

# ART THINKING

## HOW THE ART CAN TRANSFORM THE EDUCATION

Art thinking is a methodology of knowledge creation based on audiovisual language and contemporary arts.

What skills do we the humans beings need to develop?

- Creative and critical
- Emotional
- New knowledge
- Empathy

What discipline should I follow to develop these competencies in our classes? ARTS. Arts as a methodological frame for any learning can be the alternative to transform the education. Moving from the arts as a content to the arts as a methodology, from arts as a periphery to the arts as center, this is **ART THINKING!**

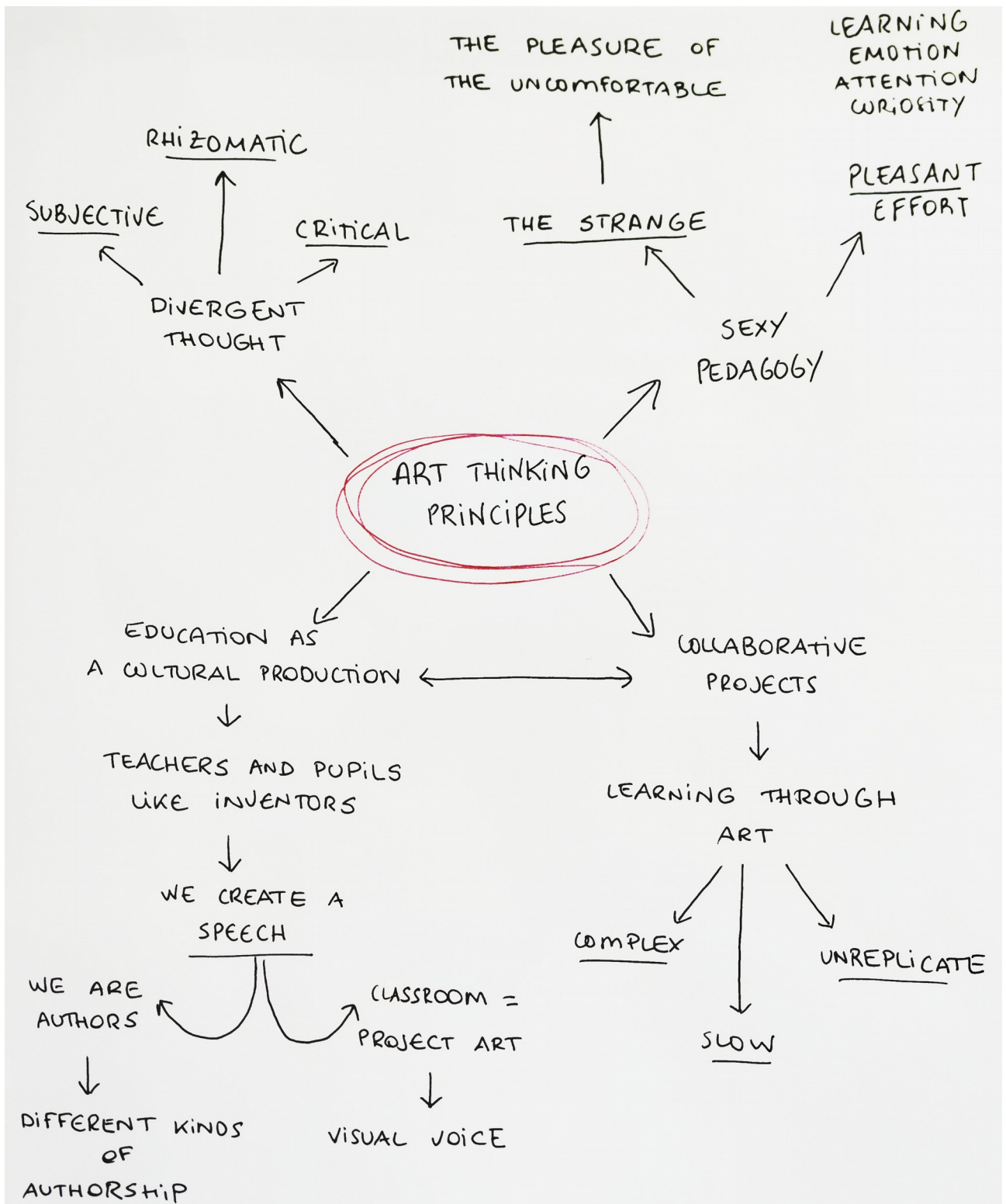
Art Thinking is not about becoming an artist, it's about thinking like an artist because art is a way of doing, not a thing that is done.

