

# Curriculum connections with visual culture: Meaningful, interactive and contextual learning in art education

## Panel Discussion

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# What is curriculum

*'....., the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process'* (Grundy 1987: 115)

- in this sense .... It bears similarities to a creative process , it is formed, continually changes as implemented and critically revised.

# 1. Redefining the field of art education

## The term Ekastikes Tehnes

- In redefining the field of art education the National Curriculum had to respond to the expansion of visual arts in forms and influence.

**TEXNH-TEHNI**

**EIKASTIKES TEXNES- EKASTIKES TEHNES**

**Eikastikes tehnes** is used to describe the content of the new national curriculum in the field of art education. The term incorporates multiple interpretations and meanings. **Originated from the Greek word eikazo** meaning presenting a hypo-thesis, a possible version, a subjective thesis implies **subjectivity** . When the word relates to the arts, meaning becomes more complicated , challenging the boundaries of forms (traditional and new visual forms, media and techniques) and objects ( the relation between people and objects and the ideas –meanings of the objects)

# 1. Redefining the field of art education

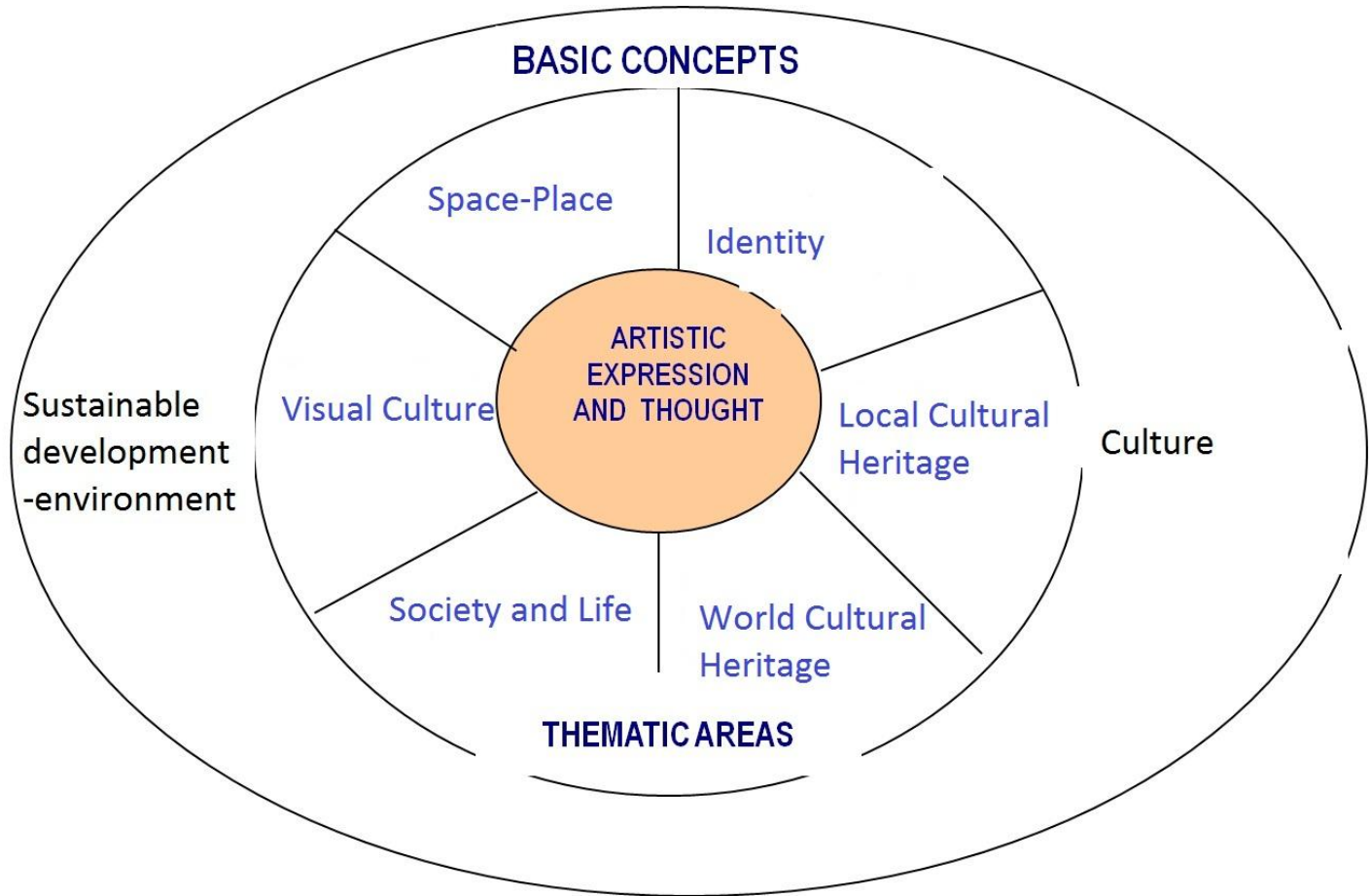
..... the field of art education has evolved incorporating new discourses influenced by cultural and media studies, critical theory , gender and environmental studies , psychological studies that has inevitably informally and sometimes formally change the landscape in art education

