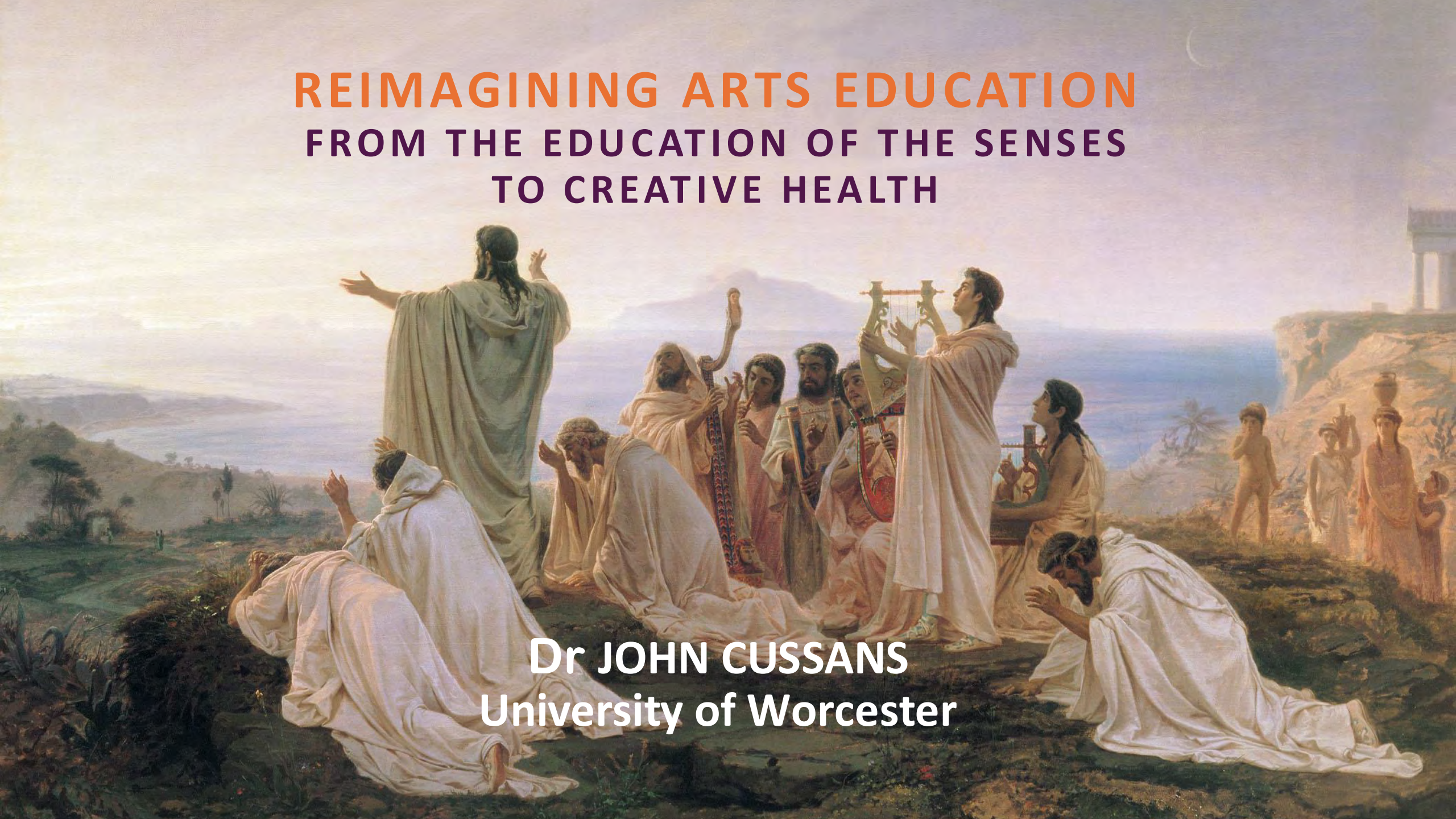


REIMAGINING ARTS EDUCATION

FROM THE EDUCATION OF THE SENSES TO CREATIVE HEALTH



Dr JOHN CUSSANS
University of Worcester

‘The aesthetic regime of the arts is first of all
a new regime for relating to the past.’

