

The Artist-led Pedagogic Process: Developing a meaning making framework

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Photo: Raphael Preston

The artist educator is engaging with a group of adult learners.... She is asking questions and encouraging participants to look carefully at the painting and share their thoughts. Individuals are voicing different opinions and discussing how the work has been made. Varied interpretations are emerging and the artist educator draws the learners back to the work.

Figure 1:
An Experiential Learning Model (Dennison & Kirk, 1990)

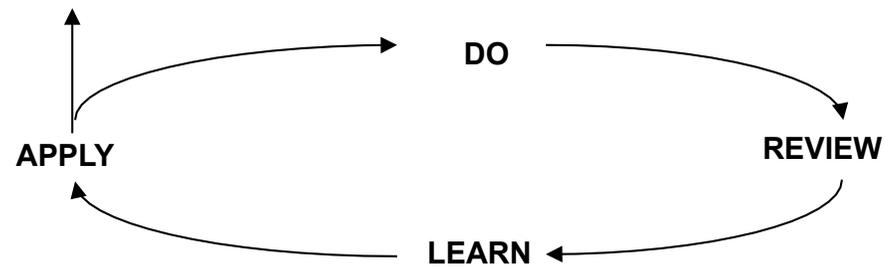
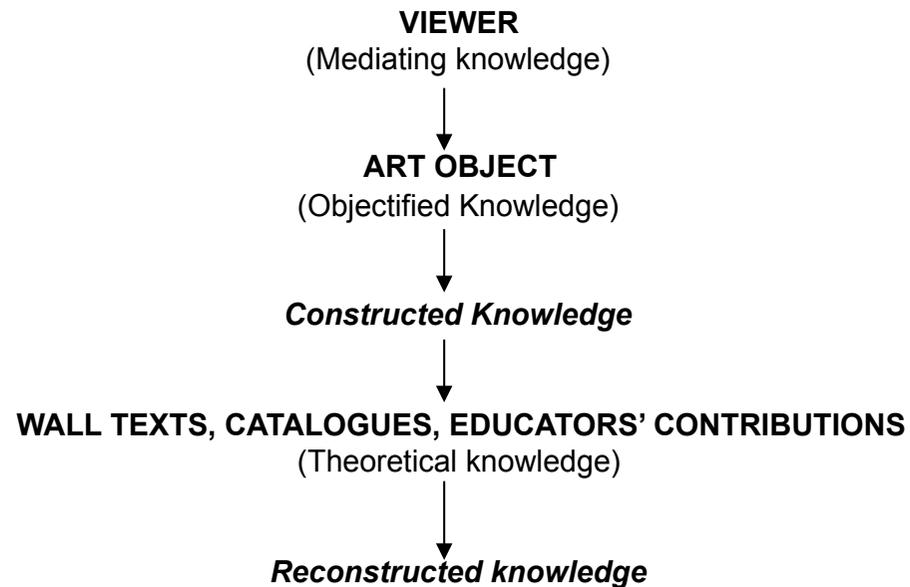


Figure 2:

The Aesthetic Understanding as Informed Experience model,
(Lachapelle, R. Murray, D. Neim, S., 2003)



Dialogue:

A dynamic generative conversation which promotes critical investigation, reflection, analysis and the reorganisation of knowledge.

Allows for risk taking and the sharing and questioning of ideas and hence gives space to all voices.

Within dialogue the knowledge brought to the meaning making experience by the artwork, learner and artist educator are accommodated, but are also open to review and reconstruction.

Figure 3:
Stage One of the MMG framework

