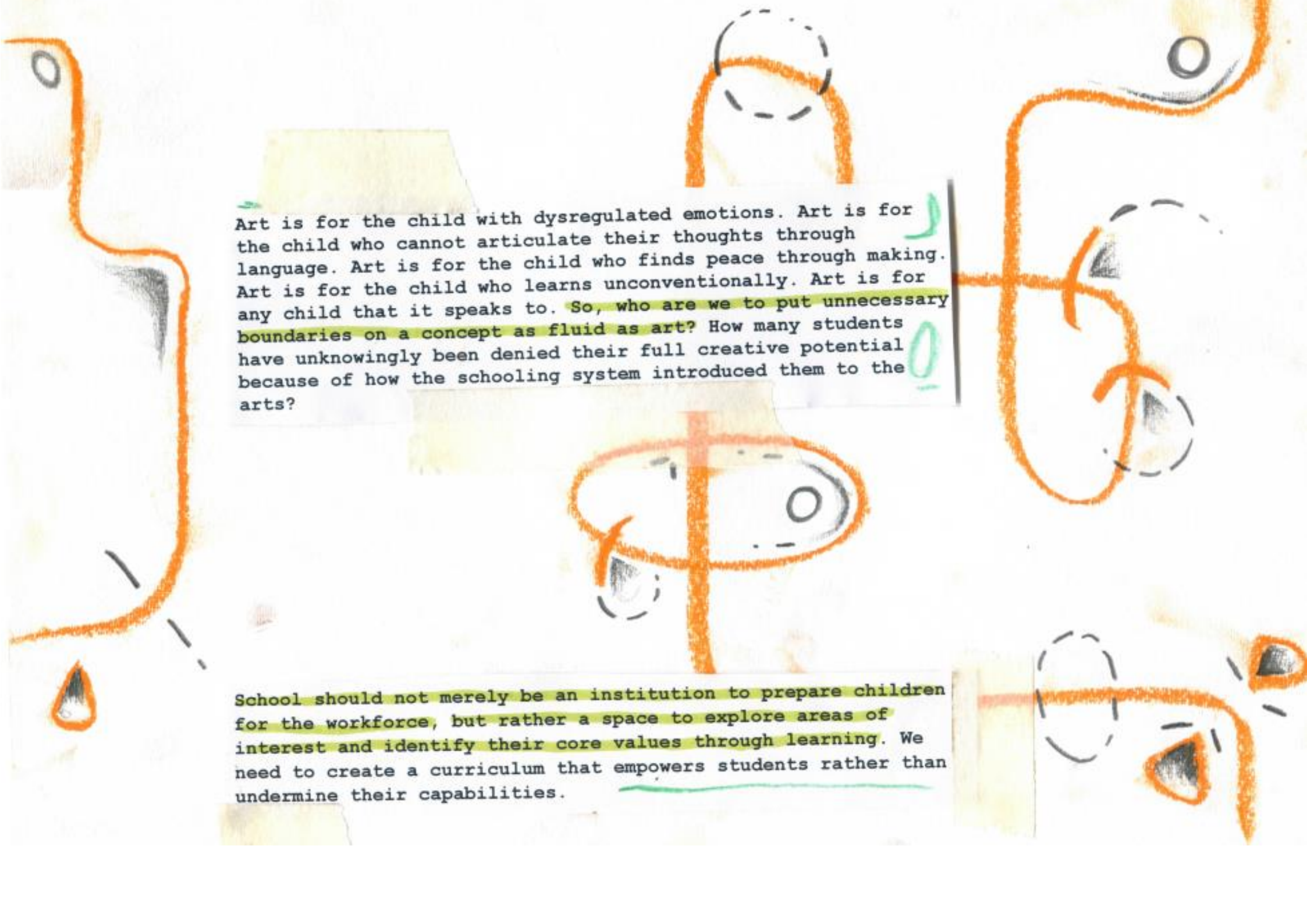


THE ARTS In Schools

MANIFESTO





Art is for the child with dysregulated emotions. Art is for the child who cannot articulate their thoughts through language. Art is for the child who finds peace through making. Art is for the child who learns unconventionally. Art is for any child that it speaks to. So, who are we to put unnecessary boundaries on a concept as fluid as art? How many students have unknowingly been denied their full creative potential because of how the schooling system introduced them to the arts?

School should not merely be an institution to prepare children for the workforce, but rather a space to explore areas of interest and identify their core values through learning. We need to create a curriculum that empowers students rather than undermine their capabilities.