The meaning of **ekastikes tehnes in education, and** in its contemporary view, can be interpreted not only as a representation of the world, but as an action, a tool for transformation by means of various mediums, objects and visual or audio visual forms of representation.

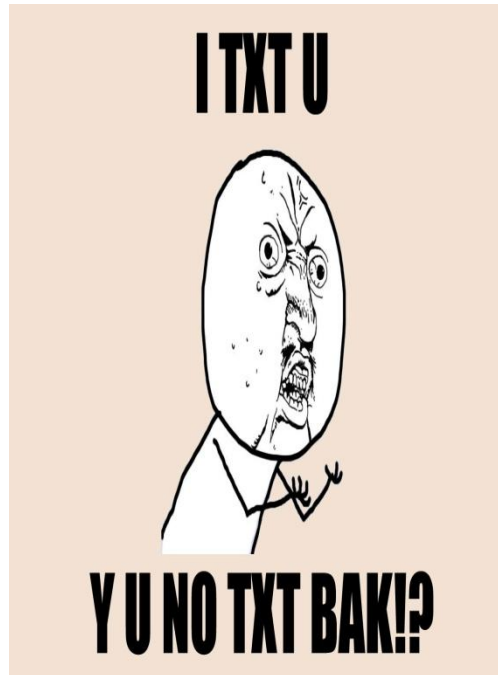
## 2. Why a focus on provoking and authentic issues and practices is critical to contemporary art education?

- *“Ekastikes Texnes” are embedded in our everyday lives and comprise an integral part of local and global culture. ( Ministry of Education and Culture, 2011)*

# Visual culture as part of the NC ( area, approach)



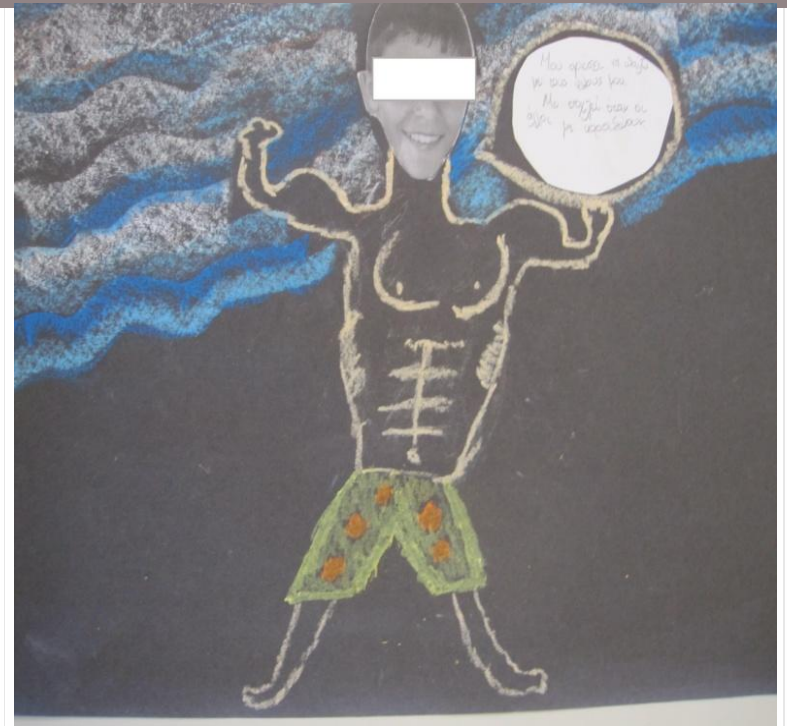
## 2. Why a focus on provoking and authentic issues and practices is critical to contemporary art education?