Jacques Rancière *The Politics of Aesthetics*



Fyodor Bronnikov *Pythagoreans Celebrate the Sunrise* 1869

PREMISE

UK ART EDUCATION ECOSYSTEM

LOCAL CONTEXT

NATIONAL CONTEXT

CREATIVE HEALTH

THE EDUCATION OF THE SENSES

MOVING FORWARD

Contemporary British culture is wrought with seemingly intractable economic conflicts and social inequities, particularly in the areas of education, health and the arts. Yet despite poor prospects of future financial rewards, young people still choose creative arts degrees all over the UK.

The values that bring young people into arts education - improving mental health, meaning, non-conformity, play, self-expression, social critique, social justice – have all been embedded in the arts since the beginning of 20th century, but they fall outside accountable metrics of the socio-economic good.

Paradoxically, as regional arts programs struggle to survive, the government's Creative Health agenda is gaining national momentum. Is there a way for us to revitalise the 19th century ideal of art as an “education of the senses”, reconnect it to the broader project of improving individual and social wellbeing through increased sensory awareness and embodied cognition, and align it more closely with Creative Health?

UK ART EDUCATION ECOSYSTEM

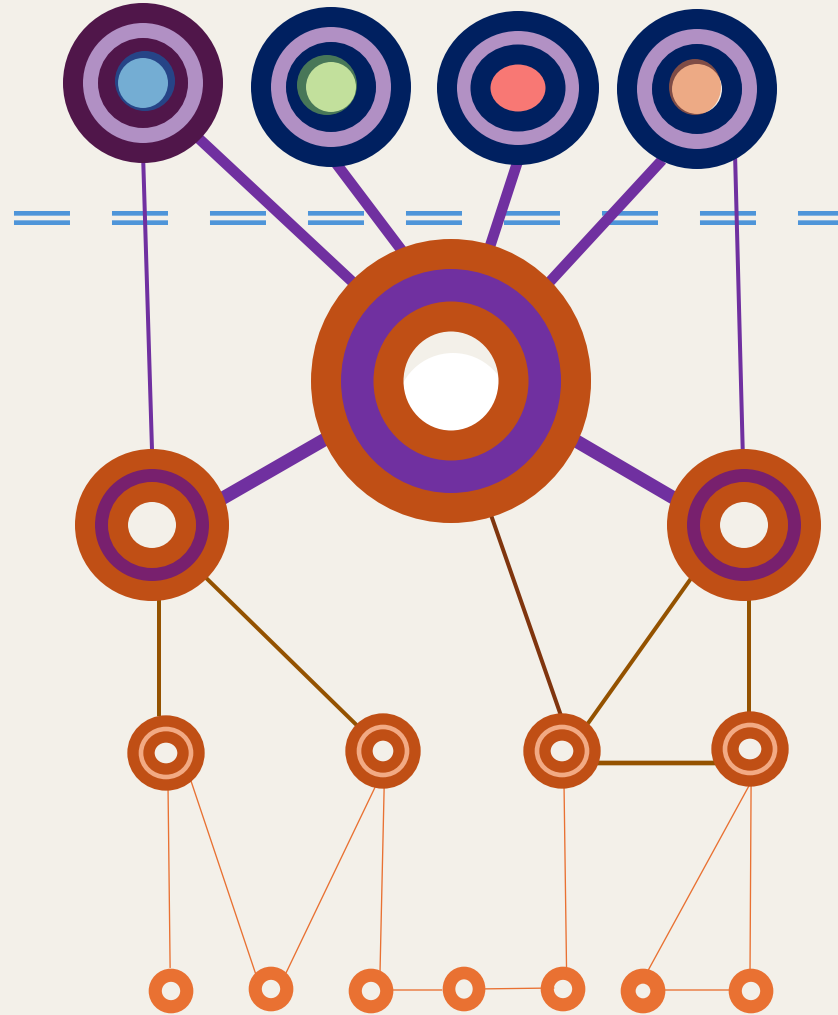
INTERNATIONAL

PLANET LONDON

METROPOLITAN

REGIONAL

RURAL



- Access to Contemporary Art spaces
- Debate about Artistic Research
- Academic, Intellectual and Cultural Frames of Reference
- Levels of cultural capital
- Ambition to be an artist

