

# TEACHING IN THE ART MUSEUM

Interpretation as Experience

Rika Burnham and Elliott Kai-Kee

# Teaching In The Art Museum Interpretation As Experience

**Didier Musso**



## **Teaching In The Art Museum Interpretation As Experience:**

Teaching in the Art Museum Rika Burnham, Elliott Kai-Kee, 2011 Teaching in the Art Museum investigates the mission history theory practice and future prospects of museum education In this book Rika Burnham and Elliott Kai Kee define and articulate a new approach to gallery teaching one that offers groups of visitors deep and meaningful experiences of interpreting art works through a process of intense sustained looking and thoughtfully facilitated dialogue book cover

*Activity-Based Teaching in the Art Museum* Elliott Kai-Kee, Lissa Latina, Lilit Sadoyan, 2020-01-28 This groundbreaking book explores why and how to encourage physical and sensory engagement with works of art An essential resource for museum professionals teachers and students the award winning Teaching in the Art Museum Getty Publications 2011 set a new standard in the field of gallery education This follow up book blends theory and practice to help educators from teachers and docents to curators and parents create meaningful interpretive activities for children and adults Written by a team of veteran museum educators Activity Based Teaching in the Art Museum offers diverse perspectives on embodiment emotions empathy and mindfulness to inspire imaginative spontaneous interactions that are firmly grounded in history and theory The authors begin by surveying the emergence of activity based teaching in the 1960s and 1970s and move on to articulate a theory of play as the cornerstone of their innovative methodology The volume is replete with sidebars describing activities facilitated with museum visitors of all ages Table of Contents Introduction Part I History 1 The Modern History of Presence and Meaning A philosophical shift from a language based understanding of the world to direct physical interaction with it 2 A New Age in Museum Education The 1960s and 1970s A brief history of some of the innovative museum education programs developed in the United States in the late 1960s and 1970s The sudden and widespread adoption of nondiscursive gallery activities during this period especially but not exclusively in programs designed for younger students and school groups expressed the spirit of the times Part II Theory 3 Starts and Stops Two attempts by American museum educators to articulate a theory for their new nondiscursive programs the first deriving from the early work of Project Zero the Harvard Graduate School of Education program founded by the philosopher Nelson Goodman to study arts learning as a cognitive activity the second stemming from the work of Viola Spolin the acclaimed theater educator and coach whose teaching methods embodied in a series of theater games were detailed in her well known book Improvisation for the Theater 1963 4 A Theory of Play in the Museum A theory of play that posits activities in the museum as forms of play that take place in spaces or playgrounds temporarily designated as such by educators and their adult visitors or students Play is defined essentially as movement both physical and imaginary metaphorical toward and away from around and inside and outside the works of art that are foregrounded within those spaces Gallery activities conceived in this way respond to the possibilities that the objects themselves offer for the visitor to explore and engage with them The particular movements characterizing an activity are crucially conditioned by the object in question they constitute a process of discovery and learning conceptually distinct from

but supportive of traditional dialogue based modes of museum education which they supplement rather than supplant Part III Aspects of Play 5 Embodiment Affordances The idea of embodiment adopted here recognizes that both mind and body are joined in their interactions with things Investigating works of art thus involves apprehending them physically as well as intellectually in the sense of responding to the ways in which a particular work allows and even solicits the viewer's physical grasp of it 6 Skills Ways in which objects present themselves to us as viewers and what we might do in response as they fit with the bodily skills we have developed over the course of our lives Such skills might be as simple as getting dressed washing or eating or as specialized as doing one's hair dancing playing an instrument or acting all of which may allow us to grasp and even feel that we inhabit particular works of art 7 Movement Embodied looking is always looking from somewhere We apprehend objects as we physically move around and in front of them they reveal themselves differently as we approach them from different viewpoints Viewers orient themselves spatially to both the surfaces of objects and to the things and spaces depicted in or suggested by representational works of art Activity based teaching gets visitors and students to move among the objects away from them close to them and even into them 8 The Senses Both adult visitors and younger students come to the museum expecting to use their eyes yet visual art appeals to several of the senses at once though rarely to the same degree Sculpture for example almost always appeals to touch whether or not that is actually possible or allowed as well as sight A painting depicting a scene in which people appear to be talking may induce viewers to not only look but also listen to what the figures might be saying 9 Drawing in the Museum Looking at art with a pencil in hand amplifies viewers ability to imaginatively touch and feel their way across and around an artwork Contour drawing by its nature requires participants to imagine that they are touching the contours of an object beneath the tips of their pencils Other types of drawing allow viewers to feel their way around objects through observation and movement 10 Emotion Visitors emotional responses to art represent a complex process with many components from physiological to cognitive and a particular work of art may elicit a wide range of emotional reactions This chapter describes specific ways in which museum educators can go well beyond merely asking visitors how a work of art makes them feel 11 Empathy and Intersubjectivity One aspect of viewers emotional responses to art that is often taken for granted if not neglected altogether the empathetic connections that human beings make to images of other people This chapter advocates an approach that prompts viewers to physically engage with the representations of people they see 12 Mindful Looking Mindfulness involves awareness and attention both as a conscious practice and as an attitude that gallery teachers can encourage in museum visitors This is not solely a matter of cultivating the mind however it is also a matter of cultivating the body since mindfulness is only possible when mind and body are in a state of harmonious relaxed attentiveness Mindfulness practice in the art museum actively directs the viewer's focus on the object itself and insists on returning to it over and over yet it also balances activity with conscious stillness Afterword

