

Members' newsletter August 2020

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The worldwide community of education through art: Official partner of UNESCO

News

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Notes from the President.

Welcome to the August 2020 edition of InSEA members' e-news! With several items of interest to members every month, InSEA e-news is an important forum for members and it is YOUR publication.

Despite the pandemic, the InSEA World Council has been working hard to ensure education through art is high on national and international agendas, by keeping you informed. The opportunity to travel and meet together has

informed. The opportunity to travel and meet together has been limited for most of the year so far and it looks like the situation will continue for the rest of this year, at least. We will continue to explore ways that we can help you connect with and advocate for education through art around the world. Please help us work on our three aims:

1. Promoting small-scale, local, events such as seminars, artistic interventions and workshops
2. Motivating new and especially younger, artist-educators from all parts of the world to join the Society
3. Encouraging members to publish with us.

In this InSEA e-news, all of the items relate to these aims, but I want to draw attention to a couple of important new developments. Firstly, a new Working Group has been established with a remit centred on the second priority - attracting new and younger artist-educators, especially those concerned with art education who work in the elementary, early education, special educational needs, primary, secondary or community-based sectors. The new Working Group (Learning, Teaching and Professional Development) will be chaired by the InSEA Secretary, Dr Patsey Bodkin. Secondly, in recognition of the current situation, we will be revising the InSEA website so that we can better serve and connect with members. This is a major undertaking and members will be kept informed of progress. In the meantime, I thank you for your patience.

Related to these two initiatives, there will also be a series of Webinars that will help us to achieve our three aims, especially that of promoting small-scale and local events. Scroll down, for example, to the 'Publications' 'events' sections - the call for papers and events listed are designed to encourage people who work in schools at all levels and communities to share their 'pictures of practice..'

I want to thank the Executive Officers, members of World Council and Regional Councils, editors and reviewers. We are all art educators, working with and for art educators and we are all volunteers.

If you have something that might interest other art educators around the world, tell us about it! Share your teaching or research. We need a good quality image and

brief text (100-150 words) and any web links.

Send by email with E_NEWS in the subject line to
secretary.insea[at]gmail.com

Copy deadline for September issue: **4 SEPTEMBER 2020**

Glen Coutts

President (2019-22)



InSEA is proud to be an official partner of UNESCO.

UNESCO is calling for **your input** as they develop the Futures of Education plan for 2050. This strategy will have a real impact on the education agenda and we strongly encourage all Arts Educators to complete the 1-minute survey and the optional follow-up question which asks "in your opinion, what is the major, key issue for the futures of education?"

We need to ensure that The Arts and the knowledge, skills and dispositions that are developed through The Arts are included in UNESCO's plans.

PLEASE COMPLETE THIS SURVEY!

<https://en.unesco.org/futuresofeducation/get-involved/top-3-challenges-and-purposes-education?fbclid=IwAR2-RIgN10qA-660BzPn2MLpe1HhDMGMS-pp6NqE1kWiH63I6u1ObVbRNCY>





Coffee breaks are back!

World Councillor coffee breaks start again in August on the last Tuesday and Wednesday of each month. World Councillors will be sent a Zoom invitation...

InSEA Publications

After a very busy year and with several publications (edited books, congress proceedings and catalogues), InSEA Publications is pleased to announce that the next Call for Proposals is now open.

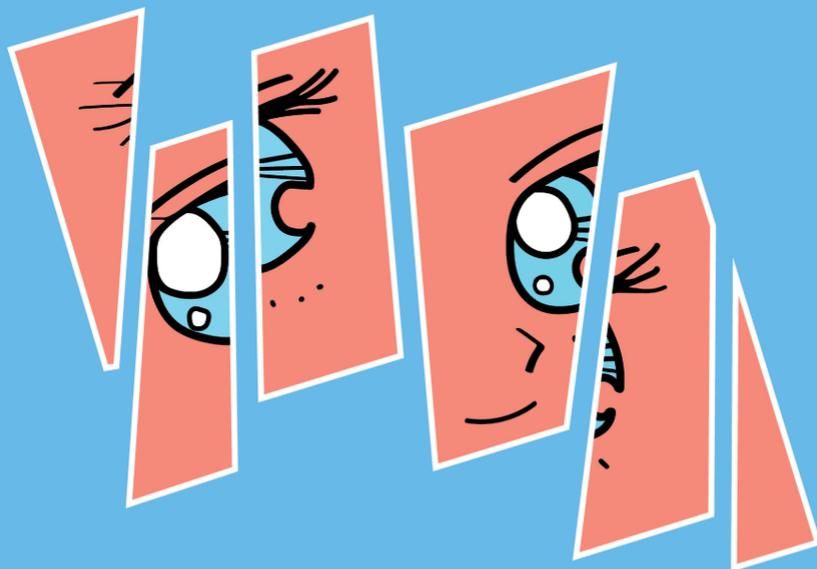
Have you got an idea about education through art worth sharing?

