

SOCIAL AND CRITICAL PRACTICES IN art education

edited by Dennis Adkinson and Paul Dash



Art In Education Social And Critical Practice

**Nicholas Addison, Lesley Burgess, John
Steers, Jane Trowell**



Art In Education Social And Critical Practice:

Social and Critical Practice in Art Education Dennis Atkinson, Paul Dash, 2005 This book takes a new exciting and important approach to art It shows how children and older students can use art to explore personal social and cultural issues that touch their lives The book covers new ground responding as it does to the increasingly diverse nature of cities and to recent government initiatives worldwide to foster social inclusion and equality of opportunity and support active citizenship The contributors are art educators They write about their ways of engaging with contemporary art practice in their particular fields so as to encourage young people to acquire critical understanding They also challenge the pedagogies that perpetuate long established forms of art practice Tim Rollins writes about his work with disaffected youths in the Bronx and John Johnston describes work in art to bring communities together in Northern Ireland Other contributors include Toby Jackson head of interpretation at Tate Modern Diedre Prinz curator of the Robben Island museum in South Africa the 198 Gallery in south London and Viv Golding who works in museums and gallery education Sinath Bannerjee explores socio cultural issues in comic novels in India and Sue Lok explores identities through art practices Educators at each level also contribute to this groundbreaking book Andy Gower describes his innovative art practice in a secondary school and children of Room 13 in a Scottish primary school report on their organization of their own focus for art Lesley Burgess and Nick Addison give an account of their development of critical and social practices in art education at London s Institute of Education The book is for all those working in art education in museums and galleries schools and communities Contributor information Tim Rollins work in New York with Kids of Survival KOS has achieved world wide acclaim Beginning in the 1980s Rollins taught a highly disaffected group of teenagers in the Bronx and together they established an art workshop where members of the group produced challenging conceptual art work Subsequently work was sold and is now held in major galleries around the world Through their visual practices many members of the group overcame feelings of rejection and alienation and developed self assurance and confidence John Johnston works with the Protestant communities in Belfast and through the use of visual practices he has been working with young people in a variety of community sites to explore issues of identity This is a difficult educational challenge given the history of Northern Ireland Recently he has been invited to work in Lebanon at a human rights summer school He has been working with young people there to explore themes of home and belonging through visual practices Room 13 consists of a highly creative group of children at Caol Primary School near Fort William in Scotland The children are producing contemporary art which has received much interest and acclaim nationally and internationally The children run Room 13 as an entirely self funding business independent from the school Rob Fairley and Claire Gibb are the only adults involved they offer advice but they are not the children s teachers An elected committee of children makes all decisions about the work and the business Viv Golding is a lecturer in museum studies at Leicester University She uses the concept of museum clearing to counter the discourses of lack often a self fulfilling prophecy that

frequently permeates much discussion of Black children and their under achievement in UK schools today The practical value of her critique is illustrated through a fieldwork project involving imaginative art and literacy school and museum work in south London with early years children Deidre Prins and her team work as education officers at Robben Island Museum in South Africa They provide some background to the work of the museum and introduce readers briefly to the legacy of creative forms used in the maximum security prison between 1960s and 1991 and the role it played in creating a process of normalization under conditions that were repressive and alienating A large part of the audiences of Robben Island Museum are children and youth All of them have no memory or experience of the colonial period in RSA history and very few of them have a memory or experience of apartheid These are two defining periods in the lives of all South Africans with the scars benefits and joys of a new democracy To create a dynamic learning environment in which children and youth can engage with a legacy which is at once painful and liberatory requires a process of making memory speaking about the past doing the past and understanding the past Their engagement with this past in turn creates their own memories and leaves its mark on Robben Island which is a living museum The theme of memory making will be described through the production of a photographic collage which is part of the annual Spring School activities 198 Gallery The team at the 198 Gallery write about their work on the Urban Visions scheme which is an outreach programme that deals with disaffected youth in south London Lucy Davies the chief administrator and other gallery staff will write about how their program has impacted on the learning experience of children from this diverse urban environment Many are excluded from schools or have learning difficulties which schools find difficult to address The gallery in its work across a range of media but more especially electronic media has earned the respect of many in educational and fine art circles both in this country and in mainland Europe Sue Lok is an artist and lecturer at Middlesex University She has a particular interest in the experience of Chinese British artists and young people Her work will explore themes central to their experience alongside issues emanating from her own experience as an artist and researcher Lesley Burgess and Nick Addison are art educators at the Institute of Education in London They have a nation wide reputation for their seminal publication Learning to Teach Art and Design in the Secondary School They have carried out further research in the arena of teacher education for this book Andy Gower is head of art at a north London comprehensive school He and his team have devised a way of teaching which is unique but very successful within the state system Their issues based approach extends across the year groups and encourages responses which address issues of personal social cultural and political concern The idea is not to focus greatly on the development of traditional skills in making art but in fostering a creative thinking environment in which children respond imaginatively and personally to issues which impact on their lives Sarnath is a comic artist he addresses issues through the graphic medium of comic imagery His work explores relationships and issues of exclusion both physical and psychological The ways in which his pieces unfurl encourage different interpretations and readings of what is being said It is an extraordinarily intense and challenging comic