UK ART EDUCATION ECOSYSTEM

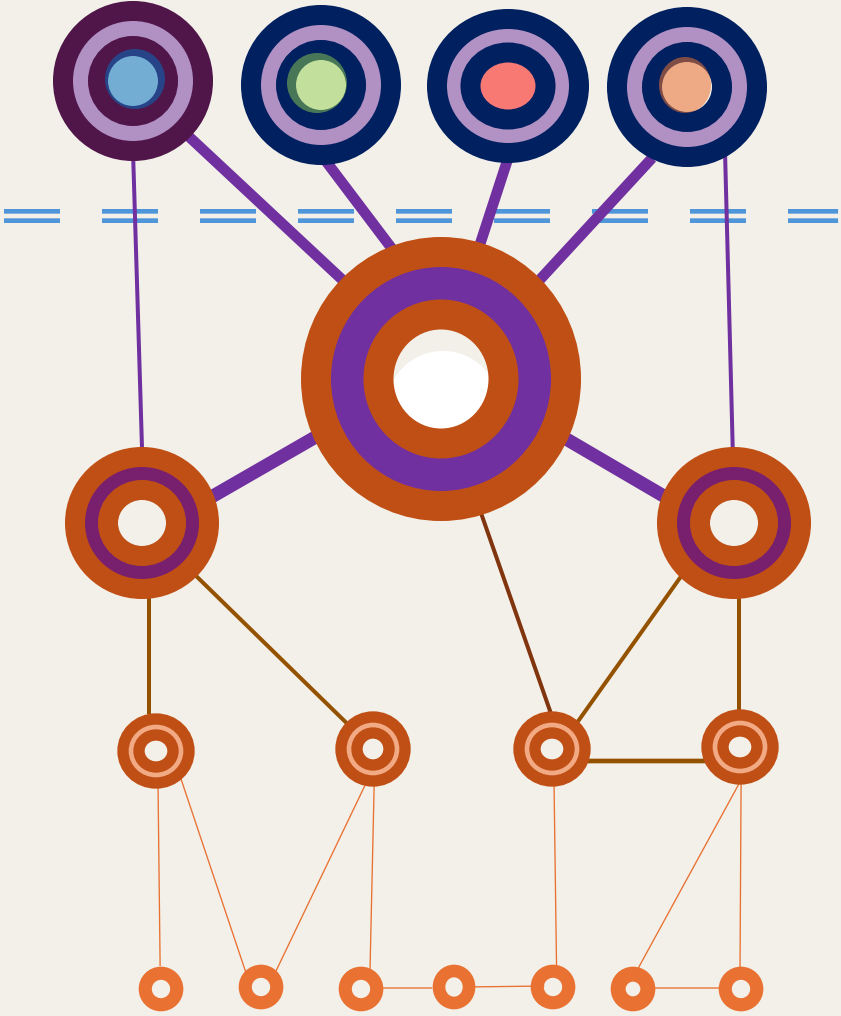
INTERNATIONAL

PLANET LONDON

METROPOLITAN

REGIONAL

RURAL



DIGITAL NETWORKS
+ MOBILE DEVICES

LOCAL CONTEXT



MAKING



RESEARCH



EXHIBITION



SITE



PSYCH

BA FINE ART
BA FINE ART WITH PSYCHOLOGY

Empire of Normality



Neurodiversity
and Capitalism

Robert
Chapman

arts +
health
RESEARCH GROUP

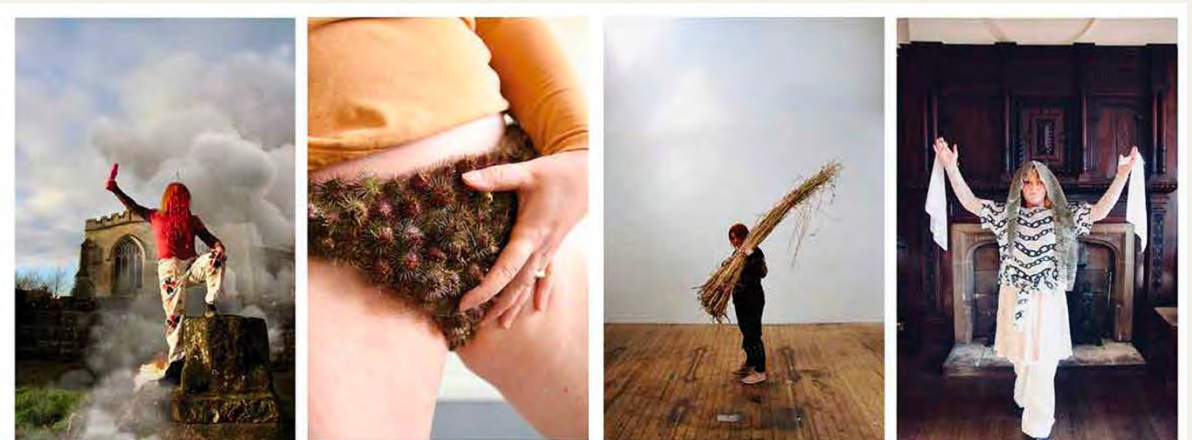
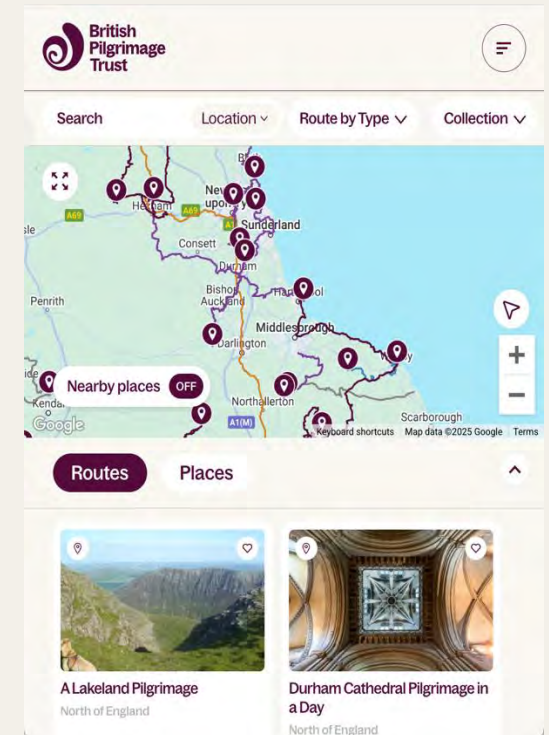


