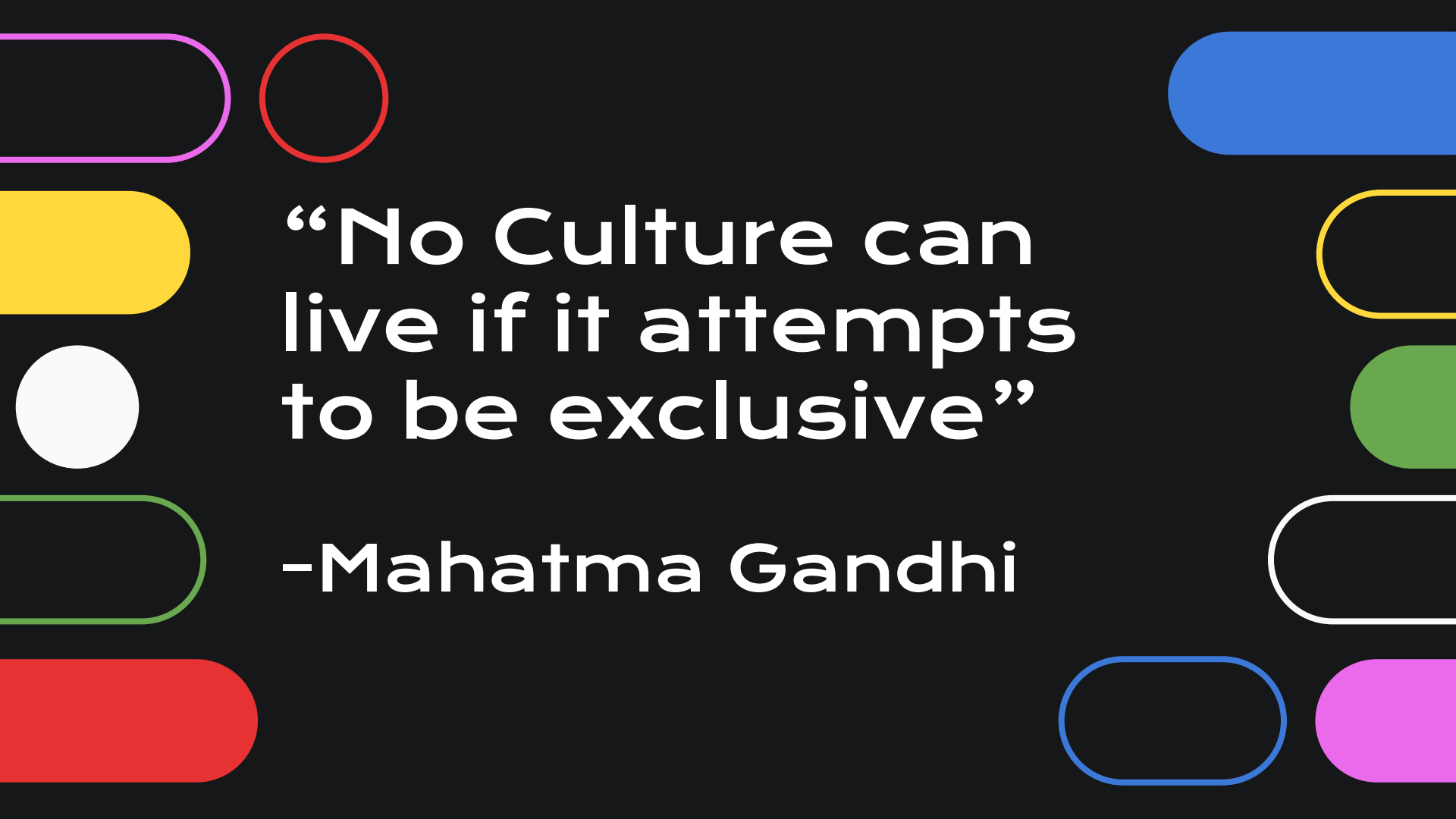
“What is it you would like me to know about you”

Yes



No

Contrary to what we fear, most people are looking for the same thing: belonging, opportunity, authenticity, empathy, and acceptance.



“No Culture can
live if it attempts
to be exclusive”

-Mahatma Gandhi

DIVERSIFYING YOUR PROGRAM

Curating curriculum representative of your ensemble to provide supportive, inclusive, connected, and valued experiences for both your ensemble members and your audience.