style which demands constant revisiting and re reading His chapter invites us to enter the world of a south Asian man whose thoughts drift in and out of different points of experience It takes us on a physical and psychological journey and deposits us in a space that begs more questions about identity and belonging Sarnath Banerjee has initiated a scheme in the south Asian community of Tower Hamlets in east London which will see Bengali women make comics about their lives and thoughts He is developing a similar scheme among a number of minority ethnic communities in the Brixton area of south London He is shortl

Equality in the Secondary School Mike Cole,2011-11-24 Draws together a wealth of knowledge from a varied list of contributors all of whom recognise the importance of promoting equality in secondary schools Debates in Art and Design Education Nicholas Addison,Lesley Burgess,2013 Debates in Art and Design Education encourages student and practising teachers to engage with contemporary issues and developments in learning and teaching It introduces key issues concepts and tensions in order to help art educators develop a critical approach to their practice in response to the changing fields of education and visual culture Accessible comprehensive chapters are designed to stimulate thinking and understanding in relation to theory and practice and help art educators to make informed judgements by arguing from a position based on theoretical knowledge and understanding Contributing artists lecturers and teachers debate a wide range of issues including the latest policy and initiatives in secondary art education the concepts skills and dispositions that can be developed through art education tensions inherent in developing the inclusive Art and Design classroom partnerships across the visual arts sector creativity in the Art and Design curriculum visual art and globalisation establishing the significance of Design art practice as educational research Debates in Art and Design Education is for all student and practising teachers interested in furthering their understanding of an exciting ever changing field and supports art educators in articulating how the subject is a vital engaging and necessary part of the twenty first century curriculum Each chapter points to further reading and each section suggests reflective questions to help shape art educators teaching In particular Debates in Art and Design Education encourages art educators to engage in research by providing an essential introduction to critical thinking around contemporary debates Learning to Teach Art and Design in the Secondary School Nicholas Addison,Lesley Burgess,2024-12-03 Learning to Teach Art and Design in the Secondary School is the key text for all those preparing to become art and design teachers in secondary school It explores a range of approaches to teaching and learning and provides a conceptual and practical framework for understanding the diverse nature of art and design in the secondary school curriculum Written by experts in the field it aims to inform and inspire challenge orthodoxies and encourage a freshness of vision It provides support and guidance for learning and teaching in art and design suggesting strategies to motivate and engage pupils in making discussing and evaluating visual and material culture This fourth edition has been comprehensively updated and re structured in light of the latest theory research and policy in the field and includes new chapters exploring diversity identity and inclusion attitudes to making and teaching as an artistic practice Essential topics include Ways of

learning in art and design Teaching as an artistic practice Planning for teaching and learning Diversity and inclusion Sustainable design Assessment and examinations Critical studies Professional development in the gallery Supporting each chapter are suggestions for further reading and tasks designed to encourage you to reflect critically on your practice

Learning to Teach Art and Design in the Secondary School addresses issues for all student teachers and mentors on initial teacher education courses in Art and Design It is also of relevance and value to teachers in schools with designated responsibility for supervision

