

# **ARTS EDUCATION RESEARCH: THINKING AND FEELING FOR THE FUTURE.**

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# THE ARTS AND EDUCATION

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- **Artists, alongside scientists and entrepreneurs, are role models for innovation in our societies.** Not surprisingly, arts education is commonly said to be a means of developing skills considered as critical for innovation: critical and creative thinking, motivation, self-confidence, and ability to communicate and cooperate effectively, but also skills in non-arts academic subjects such as mathematics, science, reading and writing. Does arts education really have a positive impact on technical skills in non-arts subjects, on skills in thinking and creativity, and on character?

(Ellen Winner and Stephan Vincent-Lancrin; 'The Impact of Arts Education: Evidence and Agenda for Future Research' in *2017 International Yearbook for Research in Arts Education*; p.71)



# THE ARTS AND CULTURAL EDUCATION

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- **Crossroads in arts and cultural education may offer new encounters and opportunities** as well as exciting or frustrating challenges that may or may not develop our field. Cooperation between cultural institutions, such as theatres, museums, or orchestras, and the field of arts education, is constantly growing and provides us with new understandings and new practices that extend our knowledge.

(Aud Berggraf Saebo – ‘Introduction’ in *2016 International Yearbook for Research in Arts Education: At the Crossroads of Arts and Cultural Education: Queries Meet Assumptions* – p.16)



# SINGAPORE AND CULTURAL CHANGE

(REACH SINGAPORE: 23 NOV 2015:)

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- DPM Tharman acknowledged that Singapore needs to change the culture in education - to move away from an obsession with children's grades and focus more on giving them diverse experiences. "Diverse experiences and interaction with people from diverse backgrounds, that helps," he said. "And that means everything you do on the sports field, in the dance hall, in debate and even when you're just daydreaming."
- "Such a culture would not only make jobs better, but also allow incomes to keep growing and allow Singaporeans to thrive even in a world of greater uncertainty and softer economic growth", he said.
- Source: "ST Global Outlook Forum: Singapore needs a cultural change, says DPM Tharman" (The Straits Times, 23 November 2015)



# SINGAPORE AND THE FUTURE

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- The future jobs, some of the most rewarding jobs, are going to be those that involve **thinking and doing, thinking and designing**, getting into operations at the same time that you are **doing research or leading strategy** in an organisation. So there will be a lot more fluidity. The old class structure of the workforce is breaking down.
- (DPM Tharman Shanmugaratnam; 2016; <http://www.pmo.gov.sg/newsroom/transcript-dpm-tharman-shanmugaratnams-dialogue-mckinsey-innovation-forum>)

# UNESCO-NIE CENTRE FOR ARTS RESEARCH IN EDUCATION (CARE)

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- CARE generates, collects and disseminates high-quality research which promotes education in and through the arts through a strong collaborative network between NIE, UNESCO and like-minded individuals in the Asia-Pacific region. Its vision is to be a centre for excellence in arts research in education in Singapore and the region.

# THE UNESCO SEOUL AGENDA: GOALS FOR THE DEVELOPMENT OF ARTS EDUCATION

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- The Seoul Agenda calls upon UNESCO Member States, civil society, professional organizations and communities to recognize its governing goals, to employ the proposed strategies, and to implement the action items in a concerted effort to realize the full potential of high quality arts education to positively renew educational systems, to achieve crucial social and cultural objectives, and ultimately to benefit children, youth and life-long learners of all ages.





# UNESCO-NIE CARE WEBSITE:

- CARE a clearing-house of research on the instrumental benefits of arts in education in Singapore and the Asia-Pacific region. It is part of a region-wide network of Observatories stemming from the UNESCO Asia-Pacific Action-Plan. These Observatories are tasked to collect, analyze, repackage and disseminate research about arts education in a web-accessible manner. This body of evidence about the value of arts in education is used to support advocacy efforts for mainstreaming the arts in Asian education.
- See <http://www.unesco-care.nie.edu.sg/>

NIE Visual & Performing Arts Academic Group presents:

## INTERNATIONAL PERSPECTIVES ON CULTURAL DIVERSITY AND ARTS EDUCATION

Date: Wednesday, 26th April 2017

Time: 9:00am – 5:30pm

Venue: The Nanyang Playhouse  
1 Nanyang Walk, Singapore 637616

This international forum will comprise a series of presentations by arts education researchers/practitioners/organizations from Australia, Canada, Colombia, Germany, Hong Kong, Israel, Kazakhstan, Kenya, Korea, New Zealand, Singapore, and Thailand, speaking to issues surrounding cultural diversity and arts education within formal, informal and/or non-formal educational settings.

Dialogue sessions will be moderated by faculty members of the Visual & Performing Arts Academic Group, National Institute of Education (NIE). This event is organized in tandem with the inaugural UNESCO UNITWIN (Arts Education Research for Cultural Diversity and Sustainable Development) network meeting from 27th-28th April 2017.

