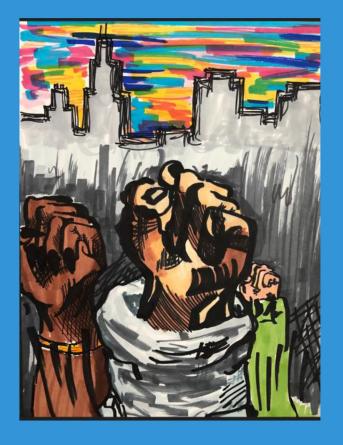
Art Education is OUR Education

By the people. For the people. With the people. In the public square.

Arguments for the benefits of art education focus on the benefits to young people when they have access to a range of art education experiences, both in and outside of school. What would it mean to imagine art education as a public good? Working from our position(s) as young people, artists, and future public school art teachers, we offer these propositions for what art education is and what it can be:



- Art is for everybody; you don't need to be "good" at art to make art. Every student in every grade level in every public school should have equal access to art education.
- Art education **pushes** us to create and **grow** outside of our comfort zones. We can learn to be okay with vulnerability.
- Art education gives young people access to spaces we are not necessarily familiar with.

 Creating inclusive spaces and institutions helps everyone involved cross social, cultural, and class barriers.
- Art education makes spaces where people can come together and express ourselves across differences. Together we can challenge institutional norms and oppressive structures, such as social and economic segregation and gentrification.
- Social material is artistic material. Art education draws from personal and cultural experiences and the everyday to create critical conversations & connections.
- Art education shifts the balance of power in conversations between individuals and groups based on differences (age, gender, race, sexuality, ability, etc.)

- Art education raises the question "why," evoking curiosity in the mind and creating spaces where people look to expand their knowledge on a topic or call attention to things that may be hidden or censored by the dominant discourse.
- Art education encourages people to work with each other within our communities to acknowledge issues that affect us (directly or indirectly) and then act to create change around our school, neighborhood, and/or city.
- Art education gives young people opportunities to collaborate and communicate with our peers. This allows for friendships to be established that can evolve into professional networks and bonds.
- Funding art education for ALL will require a redistribution of resources. Money from larger structures (wealthy taxpayers, the military, and corporations) can be directed away from the private and into the public sector.

Poster by: The ART Collective @ UIC (Amazing Resilient Teachers)
Available from:
https://issuu.com/home/published/art_201_advocacy_project_uic



References

Americans for the Arts and Vans Custom Culture. (2013, Feb 26). Arts Education Navigator: Facts and Figures. Retrieved from https://issuu.com/americans4arts/docs/afta_na_vigator_facts-and_figures/6?fbclid=lwAR3pU6s_Q9pG7wj_GpiVZo_8cYGfs6bK3MhuRLXbx-02bUm_uvxlOCCkyxqs)

Bode, P. (2014, May 14). Art Education as a Civil Right. [Video file]. TEDx Talk, Ohio State University. Retrieved from https://www.youtube.com/watch?v=j4Yk6CKH6 MI

CPS Department of Arts Education. (2013). Chicago Public Schools Arts Education Plan 2012-2015. Retrieved from http://www.cpsarts.org/wp-content/uploads/2013/11/CPS-Arts-Ed-Plan.pdf

Culp, C., and Gaztambide-Fernandez, R. (2012). Opening Spaces for Subjectivity in an Urban Middle School Art Classroom. In T. Quinn, J. Ploof, and L. Hochtritt (Eds.), Art and Social Justice Education: Culture as Commons, 131-135. New York and London: Routledge.

Delos Reyes, J. (2014). *This is About Options: Education, Art School, and Other Ways*. Scout Books.

Dewhurst, M. (2010). An Inevitable Question: Exploring the Defining Features of Social Justice Art Education. *Art Education*, 6-13.

Do Something.org. (n.d.). 11 Facts About Arts in Education. Retrieved from https://www.dosomething.org/us/facts/11-facts-about-arts-education

Ewing, E. (2017, April 6). Why Authoritarians Attack the Arts. *The New York Times*. Retrieved from

https://www.nytimes.com/2017/04/06/opinion/why-authoritarians-attack-the-arts.html

Gude, O. (2009). Art Education for Democratic Life. Lowenfeld Lecture. Retrieved from <a href="https://naea.digication.com/omg/Art Education.com/omg/Art E

Krauss, A. (2008). *Hidden Curriculum*. Rotterdam: episode publishers.

National Art Education Association (NAEA). (n.d.) 10 Lessons the Arts Teach. NAEA Publications. Retrieved from www.arteducators.org/advocacy

National Performing Arts Convention. (May 13, 2010). Every Child in Every School: Arts Education Bill of Rights. Retrieved from http://www.performingartsconvention.org/education/id=94

Nussbaum, M. (2010). *Not for Profit: Why Democracy Needs the Humanities*. New Jersey: Princeton UP.

O'Donnell, D. (2018). *Haircuts by Children and Other Evidence for a New Social Contract.*Toronto: Coach House Books.

Quinn, T., and Meiners, E. (2018, May 9). Queer Kinks and the Arc of Justice: Meditations on Failure, Persistence, and Public Education. *Critical Military Studies*. Vol. 1, 23-37. https://doi.org/10.1080/23337486.2018.14642