Strategies/Ideas

SHARE OUT

Use Google Forms,
Padlets, Linoit,
Stormboard, etc

LISTEN

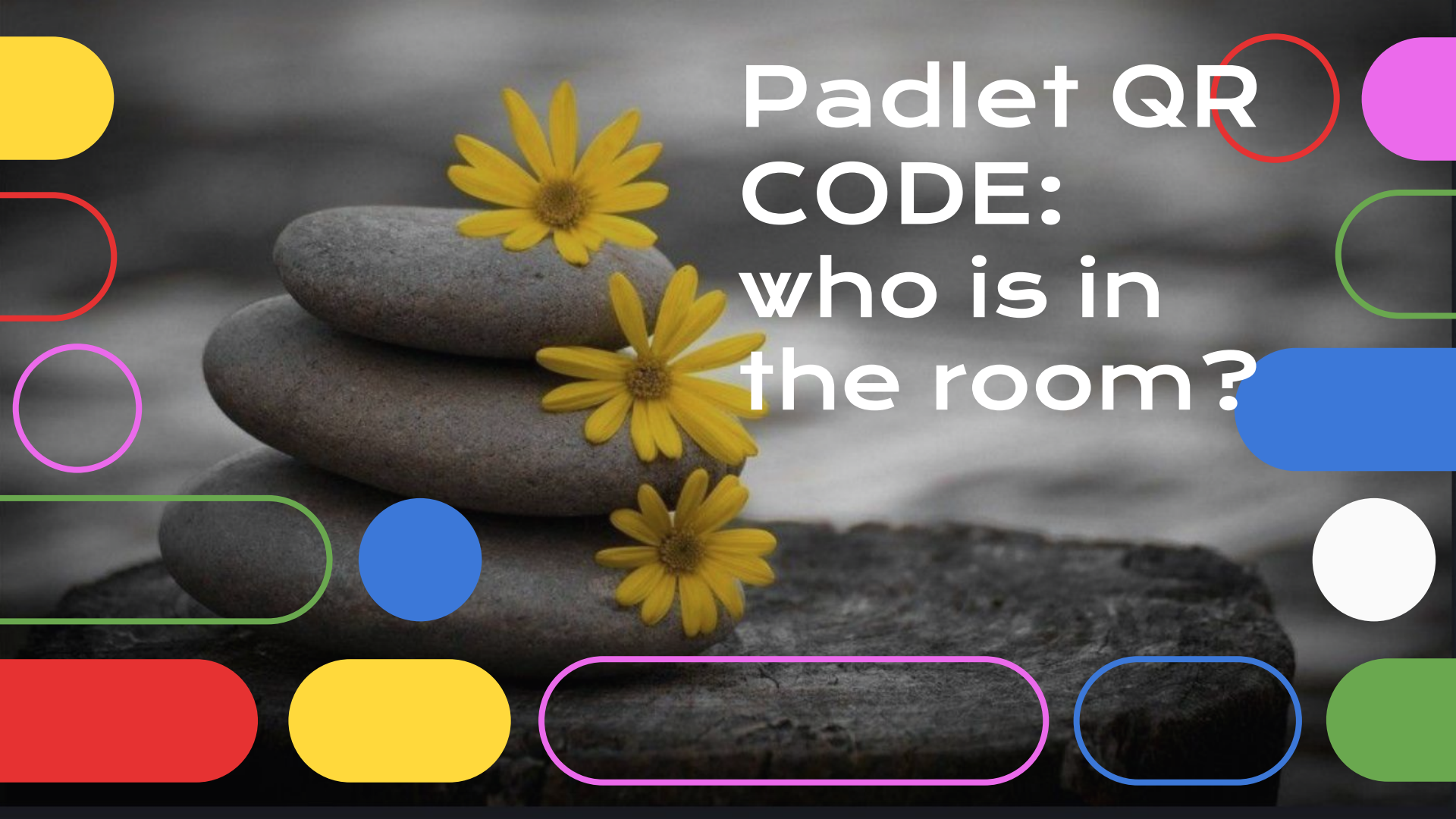
Take time to listen to
diverse music in class - give
students diverse options to
choose from (choice board)

RESEARCH

Take time to study your ensemble
demographics and
composers/repertoire that
connect with their experiences

CREATE

Involve ensemble in the process
beyond performance

The background features a stack of smooth, dark grey stones with three yellow daisies resting on them. The scene is framed by various colorful geometric shapes: a yellow rounded rectangle in the top-left, a red rounded rectangle in the top-right, a pink circle in the top-right, a green rounded rectangle in the top-right, a blue rounded rectangle in the middle-right, a white circle in the middle-right, a blue circle in the middle-left, a green rounded rectangle in the middle-left, a red rounded rectangle in the bottom-left, a yellow rounded rectangle in the bottom-left, a pink rounded rectangle in the bottom-left, a blue rounded rectangle in the bottom-left, and a green rounded rectangle in the bottom-right.