Interested in publishing with us? [Click here](#) for more information.

PLEASE NOTE: The opportunity to publish is a membership benefit and potential editors, authors, practitioners and contributing authors must be, or agree to become individual, professional members of InSEA.

MANGA!:

Visual Pop-Culture in ARTS Education



Edited by

Masami Toku & Hiromi Tsuchiya Dollase



News from *InSEA PUBLICATIONS: DIFFERENT THINKING*

InSEA Publications is delighted to announce yet another publication to be added to the list of our publications. Congratulations to Editors Masami Toku and Hiromi Tsuchiya Dollase on this excellent book! Thank you also to our Academic Review Panel and invited consultants. This publication is a tangible example of the power of professional collaboration: Art educators working with and for art educators.

Many thanks to all of the authors for sharing your research with the world - some of you were already members of InSEA, but all of you are now - welcome to the worldwide community of education through art!

Glen Coutts: Chair InSEA Publications Board.

About the book:

This book explores the power of visual pop culture, in particular, manga, discussing theories and practices for incorporating its study into diverse educational disciplines. It presents the value of education through manga, showcasing ways in which manga can be a very useful pedagogical tool in educational curricula.

The content is composed of two parts: 1) theory and practice in ARTS (visual and performing arts) education and 2) manga in cultural, language, and media studies, with particular emphasis on pedagogical aspects. 24 authors who are specialists in visual popular culture in their respective disciplines share their knowledge and experiences of how to incorporate the value of manga into their academic subjects.

We hope that this book will contribute to the further advancement of education in visual pop culture and that a wide range of readers will use it as a springboard to spread our belief in “education through manga across disciplines.”

Title: Manga!: Visual Pop-Culture in ARTS Education

Editors: Masami Toku & Hiromi Tsuchiya Dollase

Layout and design: Thelonious Kai Aull

InSEA Publications 2020

E-ISBN: 978-989-54683-7-9 (eBook/PDF)

ISBN : 978-989-54683-6-2 (Printed Book)

D.O.I: 10.24981/2020-3

Download the book at [our website.](#)

**The InSEA Learning Through Art Series -
Call for Contributions...**



International Society for Education Through Art



Learning through art: International Pictures of Practice

**Editors: Gabriella Pataky, Jonathan Silverman
Li Yan Wang, Yungshan Hung, Sunah Kim**
Series Editors: Glen Coutts and Teresa Eça

Proposal due by **September 7, 2020.**

BOOK TITLE: Learning through art: International Pictures of Practice

Series Editors: Glen Coutts and Teresa Eça.

Section Editors

A. First stage: age 3- 7. Gabriella Pataky

[patakyaella@gmail.com]

B. Second stage: age 8-11 Jonathan Silverman

[jsilverman@smcvt.edu]

C. Third stage: 12-18 LiYan Wang

[lywang@cc.ncue.edu.tw] & Yungshan Hung

[ireneh1220@gmail.com]

D. Art education with vulnerable learners

(eg Special/ Additional Educational Needs). Sunah Kim

[sunah1223@gmail.com]

In the *Learning Through Art* series our aim is to investigate ways in which the visual arts might help to create new ways of educating for a sustainable future. The series provides open-access publications with the help of members of the International Society for Education through Art (InSEA).

This book, the third in the series, will focus on what art educators outside universities are doing in classrooms and communities with young people aged between 3 and 18 years. As the title suggests, the book will be very visual; we invite art educators to submit images and text that describe one successful lesson, or series of lessons, that they have carried out. The emphasis is on the creativity of individual art educators and their students at whatever age, we want a picture of practice in different parts of the world. This is not intended to be a text book containing formula lessons, rather we seek critical portraits of learning, teaching and creating learning situations with visual arts.

