ART EDUCATORS IN A CHANGING SOCIETY

MRER Lecture Series - 17/12/2015 - prof. Ann Laenen
I WOULD LIKE TO START MY LECTURE WITH THIS . . .
Art critic Estelle Lovatt said that having Assemble as one of the nominees made this year's Turner Prize different. "Not since the Renaissance has art had such an input on the community," she said, adding: "Leonardo da Vinci would have loved it."

THE GRANBY WORKSHOP IS KICKSTARTED THROUGH THE TURNER PRIZE EXHIBITION
GRANBY FOUR STREETS
LIVERPOOL
IT IS ABOUT

➤ art
➤ design
➤ interdisciplinarity
➤ regeneration
➤ community
➤ empowerment
➤ engagement
➤ collective
➤ co-creation
➤ process
➤ collaboration
➤ crowdsourcing
➤ ...
WHAT DOES THIS IMPLY FOR HIGHER ARTS EDUCATION?
It means that art schools stand at the threshold of multidisciplinary art research and intradisciplinary art production - not as one more theoretical seminar or “multimedia” audio among stubbornly traditional course offerings, or one more state - of-the-arts degree, but as the next wave of cultural production. The artist of the twenty-first century may become in some sense Renaissance folk, deploying a panoply of disciplines and mediums for their work.

—Pujol E., 2009 – in “Art School (positions for the 21st Century)”
In 1998 Ulbricht wrote:

“With increasing specialisation in each discipline, and the decontextualisation of knowledge, the need for an interdisciplinary educational perspective has reemerged.”

Ulbricht, J., 1998 - Interdisciplinary Art Education Reconsidered Art Education.
Contemporary education is seeking new teaching methods, which will help it keep up with the challenge of multidimensional social reality, in order to be able to meet the needs of our time and deal with the complex nature of the problems that arise. The interdisciplinary approach is proposed for the counterbalancing of the lack of flexibility of one-dimensional thinking and the dispersion of knowledge. This is an approach which favors an holistic overview of all things, creativity, initiative and imagination.

But neither pure disciplinary based education, nor just inter/trans/multidisciplinary based education in the Arts is an answer to the demands we encounter when training artists and arts educators today.

➤ It is question to find the right balance between the two in order to give space to the students to grow as an artist and to be able to keep up with the challenges of society.

➤ We had this in mind when designing the framework for the Faculty of the Arts:

➤ rethink the studios and the relations between them (arts, design, media, music and drama in 1 Faculty).

➤ see where interdisciplinary work could be added.

➤ try to find ways to link Art Practice, Art Theory and Research in the Arts organically in the curriculum (studio model starting from research, feeding into education).
INTERDISCIPLINARY EXAMPLE
This interdisciplinary project is now part of the curriculum. Composition and Animation Film students co-create. A new kind of vocabulary emerges.
BRIDGING RESEARCH, PRACTICE AND THEORY
Universities of the Arts need to step into the field of artistic research and aesthetic innovation not leaving the field for the art market in defining the direction of the development of the Arts

-Bast G., 2015 - Fighting Creative Illiteracy
‘Inter-Actions’, is the research unit at LUCA/KU Leuven Faculty of the Arts. I was part of that bundles a series of research groups focusing on design and artistic research, evoking inter-actions between people, domains and disciplines, while exploring the possibilities of old and new materials, artefacts, media, spaces and events. By separating “inter” from “actions”, the unit stresses that its research wants to stimulate people “acting (actions) together (inter)” in cross-disciplinary or participatory set-ups.
CO-DESIGN / CO-CREATION / INTER-ACTION
The terms co-design and co-creation are today often confused and/or treated synonymously with one another. Opinions about who should be involved in these collective acts of creativity, when, and in what role vary widely.

—Sanders E., -2008, “Co-creation and the new landscapes of design”
RECENT PUBLICATIONS – PHD SUPERVISION – TEACHING – CONSULTANCY

selection of recent publications on interaction, co-design, community involvement, art assessment, art education, interdisciplinarity in arts education, ...:

➤ 2012 - Laenen A., Aandacht voor de vrije ruimte - reflectie op de nota Groeien in Cultuur educatie (respect for free space - reflection on the study “Growing in cultural education”) in Rektoverso: Antwerp.


➤ 2016 - In print now: Laenen, A. Interdisciplinaire trajecten in het hoger kunstvakonderwijs (interdisciplinary programmes in higher arts education) in Muziekpedagogiek in Beweging, Euprint: Heverlee.
TEACHING

➤ Current course:
  ➤ active design processes - collaborative projects: 3BA Digital Arts - UoM

➤ In the past years: 3BA and MA Communication Media Design and Fine Arts - LUCA/KU Leuven - Faculty of the Arts:
  ➤ change management
  ➤ project management
  ➤ media critics
  ➤ master seminar on arts and society
  ➤ supervision master projects
THANK YOU

more info: ann.laenen@um.edu.mt - http://annlaenen.me