Principles of Art Thinking:

1. Creative and critical skills. Thinking must be divergent and creative because there is not single truth.
2. Emotional skills. Sexy pedagogy is one that creates expectation, surprise and unfamiliarization.
3. Produce new knowledge. We are cultural producers, not only teachers. We are artists, the visual voice. We went from being transmitters to knowledge producers.
4. Empathy. Collaborative projects, we leave the individualism and the stagnant subjects to do collaborative work by projects.

Where could I get ideas to turn my classes into a contemporary practice?

- #1 move from logical thinking to divergent thinking
- #2 we return pedagogy a sexier place
- #3 you are an artist, and your students too
- #4 let the DIY and move on to the DIWO



## ACTIVITIES

### TEXT – FREE

1. Place a bottle of water on each student's table. Pupils will not know the essential function that the bottle has for the workshop.
2. The objective of the activity is to make a rare express self publishing, with a philosophy and practice similar to the one that *The Most Beautiful* experimental magazine has.
3. Self publishing is a resource to practice in classroom. Students will tell the teacher what do they have learned from a specific subject.
4. Use magazines, books or "rare" pages, in this case after commenting the definition of "raro" in the RAE dictionary.
5. The bottle that the students have in front of them since the beginning of the activity will be the container of the edition. The title of this one will be THIRSTY to know. The edition will contain paper boat that the teacher will give to each student.
6. Firstly they will remove the label from the bottle. The students will then deploy the boat and they will see how it contains the bending number corresponding to the number of students.
7. Working on an assembly way and following the numbered folders (each student must work with the papers with the same number as the label) they will perform quick and simple interventions on the label – boat (tamponing, with collage, with markers, with stickers, etc.).
8. Once this intervention is finished and continuing in a chain, we will fold the boat and we will introduce it inside the bottle. In this way we will get the copies of our edition THIRSTY to know.

### SOUND LANDSCAPE

1. The activity consists on conducting a methodological review of listening based on the practice of field recording in the most influential areas around a market.
2. Students will contribute by cooperation to record an audio document of the sound landscape of the market and its environment surroundings.
3. Students' aim is to become aware of the sound marks of a nearby environment and to perform a valuable-setting task in order to be able to appreciate the heritage of sounds.

# BOA MISTURA

(MULTIDISCIPLINARY GRAFFITI)

HOW TO MAKE A PARTICIPATIVE MURAL?

- 1 A layer of priming of any colour (except white) will be given to the wall. Participants fill the way by painting and writing freely with acrylic paint (neither very light not very light).

It's allowed to modify what somebody else has painted.

This is the most playful and spontaneous phase.

- 2 In assembly they think about the process and choose by consensus a word or phrase that summarizes the experience and it's written with chalk. By selecting the word they do a process of group introspection. If it's done in a school, you can relate the math subject and work the scale.

