

According to the ARLIS/NA (2017) art & design, schools are the third most frequent information professional setting after colleges/universities and museums/museum libraries. I hadn't really thought about this specific setting from an information professional point of view before. It was interesting how according to the National Association Schools of Art and Design Handbook (2022) an accredited art and design school is required to have its own library space and resources. This is a wonderful requirement to have and will give students a chance to explore, grow and develop their artistic 'voice' and style.

Studio art critiques are brought up as a good method for art librarians to collaborate with faculty to help students develop lifelong information literacy and critical thinking skills (Garcia and Peterson, 2017). I vividly remember my art critiques from my undergrad classes. My professors always told my classmates and I not to take critiques too personally, which can be difficult since art is an expression of ourselves. Every piece of artwork carries a piece of us with it. I wish I had had the opportunity of having an art librarian there during my critiques, which were nerve-wracking at times. Garcia and Peterson (2017) discuss that when the student leaves the (critique) experience better informed, and slightly more literate in the language of criticism and aesthetic analysis, they become a stronger artist. Another great resource for students is the special collections themselves, which can offer opportunities for enhancing and increasing the acquirement of subject-specific knowledge and skills; be used as a source of material, technical and historical knowledge, and serve as inspiration (Crilly, et al., 2017).



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## References

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