

Adaptive Art Education



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Fine Art & Design Teacher Training

Adaptive Art Education is about giving an inclusive interpretation to art education within a metropolitan context.

By creating space for every student's individual experiences within my teaching, I found a way to develop meaningful educational content in every context that is in line with the perception of each student.

My methodology consists of eight points of attention that offer hold in the process of shaping inclusive art education together with students.



These points of attention cannot be approached as concrete tools, but rather as boxes to which new content can be given, depending on the context.

The eight points of attention consist of:

Story Telling;

How to use intangible forms in art education.

Intersubjectivity;

Using intersubjectivity within art education to learn from each other's point of view.

Collaboration;

How we learn to communicate with each other through images.

Emotional Development;

Learning to understand ourselves better through visual art.

Trauma Sensitivity;

Art education as a means of processing unresolved emotions.

Contextualizing;

How to map the world around you by using images.

Randomness;

How to rely on spontaneous developments during class and how to respond to them.

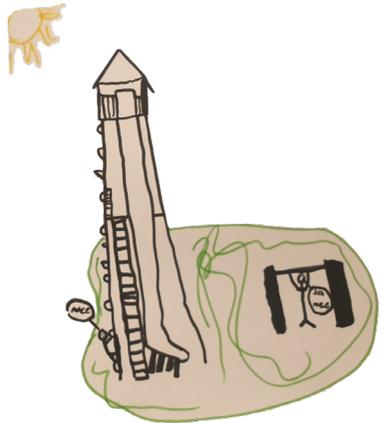
Presentation;

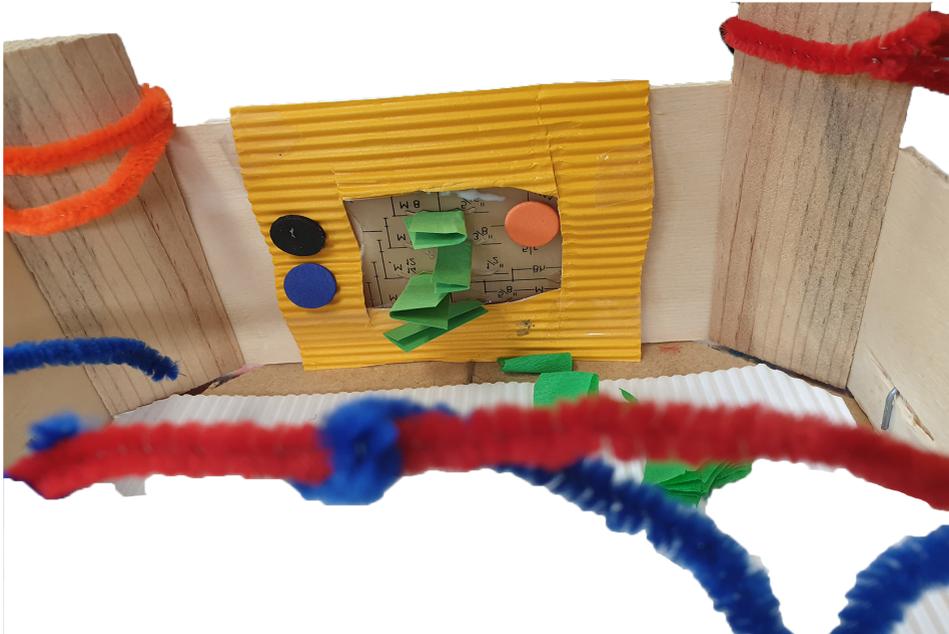
The importance of exchanging each other's creative process.

The theoretical framework for this methodology is based on the pedagogical principles of Reggio Emilia, Iliass el Hadjoui's essay 'How the Street enters the School' and Bessel van der Kolk's book 'The body Keeps the Score'.

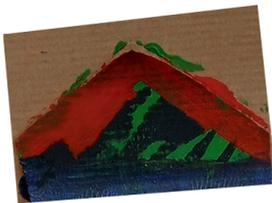
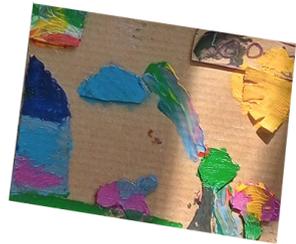
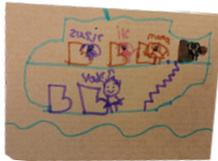


Story Telling;





Intersubjectivity;





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Collaboration;





Emotional Development;





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Quik bood

Trauma Sensitivity;



