

Contemporary Art & Ideas

Pratt Institute | Spring 2015

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

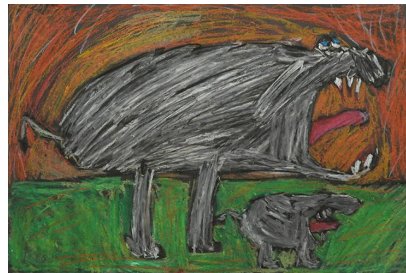
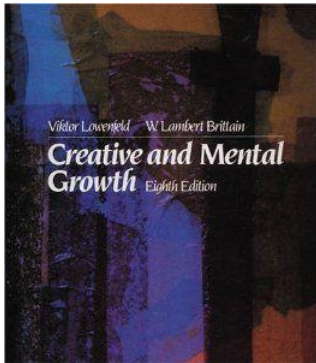
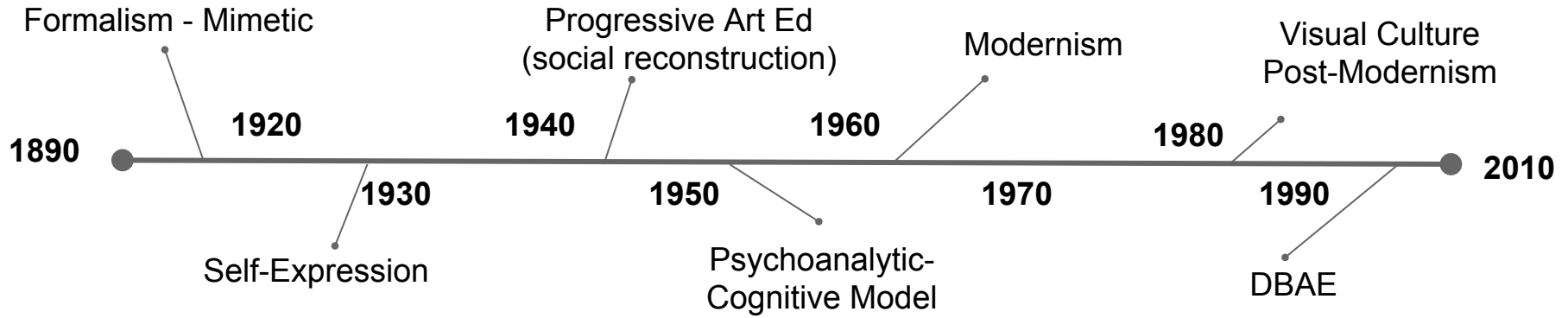
How can art educators design learning experiences and curriculum that reflect the reality of contemporary art and culture?

How do we develop **enduring ideas**?

What are the challenges?

How can recent research help us?

ART EDUCATION MOVEMENTS & TRENDS IN THE U.S.



AESTHETIC THEORY

Mimetic*Art is imitation***Pragmatic***Art is Instrumental***Expressive***Art is self-expression***Formalist***Art is formal order*

LEARNING THEORY

Behaviorism (Piaget)*Learning by imitation***Pragmatism (Dewey)***Learning is instrumental***Psychoanalytic (Freud)***Learning is emotional growth***Cognitive (Vygotsky/Piaget)***Learning is concept attainment*