Therapeutic Landscapes

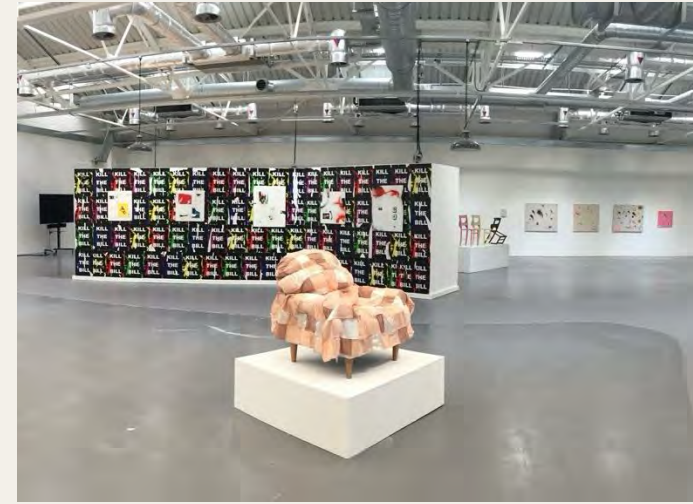
RITUAL, FOLKLORE and WELLBEING

9th&10th March 2024

University of Worcester Art House, Castle Street, WR1 3ZQ



Lucy Wright



PROCESS



PRODUCT

STUDIO

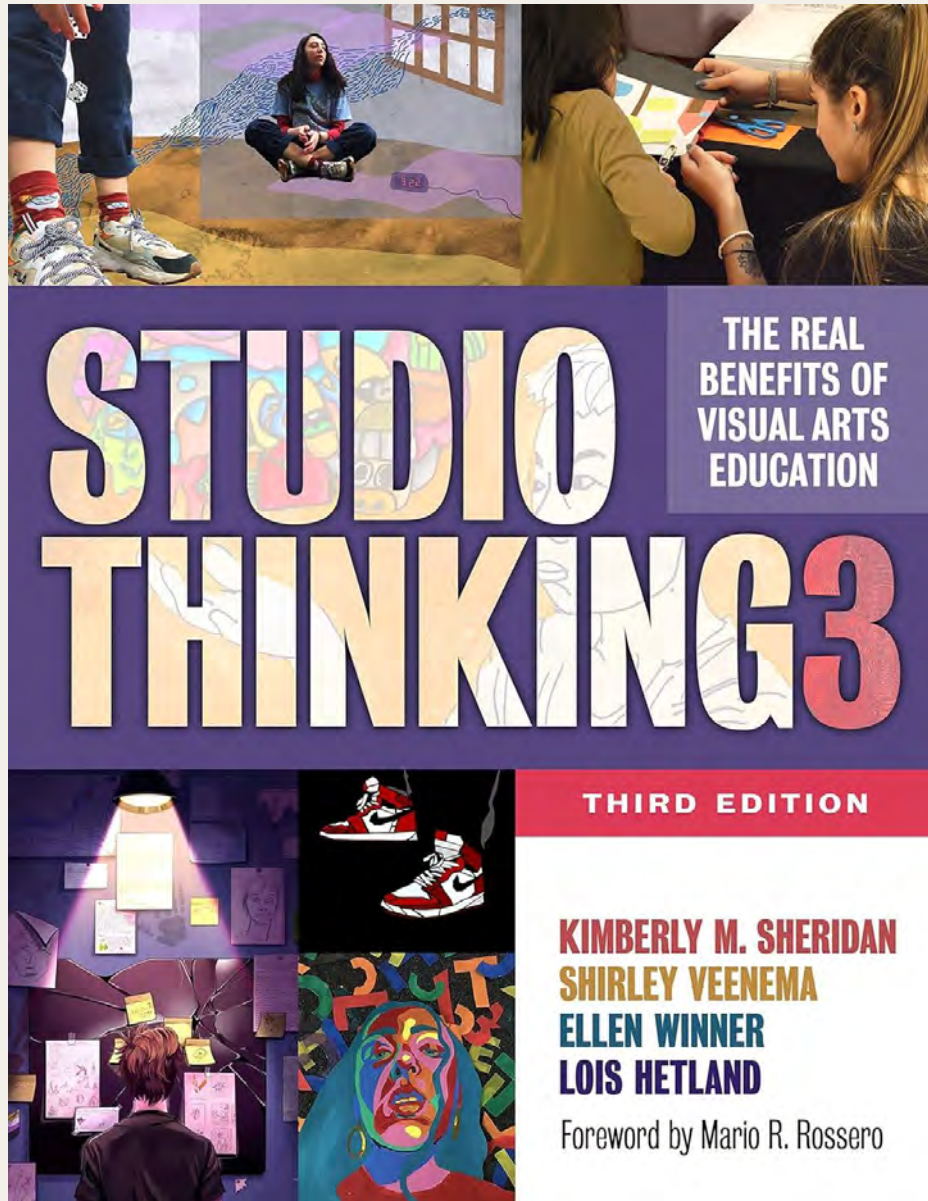


GALLERY

EXPERIENCE



CAREER








STUDIO HABITS OF MIND

- Personal Expression
- Observation/Attention to Detail
 - Stretch, Explore, Persist
 - Critical Reflection
 - Develop Craft Skills
 - Develop Imagination
- Understand Artworlds
- Engagement with Others

Top 10 skills of 2023

| | |
|--|--|
| 1.  Analytical thinking | 6.  Technological literacy |
| 2.  Creative thinking | 7.  Dependability and attention to detail |
| 3.  Resilience, flexibility and agility | 8.  Empathy and active listening |
| 4.  Motivation and self-awareness | 9.  Leadership and social influence |
| 5.  Curiosity and lifelong learning | 10.  Quality control |

Type of skill

 Cognitive skills  Self-efficacy  Management skills  Technology skills  Working with others











Source

World Economic Forum, Future of Jobs Report 2023.






Note

The skills judged to be of greatest importance to workers at the time of the survey

Top 10 skills of 2023

| | |
|---|--|
| 1.  Analytical thinking Critical Reflection | 6.  Technological literacy Develop Craft Skills |
| 2.  Creative thinking Develop Imagination | 7.  Dependability and attention to detail Observation |
| 3.  Resilience, flexibility and agility Stretch, Explore, Persist | 8.  Empathy and active listening Engagement with Others |
| 4.  Motivation and self-awareness Personal Expression | 9.  Leadership and social influence Understand Social Contexts |
| 5.  Curiosity and lifelong learning | 10.  Quality control |

Type of skill

 Cognitive skills
  Self-efficacy
  Management skills
  Technology skills
  Working with others

Source

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Note

The skills judged to be of greatest importance to workers at the time of the survey

NATIONAL CONTEXT

UK Visual Artists (2024)

A survey of earnings and contracts



DACS

- Median income for visual artists is £12,500 a year, a 47% decrease since 2010 and 64% lower than the typical income for individual UK workers (£34,963) and 47% lower than that of full-time minimum wage workers (£23,795).
- One of the primary causes of this situation is the constant influx of new artists into an already saturated market. This drives down fees and destabilises the earning potential for more experienced artists.

UK Visual Artists (2024)

A survey of earnings and contracts



DACS

- This dynamic is reinforced by the fact that many visual artists come from privileged backgrounds (53.3% coming from backgrounds with the highest levels of socio-economic privilege), meaning that they possess financial safety nets that allow them to accept lower payments.