Visual culture includes a large part of what children are experiencing in their everyday life and as such it should comprise part of their learning. Children in Cyprus are part of an extremely global and visual world. Authentic learning focuses on real - world, including real world issues has a value beyond the school setting. It is based on what individuals make and view in their life.

# WHY VISUALS OF EXPOSURE IS TO BEHOLDEN TO BECOME AN ARTIST THAT IS HELD AS NO DIFFERENT TO GREAT ARTS AND DESIGN

What we know inside and outside school is important for the formation of individual identity ( who I am) and our society(Who we are) . Understanding the visual environment and learning to shape it , instead of unintentionally shape you requires to understand what is communicated and how.









VC includes the media but it also refers to everyday life practices in local contexts that are contentious and provoke debates( historical, political, economical and social-cultural)

Why a focus on provoking and authentic issues and practices is critical to contemporary art education?

**Meaningful learning** is a basic concept in relation to what and how we construct knowledge in visual arts . Visual language as introduced to the Cyprus National Curriculum is learned *through meaningful activities.* ( NC, 2011) .

Elements and Principles of Design ( defined in the NC as form and structure) and Ideas ( defined in the NC as meanings: narratives, symbols, concepts , metaphors) coexist and are integral part of learning.

Why elements and principles of design should be reconceptualised?



# Meaningful learning:

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Learning approaches : **Constructive learning approaches** and **approaches based on critical pedagogy suggested by NC ( NC, 2011)** are found in the idea that knowledge is socially constructed ( there are multiple realities, and subjectivity)

- a. Learning in art is based on the interactive character of viewing- observing and making- creating and
- b. is pluralistic ( several aesthetic theories are considered)
- c. is connecting cognition with emotion

