

## **SLIDE 1**

Hi, I'm Karen Anderson, I teach high school art at Devils Lake High School, located in North Eastern North Dakota about 100 miles south of the Canadian border.

My Independent Research project looks at teaching art history in high school using enduring ideas and contemporary artists.

## **SLIDE 2**

My art piece for the project on the right, entitled Venus of Dakota was created to demonstrate the use of Enduring ideas to teach art history. The image on the left, Venus of Willendorf, created 26,000 years ago, is a 4 inch tall fetish-like sculpture possibly meant to be held in the hand as her feet were not carved to support her standing. The figure shows exaggerated breasts and a hyper realistic genital area suggesting the revered role of women for reproduction in late Paleolithic times. What can we assume about women in late Paleolithic times when this was carved, since the other figures found at the dig site are not nearly as realistically detailed?. She gazes down as if to say, "this is what I am.

Fast forward 26000 years and to the right to Venus of Dakota. Her head thrust backwards spilling her hair to the earth where it mingles with vines and become symbiotic. She stands on her own. Her head supported by a muscular neck suggests that she leads with her mind,

head held high always. Her expression is one of confidence as she looks to the future knowing she will be Raku fired in the spring and will survive the inferno and emerge shining and complete.

You have just had a brief glimpse of how I would like art history to be taught.

### **SLIDE 3**

This project grew out of my dissatisfaction in presenting art history to my students. Like most art educators we are not given a set curriculum to follow. I did not like way of teaching art history suggested by Discipline Based Art Education, of introducing random artists, having students create their favorite work of those artists, and making a report on them . I do not like requiring students to create their own work in the style of past artists. And.....

### **SLIDE 4**

Neither did they

### **SLIDE 5**

\*Aaand apparently I am not the only one. My research found that the old model of slides and analyze was not effective in that the volume of information piled into a survey introductory college art history course was tuned out due to the fact most students had little prior knowledge in art history from high school to build meaning making with.

\*Additionally, Most Chronological and Western based survey classes exclude women and do not represent all cultures.

But what interested me most was the last bullet point

- 80 % of applicants to college art history programs are choosing contemporary art.

Does this recent statistic indicate that art history taught in high school is random, incomplete and irrelevant?

## **SLIDE 6**

Further research articles found similar conversations taking place within the art history educational community. Some suggested ignoring chronological presentation of art and others suggested grouping art history units into themes.

## **SLIDE 7**

I decided to explore doing both. Informed by this and prior courses in the University of Florida Art Education Masters program, I am looking at using Enduring Ideas to link past art objects with contemporary art making.

## **SLIDE 8**

A few hurdles to negotiate are..... what to leave in and what to leave out. Prep time for linking past and present art forms and putting them into a form of delivery will be formidable.

The delivery mode suggested by my research for efficacy in learning art history in high school is to teach it as a separate course. Additionally as I already teach an online studio high school art course, I will use that form for delivery of content.

## **SLIDE 9**

**Thank you to Jodi and my classmates for making this class fly by with enjoyment.**