

Critical Pedagogy in Art Education

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Option II- A| **Reflective paper outline:**

Abstract: My learning from this course has made me to reflect upon my teaching practices not just as a 21 century educator but also as a human being who believes in learning, empathy and empowerment. It discusses my understanding of critical pedagogy thus far, especially after this course. It was a passage for me which took me from what I know to what I don't know, with the ability by developing the skill of self-directed learning through asking questions, seeking facts, and interpreting the multiple viewpoints. Exploring on one hand, the need to move away from traditional learning methods of passive reading lecturing and on the other hand, how to emphasize the importance of critical thinking, questioning and active student learning in diverse classroom. What is the role of critical thinking and questioning in a classroom and how that might lead to change?

I have felt that it's high time to re-evaluate my teaching methods and strategies because we are dealing with very serious issues when talk about social issues and change in the world. Through this course I realize that how can I understand my students, their behavior and their interaction with social issues, as a 21 century educator how can I practice critical pedagogy in my art and design class with the true self of critical thinking, collaboration, Communication, creativity reflective thinking, and incentive. Through these learning's I would like to reflect back on my practice as an art educator and how can I bring these skills in use to my future practice with this new awareness of critical pedagogy. It also helps me to understand how I can transform this

learning into the Experiential learning method for an active and creative avenue for experimentation among my students.

List of topics:

- Critical pedagogy in art education
- How do I perceive critical pedagogy?
- My role as 21st century educator
- Embracing critical pedagogy in Art and design classroom
- A learning environment based on this course

Reflective paper

Abstract

Through this paper, I aim to examine the meaning of critical pedagogy, not just as a 21 century educator but also a human being who believes in learning, empathy and empowerment. It discusses my understanding of critical pedagogy thus far, especially after this course. My teaching beliefs, differentiated approach and self-reflection in relation with students critical consciousness, also understanding/visualizing what an environment would look like where Critical pedagogy was practiced and understood by educators and the importance of responsibility and empathy in the personality of a 21st century educator. Exploring on one hand, the need to move away from traditional learning methods of passive reading lecturing and on the other hand, how to emphasizing the importance of critical thinking, questioning and active student learning in diverse classroom. What is the role of critical thinking and questioning in a classroom and how that might lead to change?

Key words: critical pedagogy, self-reflection, empathy, diverse classroom, critical thinking, art education, empowerment

Critical pedagogy in art education

My understanding from this course have made me reflect upon my own practice as a 21 century educator, I realize that Critical pedagogy as an educational theory is based on the understanding of human nature and to raise critical awareness in students. It also shows the significance of the dialogic associations between teaching and learning. It's an ongoing learning process of self-reflection, Communication, evaluation and collaboration for both teachers and students.

Here I quote, Paulo Freire in his book 'Pedagogy of the Oppressed';

“Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as to its permanent re-creators”

However, this question arose in my mind that what role does critical pedagogy plays in teaching art education? After studying this course I realize that it is through critical pedagogy that seeks to change methods of teaching, according to the situation as during this current pandemic time we all are adopting new methods of teaching.

If I reflect back on my own teaching practice it reminds me of my art club motto which is “live a Creative Life,” which is based on the theme of self-confidence and creative ideas. After studying this course I realize that by exploring the dynamic role of pedagogy, I need to focus on the student's creative thinking by creating environments in which I may as facilitator guide my students with the importance of 21st-century skills; 4C's as we call them, with the

collaboration of other disciplines. Through collaboration with these disciplines like drama, music and art etc., learner's creativity can be converted into a useful creative process, critical reflection and action.

How do I perceive critical pedagogy?

Reflecting back on my student life, I found that in my time there was only one method of teaching which was lecturing method. Whatever teaching strategies have been used you just need to follow that blindly. Even when I joined this field as an educator, in the beginning I choose the same path but later on I explore and studied new methods, which I bring into my practice that changed the whole scenario. Now the time has changed and I felt that it's time to re-evaluate again my teaching strategies and methods.

Observing my career as a teacher, I find myself fortunate enough to have been a part of an institute where people from all over the world used to come. In hindsight, one of the key aspects which maintain and build a sense of unity and equality in school is the differentiated teaching methods. While teaching practicum open a new way for me where I learnt how to do my critical self-reflection and how to convert my classroom in a creative place, where I can practice the best pedagogical approach. Addressing the question at hand, the word 'Pedagogy' as loaded as it may be, cannot explain address or do anything in a vacuum. It is a mere state such as warmth. Pedagogy originates from the word '*agogos*' which is an old Greek word; meaning 'leader'. When we look at this word today, we must look at it in relation to other virtues. Critical Pedagogy without self-reflection, critical awareness, adaptability, variation between doing and thinking, practice and theory, acquiring skills and knowing, politics and education, and between information and education is ineffective.