Acknowledgments      **Activity-Based Teaching in the Art Museum** Elliot Kai-Kee, Lissa Latina, Lilit Sadoyan, 2020-01-21

This groundbreaking book explores why and how to encourage physical and sensory engagement with works of art. An essential resource for museum professionals, teachers, and students, the award-winning *Teaching in the Art Museum* (Getty Publications, 2011) set a new standard in the field of gallery education. This follow-up book blends theory and practice to help educators, from teachers and docents to curators and parents, create meaningful interpretive activities for children and adults. Written by a team of veteran museum educators, *Activity Based Teaching in the Art Museum* offers diverse perspectives on embodiment, emotions, empathy, and mindfulness to inspire imaginative, spontaneous interactions that are firmly grounded in history and theory. The authors begin by surveying the emergence of activity-based teaching in the 1960s and 1970s and move on to articulate a theory of play as the cornerstone of their innovative methodology. The volume is replete with sidebars describing activities facilitated with museum visitors of all ages.

**The SAGE Encyclopedia of Out-of-School Learning**  
 Kylie Peppler, 2017-04-11. The SAGE Encyclopedia of Out of School Learning documents what the best research has revealed about out of school learning: what facilitates or hampers it, where it takes place most effectively, how we can encourage it to develop talents and strengthen communities, and why it matters. Key features include approximately 260 articles organized A to Z in 2 volumes, available in a choice of electronic or print formats. Signed articles, specially commissioned for this work and authored by key figures in the field, conclude with Cross References and Further Readings to guide students to the next step in a research journey. Reader's Guide groups related articles within broad thematic areas to make it easy for readers to spot additional relevant articles at a glance. Detailed Index. The Reader's Guide and Cross References combine for search and browse in the electronic version. Resource Guide points to classic books, journals, and web sites, including those of key associations.

**Creating Meaningful Museum Experiences for K-12 Audiences**  
 Tara Young, 2021-10-30. *Creating Meaningful Museum Experiences for K-12 Audiences: How to Connect with Teachers and Engage Students* is the first book in more than a decade to provide a comprehensive look at best practices in working with this crucial segment of museum visitors. With more than 40 contributors from art, history, science, natural history, and specialty museums across the country, the book asks probing questions about museum-school relationships, suggests new paradigms, and offers creative approaches. Fully up to date with current issues relevant to museums' work with schools, including anti-racist teaching approaches and pivoting to virtual programming during the pandemic, this book is essential for both established and emerging museum educators to ensure they are current on best practices in the field. The book features four parts: *Setting the Stage* looks at how museums establish and finance K-12 programs and how to engage with the youngest audiences; *Building Blocks* considers the core elements of successful K-12 programming, including mission alignment, educator recruitment and training, working with teacher advisory boards, and anti-racist teaching practices; *Questions and New Paradigms* presents case studies in which practitioners reconsider established approaches to museums' work with schools and engage in iterative processes to update and improve them; from evaluating K-12 museum programs to diversifying program content to prioritizing virtual

programming Solutions and Innovative Models offers examples of programs that have been reimaged for the current landscape of museum school collaborations including practicing self care for teachers and museum educators investing in extended school relationships over one time visits and highlighting the stories of enslaved people who lived at historic sites

