Tonight!

- **Check-in / Review**
- **Discussion**: Introduction to Readings and main concepts, ideas
- **Case Study**: Performance Exhibition
- **Discussion**: Cognitive Theory / Research
- **Activity**: Developing Enduring Ideas & Contemporary Approaches to Art Ed
Essential Questions

How can art educators design learning experiences and curriculum that reflect the reality of contemporary art and culture?

How do we develop **enduring ideas**?

What are the challenges?

How can recent research help us?
ART EDUCATION MOVEMENTS & TRENDS IN THE U.S.

1890 - Formalism - Mimetic
1920 - Self-Expression
1930
1940 - Progressive Art Ed (social reconstruction)
1950 - Psychoanalytic-Cognitive Model
1960
1970
1980 - Modernism
1990 - Visual Culture
2010 - Post-Modernism

Modernism

DBAE
<table>
<thead>
<tr>
<th>AESTHETIC THEORY</th>
<th>LEARNING THEORY</th>
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</thead>
<tbody>
<tr>
<td>Mimetic</td>
<td>Behaviorism (Piaget)</td>
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<tr>
<td><em>Art is imitation</em></td>
<td><em>Learning by imitation</em></td>
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<tr>
<td>Pragmatic</td>
<td>Pragmatism (Dewey)</td>
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<td><em>Art is Instrumental</em></td>
<td><em>Learning is instrumental</em></td>
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<tr>
<td>Expressive</td>
<td>Psychoanalytic (Freud)</td>
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<td><em>Art is self-expression</em></td>
<td><em>Learning is emotional growth</em></td>
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<tr>
<td>Formalist</td>
<td>Cognitive (Vygotsky/Piaget)</td>
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<tr>
<td><em>Art is formal order</em></td>
<td><em>Learning is concept attainment</em></td>
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Principles of Possibility

- Playing
- Forming Self
- Investigating Community Themes
- Encountering Difference
- Attentive Living
- Empowered Experience

- Empowered Making
- Deconstructing Culture
- Reconstructing Social Spaces
- Not Knowing
- Believing
Case Study: Artist as Provocateur

1. Identifying key themes and concepts in contemporary art
2. Developing ‘enduring ideas’ and understandings connected to these themes
3. Creating curricula / educational experiences to engage youth in these ideas

The Artist as Provocateur: Pioneering Performance at Pratt Institute
Cognitive Theory

Constructivism

- Dewey (1920s), Piaget (1963) and Vygotsky (1978)

People construct their understanding and knowledge of the world, through experiencing things and reflecting on those experiences.
Cognition (Conceptual Learning)

Constructivist (Social Learning)

Connected/Networked Learning

Knowledge Creation

- context
- knowledge
- beliefs
- attitudes

learner
What does this mean for art ed?

Research points to:

Constructivism as connection-making
- lessons build on one another
- focus on a central concept or theme
- explore big ideas but allow for individual and collaborative interpretation.
Principles & Structures

- Aesthetic Perception
- Aesthetic Valuing
- Cultural Heritage
- Creative Production
- Connections, Applications + Extensions

But, how do we use these in practice?
How do we account for different learners?
Thinking Like an Artist Rubric

- Studio Rather than Classroom
- Questioning over Answering
- Comfort with Ambiguity
- Curiosity and Play
- Persistence through Failure
- Experimental Execution & More Time

Source: Columbus Museum of Art
Theory into Practice

NYC Visual Arts Blueprint:

1. Art Making
2. Developing Art Literacy
3. Making Connections Through Visual Arts
4. Community and Cultural Resources
5. Exploring Careers and Lifelong Learning

- Painting
- Drawing
- Printmaking
- Collage
- Sculpture
- Two-Dimensional/Applied Design
- Media Technology
Enduring Ideas

Examples:

- Identity (Frida Kahlo)
- Power (Barbara Kruger)
- Fantasy & Reality (Rene Magritte)
- Alienation/Loneliness (Edward Hopper)
- Nature & Culture (Andy Goldsworthy)
- Human Emotions (Jim Dine)
  - Art21
Trisha Brown Dance Company, Walking on the Wall, 1971
Mel Chin
Revival Field
1991
Faith Ringgold, Tar Beach, 1970
Unit Plan Development

1. Unit Foundation
   ● Developing an enduring idea

2. Content
   ● Identify knowledge & skills to be learned

3. Instruction
   ● Develop student-centered/inquiry-based approaches

4. Assessment
   ● Structuring performance tasks & activities

5. Design
   ● Integrating artistic/aesthetic processes throughout
Activity Time!

1. Brainstorm with your group - identify an **enduring idea** to frame a unit plan.
2. Use your iPad to look for example artists and artworks.
3. Work with your group to develop a loose unit plan that you can share with the class.