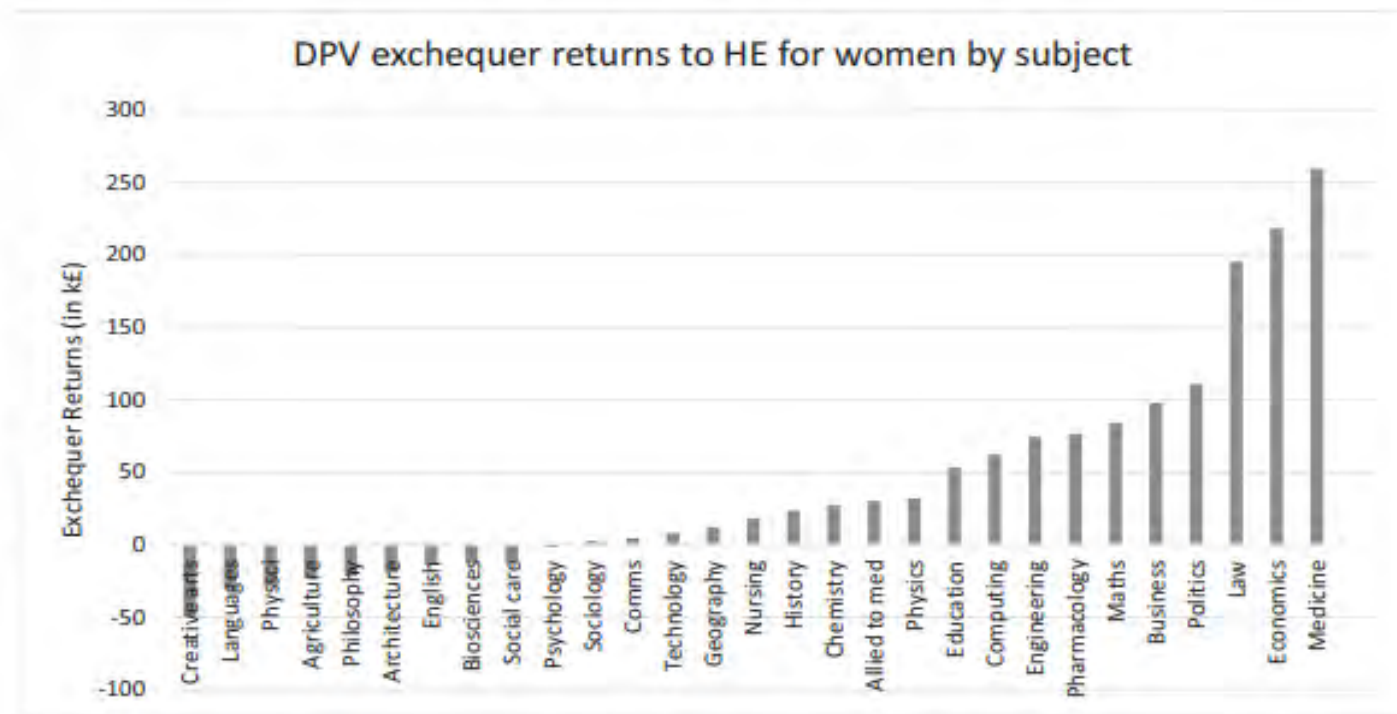
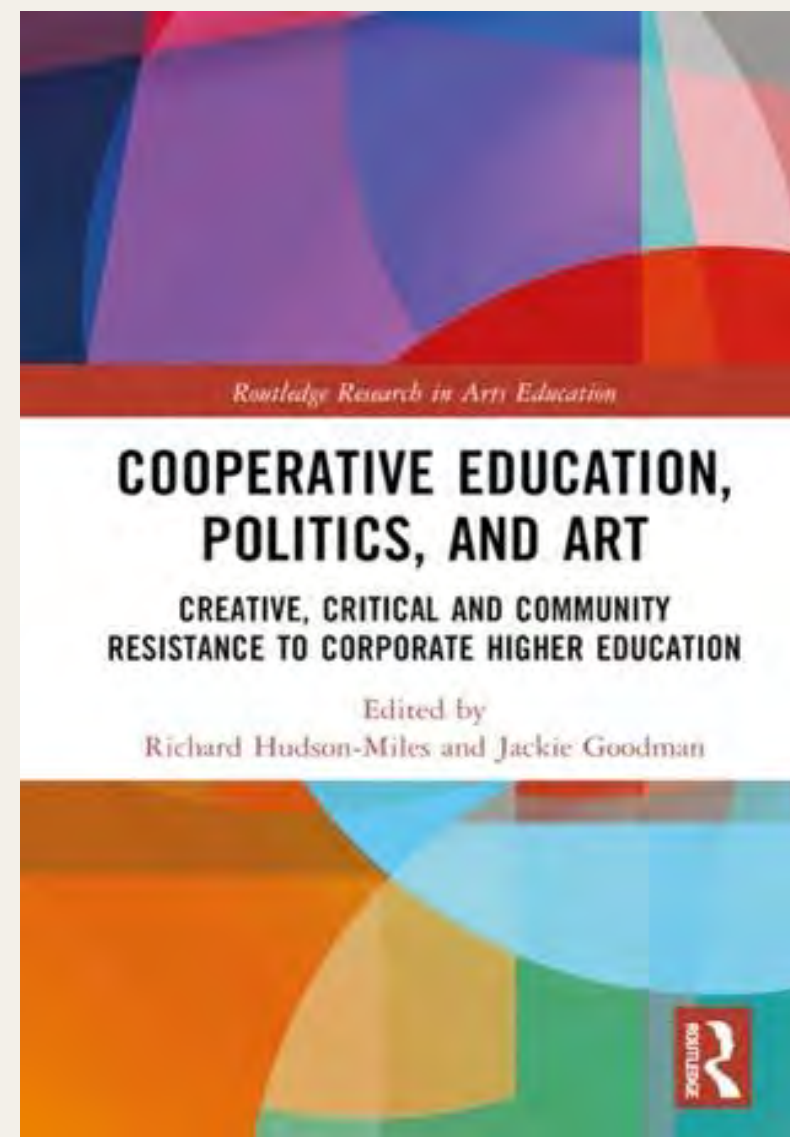


