

Integrating Contemporary Art in the IB Curriculum to Open Dialogues about Cultural Diversity in Norway

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Abstract

Within the last decade or so Norway has accepted international school requests which intend to implement the International Baccalaureate Curriculum (IB) and this has allowed a greater number of new schools with IB to flourish across the country. What makes Norway unique compared to other private schools that implement the IB system, is that a state approved private school is 85% publically financed. Because of this, our school, Fagerhaug International has classrooms with students coming from a wide variety of cultural and social backgrounds. On the one hand, all students have access to quality education and it's multiculturalism enriches the community. On the other, as an international school, we place a special focus on literacy, humanities and special needs to carefully design our student-centered curriculum. From the art perspective, we have used the IB curriculum, the United Nations Sustainable Goals and Contemporary Art to shape multicultural lessons with global issues as main themes to integrate dissimilar contexts and open empathetic dialogues about social justice. How we are addressing our local and global challenges is the aim of this presentation to inspire other institutions across Scandinavia and the

world. We will do that by exposing case studies where contemporary art functions as a dialogic and transversal tool to integrate interdisciplinary knowledge across the school curriculum. Among the sub-themes, we will include: experiences in the culturally changing Europe, contemporary approaches to diversity and immigration and local/global perspectives to climate change.

Keywords

Multiculturalism, Integration, Contemporary art.