ART BEYOND THE ART ROOM - Presentation Notes

1) **Case for <u>art on its own merits</u>**:

-Students develop critical thinking, processing, language and communication skills...

2) Case for positioning art education more closely with core curriculum by breaking down the boundaries between academic disciplines through **<u>integrated curriculum</u>**.

3) **<u>Case for art as a business</u>**: The business of selling art education to the parents and community as a whole. This plan involves the community from the beginning, therefore, The curriculum no longer has to be "sold" to the community because it was created by the community, through the community, and for the community.

<u>Focus:</u>

<u>Interdisciplinary | Research | Personal Connection</u>

In an interdisciplinary approach to art education, unifying themes between disciplines allow students to reinforce what they learn in other subject areas by expressing it visually.

Visual art works become a product and extension of learning supported by traditional **<u>research</u>**.

One of the main challenges that art educators have in taking this approach is connecting "research" across curriculums because generally research is considered to be scientific rather than artistic.

Beyond traditional research activities, which some students may find narrow and irrelevant to their lives at the moment, research problems in art are broad, but also personally relevant and emphasizes **personal connections**. Deep personal connections inspire subject matter and themes for art work (Eubanks, 2012). Studying art helps students to grow and develop beyond their

experiences with traditional research because art naturally facilitates the connection of intellect and emotion, an essential life skill

I'm going to show you that connecting art making and research occurs in the creative process

AND -"The intellectual methods of the arts are precisely those used to transform scientific discovery into technology"

Hopefully this will inspire some integrated curriculum in your classrooms!

Maria Sybilla Merian (1647-1717) was both an artist and a scientist. South America-documented insects in their natural environments & documented their life cycles in drawings.

-Mindful of formal concerns: color, composition

-Merian's research was thorough, scientific, and groundbreaking and she presented her findings through the use of art as a means of documentation. She used art as a tool for "seeing" and further research.

Art serves as nonverbal communication between interdisciplinary topics and the world. It is a vehicle for enlisting conversation and evoking thought.

Today, Bio artists experiment with new technologies, often implying an **alternative application** which brings to light **ethical issues** . Artists are using science as a springboard for **personal interest and research** (Heartney, 2008). Other areas of interdisciplinary contemporary art are at work **redefining the definition of art** altogether as artists are accepting titles as bio artists or eco artists.

These artist explore the effects of urbanization, overpopulation, and technological development on the quality of human life and the natural world.

Bio Artist **Natalie Jeremijenko** is trained in biochemistry, physics, neuroscience, and mechanical engineering. Jeremijenko creates thought provoking work which highlights the dangers of ignoring ecological concerns and thoughtlessly adhering to the new technologies. Her work *Tree Logic*, 1999 has_____

Mierle Landerman Ukeles - garbage trucks/mirrored

Mel Chin - earth science

Win Delvoye - Bodily Functions

Eduardo Kac - Alba, the fluorescent bunny

These artists are often raising the question, “should we do things simply because we can?”. Contemplating these issues evokes debates over the ethical limits of science and technology as contemporary artists critique science and technology in their work.