Understanding Art Education Nicholas Addison, Lesley Burgess, John Steers, Jane Trowell, 2010-01-04 What is distinctive about art and design as a subject in secondary schools What contribution does it make to the wider curriculum How can art and design develop the agency of young people Understanding Art Education examines the theory and practice of helping young people learn in and beyond the secondary classroom It provides guidance and stimulation for ways of thinking about art and design when preparing to teach and provides a framework within which teachers can locate their own experiences and beliefs Designed to complement the core textbook Learning to Teach Art and Design in the Secondary School which offers pragmatic approaches for trainee and newly qualified teachers this book suggests ways in which art and design teachers can engage reflexively with their continuing practice Experts in the field explore The histories of art and design education and their relationship to wider social and cultural developments Creativity as a foundation for learning Engaging with contemporary practice in partnership with external agencies The role of assessment in evaluating creative and collaborative practices Interdisciplinary approaches to art and design Developing dialogue as a means to address citizenship and global issues in art and design education Understanding Art Education will be of interest to all students and practising teachers particularly those studying at M Level as well as teacher educators and researchers who wish to reflect on their identity as an artist and teacher and the ways in which the subject can inform and contribute to education and society more widely

Global Media Arts Education Aaron D. Knochel, Osamu Sahara, 2022-10-22 This edited volume broadens the understanding of the media arts at a global scale bringing together practices and ideas from artists and art educators from around the world Authors explore issues of cultural and social diversity in fields of education media theory and critical theories of education and pedagogy with particular attention to digital technologies impact on visual arts learning Researchers utilize a range of methodologies including participant researcher ethnographies action research case study and design based research These artists and art educators share new research about the pedagogical and theoretical aspects of media arts in educational systems that are facing unprecedented change This volume begins to map why and how experts are working within networked society and playing with digital innovations through media arts education as a critical and creative practice

Youth Identities, Localities, and Visual Material Culture Kristen Ali Eglinton, 2012-10-05 This invaluable addition to Springer's Explorations of Educational Purpose series is a revelatory ethnographic account of the visual material culture of contemporary youths in North America The

author's detailed study follows apparently dissimilar groups black and Latino a in a New York City after school club and white and Indigenous in a small Canadian community as they inflect their nascent identities with a sophisticated sense of visual material culture in today's globalized world. It provides detailed proof of how much ethnography can add to what we know about young people's development in addition to its potential as a model to explore new and significant avenues in pedagogy. Supported by a wealth of ethnographic evidence the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter just like their counterparts in the sub Arctic construct racial geographic and gender identities in ways that are subtly responsive to what they see around them blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global at once constrained and enhanced by geography and possesses a potent and life affirming authenticity. Densely interwoven with young people's perspectives the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant. Supported by a wealth of ethnographic evidence the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter just like their counterparts in the sub Arctic construct racial geographic and gender identities in ways that are subtly responsive to what they see around them blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global at once constrained and enhanced by geography and possesses a potent and life affirming authenticity. Densely interwoven with young people's perspectives the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant. *The Routledge*

International Handbook of Creative Learning Julian Sefton-Green, Pat Thomson, Ken Jones, Liora Bresler, 2011-07-15 The concept of creative learning extends far beyond Arts based learning or the development of individual creativity It covers a range of processes and initiatives throughout the world that share common values systems and practices aimed at making learning more creative This applies at individual classroom or whole school level always with the aim of fully realising young people s potential Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists Containing a mixture of newly commissioned chapters reprints and updated versions of previous publications this book brings together major theorists and current research Comprising of key readings in creative education it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education as well as research academics and policy specialists Sections include a general introduction to the field of creative learning arts learning traditions with sub sections on discrete art forms such as drama and visual art accounts of practice from artist teacher partnerships whole school change and reforms curriculum change assessment evaluative case studies of impact and effect global studies of policy change around creative learning

International Handbook of Research in Arts

Education Liora Bresler, 2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research

