

What I Wish I Knew:

A Novice Art Teachers Journey in Exploring Three Contemporary Curricular Models

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Background

This project looks back at my personal journey of creating a culturally responsive curriculum during my time as a middle school art teacher. Using an A/R/Tography approach, as artist, researcher, and teacher, I hope to provide educators, whether pre-service, novice, or veteran, guidance in building their own inclusive and responsive curriculum. Providing a synthesized breakdown of three curriculum frameworks: Culturally responsive, Abolitionist teaching, and social justice education. Along with developed lessons and teacher resources.

Research Questions

As a novice art teacher, what challenges, successes, and opportunities did I encounter in implementing a culturally responsive curriculum with my middle school students?
Sub-question: How can my experiences implementing a culturally responsive curriculum inform development in a guide/resource for teachers looking to learn about culturally responsive teaching?

Methodology

For my project, I used the methodology of A/R/Tography. Artography is broken down into three disciplines: Artist, Researcher, and Teacher. Giving the *art* in artography. The practice of artography helps create meaningful connections between theory and practice. It is considered a rhizomatic practice, meaning the individual student chooses and assembles ideas, objects, and planning in order to create a new understanding.

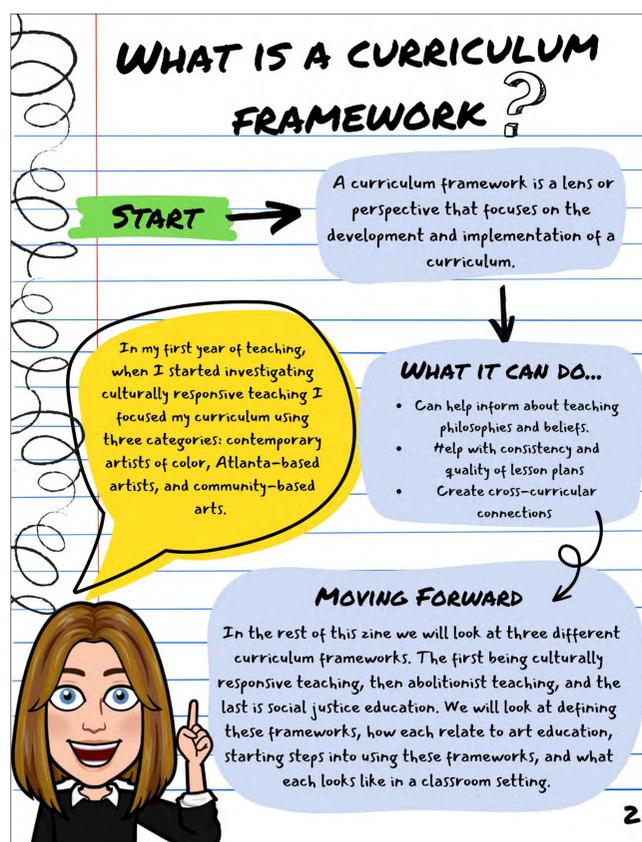


Figure 1. Page two of the zine/resource created from my inquiry and research. The breakdown of what a curriculum framework is and how it can be beneficial.



Figure 2. Visual inquiry into the theme of bare necessities.

Conclusion

In conclusion, this project opened my eyes to the flexibility and adaptability curriculum can have. By embracing that versatility, teachers can better meet the needs and interests of their students. It is not only up to teachers to push for more responsive curriculum but a shared responsibility with academia to deepen our understanding of how we develop meaningful knowledge.