

Interdisciplinarity in Gallery Education

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Abstract

The core idea of presented contribution deals with nowadays rising trends of education meant as a route to complex personal development and as preparation for understanding the world in a holistic context. Art, as a mean of self-expression and reflexion as well, seems to be an appropriate and unfortunately underrated medium for learning about the contemporary pluralist world. Presented research project is based on Jan Slavík's definition of four types of art education approaches (1997): art-centric, video-centric, animo-centric and gnozeo-centric. Research project reflects the specific educational situation at art museums and galleries. The art in this context is perceived usually as an object of interest (according to art-centric approach). But it can also be a potential source for mediating a wide range of topics (social, environmental, political, psychological, etc.) and it could offer a platform for discussion about unartistic themes (according to gnozeo-centric approach).

The aim of the presented research is to map current trends in gallery education with special focus on gnozeo-centric approach of an art education, point out its benefits and difficulties and set a sample educational gallery program applying an approach mentioned above. The most challenging on this research project

is the realization of the interdisciplinary cooperation in gallery practice and balancing representation of the artistic and unartistic part in the interdisciplinary educational program.

Keywords

Gallery education, Interdisciplinarity, Gallery, Art as the medium, Contemporary art, Educational programs, Interdisciplinary approach.