



ABSTRACT

This article was developed from issues which arose in the dissertation titled *Escola, Artistas e Docentes em Movimento: Encontros entre Arte Contemporânea e Educação* (Fischer, 2014). The research site for this study was Escola Projeto (Porto Alegre, RS), which includes contemporary art in its curriculum and invites artists to work collaboratively. The article explores how teachers and visual artists work together to devise new ways to create art in the school, explore these approaches together and move away from practices that have become standardised over time.

VISUAL ARTISTS AND TEACHERS: ENCOUNTERS AND APPROACHES

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Figure 1: Students and teachers during an educational activity at the Jabutipê art space, Porto Alegre, in the exhibition Um Outro Outono (2013)



This brief article proposes encounters between visual artists and teachers within the school, not as a dispute for space between representatives of the arts and of education, but as an important possibility to approach, to form partnerships, and to create.

This text was based on the dissertation titled *Escola, artistas e docentes em movimento: encontros entre arte contemporânea e educação* (Fischer, 2014) (3) which focuses on an art program which invites artists to work collaboratively with basic education teachers (4), and in the process move away from practices naturalised by time and usage, relying mainly on Foucault's theoretical framework.

This text was based on the dissertation titled *Escola, artistas e docentes em movimento: encontros entre arte contemporânea e educação*

To consider estrangement in school practices brings us closer to the idea of an ethical-aesthetic relation to life that, according to Hermann (2005), has to do with the invention of the self, inasmuch as it allows for “a looser and more flexible relation to the codes of conduct, opening space for the creative imagination” (p. 93). We believe that this space is strengthened when teachers allow themselves to engage with art, so that it becomes an integral part of the curriculum, not one more task to be fulfilled in their working hours or merely one more item in the school curriculum.



Figure 2: Hélio Ferverza (visual artist), analysing the students's productions based on his work, *Escola Projeto* (2014).



Figure 3: Hélio Ferverza (visual artist), in a meeting with students and teachers to talk about his work, Escola Projeto (2008).

By viewing art and teaching as a partnership and developing new ways for art to exist in the school, we suggest the importance of not ignoring the points of convergence and conflict between artistic and pedagogical practices. These approaches can empower change, creation and sharing, strengthening the concept of artist teacher training (5) as a form of education influenced by close contact of and with contemporary art. Thus, a number of important questions arise: is it possible for non-specialist teachers to work with artists and be challenged by the artist's approach hindering the principles and training of teachers? Alternatively, can artists working with teachers also experience an exchange of ideas and experiences without comprising their approach? Can we view this approach as an encounter counter which puts modes of action into motion?

Is it possible for non-specialist teachers to work with artists and be challenged by the artist's approach hindering the principles and training of teachers?

Figure 4: Students, teacher, and visual artist Antônio Augusto Bueno during an educational activity in the courtyard of the Japutipê art space, Porto Alegre, exhibition *Um Outro Outono* (2013).





In order to explore the possible and intense relationship taking place in the space in-between, in the mobile space, in what is ongoing, we seek new stances on the way art has been presented in the school. These stances point out the concerns and implications of this powerful encounter for pedagogical practice, for the education of teachers and for artistic work, contributing to changes in the way the curriculum, the classroom management, and the school as a whole are organised. (See Figure 4)

Figure 5: Students and Antônio Augusto Bueno (visual artist) analysing natural materials for a collective three-dimensional construction. Jabutipê Art Space (2015).

As an example of the possibilities presented by the work between artists and teachers what follows is a brief account of a partnership which has occurred since 2012 with the artist Antônio Augusto Bueno (6) and 4th year students of the Escola Projeto. This art and education partnership occurs annually and includes visits by the artist to talk with students and teachers and to present workshops on three-dimensional work using materials discarded by nature. The school also visits the artist's space Jabutipê, as it is an opportunity to see where the artist works and also because they are very interested in three-dimensional work. This work began timidly but gradually gained space and shape, because of the enthusiasm of all parties involved (school, artist, teachers and students). This participatory work, underpinned by the collaboration between the artist and teachers, regards the possibility of making visible the idea that one can do something different in the school and in the process make a difference in the lives of students and teachers and, in this case, also of the artists.

The images below partly show what was produced in this partnership, which is proposed, above all, as something experimental. The process involves decision-making at every moment and the strength to think art as a way of life.

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NOTES

- (1) Master of Education from Universidade Federal do Rio Grande do Sul, educational coordinator of Escola Projeto, Porto Alegre/RS.
- (2) Doctor of Education and adjunct professor at Faculdade de Educação, UFRGS. She is an advisor for trainee teachers at the Visual Arts Degree and the Graduate Programme in Education, in the research line 'Ethics, alterity, and language in education.' She is a member of INSEA
- (3) Dissertation by Deborah Vier Fischer, defended in 2014 at Programa de Pós-Graduação em Educação, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil.
- (4) Teachers at Escola Projeto, Porto Alegre/RS, a private education institution which works with childhood and basic education (grades 1–5).

- (5) Term used by Fischer (2014), to name a teacher's attitude towards close contact with the problematisations of art and artists, through educational situations, in the school and outside of it, able to trigger other ways of thinking their professional activity.
- (6) Visual artist, born in Porto Alegre, graduated in drawing (2004) and sculpture (2008), from Instituto de Artes/UFRGS and owner of Jabutipê (art space on Rua Fernando Machado, Porto Alegre).