The call is in 2 stages, stage 1 will be an outline proposal or abstract, stage 2 will involve peer-review

STAGE 1: DEADLINE MONDAY 7 SEPTEMBER We invite art educators to submit a proposal (in English, but the book will also publish in the native language of authors) (max 500 words) for a contribution that includes, for example:


- o **TITLE of the lesson or project**
- o **Photographs/ images (Minimum 2)**
- o **Learner characteristics including Age group**
- o **Country/context / location**
- o **Materials used**
- o **Timescale**
- o **Method/ procedure**

STAGE 2: DEADLINE MONDAY 28 OCTOBER. Editors will select outline proposals and invite more detailed submission that will be reviewed. Please send your submission as WORD file to the section editors' email address above

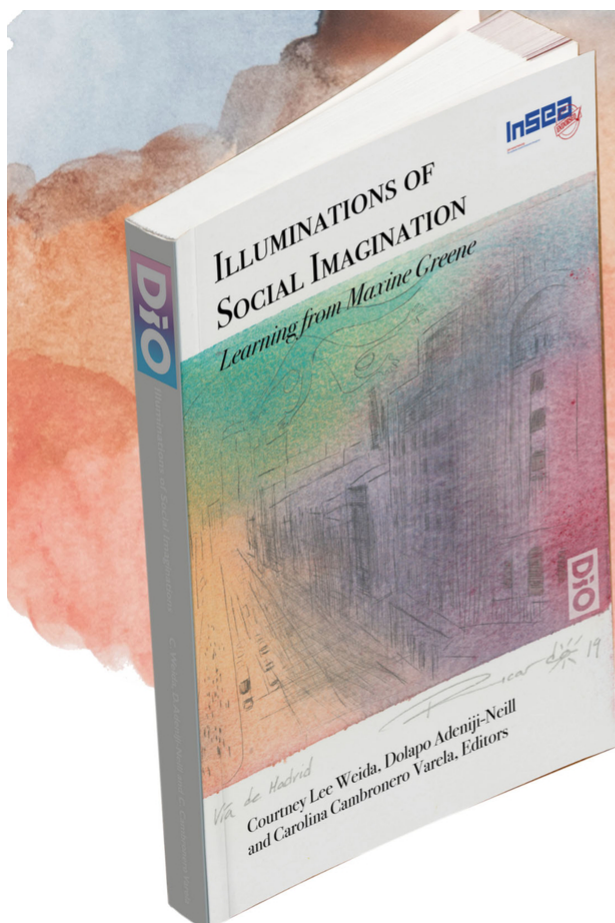
NOTES: The term 'art' should be interpreted as broadly to include, for example, crafts, Indigenous making, digital, photography or time-based media.

We want art educators from around the world to share their practice and learn from each other. In order to do that please avoid terms and jargon used in particular countries, for example 'K12', 'IB', Elementary, Secondary and so on. Remember the audience of the LTA series is international

We will not accept lessons that have been based on commercial templates, publications or teachers' 'how to' books or web sites. We are not seeking academic articles on curriculum development or theory. We are interested in well documented accounts of art education practices around the world.



Now Available on DIOPRESS.COM



Special Offer for InSea members

Until August 31 InSea members will receive a 30% discount when ordering on DIOPRESS.COM with code **INSEA30. From September 1 the discount will be 15% using the code **INSEA15**.**

For more information: info@diopress.com



CALL FOR PRINCIPAL EDITOR:

INTERNATIONAL JOURNAL OF EDUCATION THROUGH ART (IJETA)

The International Society for Education through Art

is seeking a Principal Editor for the

International Journal of Education through Art

InSEA is seeking an energetic and committed Principal Editor for its highly regarded peer-reviewed journal, the International Journal of Education through Art (IJETA). As Dr Nadine Kalin, the Principal Editor of IJETA completes her term of office, InSEA is seeking a new Principal Editor to lead the Editorial Team from October 2022. The successful candidate will be responsible for the Journal for a period of three years (2022 to 2024) with an additional year (starting October 2021) as Principal Editor-elect during which time the successful applicant will work with the current Principal Editor in advance of becoming Principal Editor.

