

Art Across the Curriculum EPR Workshop, 8 August 2006

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When we read the End of Program Reviews for Art Emphasis, we discovered a range of sub-disciplines with closely-related skills. These lists are meant to help define “Art” in terms of what faculty call “Art emphasis” in their programs.

Sub-Disciplines: Aesthetics; Ceramics; Drawing; Calligraphy; Exhibition arts; Book arts; Multimedia arts; Animation; Fiction writing; Poetry; Printmaking; Reliefs; Art history; Fiber art: fabric dyeing, felting, cedar strip; Jewelry; Pattern art: sound recordings; Photography; Film; Collage; Assemblage; LOGO; GIS; Drums; Sculpture: wood, metal, Play-Doh; Movement: court dances, ritual, martial arts, Orissi; Storytelling; Literary arts: drama, epics, prose, fiction, poetry; Clown technique; Singing; Theatre: plays, acting, sets, voice, object, puppetry, documentary; Costuming; Architecture, Garden Design; Digital art; Music: opera, soundtrack musicological analysis, composition; Masks; Painting; Decorative arts: Ukrainian egg art, windows; Cultural arts: African-American, Native American, Islamic, Byzantine, Russian; Historical arts: Ancient Greek, Roman; Paper cut art; Video production; Mandalas; Art Therapy; Recycled art; Self-portraits; Poster art: media campaigns.

Skills: Bookmaking, bookbinding; Writing Fiction; Jewelry; Animation: drawing, Flash; Pattern making; Film Analysis, Film-Making; Storyboarding; Design: 2D, 3D, Garden, Webpage, Furniture, Architectural; Metal work; Digital Imaging; Moccasin-Making, Drum-Making; Pattern-Making; Doll-Making; Bread-Making; Writing lesson plans for children’s art; Researching Artists.

Teaching Practices: Drawing; Studio work; Art history: readings and activities; Art installations: individual, group, Self-portrait dolls; Media campaigns; Cultural studies: bread making, mask making; Lectures: slide talks; Artist talks; Field trips: SAM, Experience Music Project, private studios, Centralia WWII mural; Critique sessions; Skill workshops; Interpretation of images; Visual analysis; Visual representation: books, program theme of the week; Visual essays; Daily sketch journals; Art journals; Autobiographical maps; Photo essays; Visual seminars; Mind maps.

Discussion: One expectation of an Evergreen graduate is to “communicate creatively and effectively”; another is to “apply...creative modes of inquiry appropriately to practical and theoretical problems across disciplines.” In these EPRs, however, few faculty specifically mentioned art appreciation or art as a process of inquiry; rather, most faculty wrote of art as skill development. Although one program used art as means to self-representation (fear, things worth remembering, dreams), it is not evident that many other programs are using art as means to further ends.

How might the question be more usefully posed?

Faculty might need some direct descriptive information to decide what counts as art in a program curriculum. It would also aid faculty in transdisciplinary sharing if teaching practices and student activities were detailed with the invitation to “share particularly inventive pedagogy or effective student assignments with your colleagues.”