**Engaging Communities Through Civic Engagement in Art Museum Education** Bobick, Bryna, DiCindio, Carissa, 2020-12-25 As art museum educators become more involved in curatorial decisions and creating opportunities for community voices to be represented in the galleries of the museum museum education is shifting from responding to works of art to developing authentic opportunities for engagement with their communities Current research focuses on museum education experiences and the wide reaching benefits of including these experiences into art education courses As more universities add art museum education to their curricula there is a need for a text to support the topic and offer examples of real world museum education experiences Engaging Communities Through Civic Engagement in Art Museum Education deepens knowledge on museum and art education and civic engagement and bridges the gap from theory to practice The chapters focus on various sectors of this research including diversity and inclusion in museum experiences engaging communities through new techniques and museum and university partnerships As such it includes coverage on timely topics that include programs and audience engagement with the LGBTQ refugee disability and senior communities socially responsive museum pedagogy and the use of student workers This book is ideal for museum educators museum directors curators professionals practitioners researchers academicians and students who are interested in updated knowledge and research in art education curriculum development and civic engagement

**Transforming K-12 Classrooms with Digital Technology** Yang, Zongkai, Yang, Harrison Hao, Wu, Di, Liu, Sanya, 2013-09-30 Digital and social technologies are changing the education field Interactive whiteboards and blackboards e books and computer mediated communication are accelerating the processes of the evolving classroom These technologies continue to support problem solving critical thinking and collaboration skills among students Transforming K 12 Classrooms with Digital Technology brings together research and practices regarding digital and social technology integration in the K 12 classroom By sharing practical and conceptual aspects of using digital and social technologies as tools for transforming K 12 learning environments this reference source is essential for teachers support staff school and district administrators college students and researchers working teaching and learning in the digital era

*Time and Presence in Art* Armin Bergmeier, Andrew Griebeler, 2022-03-07 This volume explores the relationship between temporality and presence in medieval artworks from the third to the sixteenth centuries It is the first extensive treatment of the interconnections between medieval artworks varied presences and their ever shifting places in time The volume begins with reflections on the study of temporality and presence in medieval and early modern art history A second section presents case studies delving into the different ways medieval artworks once created and transformed their original viewers experience of the present These range from late antique Constantinople early Islamic Jerusalem and

medieval Italy to early modern Venice and the Low Countries A final section explores how medieval artworks remain powerful and relevant today This section includes case studies on reconstructing presence in medieval art through embodied experience of pilgrimage art historical research and museum education In doing so the volume provides a first dialog between museum educators and art historians on the presence of medieval artifacts It includes contributions by Hans Belting Keith Moxey Rika Burnham and others

**Museums and Higher Education Working Together** Jos Boys, 2016-04-22 Over the last twenty years the educational role of the museum has come to be central to its mission There are now far more educational opportunities new spaces new interfaces both digital and physical and a growing number of education and interpretation departments educational curators and public engagement programmes Despite these developments however higher education has remained a marginal collaborator compared to primary and secondary schools and to other forms of adult learning This has meant that the possibilities for partnerships between universities colleges museums and galleries has remained relatively unexplored especially in relation to their potential for generating innovative patterns of research and learning This book addresses the key issues which are preventing such partnerships and examines how to enable more effective and creative connections between museums and higher education The authors identify conceptual and practical barriers and explore whether current academic models are fit for purpose They argue that as pressures mount on public educational resources around the world there needs to be an urgent increase in the exchange of knowledge across these sectors and the forging of world class scholarly partnerships Examples of research undertaken internationally offer best practice models for collaboration and integration This book will be compulsory reading for museum and educational specialists and those interested in engaging in museum higher education partnerships It will also be of interest to those involved in policy and decision making in education the museum sector and national and local government

**A New Role for Museum Educators** Elizabeth Wood, 2023-06-26 A New Role for Museum Educators shows how learning happens in communities how volunteers and professionals approach their work the underlying principles and philosophies that guide the work of museum education and how these practices are always evolving to remain relevant Museum education in its most expansive definition is about communicating messages creating learning experiences and at its most aspirational promoting human development for people of all backgrounds abilities and circumstances This edited volume revisits the legacy of museum education practices reflecting on the changing context of community and the role of cultural institutions and provides insights into new directions that museums can take with a visitor centered mindset It provides foundational concepts around educational philosophies that guide practice applied methods and approaches for implementation and the ethos of an educational institution intended to support community learning and engagement that are essential to provide for the wide ranging needs of all audiences International perspectives from a variety of museums are considered including art museums children s museums history museums and historic sites science museums botanical gardens zoos and aquariums