As Paulo Freire says,

“The goal of critical pedagogy is freedom from oppression through an awakening of the critical consciousness.”

It is a cycle that once properly formed, has the opportunity to grow and involve more and more people. The cycle starts with self-evaluation where every individual has the freedom to say that he/she does not know anything and seeks to learn more, grow more. Ideally, it is virtues such as think critically and self-reflection which should be taught to our children in their K through 12 education. Critical pedagogy is an ethical way of opportunities for awareness and understanding that enables learners to practice critical thinking in context with societal and educational environment.

Here I will quote Socrates,

“I cannot teach anybody anything. I can only make them think.”

Keeping in mind as the classroom is a center of creativity and action, as an educator I need to continually observe my practice in relation with surroundings. In this way, my students can develop a deeper understanding about their environment and themselves which lead to critical thinking and questioning inside/outside of the classroom.

Paulo Freire in his book ‘Pedagogy of the Oppressed’ talks about concept of ‘Conscientization’,

“‘Conscientization’ refers to the ways in which individuals and communities develop a critical awareness and understanding of their social reality through reflection and action.”

My role as 21st century educator

Reflecting on my understanding as an 21 century art educator, I will mention here something I learned from critical pedagogy class: as learner, I need to recognize my responsibility for creating a learning environment, only that way I can improve the thought process of me and my students.

During this technological age, I believe this is a revolutionary step to begin teaching with the actual implementation of the 4 C's of 21st Century learning skills, through formal and informal learning. It's high time to change the Classrooms environment from memorization to critical thinking. Also need to change the division and alienation that the grading system creates. I understand and deplore the nature of the classroom which suffers from grading divides. It is such divides that decrease peer learning, collaboration, and critical thinking.

This course bring new methods for me, by adopting 4 C's of 21st Century skills, cognitive learning of Bloom's Taxonomy in a whole new critical pedagogy perspective. I realize that as a middle school teacher I need to practice new strategies and provide liberty in exploring new ideas so that my students can communicate openly; this will be the source of learner's physical, cognitive, emotional and social development. This will create positive and practical environment for other students who are shy in expressing their thoughts. This way everyone can get equal opportunity to share and to be part of class as community.

Critical pedagogy also helps me to individually know my students in context with their cultural backgrounds. As my understanding and opinions, I believe by using differentiated approach with critical wariness in my diverse classroom, I may understand and implement my instruction more effectively.

Embracing critical pedagogy in Art and design classroom

As Plato, describing his perfect society,

“... we must look for artists and craftsmen capable of perceiving the real nature of what is beautiful, and then our young men living as it were in a healthy climate, will benefit because all the works of art they see and hear influence them for good, like the breezes from some healthy country, insensibly leading them from earliest childhood into close sympathy and conformity with beauty and reason”.

Being an 21century art educator I feel the need of understanding the child's mind through his/ her art work and not to instruct them in a way that they loses their self-confidence and creativity. Virtues such as empathy and collaboration are even more important in an art and design classroom. Visual art is a mosaic of humanistic discipline and design is a very vast field. Through visual art and design, student's critical reflection and action towards their culture and surrounding can be observed.

The essential part of learning academia is Art and Design Criticism which is based on the diverse range of human ideas, critical findings and cultural background. This method helps to understand students about the awareness of critical analysis of their work through these students are encouraged to build their own opinions and perspectives on their respective projects/art works. Such an approach is necessary, not just for artists/designers but for learners as well, as discourse keeping critical approach, critique and acceptance in mind is what can propel learning further. So, it wouldn't be wrong if I say that art and critical pedagogy goes hand in hand in planning, reflection and action.

A learning environment based on this course

My learning from this course both as observer and art educator, how I may put these learning into practice through the lens of critical pedagogy and specifically in my art class; I plan on extending and adopting these teaching methodologies through my practice in art and design classes. Through the ideal teaching practice/method should take the course and explain it to be understood by even the 'weakest' student of the class, if one may even call another weak. I experience that students learning will be improved by involving them in collective activities, encouraging them to share their problems, and to increase their learning abilities.

This course cleared my vision about the ideal classroom, which should be one where the instructor conducts a class keeping in mind that interaction between the students is what drives the class. The ideal teaching practice/method need to find ways for questions, activities where students can be judgmental which will help them to form an opinion, also by using analytic skills and evaluation in different ways to check their understandings of a certain thing and how this can be influenced by their preceding experiences and by the current study as well. Students' motivation is improved when teachers elicit their involvements in classroom discussions and listen to them carefully.

