Art School
Critique 2.0

Symposium

Nov 18-19, 2016

Art & Art Education
@Teachers College,
Columbia University

tc.columbia.edu/critique20
(Info)
critique20.eventbrite.com
(RSVP)

Open Call for Proposals
(due Oct 24, 2016)

Critiques - the presentation and review of student work in front of a teacher or critic and peers - have long been a common and powerful learning tool in the arts. Apart from allowing a deep engagement with the produced work, they also serve as a unique assessment device. Critiques provide a rich learning experience but can also be jarring. With art schools redefining their roles in the larger context of academia, are critiques still necessary? How have the recent changes to the learning landscape—student-centered teaching models, collaborative ways of making and online classrooms—changed the nature and practice of critiques?

Art School. Critique 2.0 will be a multi-faceted exchange of ideas with short presentations, panels, and workshops; it will explore multiple aspects of critique: its affordances and shortcomings; the artist as critic; and the role of critique in the curriculum.

The symposium will be the third in a series of recent symposia on teaching and learning of studio art in the 21st century. Acknowledging the need for professional development of artist-teachers, we will emphasize conversations rather than lectures, following an understanding of pedagogy as a practical concern rather than an institutional concept.

Guiding Questions:

What makes critique a powerful instrument for students in the arts, architecture, and design?

How can the critique format serve as a model for other areas of education and public discourse?

What does critique look like in an environment that places student needs at its center?

Is there an art to critique and, if so, what does it look like?

What is the role of critique in an art curriculum today?

In which way do hybrid practices, online learning and the professionalization of education change “critique”?

In what way can art itself be a critical practice?

How do we evaluate student work in an environment that is built on collaboration?
The symposium is organized by the **Art and Art Education program** at Teachers College, Columbia University, and once again in conjunction with the University of Applied Arts, Vienna, Austria. It will take place at **Teachers College, New York**, from **November 18 to November 19, 2016**.

Professor Judith M. Burton and Associate Professor Richard Jochum invite contributions by artists, artist-teachers, and educators that respond to the guiding questions. The symposium format will include short presentations, panels, and workshops to provoke conversation. Student voices will be an integral part of the symposium so as to provide a deeper understanding of their needs and expectations for learning and teaching in the arts.

**Program**

November 17, 2016. Arrival, Pre-registration and Informal Dinner

**Session 1 · Friday, November 18, 2016. Theme: Art as Critique**

If artists are not just makers of artifacts but also makers of culture, what broader social issues do they address? What does artistry mean in light of expanded practice, pervasive technology, and diminishing boundaries between art and public design? What are the values that guide their practice? In which way can art be understood as a critical practice? This session encourages artists to reflect on the role of their work as it contributes to culture, society, and education.

8:00 am: Registration and breakfast.  
9:00 am - 10:00 am: Opening plenary session, opening remarks. Keynote address.

10:00 am - 11:30 am: Short presentations, 10-12 minutes each.  
11:30 am - 11:45 am: Coffee break.  
11:45 am - 12:45 pm: Discussions in break-out groups with presenters and respondents.  
12:45 pm - 2:00 pm: Lunch.

**Session 2 · Friday, November 18, 2016. Theme: Critique as Collaboration**

How does critique fit into a student-centered learning environment? How is critique being incorporated into art making that has become hybrid and relies on collaboration? What is the role of the teacher in a critique? Critique has a rich history in the education of artists, writers, musicians, architects and designers. What can we learn from how critiques are conducted in other disciplines? This session will situate critique as a form of community and relationship building. Contributions should respond to the role of critique as a means of collaboration. A student panel will encourage the participants to rethink pedagogy in light of hybrid practices and in light of a learning landscape that emphasizes shared expertise and team effort.

2:00 pm - 2:30 pm: Pecha Kucha with short presentation of student work.  
2:30 - 3.30 pm: Reports from the field, 10-15 minutes each.  
3:30 pm - 4:00 pm: Coffee break.  
4:00 pm - 5:00 pm: Panel discussion, **Critique 2.0. What makes a successful critique? Experiences and strategies.**

**Reception**, 5:00 pm - 6:00 pm.

**Session 3 · Saturday, November 19, 2016. Theme: Critique as Pedagogy**

This session will be dedicated to the guiding principles of studio and classroom instruction. What are some of the teaching philosophies that art-educators utilize? How are they put into practice? How can critiques honor both process and outcome? And how do they connect to the curriculum at large?

9:00 am - 9:30 am: Keynote: What are the values that guide us in our teaching?  
9:30 am - 10:30 am: Short presentations, 10 minutes each.  
10:30 am -10:45 am: Coffee break.  
10:45 am - 11:30 am: Short workshops: **Prompts. Learning Something in Ten Minutes.**  
11:30 am -12:30 pm: Wrap up session. Student observations. Send-off.

**Information**

Please submit your **proposal** for a presentation containing **title and abstract** by October 24, 2016.  
**Submission-Link:** goo.gl/ic651T

A publication of proceedings coming out of the symposium is planned for 2017.

Registration is free, but RSVP is mandatory because space is limited.

For questions, inquiries, or if you are interested in participating/presenting, please contact Richard Jochum (jochum@tc.columbia.edu).
Please submit your proposal for one of the following sessions:

Session 1, *Art as Critique*, invites professional artists to give a 10-12 min short presentation that connects their work with broader cultural, society, or educational issues.

Session 2, *Critique as Collaboration*:
- “Pecha Kucha” invites teaching artists to present slides of their student’s work in a dynamic six minute presentation.
- “Reports from the Field” invites pairs of studio instructors to team up and visit each others courses, give feedback, and report what they have learnt from each other in 10-12 min short presentations.
- “Critique 2.0 Panel” invites students and studio instructors to discuss their experiences. Students will share what they miss and what they value in critiques. Instructors will respond and defend their strategies.

Session 3, *Critique as Pedagogy*:
- “Short Presentations” invites experienced artists-teachers and educators to share their teaching philosophies and instructional experiences in order to reflect the place of critique, evaluation, and assessment within the larger curriculum in ten minutes each.
- “PROMPTS” invites art educators and artists to offer short workshops on “Learning Something in Ten Minutes”. After the learning sessions, facilitators and attendees will unpack the teaching strategies used in the short workshops.

Please submit proposals by October 24 to our submission portal [goo.gl/ic651i](http://goo.gl/ic651i).