Cultivating Critical Conversations in Art Education Connie Stewart, Eli Burke, Lisa Hochtritt, Toya Northington, 2023 These stories from art educators highlight how art and visual culture can bridge learning with lived experience Written by and for art educators from all backgrounds and contexts this volume offers guidance for expanding students opportunities to critically examine current events histories and cultural assumptions in ways that are relevant and inclusive of all identities Readers will learn how to use contemporary art and dialogue as tools to acknowledge and value the unique perspectives of each person Authors from diverse settings offer topics insights resources and research for centering voices and critical conversations in K 12 higher education museums and nontraditional classrooms The book addresses such questions as How can a teacher reflect on their own assumptions and biases before crafting lessons and discussion prompts In what ways can contemporary art encourage dialogue in art learning spaces What happens when current national issues intersect with the personal lives of students How can teachers democratize the classroom so all students are represented How can teachers demonstrate ways to critically examine information Book Features Offers insights from art educators in public independent museum and community settings

Addresses the role of art teachers in responding to the current highly politicized educational climate Critically examines concepts of practice power and vulnerability in teaching Discusses issues of race LGBTQ rights family structures current events democratic values and social change as they concern students Provides examples of dialogue in various art learning spaces and contexts Contributors include JaeHan Bae Kathy J Brown Lauren Cross William Estrada Pamela Harris Lawton Amy Pfeiler Wunder Natasha S Reid Kryssi Staikidis and Injeong Yoon Ramirez *A History of Disability and Art Education* Claire Penketh,2023-08-16 Drawing on recent theoretical frameworks from critical disability studies and art education including normalcy ableism disability and Crip theory this book offers an analysis of the conceptualisation of ability in art education and its relationship with disability Drawing on the work of Cizek and Lowenfeld in Austria Ruskin and Richardson in England and Dewey and Eisner in the United States it critically examines the influence of ideas such as the dominance of vision and visuality the emergence of psychological perspectives the Child Art Movement the implications of assessment regimes and the relevance of art education as a critical social practice on the production of disability Offering a sustained inquiry into the differential values attributed to learners and their work and the implications of this for framing our understanding of disability in art education this book shows that although art educators have frequently advocated for the universal appeal and importance of art education they have done so within historical contexts that have produced and determined problematic ideas regarding disability It will be of interest to all scholars and students of disability studies art in education art history and education studies **Museums and Education** Eilean Hooper-Greenhill,2007-12-12 At the beginning of the 21st century museums are challenged on a number of fronts The prioritisation of learning in museums in the context of demands for social justice and cultural democracy combined with cultural policy based on economic rationalism forces museums to review their educational purposes redesign their pedagogies and account for their performance The need to theorise learning and culture for a cultural theory of learning is very pressing If culture acts as a process of signification a means of producing meaning that shapes worldviews learning in museums and other cultural organisations is potentially dynamic and profound producing self identities How is this complexity to be measured What can this measurement reveal about the character of museum based learning The calibration of culture is an international phenomenon and the measurement of the outcomes and impact of learning in museums in England has provided a detailed case study Three national evaluation studies were carried out between 2003 and 2006 based on the conceptual framework of Generic Learning Outcomes Using this revealing data Museums and Education reveals the power of museum pedagogy and as it does questions are raised about traditional museum culture and the potential and challenge for museum futures is suggested *Critical Pedagogies of Consumption* Jennifer A. Sandlin,Peter McLaren,2010-09-28 Distinguished international scholars from a wide range of disciplines explore consumption and its relation to learning identity development and education This volume is unique within the literature of education in its examination of educational sites both formal and informal where learners and

teachers are resisting consumerism and enacting a critical pedagogy of consumption

Co-operative Education, Politics, and Art Richard Hudson-Miles, Jackie Goodman, 2024-08-19 This timely and compelling volume furthers understandings of contemporary art education in international contexts and the position of alternative art colleges in relation to the neoliberal academy and arts economy Defining the concept of co operative education and articulating its centrality and relevance to the so called alternative or autonomous art schools it examines the book presents innovative explorations of its central topics such as art educator identities the non profitisation of arts studios and the Anthropocene while drawing these into relation with important contemporary political and academic concerns such as decolonisation feminism and neoliberalism Chapters showcase a range of international viewpoints dialogues and empirical research contributions from notable scholars renowned artists and experienced educators This book will be of use to scholars researchers and postgraduate students in education policy and politics arts education and higher education Members of professional bodies such as art historians critics and curators may also find the volume of interest