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Jae lino



de time-out plek

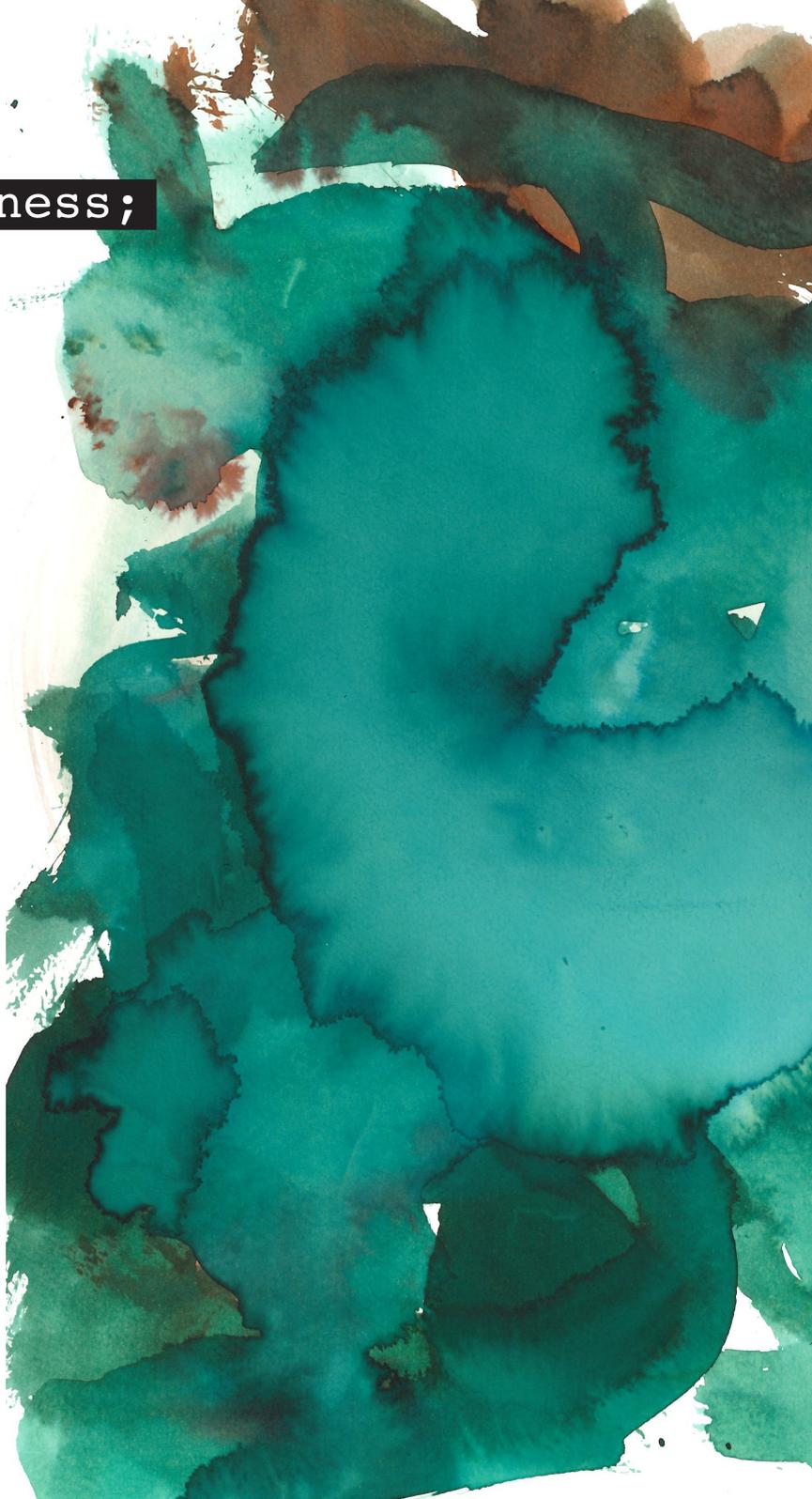


Contextualizing;





Randomness ;



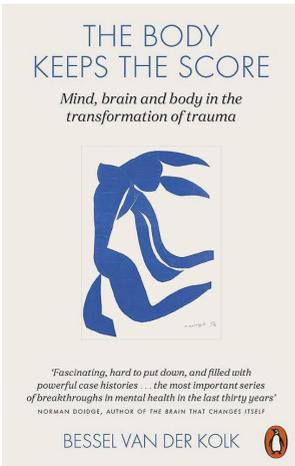


Presentation;





Edwards, Carolyn Pope, et al. The Hundred Languages of Children the Reggio Emilia Experience in Transformation. Praeger, 2012.



A., V. der K. B. (2015). †The †body keeps the score: Mind, brain and body in the transformation of trauma. Penguin Books.

“Hoe De Straat De School Binnendringt.”
PDF Free Download, <https://docplayer.nl/121466-Hoede-straat-de-school-binnendringt.html>.