

## **Diversifying the Curriculum at IAB**

### *Statement of Intent:*

To challenge and change any system, practice, curricula, or culture that embodies privilege, inequality, or unconscious bias.

### *Context:*

The IAB is a multinational and multicultural environment recruiting students and staff from across the globe and, within its frame of reference/subject norms/working practices/teaching and learning activities, strives to create a culture and practice of inclusion celebrating both cultural appreciation and cultural exchange. The IAB has striven to diversify the curriculum by using as wide a frame of references to enable learning and is currently engaged in consciously reviewing the practice of teaching itself to ensure that no-one feels excluded by the way content is delivered.

### *Aims:*

1. To promote the understanding that all cultures and knowledge systems are of equal value.
2. To develop awareness across the organisation of the concepts of critical/cultural appropriation/appreciation, transculturation, hegemony, 'world' repertoire and cultural exchange.
3. To represent within the curriculum the broadest canon available.
4. To use critical pedagogy and different frameworks/knowledge to create mutual learning.
5. To recognise that individuals experience the organisation differently and to work to eliminate any experience of exclusion.
6. To respond to challenging situations promptly, positively, and sensitively.

### *Review:*

The statement of intent will be annually reviewed and updated through the IAB Teaching and Learning Committee.

### *Case Studies used and practical tasks in Current Curriculum Delivery:*

1. Cultural appropriation: *The Lion King*, by Julie Taymor and *uMabatha*, by Welcome Msomi
2. Cultural appreciation: the work of Akram Khan, the socio-political context of Rap/Hip-Hop and influence on Musical Theatre
3. Transculturation: *The Bacchae of Euripides*, by Wole Soyinka, *Throne of Blood/Macbeth*, by Akira Kurosawa and use of the Antigone story *Antigone*, by Sophocles, *Antigone*, by Jean Anouilh, *Antigonemodell*, by Bertolt Brecht, *Antigòn*, by Félix Morisseau-Leyroy,

*Antígona*, by Salvador Expriu

4. World repertoire: Indian Kathakali, Noh Theatre
5. Activity: Debates on Non-Traditional Casting and Who has the Right to Tell Whose Story
6. Activity: Improvising/writing original text to demonstrate a learnt technique in action using self as the resource for example creating eight characters in eight resonators with a connecting theme, authoring a political/motivational speech on a topic of importance to that individual and creating an 'informercial' for the students' sonnet to be performed.
7. Activity: Analysis of self-training and practice sustainability needs
8. Activity: Share my Accent Recipe Independent Project- Teach peers their individual accent and showing cultural influences from their family, society by teaching others a song, dance, story drawn from tradition.
9. Activity: Resonator project where students write their own pieces to help free their voice, creating characters in 8 different resonators to help to develop a sustainable vocal technique.