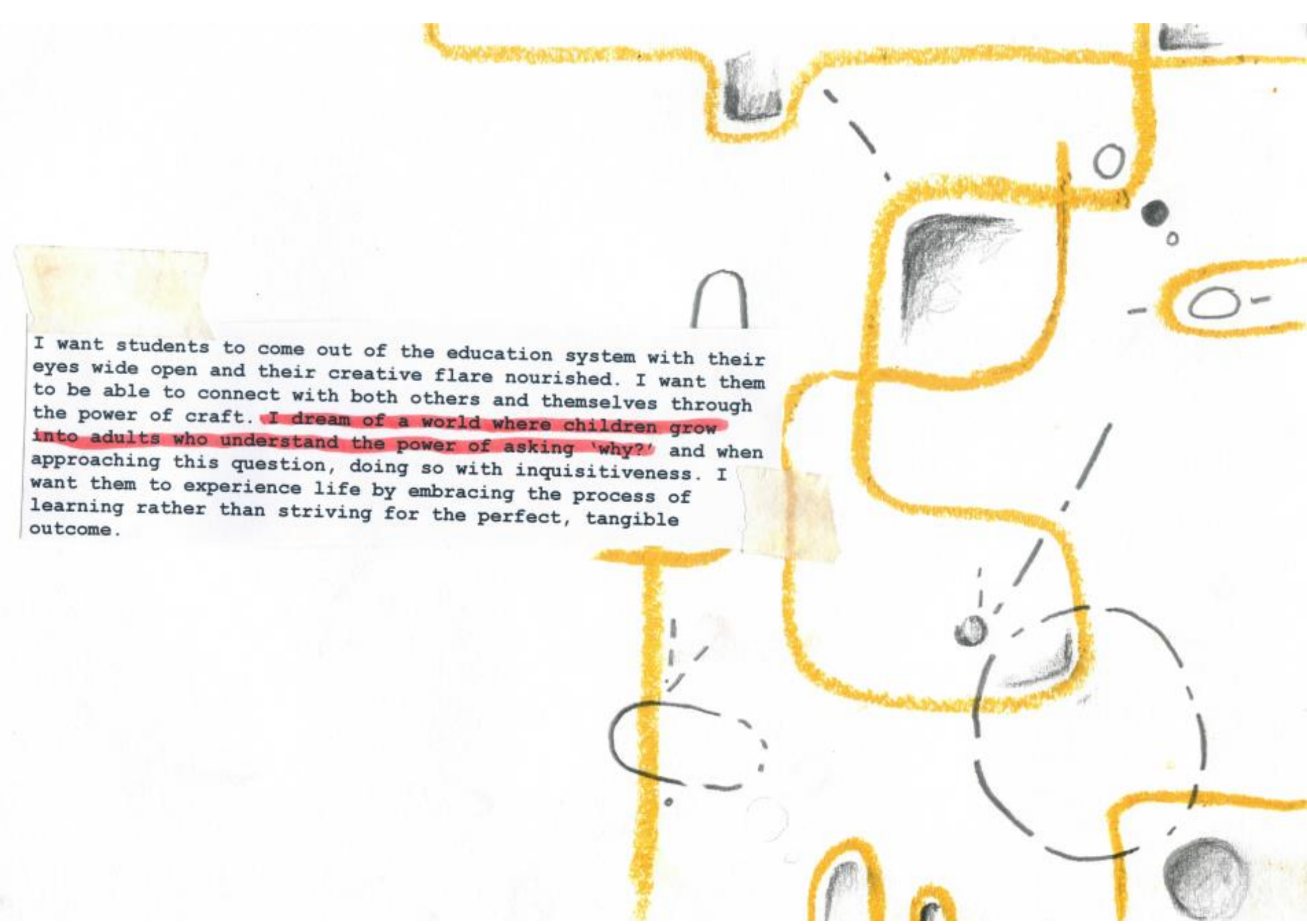
I want children to be empowered through their learning, and to have the conversation opened up between pupil and teacher.

| Art Practice | Examples |
|--------------|--|
| | Drawing, painting, Textiles, Ceramics, performance, speaking, writing, walking, Diagramming, Archiving, Film, feeling, describing, collage, sound, photography, sculpture, installation, poetry, observing, cooking, living, conversation, notes, doodles, distraction, obsession, routine, research, collecting, I can be anything, Printing, that inspires!, Glass |

