

Towards a European Framework for Art Education

We are a group of Art Educators from different European countries working on the development of an European Framework for Art Education. Our aim is to present our ideas on this topic to a wider community in the field of art education within three sessions.

1. Session

The Art Educators' Tale. Towards a European Framework for Art Education.

Differences and commonalities in competency dimensions in European visual arts curricula

Visual competences represented in European curricula

After offering a working definition of competences, the symposium will provide the first analysis of subject related competence dimensions manifest in national or regional (Bundesländer / Kantone) curricula or guidelines. The concept of competence will be discussed within the framework of educational research.

Competence models by Weinert, Klieme and the European Framework of Life Long Learning. Skills and Abilities will be discussed.

The data for first analysis of (official) national guidelines are based on questionnaires completed by experts in ten countries.

A second source of data are federal German curricula which were analyzed in order to find commonalities of competence dimensions. Three dimensions will be proposed.

A third part of empirical research is based on existing European competence data bases like the "Arts and cultural education at School in Europe" by the Audiovisual & Culture Executive Agency.

The fourth part shows a research report on a competence cluster. The presentation will conclude issues of goals and accountability in art education; object making and design in visual education of children aged 6-12 in the light of a diagnostic survey.

2. Session

What can we learn from art?

Basis reflections on a complex topic as a contribution to a European framework of competences in art education

If we ask for the competences art education can develop, we inevitably have to ask for the educational potentials of art. For this a reflection of vital qualities of art is requested, even if this is a big question and one cannot expect a complete answer. But this question affects the core of our subject, thus art education may not avoid it. The theory of art and art education has contributed a lot to this field. A group of the European Network of Visual Literacy (ENViL) has worked on this question and elaborated basic attributes of artistic thinking and acting as basis for the discussion of competences in art education. The workshop will present and discuss these attributes and the competences that can be derived from them.

3. Session

Situations

The workshop draws the competencies in the context of daily life.

We propose to inverse the usual question "which competencies does visual art

education develop in learning situations?” by considering the competencies from an opposite side : “which are the required competencies when being confronted to art or visual environment in situations of the “real” life?”

In order to develop this question, the discussion with the participants will be based on two selected situations, which are involving differently the experience of visual reception and production. The analysis and questions emerging during the workshop will be confronted with the current researches of the ENViL group. It will bring a contribution to our project of an effective competencies framework for visual art education.