Padlet QR
CODE:
who is in
the room?

APPLY the info

A

Find out similarities

B

Use those to create a representative program of repertoire/composers

C

Have ensemble members drive the research/discussions/listening

D

Present choice board for selections



How to select repertoire

RESEARCH

Do your HW

Use the hivemind - our
community is ready!
Use your resources

FILTER

Create a filter

Some way to determine
if the repertoire is
appropriate and
representative

DISCUSS

Safe Space

Create environment
conducive to exchange

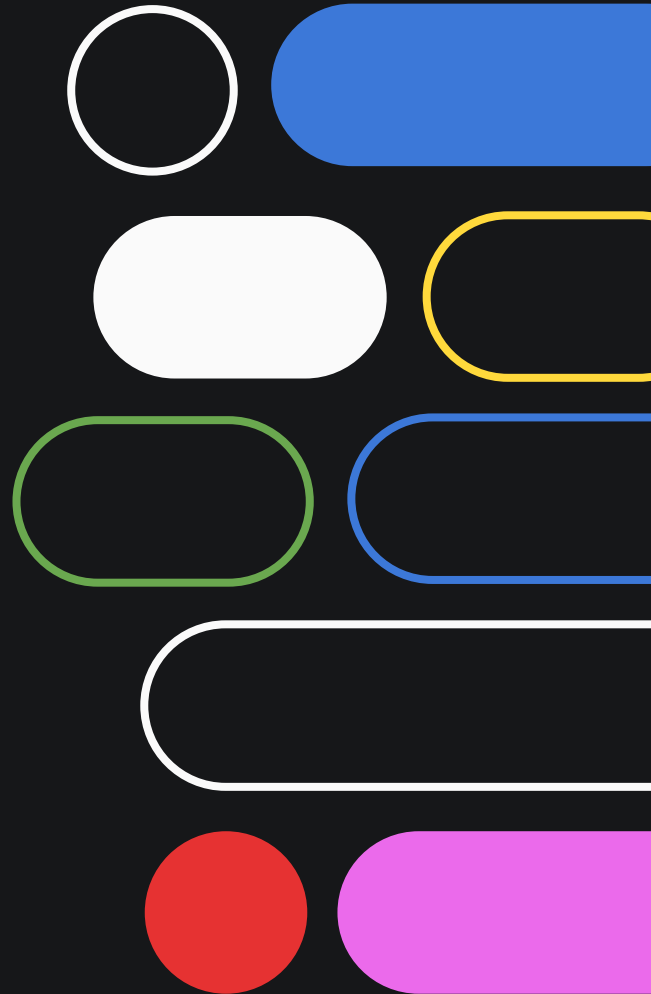
DR. McCoy's Categories

Category 1: Pieces whose only connection to the authentic music of another culture is the title

Category 2: Pieces that employ Western Art Forms, but which incorporate melodies from other cultures

Category 3: Pieces that make a conscious effort to incorporate melodic and rhythmic elements from the music of another culture

Category 4: Pieces that are either original compositions by composers from the culture or arrangements that are close approximation of the original music of the culture



CANCEL CULTURE



PROBLEM

SOLUTION



**EDUCATE YOURSELF -
Listen - Empathy - Humility**

WHAT ARE YOUR RESPONSIBILITIES?

Treat with care and respect and value

Create inclusive musical journeys

Speak power to the truths in front of you

RESOURCES

Composers

- [Glossary of Terms](#)
- [Kassia: Art Song by Women Composers](#)
- [Institute for Diverse Composers Database](#)
- [And We Were Heard](#)
- [Composers of Color Resource Project](#)
- [String Literature by BIMOC](#)
- [Project Spectrum](#)
- [No Broken Links: Chamber/solo works](#)

Repertoire

Associations

THANKS

Does anyone have any questions?

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