Principles of Possibility

Olivia Gude

- 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 idea



The Artist as Provocateur: Pioneering Performance at Pratt Institute

Cognitive Theory

Constructivism

Play

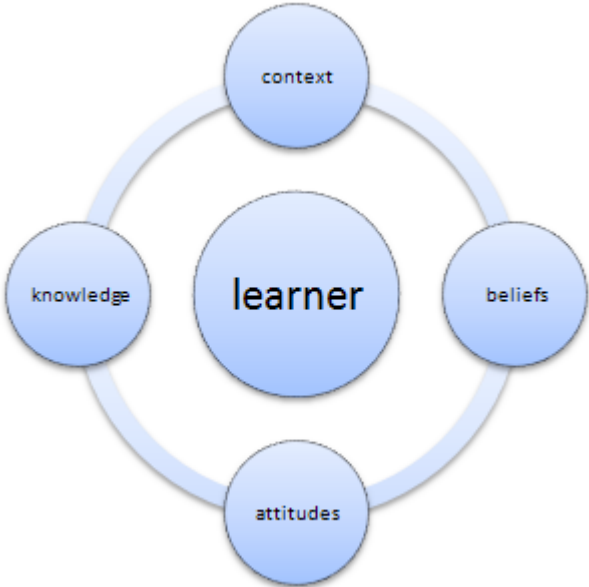
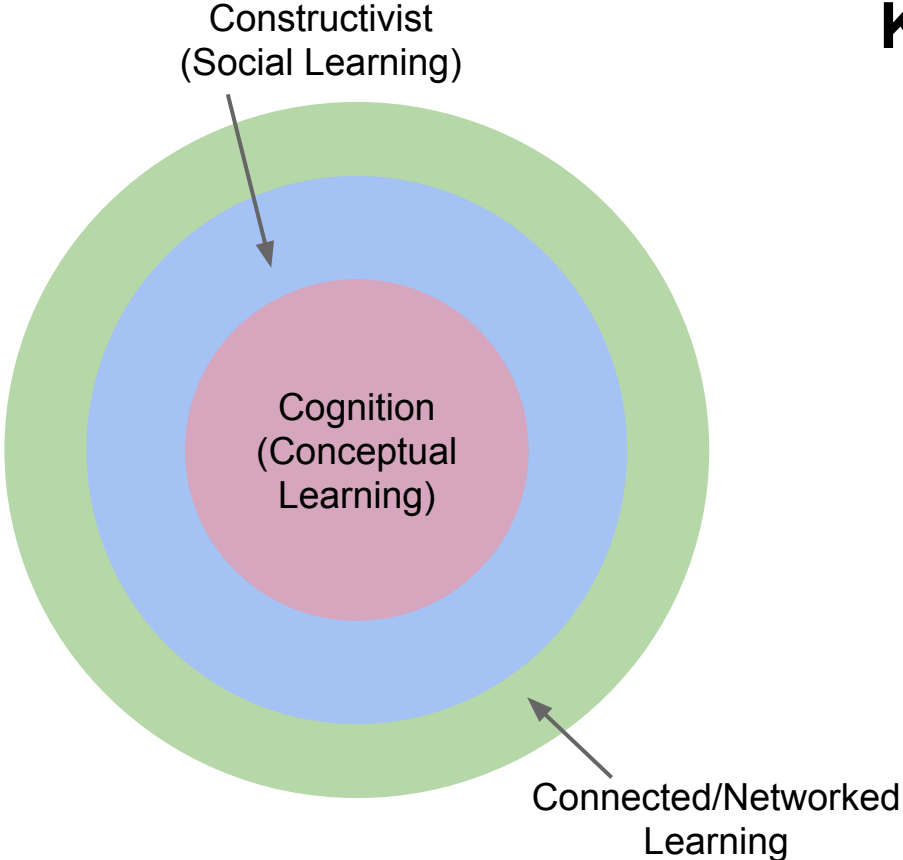


- Dewey (1920s), Piaget (1963) and Vygotsky (1978)



People construct their understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Knowledge Creation



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?





Cindy Foley Director of Learning and Experience at the Columbus Museum of Art | TEDxColumbus, 2014

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](#)

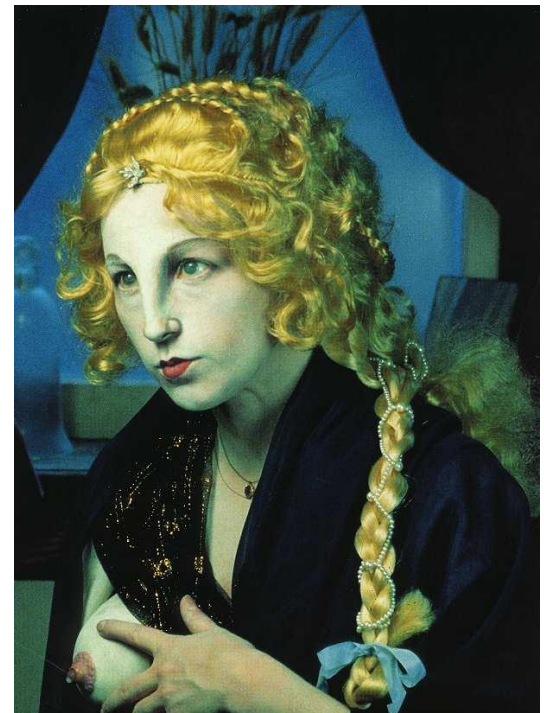


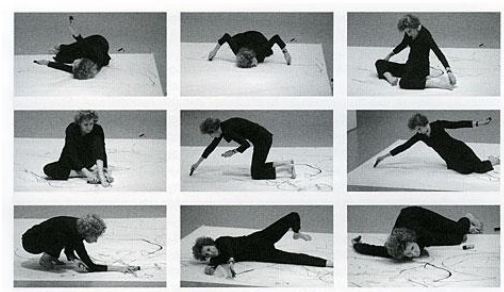
Louise Bourgeois, Maman, 1999



Cindy Sherman

Cindy Sherman





Trisha Brown Dance Company, Walking on the Wall, 1971

Mel Chin
Revival Field
1991





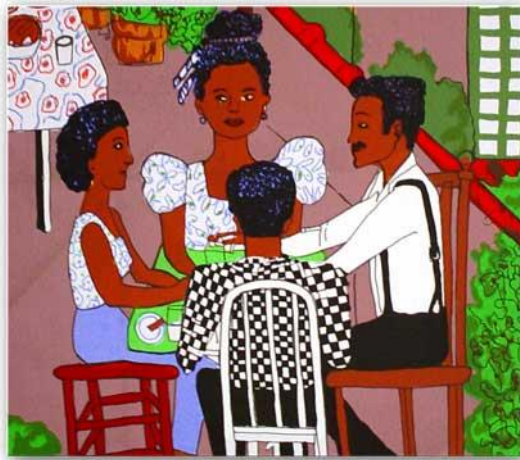
Carrie Mae Weems, *Mirror Mirror*, 1987



4/7/70

Tar Beach

Faith Ringgold 1970



faith Ringgold 3/20/03

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.