

# **Visual arts education: Provoking learning conversations**

**6th Annual Early Childhood Education  
Associate Teachers' Symposium 2013**

**Date: Saturday 20th April**

**Venue: AUT North Shore campus**

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# Visual arts education dilemmas

- Visual arts praxis dilemmas can invoke uncertainty
- Teacher engagement versus ‘supervision’
  - Extent of engagement
- The concept of the environment as a teacher
- Schedules and routines – whether they disrupt visual arts experiences

- Social-constructivism
  - Listening to children and documenting their voices (Carr, 2001)
- Critical perspectives
  - Ideas about the teacher's role during:
    - Drawing, painting, printmaking, sculpture and construction
- Reflective practice leading to positive change
  - The reflective cycle of 'stop, think and change' (O Connor & Diggins, 2002)

# Courageous conversations

- Facing the fear and courageously approaching learning conversations with the teaching team
  - Rodd (2006) states that **communication** and **interpersonal skills** are fundamental in leadership
  - Both Robinson (2004) and Timperley (2005) advocate for leadership to be divided and for the expertise of many people to be utilised.
  - Critical thinking and critical discussions.

# Teaching strategies

## Gunn's (2000) ideas about 'best practice'

- clear space for visual arts activities to take place
- teachers to gain subject knowledge about visual art
- dialogue with children about their art
- Teachers' "...knowledge [of art], passion [for visual arts] and understanding [of art]" influences children's learning (Gunn, 2000, p.68).

## Subject content knowledge

- Links between literacy and art (Coates & Coates, 2006; Plows, 2013; Wright, 2007; Wrightson, 2008)

# Zac's drawing

- The arts enhance children's faculty of imagination
- Drawings reveal children's range of knowledge about various subjects.
  - Kazimierczak describes how Zac drew a picture of Spiderman every day.
  - One example is his 'Spiderman witch' drawing
- Refer to Kazimierczak (2003, p. 178)