Bell hooks, in her book, *Teaching to Transgress: Education as the Practice of Freedom*; she shares her philosophy about learning freedom,

"As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence."

By looking into my diverse art classroom where every student brings its own

individuality in the form of gender, social status, culture and religion. This also includes their biological and intellectual factors that serve as indicators for me to identify who is who. What is the body language of my students in classroom setting? In my opinion if I am aware of my student's cultural norms and communication style then i may be able to properly guide my students to participate inside/outside activities through visual art and design.

Bell hooks, Teaching to Transgress, talks about the wholeness of education, with the aweranness of social background of learners, in reflection/relation with classroom practice will become more 'engaged',

"To fulfill that mission, my teachers made sure they "knew" us. They knew our parents, our economic status, where we worshipped, what our homes were like, and how we were treated in the family."

Conclusion

Bell hooks in her book, 'Teaching to Transgress' refers the classroom a place where teaching and learning simultaneously will be in progress,

"The classroom remains the most radical space of possibility in the academy"

After going through readings along with discussions in the classroom, I have come to this conclusion that critical pedagogy has been a great resource of education by which as educator I can practice the freedom of critical thinking and questioning in a classroom. Critical pedagogy is a bound between educators and students to work together to find the dialectical relationship between personal and political systems. It's a critical and reflective self-

examination, which help us to identify ourselves among other circumstances like social, economic and political structures.

It is imperative to realize the importance and need of understanding the theory of critical pedagogy through the lens of critical awareness and practice. Hence I came to this conclusion that as learner and 21 century educator i must value critical pedagogy by being accepting and practicing with the educational needs and cultural backgrounds of my students which is different from my own. Finally, i must endeavor to institutionalize social/cultural values and plan to practice the critical pedagogy with its true self by adopting critical thinking and freedom of questioning in my diverse class rooms.

Here I'll quote Paulo Freire,

“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

Option II- B| Course Outline:

For the second part of this assignment I aim to design a course out line for my art and design club. This course will be conducting during every Saturday, with the aim to enhance student's knowledge and skills about the history of art and its connection with present time with the approach of self-reflection, critical thinking and action. This activity based course is mostly relay on practical approach as well as practicing new technologies along with 21 century skills as we called them 4C's of this present time.

School / Department: ABC, Lahore/Art and Design Department

Course Title: Fresco Painting

Class Room: (207) Physical

Instructor | Samia Sharif

Email: samia.sana3@gmail.com

Total time (Six lessons, 45 min each): 270 min

COURSE DETAILED INFORMATION	Club	Session	Grade	Total Sections	Age group	Class strength	Timing/Day
	Art and Design Club	2020-21	08	04	13-14 years	18-20	45 min/Saturday

COURSE INTRODUCTION:

This course is designed to introduce the fresco painting through an understanding of history which includes existing time to sixteenth-century artistic processes. The course contents will discuss and practice exercise an enlargement technique used during the Renaissance and will discuss working styles and find their preferences to their own projects and would be able to reproduce the fresco painting cartoons on the larger scale in accordance with current contexts.

The vocabulary related to fresco painting will be introduced to the students, use of technology and modern equipment are recommended, these lessons help students with resource materials for online and as well as offline. Further follow-ups and the integration of the lesson with other subjects are also recommended.

OVERALL AIMS & COURSE OBJECTIVES:

- Learning about historical traditional art, tradition of fresco painting, analysis of great masterpieces

- Awareness of the materials of fresco painting, lime and production of lime in artisanal ovens
- Detailed information about pigments, their extraction, chemical composition, and use in local traditions
- The whole process of Fresco is a way for students to collaborate and developing team work skills
- This is also a thinking processes in form of diversity for both individual and group projects
- In the execution phase is a progress of different abilities come into play, for developing a consistent, personal directions, organization of work, materials, strategic, documentation, organize the pictorial work

LEARNING OUTCOMES:

- Students will be able to understand that fresco is not only a technique, it is a tradition
- Students will be able to acknowledge the fresco paintings through the visit to college mosque
- Students will be able to learn the techniques from each stage of the fresco painting process
- Students will be able to do experiment with raw earth pigments, lime and washes
- Students will be able to gain hands-on experience of the painting process with their own design on panel
- Students will be able to share their photo reference, manual of the process, notes and explanations of the techniques, Journal/Video / through different platforms

COURSE NORMS

1. Students are expected to be respectful and constructive towards their teacher as well as class fellows
2. Please be fully present in class and make sure that class time is exclusively devoted to the course. On that note, please be on time, respecting the sanctity of the classroom and try to address your queries during class time

METHOD OF INSTRUCTION:

Students in this course will engage with course questions and practical work through class discussions, small- group work as well as individual activities, field work, PowerPoint lectures, seminar, studio assignments, class/individual discussions, class reflective writing activity on Facebook wall

CURRICULUM NOTICE BOARD:

The calendar may be subject to change as the course evolves. Students will be notified of any updates via notice board. It is highly suggested to consult the notice board regularly and keep track of upcoming work. It's often helpful to enter important dates for submission to your calendars so that you can keep a track of these and be alerted in time.

