

# 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*:



1

**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.

2

Art education **pushes** us to create and **grow** outside of our comfort zones. We can learn to be okay with vulnerability.

3

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.

4

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.

5

Social material is artistic material. Art education draws from personal and cultural **experiences** and **the everyday** to create critical conversations & connections.

6

Art education **shifts the balance of power** in conversations between individuals and groups based on differences (**age, gender, race, sexuality, ability, etc.**)

7

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**.

8

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.

9

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.

10

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](https://issuu.com/home/published/art_201_advocacy_project_uic)



School of  
Art & Art History  
Art Education



## 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\\_navigator\\_facts-and-figures/6?fbclid=IwAR3pU6s\\_Q9pG7wj\\_GpiVZo8cYGfs6bK3MhuRLXbx-02bUm\\_uvxlOCCKyxqs](https://issuu.com/americans4arts/docs/afta_navigator_facts-and-figures/6?fbclid=IwAR3pU6s_Q9pG7wj_GpiVZo8cYGfs6bK3MhuRLXbx-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=j4Yk6CKH6MI>

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 [https://naea.digication.com/omg/Art\\_Education\\_for\\_Democratic\\_Life](https://naea.digication.com/omg/Art_Education_for_Democratic_Life)

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](http://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/10.1080/23337486.2018.1464289>