Figure 1.5 DPV exchequer returns to HE for women by subject.

Source: Britton, Jack, Lorraine Dearden, Ben Waltmann, and Laura van der Erve. 2020. 'The Impact of Undergraduate Degrees on Lifetime Earnings'. The Institute of Fiscal Studies. <https://ifs.org.uk/publications/impact-undergraduate-degrees-lifetime-earnings>. p. 61.



CREATIVE HEALTH



“We define creative health as creative approaches and activities which have benefits for our health and wellbeing. Activities can include visual and performing arts, crafts, film, literature, cooking and creative activities in nature, such as gardening; approaches may involve creative and innovative ways to approach health and care services, co-production, education and workforce development.”

*The All-Party Parliamentary Group on Arts,
Health and Wellbeing and the National
Centre for Creative Health*

Creative Health Review

How Policy Can Embrace Creative Health

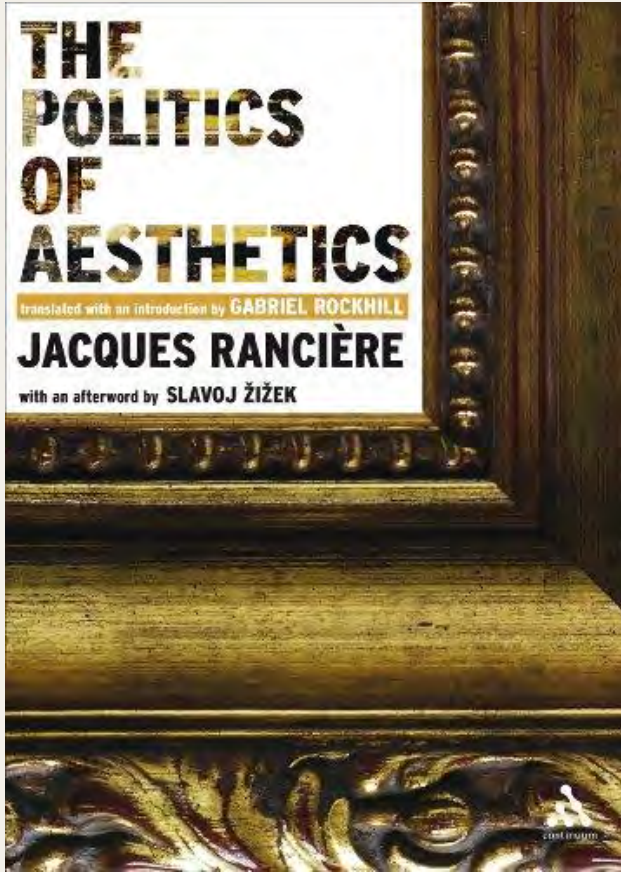


“We consider health in its holistic sense, as a state of complete physical, mental and social wellbeing. Wellbeing, according to the World Health Organisation (WHO) definition, encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose.”