PRIOR KNOWLEDGE:

- Photography
- Social network
- Data presentation through graphs
- Maps
- Painting

FRESCO PAINTING COURSE OUTLINE

GRADE: 8 (Art Club)

SUBTOPIC/ DURATION	TEACHING/LEARNING ACTIVITIES	RESOURCES	ASSESSMENT
<p>Fresco painting History (45 min) Week: 1</p>	<p><u>Introduction of Fresco Painting:</u> Introduction of History of Fresco Painting through video.</p> <p><u>Site Visit:</u> For photography visit to College mosque /Wazir khan mosque and take photograph the frescoes at the mosque</p> <p><u>Social networks:</u> (Internet access) Designing of an open group on Facebook for the whole class.</p> <p><u>Review:</u> Discussion at the end</p>	<p><u>Video:</u> https://www.youtube.com/watch?v=rQjXchV8dNE https://www.youtube.com/watch?v=DnUUfHYZYGE</p> <p><u>Site Visit:</u> College Mosque/wazir khan Mosque</p> <p><u>Internet access:</u> Permanent Internet access and smart board for showing videos in these lesson and creating a class page on Face book</p>	<p>Students will reflect on their learning experience. (Question and answers session.)</p> <p>Photographs taken at the college mosque/ wazir khan Mosque</p> <p>Activities on class Facebook wall</p>
<p>Fresco Cartoon drawing (45 min) Week: 2</p>	<p><u>Video, Organizing data:</u></p> <ul style="list-style-type: none"> • Organizing of data in pictures form taken at mosque in the form of story. • Communication about the colors and designs used in the fresco paintings, like calligraphy, floral, geometrical patterns etc. <p><u>Cartoon (design):</u></p> <ul style="list-style-type: none"> • Select a picture from data and will trace it on tracing sheet and later cartoons will be perforated. • Draw a cartoon in 6x6 inches square on tracing sheet and perforate it 	<p><u>Video :</u> (data organization) http://study.com/academy/lesson/what-is-data-types-sources-definition.html</p> <p>Images collected by students</p> <p><u>Tabs or computers:</u> Students may bring their own tabs or may use computer at the school computer lab</p> <p><u>Material required:</u> Graphite pencils, Tracing paper, Charcoal powder, Pounce bags, Needles and Sponge.</p>	<p>Students will reflect on their learning experience. (Question and answers session.)</p> <p>Data organization, drawing and Perforation of cartoons</p>

	<p><u>Review:</u> Through class discussion on the process.</p>		
<p>Technique/ Material (45 min) Week: 3</p>	<p><u>Introduction to the technique of fresco painting through a video:</u> A video will be projected about fresco painting technique.</p> <p><u>Introduction to Materials and tools:</u> Learning about the different material, as sand, marble powder, lime mineral colors by interacting with the material.</p> <p><u>Seminar:</u> Science Teacher as a guest, will explain the chemical reactions, how the pigments dry and set with the plaster to become a permanent part of wall.</p> <p><u>Micro blogging & Padlet wall:</u></p> <ul style="list-style-type: none"> • Students will find blogs related to their topics, they may create their own blogs related to fresco painting • Students will write about their reflections/understanding about materials on Padlet wall <p><u>Review:</u> Discussion at the end</p>	<p><u>Video:</u> https://www.youtube.com/watch?v=wUdzmXiYtic</p> <p><u>Micro blogs</u> https://www.youtube.com/watch?v=knDt6ijzf9E</p> <p><u>Suggested reading:</u> http://www.traditionalproductrepor.com/floors-frescoe.html http://buonfresco101.blogspot.com/</p> <p><u>Material Required:</u> 1-Tools and materials 2-Glass or stone- flat Muller / grinding machine for grinding mineral colors 3-Muslin cloth to strain the pigments and lime. 4-Plastic jars to preserve the pigments Palette knives</p>	<p>Students will reflect on their learning experience. (Question and answers session) Written assignment on Padlet wall</p>
<p>Introduction of Pigments (45 min) Week: 4</p>	<p><u>Detailed discussion about Types of Pigments, and their effect:</u> Teacher will show different types of pigments and their effect in painting frescoes.</p> <p><u>Grinding of Mineral Colors:</u> The students will use hand grinders/ grinding machines to grind the mineral colors. Then they will use muslin cloth to sieve the pigments and preserve it in jars.</p> <p><u>Collaborative learning:</u> Students will divide in two group of students, the students at the both sides will share their experiences about mineral colors, availability of</p>	<p><u>Visual References:</u> Different types of pigments</p> <ul style="list-style-type: none"> • Organic • Synthetic • Mineral <p><u>Video:</u> https://www.youtube.com/watch?v=wLWV0XN7K1g</p>	<p>Students will reflect on their learning experience. (Question and answers session in class)</p> <p>Students will present their own mineral color palettes.</p> <p>Mind maps</p>