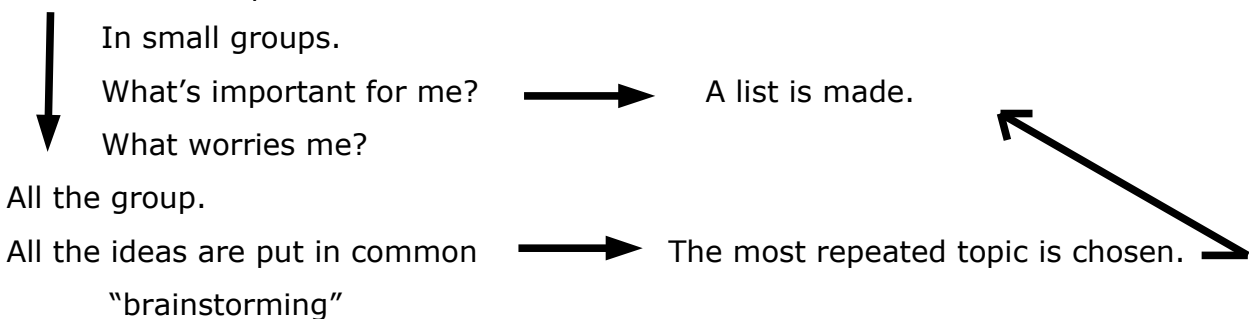
- 3 The whole wall is painted white, covering everything except the letters.

# CROSS BORDER PROJECT

(theatre, education and social transformation)

CREATION OF THE WORK

1. Play and meet each other in order to know themselves better.
2. Choose the topic.



# CAUGHT IN THE ACT

David Crespo + Christian F. Mirón  
(PERFORMANCE)

## CREATION

Participants will create their own plays to implement them in the context they decide.

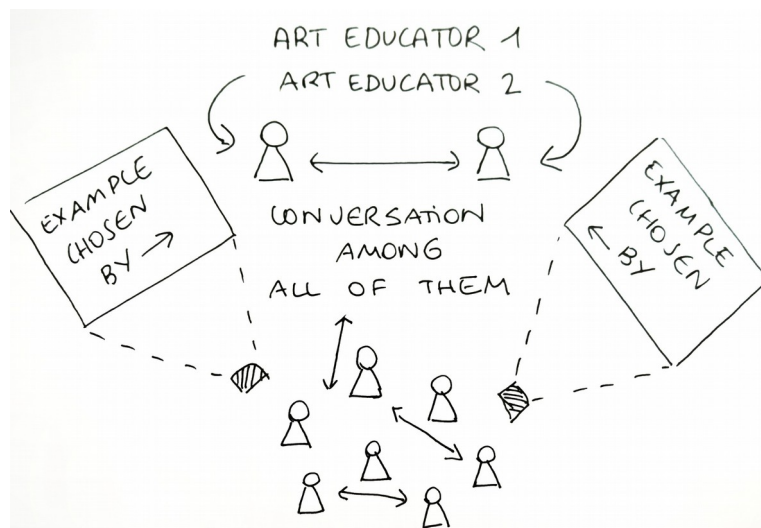


ACTIONS

Art educators have designed a series of microactions to reflect on:

BODY, SPACE, TIME, INTERACTION

## CONSTELLATION OF REFERENCES



The action that attracts the most attention is recreated.

During the viewing, transversal topics are worked on: impact, gender, vindication.

Registers, history, vestige.



INITIAL ACTION

Each participant chooses a random card in a circle, one by one, move to the center of the class to perform the action written in the card.

# FILM WITHOUT AUTHOR

(democratic cinema)

A close-up of each participant is recorded, answering the question:

What film would you do?

Participants go from spectator to creator and consider what role they want to have in the film.

THE GROUP:

What film would we do?

## Assembly

All the ideas are mixing looking for links and common factors between the films.

What would be the first scene?

Add scenes.

This cycle can be repeated as many as you want.

SCENE

## Assembly

Is being discussed how the scene will be in terms of form and content.

STAGING

can be

INTERVENE

The technical team makes an assembly proposal as a starting point.

DISCLOSE

The technical team assembles in front of the group.

SHOOTING

can be

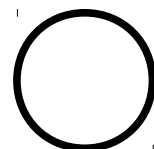
WITHOUT AUTHOR CONCEPT DIRECTOR

PLANNED

IMPROVISED



TEAM



ASSEMBLY

The hierarchical structure is replaced by

Democratic structure

Prepares with staying

Prepares with a setting in position

The technical staff (professional camera, assembly specialist...) can suggest but haven't the same power of decision as the rest of the group, although they don't have the last word.