“Creative health should be available and accessible to everyone. However, there are disparities in engagement with culture both geographically and across a socioeconomic gradient, and some people and communities face barriers to access. To ensure creative health does not reinforce health inequalities it is vital that these barriers are overcome.”

THE EDUCATION OF THE SENSES



‘**Aesthetics** refers to a specific regime for identifying and reflecting on the arts: a mode of articulation between ways of doing and making, their corresponding forms of visibility, and possible ways of thinking about their relationships’

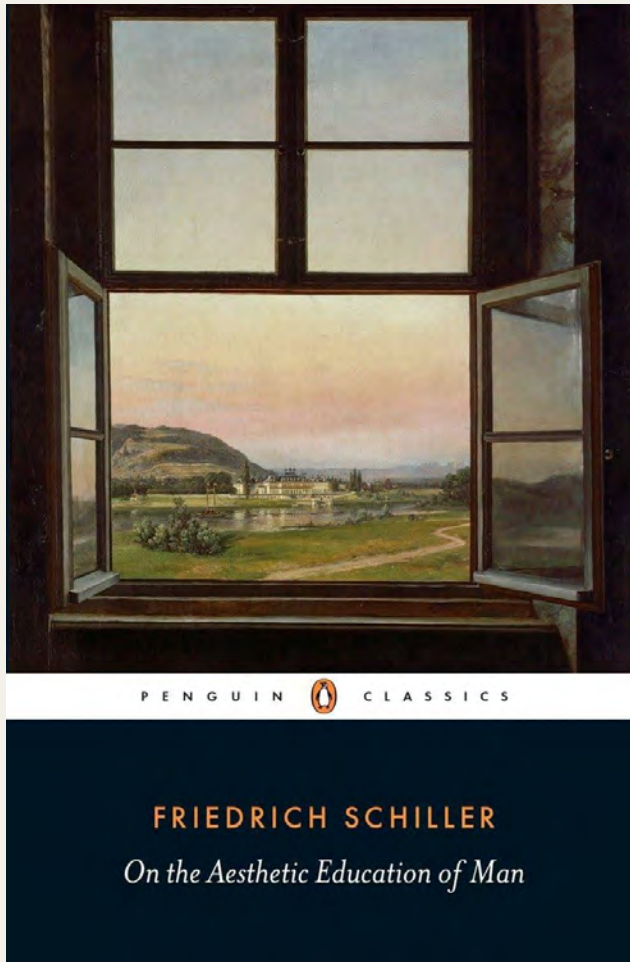
‘The **distribution of the sensible** sets the divisions between what is visible and invisible, sayable and unsayable, audible and inaudible...Distribution implies both inclusion and exclusion.’

Jacques Rancière *The Politics of Aesthetics:
The Distribution of the Sensible* 2000/2004

‘The power of aesthetic experience in a sentient being is immeasurable in terms of its potential for the development of a complex emotional life and in terms of having an influence on future action. It is something that exists on a completely indeterminate level of influence and, therefore, outside the logic of economic concerns and rational choice’.

Marina Roy *Queue Jumping* 2022

AESTHETIC EDUCATION



Friedrich Schiller

On The Aesthetic Education of Man 1795

Three drives to art and personhood:

SENSE: physical, sensual existence, pleasure seeking, vitality, change (Pleasure Principle)

FORM: reason, morality, duty, order (Reality Principle)

PLAY: mediates sense and form drives through beauty, feeling and creativity

EDUCATION OF THE SENSES

Schiller/Goethe/Steiner/Waldorf

Ruskin/Morris/Arts and Craft Movement

Montessori/Reggio Emilia

Social and Participatory Practices

Community Arts

Somatic Practices (Lisa Fannen)

Praxis of Being Human (Sylvia Wynter)

Radical Self Care (Audre Lorde)

MOVING FORWARD

- Align arts education with the Creative Health agenda
- Put neurodiversity, mental health and wellbeing at the centre of teaching programs
 - Re-integrate the experience of art with the body and senses
- Create the conditions for exploratory sensory experiences inspired by accessible works of art and different environments
- Explore the sociogenic factors of health and wellbeing through making
 - Emphasize play and participation
- Connect critical and contextual studies to Health Humanities

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THANKYOU