	<p>colors in the region, how the color works with lime etc. (teachers at the both side will be also the part of this activity)</p> <p><u>Mind mapping:</u> Introduction to mind mapping will be given to the students through a video and short lecture.</p> <p><u>Individual colors palette:</u> Students will create their own mineral colors palette</p> <p><u>Review:</u> Discussion on the process.</p>		
<p>Painting (45 min) Week: 5</p>	<p><u>Final Project: (1)</u> Students will start working on their final project in class</p> <p><u>Demonstration about technique of fresco painting:</u> Teacher will show a video and give a demo of the technique of fresco painting.</p> <p><u>Fresco painting process:</u> For getting familiar with the technique, initially students will paint on small 6x6 inches tiles. They will scratch the tile with straight edge to level it and apply a thin layer of lime on the tile as per teacher's instruction.</p> <p><u>Transfer of cartoon:</u></p> <ul style="list-style-type: none"> • Cartoon (design) will be transferred by the students on the tile by pouncing technique using powdered charcoal, whereas the surface of the tile should be wet. • They will complete their painting before the lime dries on the surface of tile • Later they will burnish their tiles using a burnisher. 	<p><u>Video:</u> https://www.youtube.com/watch?v=Cej4Ggq5nQI</p> <p><u>Material:</u> Needed for painting: White Lime, mineral colors, brushes, 6x6 inches tiles (Plaster of Paris) Steel straight edges: 1 ft. Charcoal powder, Color plate.</p>	<p>Students will reflect on their learning experience. (Question and answers session.)</p>
<p>FRESCO PAINTING Final Display</p>	<p><u>Final project working: (2)</u> Students will make Presentation / Journal/Video / Comic story format about fresco painting and will</p>	<p>Final Project display resources will be provided and access to main art material store room.</p>	<p>Final submission of works Students will present</p>

<p>(45 min) Week: 6</p>	<p>up load on the class page on Facebook along with their final project pictures, they will share and discuss their experiences on the Facebook page with each other.</p> <p>Final project display:</p> <ul style="list-style-type: none"> • Class discussion on the process. (Sharing experiences), Self-assessment/ Reflection • Final project display • End of course celebration 		<p>their final project (6/6 inches' slab) along with a presentation/ Journal/Video / Comic story form on fresco painting, mind maps, pedlet wall, Participation on Facebook class page</p>
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LEARNING IN OTHER SUBJECT MATTER DISCIPLINES

TOPIC	CONNECTION
<p>Painting And Related Media</p> <p>FRESCO PAINTING</p>	<p>❖ MATHS:</p> <ol style="list-style-type: none"> 1. Use of geometrical instruments 2. Use of graph paper 3. Ratio- Color mixing- Plaster <p>❖ ICT:</p> <ol style="list-style-type: none"> 1- Multimedia 2- Internet, Social networking 3- Data Collection 4- Projector 5- Photography, Printing <p>❖ HISTORY:</p> <ol style="list-style-type: none"> 1- Research form 1500 BC- 2020 2- Pompeii City <p>❖ SCIENCE:</p> <ol style="list-style-type: none"> 1- Limestone – calcination 1500- calcium oxide +carbon dioxide 2- Calcium oxide :quick lime, alkali 3- Slaked lime : adding water to lime stone calcium hydroxide 4- Sand 5- Environment friendly

ASSESSMENT BREAKDOWN:

1. Participation and presence: 30%
 - This course relies heavily on an ethos of practical work
 - Student's presence and participation is coveted and valued
2. Written reflection & participation on Facebook wall & Padlet wall: 30%
 - Each week (Saturday) students engaged with Activity
 - Students will be engaged in provided tasks
 - Students full participation in the completion of tasks is appreciated
3. Photography/Fieldwork: 10%
4. Final Presentation/Mind maps /Journal/Video / Comic Story form: 30%

Total: 100%