Chapters include thought provoking reflections on contemporary practices concrete examples from across the globe and useful tools for anyone working with public audiences Grounded in practice and informed by research this volume will be a go to resource for arts and cultural organization practitioners particularly those working in Museum Education It will also be essential reading for students of Museum Studies Education and related fields

**Gender Violence, Art, and the Viewer**  
 Ellen C. Caldwell, Cynthia S. Colburn, Ella J. Gonzalez, 2024-07-25 The works covered in college art history classes frequently depict violence against women Traditional survey textbooks highlight the impressive formal qualities of artworks depicting rape murder and other violence but often fail to address the violent content and context Gender Violence Art and the Viewer investigates the role that the art history field has played in the past and can play in the future in education around gender violence in the arts It asks art historians museum educators curators and students to consider how in the time of MeToo a public reckoning with gender violence in art can revitalize the field of art history Contributors to this timely volume amplify the voices and experiences of victims and survivors depicted throughout history critically engage with sexually violent images open meaningful and empowering discussions about visual assaults against women reevaluate how we have viewed and narrated such works and assess how we approach and teach famed works created by artists implicated in gender based violence Gender Violence Art and the Viewer includes contributions by the editors as well as Veronica Alvarez Indira Bailey Melia Belli Bose Charlene Villase or Black Ria Brodell Megan Cifarelli Monika Fabijanska Vivien Green Fryd Carmen Hermo Bryan C Keene Natalie Madrigal Lisa Rafanelli Nicole Scalissi Hallie Rose Scott Theresa Sotto and Angela Two Stars It is sure to be of keen interest to art history scholars and students and anyone working at the intersections of art and social justice

*Professionalizing Practice. A Critical Look at Recent Practice in Museum Education* Briley Rasmussen, Scott Winterrowd, 2017-07-05 Sponsored by the Museum Education Roundtable this is volume 37 Number 2 of the Journal of Museum Education JME published in the summer of 2012 This edition includes articles on the recent history of museum education professionalizing of practice museum evaluation rebranding the museum an examination on technological impacts and the role of the MER

*Research Anthology on Citizen Engagement and Activism for Social Change* Management Association, Information Resources, 2021-11-26 Activism and the role everyday people play in making a change in society are increasingly popular topics in the world right now especially as younger generations begin to speak out From traditional protests to activities on college campuses to the use of social media more individuals are finding accessible platforms with which to share their views and become more actively involved in politics and social welfare With the emergence of new technologies and a spotlight on important social issues people are able to become more involved in society than ever before as they fight for what they believe It is essential to consider the recent trends technologies and movements in order to understand where society is headed in the future The Research Anthology on Citizen Engagement and Activism for Social Change examines a plethora of innovative research surrounding social change and the various ways citizens are involved in



shaping society Covering topics such as accountability social media voter turnout and leadership it is an ideal work for activists sociologists social workers politicians public administrators sociologists journalists policymakers social media analysts government administrators academicians researchers practitioners and students Handbook of Research on the Facilitation of Civic Engagement through Community Art Hersey, Leigh Nanney, Bobick, Bryna, 2016-12-05 Outreach and engagement initiatives are crucial in promoting community development This can be achieved through a number of methods including avenues in the fine arts The Handbook of Research on the Facilitation of Civic Engagement through Community Art is a comprehensive reference source for emerging perspectives on the incorporation of artistic works to facilitate improved civic engagement and social justice Featuring innovative coverage across relevant topics such as art education service learning and student engagement this handbook is ideally designed for practitioners artists professionals academics and students interested in active citizen participation via artistic channels **Museum Education for Today's Audiences** Jason L. Porter, Mary Kay Cunningham, 2022-02-15 Today's museum educators are tackling urgent social issues addressing historic inequalities of museum collections innovating for accessibility leveraging technology for new in person and virtual learning experiences and cultivating partnerships with schools businesses elders scientists and other social services to build relationships and be of service to their communities Despite the physical distance the pandemic placed between museums and their visitors museum educators have remained essential sustaining connections with the public through virtual or modified programming content development and conversations that they are uniquely qualified to execute Educators require updated resources to guide their efforts in navigating these new challenges and building upon the opportunities presented by current events and changing audiences This book and its accompanying on line resource share lessons from innovators in the field to support ongoing professional development efforts with essays about current issues Additionally it provides new models and tools to guide individual or group reflection on how today's museum educators can adapt and thrive in a dynamic and ever changing cultural sector The additional resources include discussion prompts and adaptable templates to allow readers to customize the content based on current events institutional discipline size budget and staffing scenario of their organization The book's essays are divided into three sections Changing expectations of visitors inclusion participation and technology Training and preparation for responsive resourceful educators Models for the future While a book can share ideas in the hope of inspiring change the accompanying online resource [www.EvolveMuseumEd.com](http://www.EvolveMuseumEd.com) provides a more flexible and responsive forum for sharing ongoing and evolving resources to encourage professional development for museum educators as they respond to the changing needs of today's audiences *The Routledge Handbook of Museum and Heritage Education* Margaret McColl, Pete Brown, Michelle Delaney, Karl Borromäus Murr, Henrik Zipsane, 2025-06-24 The Routledge Handbook of Museum and Heritage Education is a practical reference guide that shows how museums galleries and heritage sites can offer opportunities for successful visitor engagement Defining museums as all cultural sites that interpret collections and