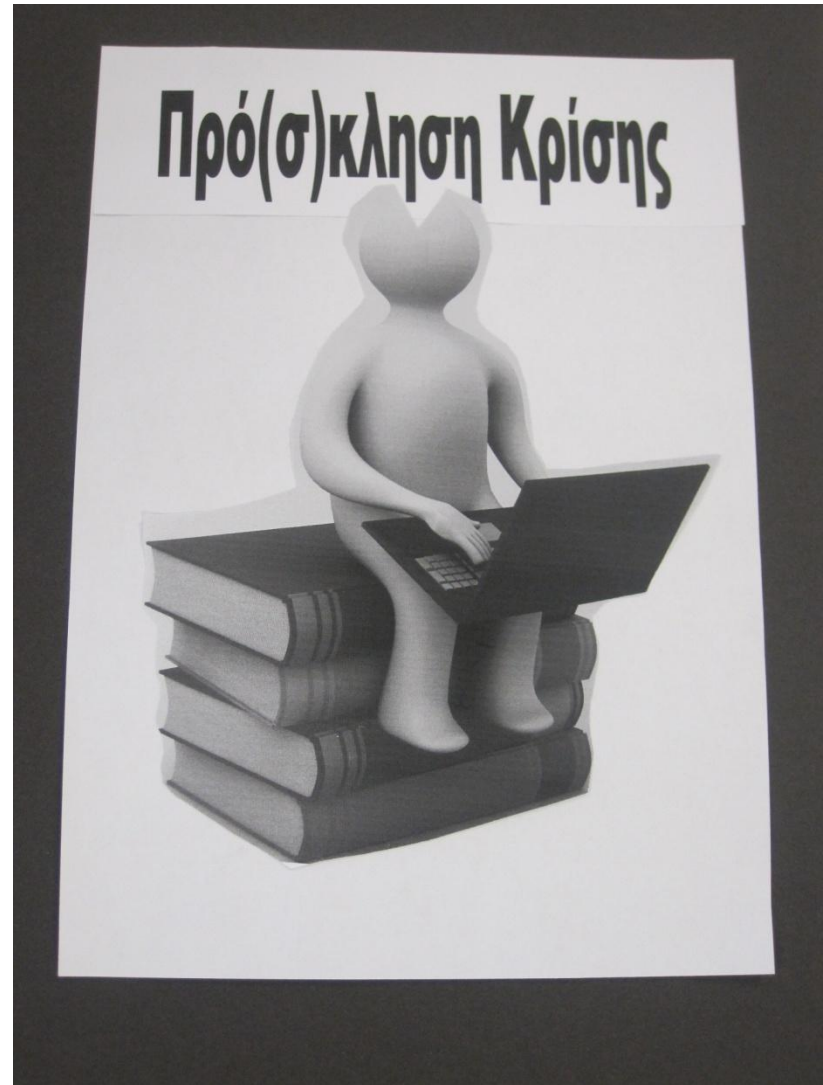
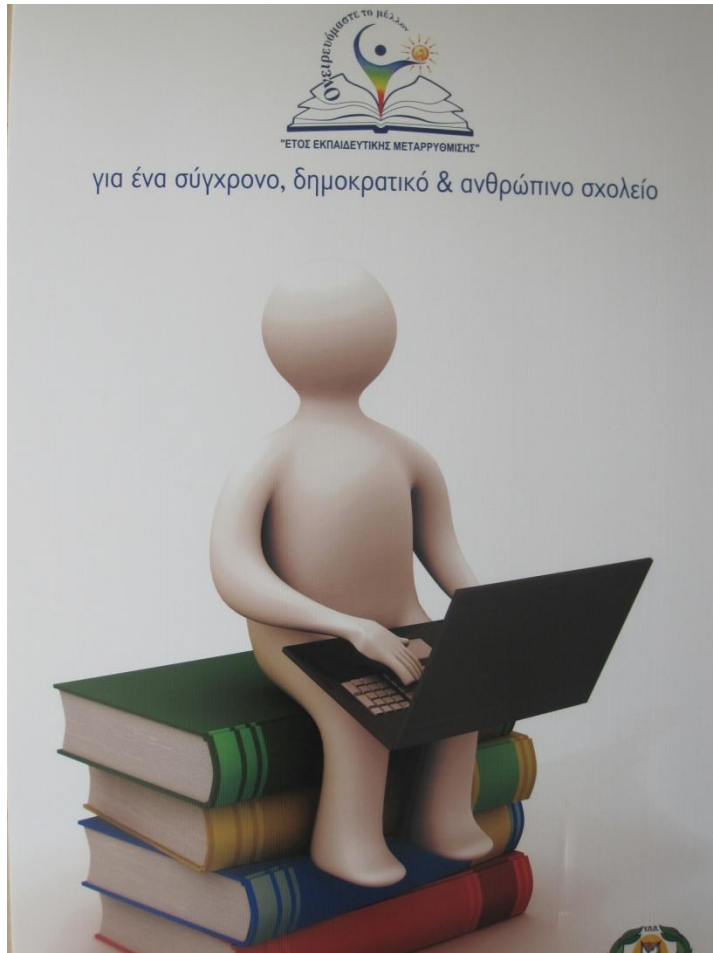
# Meaningful learning

## Deconstruction and Reconstruction

### communication, appropriation



# Meaningful learning Re – forming



# Meaningful learning





What is the role of environmental contexts and 'situationality' and how this influences the curriculum praxis?

“Learning occurs in context”



## *Visual Culture and Locality*

*“People....find themselves rooted in temporal spatial conditions which mark them and they also mark” ( Freire, 1970, p.90)*



# Questions ! Questions!

- The images used in this presentation belong to children, students and teachers who offered me an enormous amount of images and experiences