

# Artisteacher Plan 10/10/24: Enacting Care

18.30 - Introduction, recap of last session, link to this session, introduce three key texts, with a few quotes. - we can collect these with some reading.

Andy discuss Atkinson discussion about how to facilitate an act of rebellion, how to support?

19.00 - Warm up activity, meditative? Or too similar to previous activities? Visualising care warm up

19.15 - Exodus crook Shift video extract, KT table activity, think about how to enact care, discuss.

19.30 - Suggested posture activity, draw, act out physically care in classroom, that could be translated to practical tools for care in the classroom. Discuss.....

Could this link to an activity where people could bring findings to the next session? In the form of photographs, films, props? quotes?

# Well-Being in the Art Classroom: For Teachers *and* Learners

How can we prioritise our own and each others well-being this year?

How can we enact care?

What does caring look, sound and feel like? Caring practice, Caring environment, caring interactions.

How does one care for oneself in difficulty?

How do you enable people to sit with discomfort?

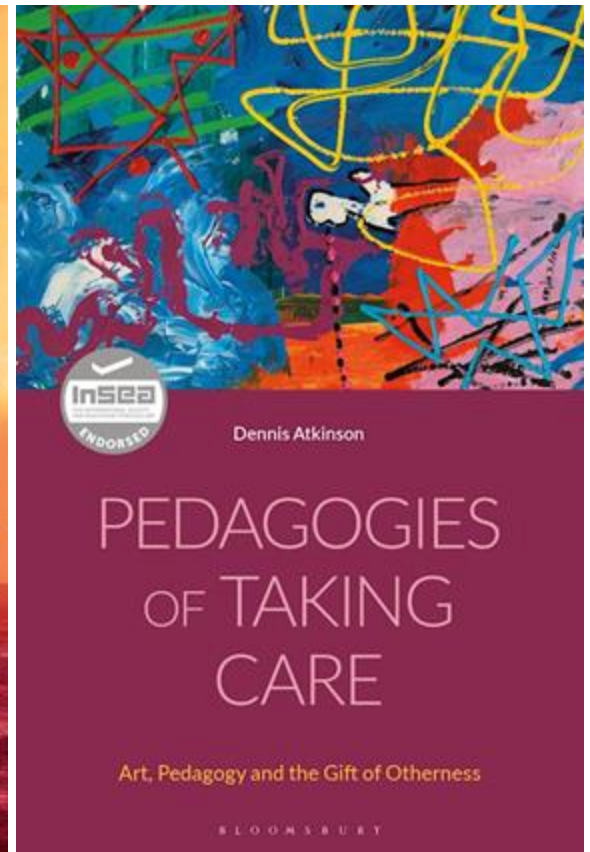
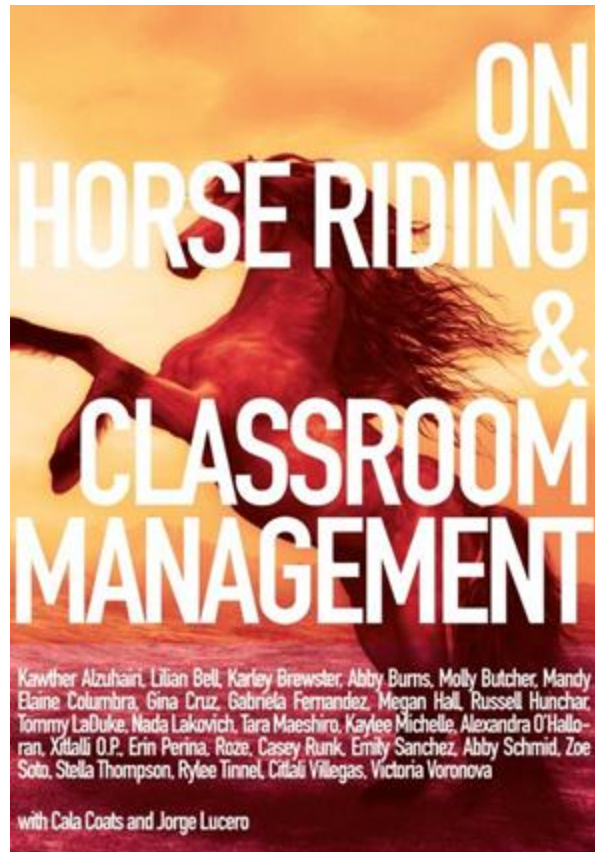
Comfort and discomfort

ROUTLEDGE TEACHING GUIDES



## A Practical Guide to Teaching Art and Design in the Secondary School

Edited by **Andy Ash** and **Peter Carr**



Michele Gregson Well-Being in the Art Classroom: For Teachers and Learners, Jorge Lucero and Cala Coats *On Horse Riding & Classroom Management*, Dennis Atkinson *Pedagogies of Taking Care*.

Routledge quote

“A pedagogy of taking care does not provide ‘models’ for practice but advocates a demanding and rigorous pragmatism that acknowledges established conceptions and modes of practice both in pedagogy and in art practice but does not get stuck in their groove when encountering that which challenges them. For example, new forms of art practice in the domains of contemporary art or that which emerges in a child’s or student’s practice challenge or disturb how art or pedagogy is conceived in art education. A pedagogy of taking care makes speculative leaps from the ground of practice and returns to a world-in-the-making where the teacher’s leap can only be evaluated by the effects they produce as part of the becoming-making of pedagogic practice in a particular situation.”

*Pedagogies of Taking Care P12*

# Lucero quote



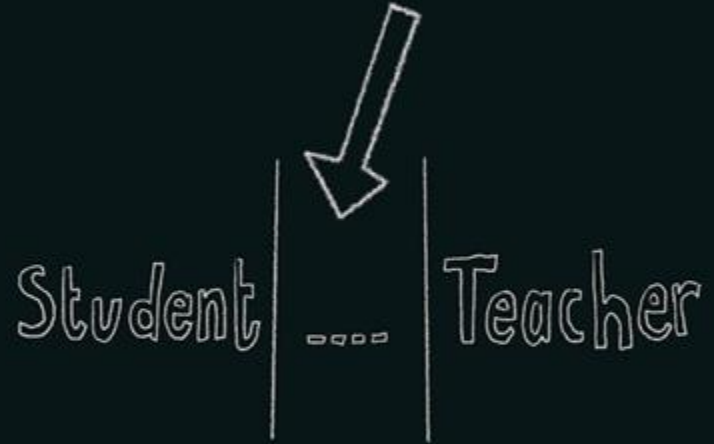
# Exodus Crooks

<https://vimeo.com/showcase/11346592/video/779269097>

Care as an act of rebellion, unity,  
comradery,

What words would you use to  
describe acts of care in the classroom,  
how would you describe them?

Words, images, actions



# Critical Togetherness

Comradery

Rebellion

School as a space that simultaneously acts upon and is acted upon by teachers, and how the teacher can operate within and against its structures through acts of care.





Activity: A suggested Posture

posture is an interesting image, and it could be fun to do a similar exercise – drawing/responding to what it might look/feel like to operate in a caring learning environment.

Making *space for care* in the

classroom:

What impact does a communal  
art practice have on stimulating  
new kinds of thinking about art  
practice as one of care for self  
and others in the neoliberal  
classroom?

