

Teen Artists

Mary Erickson and Laura Hales (2014) reported on a study that sheds light on how art instruction may affect the ideas (Viewpoints) teen artists use to understand the art of others and to set priorities for their own artmaking. Erickson and Clover (2002) identified a sequence of Viewpoints based largely on responses of individuals without substantial formal art education. They propose that individuals tend to use ideas about expression of feelings and ideas prior to using modernist artworld ideas. The participants in the 2014 study had considerable formal art education. They were students enrolled in advanced high school art classes. A significant number of those advanced high school art students focused on ideas associated with the Artworld Viewpoint (traditional art content) before participating in an art museum-based program. After the program, the focus of many of those students shifted to ideas associated with the Expression of Feelings and Ideas Viewpoint. This sequence is reversed from that proposed by Erickson on Clover for individuals without substantial art education.

BIBLIOGRAPHICAL REFERENCE

Erickson, M. & Hales, L. (2014). Teen artists: Impact of a contemporary art museum. *Studies in Art Education*, 56(1), 412-425.

PROBLEM

"No [museum education] studies to date have examined how the ideas adolescents use to understand the art of others interact with their reflections on their own artistic intentions" (p. 414). Few art museum programs for teens focus on studio. None of the three programs with a studio focus found in a survey of websites of prominent art museums involved collaboration with schools. Research is needed to understand whether/how students' museum-based learning is affected by the reinforcement and support of art teachers when students return to their classrooms.

PURPOSE

"The purpose of [the] study was to determine whether a yearlong, multi-visit teen program in a contemporary art museum using a metacognitive approach affected how adolescents thought about art, specifically, their own artmaking" (p. 413).

PARTICIPANTS

Forty-two students enrolled in advanced art classes in six diverse high schools in a large metropolitan area in the US southwest participated in the study.

FINDINGS

Before participating in the museum program, a statistically significant number of students selected survey responses associated with the Modernist Artworld Viewpoint. At the end of the program, a statistically significant number of those students selected survey responses associated with the Expression of Feelings and Ideas Viewpoint.

ISSUES AND/OR IMPLICATIONS

Further study is needed to discover how programs in different kinds of art museums or how differently-structured museum-based programs might affect students' thinking about art and artmaking. Researchers might also study the effectiveness of particular strategies for increasing metacognition about art and artmaking (such as instruction in question formulation).