

How can 16-17 year old boys develop their understanding of art historical movements by representing them as body sculptures in performance art?

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The art history movements studied:



Cubism



Futurism



Dada


The problem to be solved: there is too much pretend learning in schools in spaces that are reducing the potential of the students



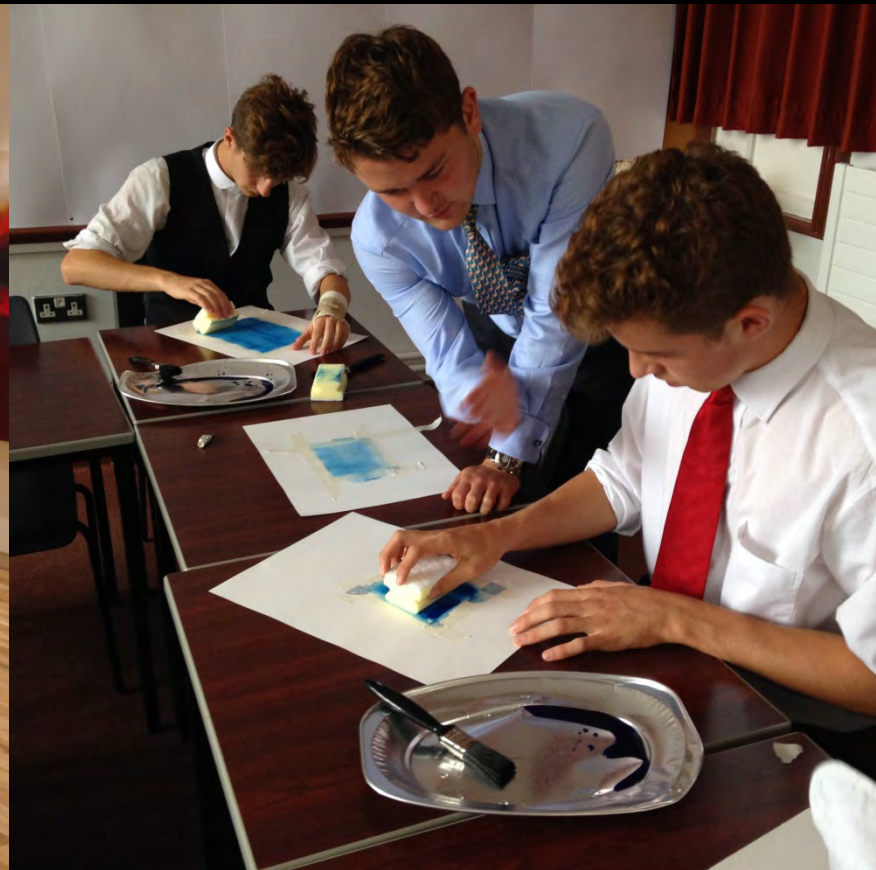


A regular pattern in the boys learning is for us to discuss images shown in slides.



A photograph of an art studio. The room has white walls and a concrete floor. Several large, dark, abstract paintings are leaning against the walls. In the foreground, a wooden chair is visible. In the background, there is a table with various art supplies and a doorway leading to another room. The text "Can transforming a classroom into a studio help to develop academic understanding and analytical writing?" is overlaid on the image.

Can transforming a
classroom into a
studio help to
develop academic
understanding and
analytical writing?



Making practices that were trialled this year

The posture of each woman is organised...small details such as the fruit bowl below one of the women...the facial expressions

spatial relationships more comprehensible...how the positioning of the figures is physically impossible..

...it's not easy to imitate, demonstrating how Picasso was more concerned with saying something than mirroring reality...

The distorted body parts; the arms and hands behind the body...the background colours which are only brown, blue and white...



Easier to look at what each subject is doing rather than looking at the painting as one whole subject matter...

Perform the painting and then consider: what did you understand better by doing this?



Anne Bogart

VIEWPOINTS



Modern Masters

*10th Annual Classics in Context Festival
Actors Theatre of Louisville January 4-29, 1995*

Foreword by Jon Jory

A SMITH AND KRAUS BOOK



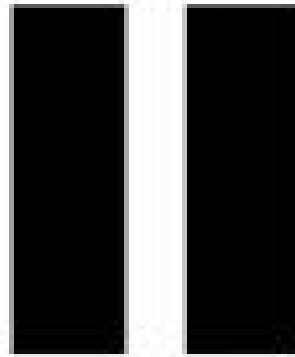
The conventional Maker technologies proposed by Martinez and Stager were supplanted by the techniques of Viewpoints





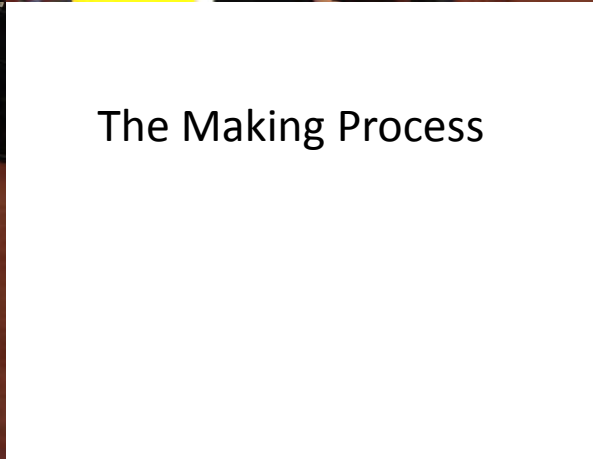
Homo Sapiens; Homo Faber; Homo Ludens


A short film showing the
participants making, and
reflecting on the impact on their
learning:



PAUSE

<https://www.youtube.com/watch?v=Q2mkW4B1JII>

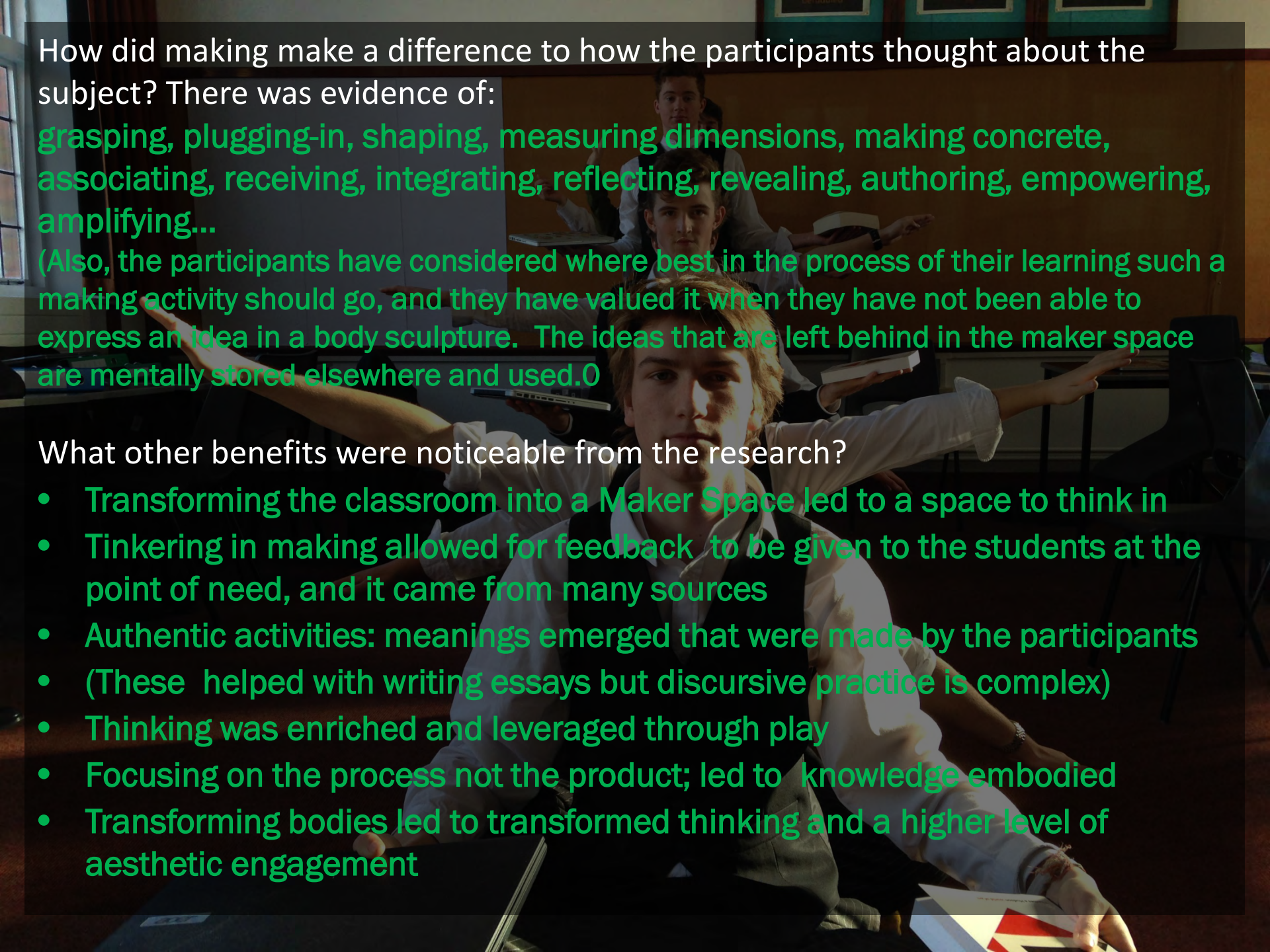


A group of male students in a classroom are seated at long wooden tables, working on laptops and papers. They are dressed in school uniforms consisting of white shirts and dark vests. The room features large windows on the left with red brick visible outside, and a whiteboard and wooden paneling on the back wall. A human skull is placed on the windowsill. The students are focused on their work, with some looking at their laptops and others at their papers.

Responding to
survey
questions:

- What did you understand better about cubism by making the body sculpture of cubism?
- Where in your essay is there the evidence that the performance art/body sculpture helped you to express your knowledge and understanding?





How did making make a difference to how the participants thought about the subject? There was evidence of:

grasping, plugging-in, shaping, measuring dimensions, making concrete, associating, receiving, integrating, reflecting, revealing, authoring, empowering, amplifying...

(Also, the participants have considered where best in the process of their learning such a making activity should go, and they have valued it when they have not been able to express an idea in a body sculpture. The ideas that are left behind in the maker space are mentally stored elsewhere and used.0

What other benefits were noticeable from the research?

- Transforming the classroom into a Maker Space led to a space to think in
- Tinkering in making allowed for feedback to be given to the students at the point of need, and it came from many sources
- Authentic activities: meanings emerged that were made by the participants
- (These helped with writing essays but discursive practice is complex)
- Thinking was enriched and leveraged through play
- Focusing on the process not the product; led to knowledge embodied
- Transforming bodies led to transformed thinking and a higher level of aesthetic engagement

The next iteration? What results will a similar methodology have with other subjects and age groups?
Here Communism and Capitalism are represented...as a way of assessing prior understanding of ideologies before beginning learning about The Cold War.