First published in 2005, IJETA has established itself as a highly respected and important source for research dissemination in the field. IJETA promotes original ways of re-thinking the status of education through art and art education while addressing the role of teaching and learning in either formal or informal educational contexts. The Journal is interdisciplinary in its reflection of teaching and learning contexts and also in its representation of artistic approaches and practices. It provides a platform to question and evaluate ways art is produced, disseminated, and interpreted across a diverse range of educational contexts. Formal and informal educational contexts, policy and practice, pedagogy, research, comparative education, and

trans-cultural issues all are considered to disseminate research and raise debate in these areas.

Applicants for the position of Principal Editor should be experienced art educators with an interest in a broad range of developments in the field of visual arts education. They must be current members of InSEA, hold an advanced academic degree, have a strong record of academic publishing with experience serving on editorial boards and/or reviewing work for publication. Ideally, they will have a profile of research, publishing at national and international levels. Applicants must be familiar with working electronically, be prepared to work flexibly depending on the workload required across the publication cycle, and hold a vision for the future of the journal that takes into account the changing landscape of academic research and publishing.

The position is unpaid.

Duties of the Principal Editor shall include, but not be limited, to the following:

- o The Principal Editor (PE) is responsible for coordinating all editorial tasks including the online peer-review process and the timely publication of three issues of the Journal per year.
- o The PE will ensure there is an adequate number of qualified reviewers and that their selection follows the established selection and rotation process.
- o The PE should organise an Editorial Executive (2 editors, reviews editor, and an editorial assistant).
- o With the assistance of the Editorial Team, the PE will select and appoint people to take on specific tasks (for example, special issues).
- o The PE will lead the Editorial Team in their tasks, ensuring a sense of shared vision and cooperation. The PE will be responsible for managing the online peer-review process; keeping a log of acceptance and rejection; communicating with authors, guest editors, and reviewers.
- o Together with the Editorial Team, the PE will need to seek contributions and ensure sufficient high-quality material that maintains the international status of the Journal. All papers submitted to the Journal are subject to a double-blind peer-review process and the PE is responsible for organising this process professionally and promptly.
- o At the end of each year, the Society and its publisher will require a report from the PE on the number of articles submitted, accepted, rejected, and published; the country of origin of the authors of submitted and accepted articles; and manuscript time-lines.
- o The PE has final responsibility for the content of the Journal and for delivering the content of each edition of the Journal to the publisher according to the publication schedule. While the PE is responsible for communicating with the publisher, she or he should also consult with the Chair of the Publications Board and the President of the Society about any major concerns or decisions.
- o The PE will lead the Editorial Team in shaping a vision for the Journal and will be instrumental in the process of planning the future development of the Journal.
- o Ideally, the PE will hold an annual meeting with reviewers and editors as well as an open meeting with Society members to discuss publication and other issues, at one of the Society's International Congresses.
- o While InSEA and the publisher are not in a position to provide financial support to the Editorial Team; the PE is encouraged to approach home institutions of these individuals to request some academic support.

Closing date: Saturday March 27, 2021

Although we are seeking a Principal Editor, we ideally seek a four-person editorial team (Principal Editor, two Editors, a Reviews Editor, and an Editorial Assistant. Please send a letter of application for the position of Principal Editor to:

Glen Coutts

President

International Society for Education through Art

Email: [president.insea\[at\]gmail.com](mailto:president.insea[at]gmail.com)

InSEA Awards



The InSEA award for Excellence in Research in Education Through Art

The applicant(s) quality of work will be evaluated on the extent of how the research demonstrates excellence in art-infused enquiry and how it advances our knowledge about education through art. This award is available to all active InSEA member at every educational level, a single researcher, or a group collaborative are invited to participate. The deadline is **November 6, 2020**.

The InSEA award for Excellence in Praxis

This InSEA award is presented to an art educator or collaborative group at any level who is/are active member(s) of InSEA who has/have demonstrated a commitment to multicultural and cross-cultural educational strategies in their schools and communities that are evident in their teaching strategies. This/these art educator(s) should have actively implemented pedagogical and curricular approaches that build respect for human dignity and diversity through art. The deadline has been extended to November 6, 2020.

