

Art Education at the intersection of creativity: Integrating art to develop multiple perspectives for identifying and solving social dilemmas in the 21st century.

**Cathy Smilan, Georgia Kakourou-Chroni, Ricardo Reis;
Teresa Torres de Eça**

Encouraging cooperation and partnerships: 1.4 Partnerships within and beyond school
csmilan@umassd.edu

New education paradigms fostering creative risk-taking, and re-discovery are needed as employers and ministers seek innovative individuals to stimulate economic growth. Arts-based curriculum breaks traditional boundaries, allowing students to challenge established ideas and resist stereotyped world-views. Effective art education, including art-integration, encourages active, problem-based inquiry, data collection, evaluation, and communication. Unlike didactic instruction, such process imitates research requiring student-generated discovery learning, often producing multiple solutions and questions beyond the original assignment.

Museum- and public art-based education paradigms uniquely engage learners, requiring multi-sensory involvement providing multiple perspectives on discipline-specific and world problems. Such paradigms are consistent with the UNESCO Roadmap for Arts Education.

Three studies conducted in the United States, Greece, and Portugal, respectively, involving teacher professional development and investigating the impact of museum/public art-based teaching on student learning and creative thinking in teachers and learners will be presented as follows:

(1) Arts-based curriculum focused on William Kentridge's compelling, socio-politically charged work, was provided through The Norton Museum-Conniston Middle School Partnership. Kentridge's techniques of uniquely combining objects and traditional drawing to [re]create moving pictures, with basic technology, were incorporated into work with students who viewed the exhibit.

(2) The Coumantaros Gallery, the National Gallery of Greece, and the Portuguese art

teachers association (APECV) explored public art as educational resource providing workshops on public art. The project, partially founded by The Fundação para a Ciência e a Tecnologia (FCT), involved students, teachers, schools, museums, universities, and research centers in Greece and Portugal. A researcher-developed model integrating formal and non-formal art in the curriculum to build learning experiences promoting local cultural awareness was evaluated in both countries investigating the efficacy of public art as an educational resource in school curriculum.

(3) Another Museum-School partnership, brings the results of B-learning art teachers' training courses in Portugal developed by APECV and two museums . The programme developed partnership strategies using new technologies to increase teacher and student

motivation through art work. Fostering creative capacities through arts education in local communities using art contextual analysis and multidisciplinary approaches was investigated.

Qualitative, case-study methodology was used in each study, including interviews, reflections, focus groups and visual documentation analysis. Additionally, a researcher-developed instrument was designed based on theoretical application from the literature and a synthesis of published creativity measurement tools to identify and evaluate creative behaviors. The tool was used to quantify results from the visual documentation analysis in all three studies.

The impact of museum-exhibited and public art as educational resources merit investigation, especially considering the loss of public space and accessibility motivated by interests of a privileged minority. Integrating public art and museum exhibits in curricula empowers children, expanding knowledge and understanding of their world and developing marketable creative-thinking skills. Evaluation of three, international partnerships inviting youths to engage with art, provides evidence to support arts-based curriculum as an approach to discipline specific and interdisciplinary learning, and advanced creative thinking. Providing alternatives for teachers and students to identify problems and posit unique solutions, suggest new possibilities and paradigms for educating creative citizens for the 21st century.

Keywords: Creativity, Museum Partnership, Art Integration, Artistic Inquiry

References

- ABAD, Javier & PALACIOS, Alfredo. (2008) Escribir el Lugar: Collaborative Projects. Public Spaces. In: *International Journal of Education Through Art* 4-2.
- Albano, Ana Angélica. (2005) Sementinha: School under the mango tree. In: Mason, R. & Eça, T. (Eds) *Intercultural Dialogues in Art Education*. London: Intellect Books. 2008.
- Barber, B. *Jihad vs. McWorld*. New York: Times Books.
- Beghetto, R. A., & Kaufman, J. C. (2009). Beyond big and little: The four C model of creativity. *Review of General Psychology*, 13, 1- 12.
- Clark, W. (1986). Some thoughts on teaching creativity. *Journal of Aesthetic Education*, 20 (4), 27-31.
- Eisner, E. (1972). *Educating Artistic Vision*. London: Macmillan.
- Freedman, K. (2006, March). *Leading Creativity: Responding to Policy in Art Education*. Paper presented at the UNESCO World Conference on Arts Education. March 6- 9. Lisbon, Portugal. Retrieved November 16, 2007 from http://portal.unesco.org/culture/en/files/29857/11386135391kerry_freedman.htm/kerry_freedman.htm
- Gardner, H. (2001). Creators: Multiple intelligences. *The Origins of Creativity* (pp. 117-143). Oxford: Oxford University Press, Inc.
- Hofstadter, D., Holderness, M., & Else, L. (2005). Oh look, a new cliché! What the evidence shows. *Arts Education New Scientist*, 188(2523), 52-3.
- LaChapelle, J. R. (1983). Creativity research: Its sociological and educational limitations. *Studies in Art Education* 24(2), 131-139.
- Ross, M. (1992). Assessment of Arts Achievement in the United Kingdom: The Reflective Conversation. *Journal of Aesthetic Education*, 26 (3), 85-90.
- Ross, M., Radnor, H., Mitchell, S. & Berton, C. (1993). *Assessing Achievement in the Arts*. Buckingham, U.K.: Open University Press.
- Samson, L. K., (2008, August). My Birthday Party: An Exploration into Creativity. Paper presented at the 32nd Congress of the International Society for Education through Art. August 6-8, 2008. Osaka, Japan.
- Smilan, C. (2007). [The] creative art [of] education. *International Journal of Social Sciences*, 2(4), 242-249.
- Smilan, C. (2009). Building resiliency to childhood trauma through arts-based learning. *Childhood Education*, 85(6), 380-384.
- Smilan, C. & Miraglia, K. M. (2009). Art teachers as leaders of authentic art integration. *Art Education*, 62(6), 39-45.
- Wilson, B. (2008, August). *The end of child art and the emergence of adult/kid collaborative conjunctions in three pedagogical sites*. Keynote address presented at the 32nd Congress of the International Society for Education through Art.

World Arts Alliance (2006) Joint Declaration, accessed on 2008-11-05 at :

http://www.insea.org/docs/joint_decl2006.html

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2006). *Road Map for Arts Education*. The World Conference on Arts Education: Building Creative Capacities for the 21st Century. Lisbon, 6-9 March, 2006. Retrieved November 16, 2009 from:

<http://portal.unesco.org/culture/en/ev.php->

URL_ID=30335&URL_DO=DO_TOPIC&URL_SECTION=201.html.