spaces for public education understanding and enjoyment this volume argues that museum education has a central role in the development of policies practices and research for engagement Including contributions from experts across the globe the volume shows how these sites can continue to offer unique opportunities for social physical emotional and academic engagement that are much needed to inform and empower museum visitors internationally It also demonstrates how museums galleries and heritage sites can be utilised for the betterment and sustainability of our world and the societies we live in Combining rich theory with innovative practice this book provides a comprehensive analysis of museum and heritage education today The Routledge Handbook of Museum and Heritage Education will be of interest to academics students and professionals who are based in the fields of museum education heritage adult and community education cultural studies social studies psychology and tourism

**Communities of Practice: Art, Play, and Aesthetics in Early Childhood** Christopher M. Schulte, Christine Marmé Thompson, 2018-01-08 Reflecting contemporary theory and research in early art education this volume offers a comprehensive introduction to new ways of thinking about the place of art play and aesthetics in the lives and education of young children Enlivened by narratives and illustrations 16 authors offer perspectives on the lived experience of being a child and discovering the excitement of making meaning and form in the process of art play and aesthetic inquiry

**Museums and Higher Education Working Together** Ms Catherine Speight, Ms Jos Boys, Professor Anne Boddington, 2013-12-28 Over the last twenty years the educational role of the museum has come to be central to its mission There are now far more educational opportunities new spaces new interfaces both digital and physical and a growing number of education and interpretation departments educational curators and public engagement programmes Despite these developments however higher education has remained a marginal collaborator compared to primary and secondary schools and to other forms of adult learning This has meant that the possibilities for partnerships between universities colleges museums and galleries has remained relatively unexplored especially in relation to their potential for generating innovative patterns of research and learning This book addresses the key issues which are preventing such partnerships and examines how to enable more effective and creative connections between museums and higher education The authors identify conceptual and practical barriers and explore whether current academic models are fit for purpose They argue that as pressures mount on public educational resources around the world there needs to be an urgent increase in the exchange of knowledge across these sectors and the forging of world class scholarly partnerships Examples of research undertaken internationally offer best practice models for collaboration and integration This book will be compulsory reading for museum and educational specialists and those interested in engaging in museum higher education partnerships It will also be of interest to those involved in policy and decision making in education the museum sector and national and local government

**Museums and Written Communication** Ani Avagyan, Nick Winterbotham, 2018-11-23 This volume brings together 30 museum experts 26 in English and 4 in French to lift the lid on museum print and texts Contributions were originally

presented at the UNESCO World Book Capital of 2012 a timely and far sighted conference held in Armenia If text is essential to communication how can museums be sure that what they offer will engage interpret or even transform the visitor the tourist or the scholar This book offers a wealth of answers to this question and related concerns     **Visitor-Centered Exhibitions and Edu-Curation in Art Museums** Pat Villeneuve, Ann Rowson Love, 2017-03-17 Visitor Centered Exhibitions and Edu Curation in Art Museums promotes balanced practices that are visitor centered while honoring the integrity and powerful storytelling of art objects Book examples present best practices that move beyond the turning point where curation and education are engaged in full and equal collaboration With a mix of theory and models for practice the book provides a rationale for visitor centered exhibitions addresses important related issues such as collaboration and evaluation and presents success stories written by educators curators and professors from the United States and Europe introduces the edu curator a new vision for leadership in museums with visitor centered exhibition practices The book is intended for art museum practitioners including educators curators and exhibitions designers as well as higher education faculty and students in art museum education art history and museum studies

## Decoding **Teaching In The Art Museum Interpretation As Experience**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Teaching In The Art Museum Interpretation As Experience**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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