



EduTrend Contents

W4C · MULTICULTURAL ARTS · HIGH SCHOOL

Festival Arts and Identity

Analyse festival arts and the ethics of cultural exchange

Ages 15–18

Level: Advanced

75 minutes

Individual and small
groups

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Festival Arts and Identity

Students study the visual, musical and performance arts of festivals such as Caribbean Carnival and Mexico's Día de Muertos, analysing how they express identity, history and resistance. They debate appreciation and appropriation and design a respectful collaborative arts project.

Learning outcomes

By the end of the session students can:

- analyse festival arts in historical and cultural context;
- explain how arts express community identity;
- evaluate the difference between appreciation and appropriation;
- design a respectful, collaborative cultural arts project.

KEY WORDS

festival · Carnival · mas · Día de Muertos · ofrenda · identity · diaspora · appropriation · appreciation · collaboration

CURRICULUM LINKS

Art and design and music: cultural contexts. History and citizenship: identity, migration and heritage. RE: festivals and belief.

1

DISCOVER

Meet the tradition

2

LISTEN

Hear its people and meanings

3

EXPLORE

Try the technique

4

CREATE

Make your response

5

REFLECT

Respect and connect

6

SHARE

Present with credit

Materials (per group)

- Case study packs with images, histories and quotations from practitioners
- Short videos from reputable cultural organisations
- Sketchbooks
- Worksheets 1, 2 and 3

Before the session

- Prepare balanced case studies that centre voices from the communities involved.
- Agree discussion ground rules.
- Collect examples of respectful collaborations.
- Invite a community practitioner if possible.

SAFETY

Discuss identity respectfully; avoid stereotypes; students need not share personal information.

ACTIVITY 05 · SESSION PLAN

Step by step

Keep practitioners' own words at the centre of the case studies; students should analyse, not speak for, communities.

Time	What happens	Say or ask
0–10 min Hook	Show images of festival costumes and altars.	<i>"What might these tell us about the people who make them?"</i>
10–30 min Case studies	Groups analyse one festival: history, art forms, meanings, community voices.	<i>"How do the arts express identity or history?"</i>
30–45 min Debate	Structured discussion of appreciation versus appropriation using scenarios.	<i>"What makes the difference: credit, consent, context or benefit?"</i>
45–65 min Design	Groups design a collaborative arts project with a community partner.	<i>"Who leads, who benefits and who is credited?"</i>
65–75 min Present	Groups present plans and respond to questions.	<i>"How does your plan show respect?"</i>

CHALLENGE CARD (print or copy onto the board)

Analyse a festival's arts in context and design a collaborative project that shows respectful cultural exchange, with clear credit, consent and benefit.

ACTIVITY 05 · FACILITATOR NOTES

The culture and craft in brief

Caribbean Carnival, especially in Trinidad and Tobago, grew from traditions that include celebrations by formerly enslaved people after emancipation, with masquerade costumes (mas), calypso and steelpan. Carnivals in cities such as London, including Notting Hill Carnival, have become major expressions of Caribbean diaspora identity.

Día de Muertos in Mexico honours deceased loved ones with ofrendas (altars), marigolds, papel picado and calaveras; UNESCO inscribed the Indigenous festivity dedicated to the dead in 2008. Cultural appreciation involves learning, credit, consent and benefit to the source community; appropriation takes elements without understanding, credit or permission.

Common ideas to listen for

- “Festivals are just entertainment.” They carry history, belief and identity.
- “Any use of another culture’s art is appropriation.” Respectful exchange with credit and consent is possible.
- “A culture’s festival looks the same everywhere.” Practices vary across places and communities.

Adapting the activity

Support

Use a scenario card set with prompts for credit, consent, context and benefit.

Stretch

Research a real collaboration between artists and a cultural community and evaluate it.

WORKSHEET 1

Festival analysis

Name: _____

Class: _____ Date: _____

Analyse your festival.

Analysis

Question	Evidence
Origins and history	
Art forms	
Meanings	
Community voices	
Changes over time	

WORKSHEET 2

Appreciation or appropriation?

Judge each scenario.

Scenarios

Scenario	Judgement	Reason (credit, consent, context, benefit)
A		
B		
C		
D		

WORKSHEET 3

Collaborative project plan

Plan respectfully.

Project idea and partner

How credit, consent and benefit are built in

Risks and how to avoid them

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Analyses in context	Evaluates appropriation with criteria	Designs respectful collaboration

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Festival Arts and Identity is a sample activity from the EduTrend Contents W4C Multicultural Arts programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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