Registration at: <http://bit.ly/VPA-UNITWIN>

With support from:



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# IMAGES OF PRACTICE

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- This research project is an in-depth qualitative study that aims to add to nascent local research literature investigating the nature of arts teaching in schools. Through 18 case studies of community nominated 'outstanding' arts educators in dance, drama, music, and visual arts, the study will examine how these arts educators define teaching in the arts and how they actually teach and engage students in the various arts disciplines.
- This is a collaborative project between NIE, the Ministry of Education's Co-Curricular Activities Branch (CCAB) and the National Arts Council (NAC).



[HTTP://IOP.RDC.NIE.EDU.SG/](http://iop.rdc.nie.edu.sg/)

A UNESCO-NIE CARE Research Project

# IMAGES OF PRACTICE

Arts Education in Singapore

Browse the 18 case studies here

Welcome

Dance

Drama

Music

Visual Art



Inspiring Dedication in Band  
Education for Children

BAND



Running a Group Music  
Composition and Performance  
Module

GENERAL MUSIC PROGRAMME



Dimensions of Student-Centred  
Music Lessons

GENERAL MUSIC PROGRAMME

Coming Soon

# IMAGES OF PRACTICE

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- This gallery is a web documentation of teaching practices in the arts within Singapore schools, a research study by UNESCO-NIE Centre for Arts Research in Education (CARE) examines how arts educators define and enact 'teaching' in the arts. Rather than highlighting 'best practices', this site seeks to provide an authentic view of teaching moments. In these pages, you will find videos of teaching, lesson plans, practitioners' reflections and narratives, student work, and material artifacts of teaching and learning. We hope that this website will become a resource for teacher professional development hence we invite all educators to view this gallery.





# OBSERVATIONS OF ARTIST EDUCATOR PRACTICES

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- “begin the creative process from the self, thus establishing personal meaning through space for self-expression by drawing in personal cultures and experiences.”
- “designing creative arts activities to connect with daily experiences and contemporary contexts of students with focuses on experimentation, exploration and play while critically examining the artistic process and product in question through improvisation, creative and critical thinking.”



# OBSERVATIONS OF PROCESSES DEVELOPED

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- facilitates sessions that are filled with “open-ended and speculative questioning” and “open-ended dialogue to reduce student reliance on the arts educator/artist, encouraging student-centred learning leading to student-generated artistic processes and activities.”
- “tends towards an arts classroom experience that is full of productive noise as students actively experiment, observe others, and discuss with peers.”
- “refrain from demonstrating a skill before letting the students explore on their own. They strongly encourage students to make mistakes and to make the best of their mistakes through innovation and improvement”



# OBSERVATIONS OF ARTIST EDUCATOR BELIEFS

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- ‘holds a strong belief that arts education should provide children with the opportunity to appreciate possibilities, to imagine, create, and push their own boundaries. The arts educator/artist is open to students’ ideas, takes time to listen to their ideas and encouraging these ideas to evolve as the students learnt more about the potential of the art form in question.’





# AISS (ARTISTS-IN-SCHOOLS-SCHEME) FOR PRE-SCHOOLS

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“collaboration between NAC and the Early Childhood Development Agency (ECDA) to enable pre-schoolers to gain access to quality and sustained arts programmes specifically designed by arts practitioners” (National Arts Council, 2014)

“children will broaden their learning perspectives through spontaneous exploration and expression. In addition, early childhood educators can also receive specialized training workshops by arts practitioners, as part of this programme. This will enable them to co-design and co-deliver the arts programme with the artist. These knowledge and skills can subsequently be integrated into the centres’ curriculum” (National Arts Council, 2014).



# RESEARCH QUESTIONS

1. How do artists and teachers experience and perceive the partnership process?
2. What have teachers picked up from the Professional Development (PD) from artists?
3. How do students experience the learning process within the arts program?



# CONCLUDING REMARKS:

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- Ongoing research in arts education – with full-time professional researchers, particularly skilled in qualitative research.
- Open dialogue between research, practice and policy – to continue interrogation of how best to serve the needs of Singapore society.



# GEORGE YEO ON THE SINGAPOREAN IDENTITY

## - S. RAJARATNAM LECTURE - NOV 2016

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- ... the Singapore identity is complex and dynamic. This complexity is part of our everyday life. We will never stop worrying about it. We will never stop arguing over policies affected by our multiple identities in education and housing, language and culture, national security and foreign policy. The latest debate is the Elected Presidency.
- In having to grapple with these tensions, which are never fully resolved, we develop a Singapore culture, a higher Singapore identity, which is accommodating and inclusive, while being always sensitive to issues touching on race, language and religion. Each and every Singaporean has multiple identities. Being Singaporean means understanding and accepting this reality, even celebrating it. The Singaporean has to be big-hearted and broadminded in order to embrace others not like himself. This is the Singapore idea which is worth living and fighting for. Indeed it is an idea the world desperately needs. Singapore is only Singapore if it has this universal appeal.

<http://www.channelnewsasia.com/news/singapore/george-yeo-on-the-singaporean-identity/3282162.html>

