

Part 3: Adolescence: Art for Everyone 3

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1/11 Class Notes

Argue that artistic and aesthetic go hand in hand

Argue that it is not a domain of the gifted and talented

Artistic development is within all of the potential of us and can be cultivated depending on these two below reasons

- Youngsters past experiences with materials (exposure and challenges)
- The period of adolescents (which is uneven) is a transformation period where what was once cohesive (repertoire) and it comes apart and with support it can get put back together (how do we put it back together)

Artistic - how we organize our work

Aesthetic - why do we do it that way? (values)

How does the surrounding culture provide models of what is or isn't acceptable?

How do we help them engage in cultural ...

How do we help them to extend their reach and sympathies?

Reflect thoughtfully of the trajectory of your own source of artistic development

You are apart of the developmental stories of others.

Respect their interests and their diversity. How can you use your resources to help people go into directions that are not your own?

Good teachers know that they can grow amongst their pupils (your students).

In classic literature, the adolescent has been such a great interest to novelists.

I know Why the Cage Bird Sing (Maya Angelou)

Portrait of the Young Man (James Joyce)

The Member of the Wedding (Carson McCullers)

Questions of Adolescents (how do I know I'm me? How do you know if the color I see is the same color you see)

The Bluest Eye (Toni Morrison)

Hamlet (Shakespeare)

The Color Purple (Alice Walker)

Variety of different cultures yet the same experiences embedded

*Frontline PBS

Identity Crisis - mandemic - so many people, esp in Western culture, experience an identity crisis

When did you first know you were an adult?

Definitely when I made the check and could keep it. My first phone bill. When I opened my first bank account.

Adulting - when I bought a house and signing all of the documents (the weight of permanence)

When you can no longer believe in the adults that raised you. When you see the ignorance and "weakness" in other humans (esp your parents).

When you realize that problems don't go away.

When you are capable of doing "adult" things.

Realization of power.

Vision Quest - traditional cultures - animal is a symbol of self. You had to be chosen by that animal. When young people reach a certain age, they are sent out into the woods and have to stay there, until they are chosen by an animal.

When they started to grow, change, and question the norms, they were taken out of society and put into age houses. They would learn the rights and rules for becoming a member of the adult society. Then they would do something that proves that they are a member of that society.

Liminal period - transformative period to become an adult member of society.

Scarification

In our society - it's not as clear.

Backwards investment of keeping everyone young.

Who do I look to? Who are my models?

What am I supposed to know? What am I supposed to think?

Who am I supposed to become?

Young people are asking adults to be our role models and the role models want to be young - confusing.

Logistics:

Research project - choose 4 (preferred) interview 2-4 adolescents (12-19)

Choose 4 artworks (major/classical from any culture and have to be the same subject ie human relationship, etc...)

Can choose a work of art from different cultures

Ask kids to respond to works of art

Record their responses (Q&A)

Are they saying same thing

How are they interpreting the subject matter

Put analysis into a chart

Connect your findings to the things we discuss and reflect on in class

Group Mural - what's going on inside of the adolescent or what we perceived on the outside of adolescents?