Specific information about the submission requirements can be found at <https://www.insea.org/council/awards>

Specific inquiries can be sent to Steve Willis at stevewillis@missouristate.edu

The Research and Praxis Board consists of one Vice-President (Steve Willis, Chair) and InSEA World Councilors representing the six different InSEA regions: Kathryn Coleman (Southeast Asia & Pacific), Sahar Khalil (Africa & Middle East), Mirian Celeste Martins (Latin America), Allan Richards (North America), Maho Sato (Asia), and Mira Kallio-Tavin (Europe) will evaluate the submissions and make a recommendation. Decisions will be finalized by members of the InSEA World Council. The award decision will be announced at the European Regional Congress (Jaen, Spain 2021). The recipients will be announced in the InSEA News.

Look out for the next round of awards - the three prestigious InSEA awards: the Herbert Read Award (lifetime achievement); Mahmoud El-Bassiouny Award (professional and/or community service) and the Edwin Ziegfeld Award (new directions in art education). Nominations will be sought during 2021. For more information, [see our website](#).

Vice President Steve Willis

Conferences

**ART EDUCATION IN THE TIME OF CORONAVIRUS:
REFLECTING ON TODAY, ANTICIPATING TOMORROW**

InSEA Endorsed International Virtual Conference

12 to 15 October 2020

Measures against the spread of coronavirus have changed our lives almost overnight. In many countries, schools, museums, galleries and theatres have <http://m7kt.mj.am/tplimg/m7kt/b/x8vqg/v8x35.jpeg> been closed, cultural events

have been suspended and social life has been curtailed. Art teachers were challenged to deal with this new situation, staying in touch with students and supporting them in their independent study. Conference website

World Councillor Susan Coles

ART EDUCATION IN THE TIME OF CORONAVIRUS

REFLECTING ON TODAY,
ANTICIPATING TOMORROW

International Virtual Conference

Czech Section of INSEA
from 12 to 15 October 2020

Registration for free

In 2018, the first Sub-Saharan Africa Society for Education through Arts : SSASEA symposium was held in Namibia under the auspices of InSEA (International Society for Education through Art). The Sub-Saharan Africa Society for Education through Arts : SSASEA Educators was established in 2019. In accordance with WAAE-UNESCO declaration the organisation aims to provide advocacy and guidance for the strengthening of Arts Education at country level, in the Sub-Saharan region and globally. [Congress website.](#)

Past President Teresa Eça

SSASEA Home

The 1st SSASEA-UNESCO Arts Education Virtual Conference

1 – 4 December 2020



North-West University, Potchefstroom Campus, South Africa

- Home
- Call for abstracts
- Registration
- Accommodation
- Travel
- Pre-conference

THEME: Embracing indigenous knowledge through the Arts for sustainable development goals (SDG's*) in general and in times of (pandemic) disruption and uncertainty

- SDG's Sustainable Development Goals as per United Nations Declaration
- Underscored by Seoul Declaration of 2010 to align with UNESCO

In 2018 the first Sub-Saharan Africa Society for Education through Arts : SSASEA symposium was held in Namibia under the auspices of InSEA (International Society for Education through Art). The Sub-Saharan Africa Society for Education through Arts : SSASEA Educators was established in 2019. In accordance with WAAE-UNESCO declaration the organisation aims to provide advocacy and guidance for the strengthening of Arts Education at country level, in the Sub-Saharan region and globally.

As we strive to advocate the importance and essential role of arts education; develop arts-based research and best-valued practices and curricula we hope to offer strategic recommendations for policy-related decisions and actions in implementing arts education to all.

Our focus is to acknowledge our unique identities, to re-visit indigenous knowledge systems and its relevance to sustainable development in general and in times of disruptive, pandemic tipping points in our regions. Moving forward, how do we mobilise different kinds of knowledge and learn new ways of living, working and organising our lives and institutions?

Educators, researchers, policy makers, practitioners of the arts and students are welcome to participate and review our positional stance in a world that has become increasingly disrupted, socially distanced and unsettling.



