

Contemporary Art in a Changing Curriculum

Monday 12th January 2009 10:00am – 4:00pm

Edge Hill University, Faculty of Education, Ormskirk Campus



Plenary reflection exercise - Summary

Please tell us:

An issue or question that the day had raised for you

- Who makes the decisions?
- How do we measure creativity?
- Why can't this all work together? – Historical/Skills/Contemporary/Ideas/Meaning?
- How can we effectively deliver training at ITT level for teachers to facilitate their understanding of contemporary art and dealing with it in the classroom?
- How do we access galleries to large KS3 groups?
- How can we (art galleries) support creative and media diploma in a cost effective and sustainable way?
- How can teachers work in conjunction successfully with galleries/contemporary art practitioners?
- Where do we go from here?
- How/what steps to take to integrate art gallery education into the future curriculum?
- How do you identify and engage with teachers not yet engaged with CAP.
- How to organise and fund regular professional development for teachers?
- How can important collaboration – like today – become an established part of the educational process, rather than an occasional joyful experience?
- How does one get a job at Edge Hill working with secondary art teachers?
- How can we get people to take contemporary art seriously without killing it?
- How can we as museums/galleries help work in partnership with teachers to bridge the gap in knowledge to deliver the curriculum?
- How is the diploma going to become accessible to all pupils by 2012 if it is tailored towards G&T?
- How realistic is achieving some exciting ideas back in our schools?
- Why can we not have more of these of contemporary art seminars? Not one offs but regular forums?
- How to help people access and understand CAP without telling them how to do it? This would surely be anomalous?

A connection you've made as a result of the day

- Art from Sheffield
- Met new people and made contacts
- Web based online-debates/gallery
- Realised that teachers are not fully aware of the services and support art galleries can offer them and for their peoples
- Relevance of Pat Cochrane's presentation to our review of our schools offer
- Local artists work together with schools in galleries – workshops
- Learning officer for Walker Art Gallery – PGCE Trainee Teachers
- Possibility to contribute to ITT
- Connection with great resource bank online (axis).
- Connections with art educators in galleries.
- Met Sandra H face to face – she watches footy too.

- I have made a connection with Kathryn Dempsey from Neutral Spoon.
- Lots of connections with teachers, galleries and local authorities. Great!
- Connected with another school which has started delivering the diploma.
- Connection with Edge Hill PGCE students.
- Connecting with ideas from a museum/gallery educator.
- Connection made with Neutral Spoon, FACT and Blackburn with Darwen Gallery.
- Meeting the curriculum support manager for Blackburn – support for promoting museum activities to schools etc.
- Met an art teacher in a school near me!

Something that you already knew that the day has affirmed

- Collaborative practice
- Arts is fun!
- Invest in teachers!
- CPD for teachers
- Already looking at contemporary art/artists in workshops for teachers, secondary and primary
- Using live briefs in conjunction with industry based artists
- Use visual examples of contemporary art as inspiration
- Importance of dialogue and partnership with teachers and schools
- Recommending contemporary artists/designers for pupils to refer to for inspiration
- Curating work that is accessible for all – contemporary art that is accessible for schools etc. to interpret
- Research project I worked on proved relevant and timely
- Recognising that ‘pupils’ are the key receptors to learning!
- Art is great.
- Building collaborations is further validated for me.
- Continued partnerships work.
- Planning with an artist from the start of a project.
- Already employ artists to come into school and use contemporary art as point of reference.

Something that you will do, or do differently, as a result of being at the day

- Get out more! Widen my repertoire of gallery visits
- Pupil lead at KS3
- Keep in touch with old friends
- More media including ICT
- Trust
- Referencing real life situations within the classroom. The changes of the ‘art world’
- Act on it! Just do it.
- To continue to be aware and deliver an education program for both pupils and teachers alongside any exhibition etc.
- Use interactive, digital artists more.
- Question how art within my own practice raises self esteem and how I can measure this.
- New idea for a research project and/or article on contemporary art in education.
- Develop longer term working relations with artists, crafts people and designers – not just short term!