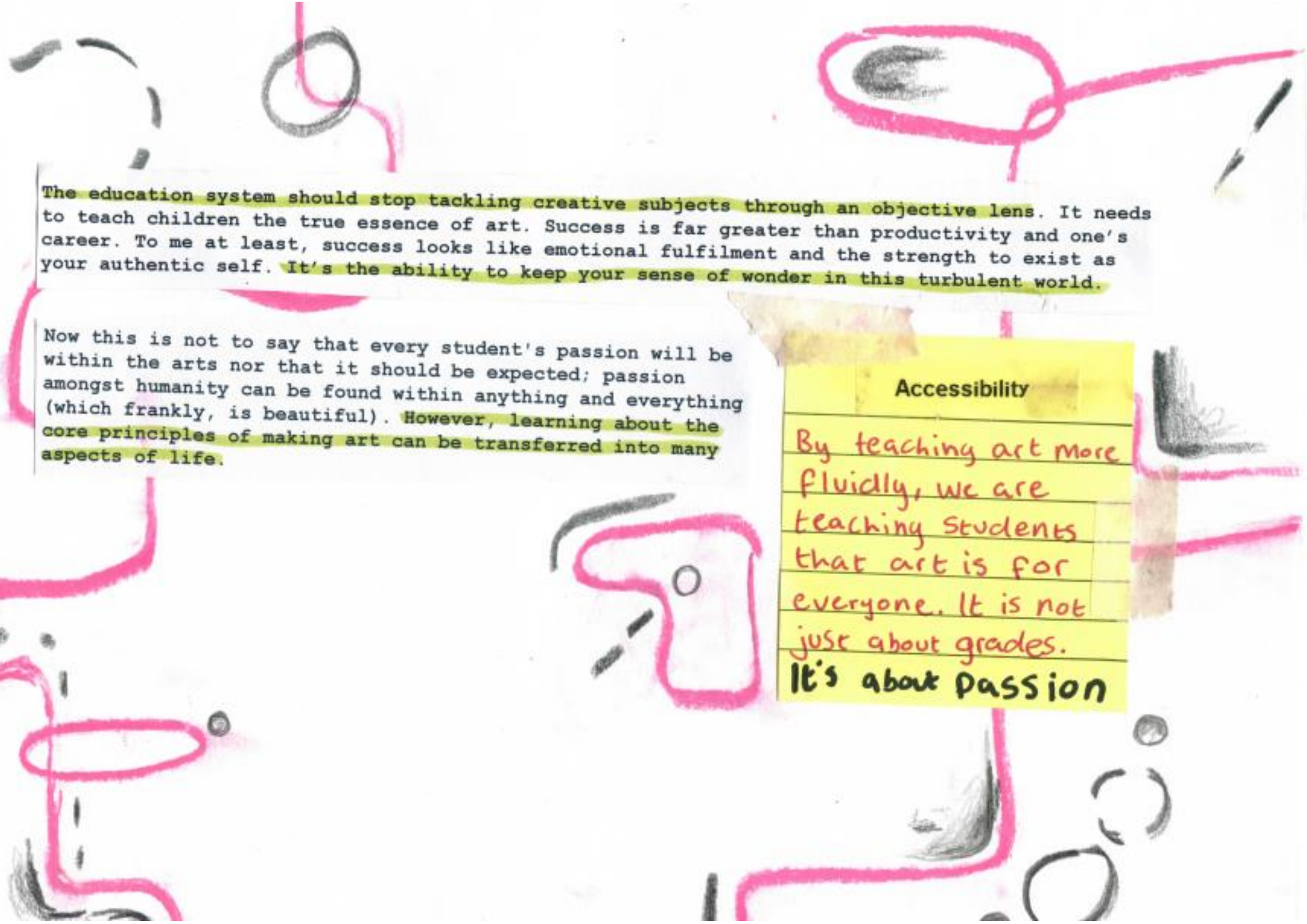
TEACHING

THE ARTS!

To combat this, students should be exposed to the whole spectrum of practice. Foundational skills should not be neglected but the arts are collaborative in nature and should be taught as such. Children are still being taught about the same handful of artists when sourcing and sharing art is more accessible than ever. Conversation must be opened between pupils and teachers to help give young people ownership of their learning. This can be done by allowing children to pursue their interests through research and creative practice.



I want students to come out of the education system with their eyes wide open and their creative flare nourished. I want them to be able to connect with both others and themselves through the power of craft. **I dream of a world where children grow into adults who understand the power of asking 'why?'** and when approaching this question, doing so with inquisitiveness. I want them to experience life by embracing the process of learning rather than striving for the perfect, tangible outcome.



The education system should stop tackling creative subjects through an objective lens. It needs to teach children the true essence of art. Success is far greater than productivity and one's career. To me at least, success looks like emotional fulfilment and the strength to exist as your authentic self. It's the ability to keep your sense of wonder in this turbulent world.

Now this is not to say that every student's passion will be within the arts nor that it should be expected; passion amongst humanity can be found within anything and everything (which frankly, is beautiful). However, learning about the core principles of making art can be transferred into many aspects of life.

Accessibility

By teaching art more fluidly, we are teaching students that art is for everyone. It is not just about grades. It's about passion

Teaching Art

- More variety in artist & practice research
- More focus on process over final outcomes

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Creativity is fundamental and it's about time that the schooling system treated it as such.

The Essence of Art

Critical thinking • not knowing • process • Collaboration • being present • a space to make mistakes • Mastery • alternative thinking • expression • Empathy • release • communication

History - Present - Future

These are skills and tools that should be embraced in the curriculum