Convergence of Contemporary Art, Visual Culture, and Global Civic Engagement Shin, Ryan, 2016-11-29 Art is a multi faceted part of human society and often is used for more than purely aesthetic purposes When used as a narrative on modern society art can actively engage citizens in cultural and pedagogical discussions *Convergence of Contemporary Art Visual Culture and Global Civic Engagement* is a pivotal reference source for the latest scholarly material on the relationship between popular media art and visual culture analyzing how this intersection promotes global pedagogy and learning Highlighting relevant perspectives from both international and community levels this book is ideally designed for professionals upper level students researchers and academics interested in the role of art in global learning

Developing Critical Consciousness in Youth Erin B. Godfrey, Luke J. Rapa, 2023-05-25 Describes how common everyday spaces in youth s lives can be leveraged to help them recognize and fight injustice

Voicing Responsible AI Pedagogy for Music and Visual Arts Education Lauri Väkevä, 2025-03-29 This book critically examines the integration of generative artificial intelligence Gen AI in music education exploring its transformative potential and associated risks It underscores the necessity for innovative AI pedagogies across music and the arts offering educators researchers and policymakers valuable insights for incorporating Gen AI into teaching while mitigating its hazards By adopting a balanced critical perspective the book aims to promote a dynamic inclusive and responsible educational approach that is responsive to the rapid advancements in adaptive technology The book s argumentation is grounded in synthesizing Deweyan pragmatist and Baradian posthumanist philosophical perspectives These perspectives collectively provide a framework for addressing the deployment of Gen AI in music education within a broader ethical context of global sustainability The book is also informed by the author s many years as a scholar of music education

Art Education in Israel Sigal Barkai, David Pariser, 2025-06-11 This book describes unique aspects of the education system in Israel specifically focusing on art education and its role in fostering social change and diversity It delves into art based research

autobiographical methodologies and interviews showcasing the transformative potential of qualitative research in capturing authentic experiences and promoting social engagement through art education. It shows how practitioner researchers navigate the complexities of art education, shaping and refining their teaching methodologies to effectively meet the needs of their students. By exhibiting viewpoints from secular and religious Jewish Israelis, Palestinian citizens of Israel, as well as diverse gender and ethnic communities within Israeli society, it encapsulates the vibrant texture of the country's educational landscape. It also highlights the actions of women as educators and activists who resist oppression wherever it may exist. The book demonstrates a multifaceted perspective on the potential for healing that can be harnessed through art education within specific societal and contextual settings. This vision can be applied and adapted to various other locations worldwide. This book offers rich descriptions of the concerns and dynamics that characterize Israeli art education projects as a model for other places around the world dealing with similar issues of ethnic and national diversity, political conflicts, violent extremism, and migration. It is beneficial to readers who aim to improve social dimensions such as recognizing a diversity of cultures and developing innovation in teaching methods with art education as the catalyst. **Resources in Education**, 1998

Research Anthology on Instilling Social Justice in the Classroom Management Association, Information Resources, 2020-11-27. The issue of social justice has been brought to the forefront of society within recent years, and educational institutions have become an integral part of this critical conversation. Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race, gender, socio-economic status, and disability, as well as from all walks of life. The scope of these practices finds itself rooted in curriculum, teacher preparation, teaching practices, and pedagogy in all educational environments. Diversity within school administrations, teachers, and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide. In a modern society that is fighting for the equal treatment of all individuals, the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction, moving forward. **Research Anthology on Instilling Social Justice in the Classroom** is a comprehensive reference source that provides an overview of social justice and its role in education, ranging from concepts and theories for inclusivity, tools and technologies for teaching diverse students, and the implications of having culturally competent and diverse classrooms. The chapters dive deeper into the curriculum, choices, teaching theories, and student experience as teachers strive to instill social justice learning methods within their classrooms. These topics span a wide range of subjects from STEM to language arts and within all types of climates, PK-12, higher education, online, or in-person instruction, and classrooms across the globe. This book is ideal for in-service and preservice teachers, administrators, social justice researchers, practitioners, stakeholders, researchers, academicians, and students interested in how social justice is currently being implemented in all aspects of education.

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