

# Applying Contemporary Art in Visual Art Education

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## Abstract

My thesis is based on a socio-cultural perspective (J Widén, 2016) and data from two case studies. How do teachers in Sweden manage change and relate to their task? How can a contemporary Art museum act as a learning resource for teacher's in Visual Art? This is a starting point for the formation of question areas that concern professional development. Contemporary Art is involved in society's constant change and mix of new medias. The changes concern the visual art educational field. The opportunities different school contexts provides for education, has an impact on how knowledge is transformed. Conformity, solid structures, forms of assessment and low legitimacy shape resistance. Teaching in visual art is highly based on teachers' own choices. A fragmented knowledge-culture with focus on manual or digital mediations leads to different knowledge-selection. What resistances affect applying contemporary art on its own terms? Contemporary art's starting points and new perspectives represent other paradigms than traditional art classifications. This signifies tension between the artworld and the educational field. The study identifies a lack of procedures and resources for formal continuing professional development. There is a need of developing the collective body of

**knowledge, covering both the theoretical and practical knowledge in the visual art teacher culture.**

## **Keywords**

Visual art education, Contemporary art, Teacher education, Continuing professional development.

## **References**

Widén, A. J. (2016). *Applying contemporary art in visual art education : teachers professional development in different school contexts (Swedish)*. Umeå university, Dep of creative studies.