

Artistic and Pedagogical Interventions
Symposium at Aalto ARTS, Department of Art

Marika Orenius

Art pedagogy by experiencing and by exploring
Artist as Teacher

Why did I become interested in art pedagogy or research? What kind of skills should be taught for artists? How to define knowledge or pedagogy in art? Can art be taught? How to identify something which is in a constant change?

Answers are hidden between the lines, words and letters.

Lines in a drawing are forming spaces. In order to see characters or objects we choose to see the inner space of the contours. Is there outer space of the contours? Is the character or the object separate from the space? Am I separate from the space?

Going inside is generating outside. We travel between inner and outer in our daily life.

What does this circulating mean for me as artist, as teacher and as researcher?

Processes of making art, procedures of teaching and methods of research are growing from different experiences. Each experience is in relation to its perspective, which is the individual and unique one. Perceiving from this unique perspective is not about seeing with eyes. It is sensemaking. In my works, can I simultaneously be the subject and the object, or am I in-between those? That experience has inside and outside. It is sensuous and aesthetic phenomenon that I trace. Phenomenology is a tool for thinking and arranging my thoughts in theory and in practical work. Phenomenology means the way something is for me.