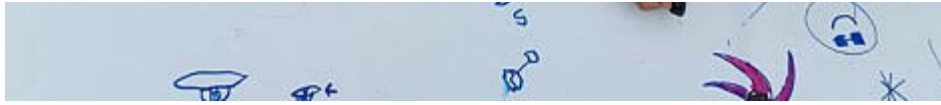
United Nations Educational, Scientific and Cultural Organization



"ArteNautas" by Teresa Alexandrino



Events





And - from our affiliated organisation Big Draw, a reminder to sign up for the 2020 event. <https://thebigdraw.org/organise-an-event>

World Councillor Susan Coles

<p>schedule</p> <p>Jorge Lucero, opening remarks Dan Barney, Brigham Young University Agnieszka Grodzinska, Academy of Arts of Szczecin/ Poznan Art Academy Ellen Mueller, Minneapolis College of Art and Design Sam Rocha, University of British Columbia Eunji Lee, Teachers College, Columbia University, Seoul, Korea Miriam Dolnick & Casey Murtaugh, Nicholas Senn High School, Chicago Brian Black & Ryan Bulis, Crawford High School, San Diego & Palomar College, San Marcos, CA Nathan Shackelford, St. Charles High School, St. Charles, IL Heath Schultz, University of Tennessee at Chattanooga Kira Hegeman, Saint Louis Art Museum Christina Hanawalt, University of Georgia Clark Goldsberry, Brigham Young University/ American Fork High School Paulina Camacho Valencia, University of Illinois, Urbana-Champaign Angela Inez Baldus, University of British Columbia Natalia Calderón, Universidad Veracruzana, Mexico Allison Rowe, University of Illinois, Urbana-Champaign Lillian Lewis, Youngstown State University Cala Coats, Arizona State University Brooke Hofess & Mindi Rhoades, Appalachian State & Ohio State University</p>	<p>12:00 12:10 12:20 12:30 12:40 12:50 13:00 13:10 13:20 13:30 13:40 13:50 14:00 14:10 14:20 14:30 14:40 14:50 15:00 15:10</p>	<p>Conceptual Art & Teaching presents</p> <h1 style="margin: 0;">WHAT HAPPENS AT THE INTERSECTION OF CONCEPTUAL ART & TEACHING?</h1> <p style="font-size: 1.2em; margin: 0;">a marathon zoomposium</p> <p style="font-weight: bold; margin: 5px 0;">august 15, 2020 12pm to 6pm (18:10) CST</p>  <p style="color: yellow; font-size: 1.5em; transform: rotate(-15deg);">a presentation every ten minutes</p> <div style="background-color: red; color: white; padding: 5px; display: inline-block;"> <p>Look for the forthcoming book containing all of these amazing essays!</p> </div> <p style="font-size: 0.8em; margin-top: 5px;">https://illinois.zoom.us/j/4251256417?pwd=dGoxMEFwVzcnN2oramh0R2ZxTGxkczZ09</p>	<p>15:20 15:30 15:40 15:50 16:00 16:10 16:20 16:30 16:40 16:50 17:00 17:10 17:20 17:30 17:40 17:50 18:00</p>	<p>Guen Montgomery, University of Illinois, Urbana-Champaign Sue Uhlig, Purdue University Kaleb Ostraff, University of Illinois, Urbana-Champaign Ross Schlemmer, University of Massachusetts-Dartmouth Albert Stabler, Illinois State University Alice Costas, Northside College Prep High School, Chicago Dennis Helsel, Blue Ridge Elementary, Kansas City Rachel L.S. Harper, DePaul University Elissa J. Rashkin, Universidad Veracruzana, Mexico Nicole Marroquin, School of the Art Institute of Chicago Catalina Hernandez & Natalia Espinel, University of Illinois, Urbana-Champaign & Universidad Javeriana, Bogota Ross Roadruck, Leroy Green Academy, Natomas Unified School District, Sacramento Fredric Gunve, University of Gothenburg Anne Thulson, Metropolitan State University of Denver Samuel H. Peck, University of Minnesota Stephanie Springgay, McMaster University, Hamilton, Ontario Jorge Lucero, Closing Remarks</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p style="font-size: 0.8em;">COLLEGE OF FINE APPLIED ARTS ILLINOIS</p> </div> </div> <p style="font-size: 0.8em; margin-top: 5px;">Meeting ID: 425 125 6417 Password: zoomposium</p>
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Please join us for this once in a quarantine marathon zoomposium around the question "What Happens at the Intersection of Conceptual Art and Teaching?" on August 15, 2020. Come for some or all of the 12pm to 6pm CST event.

See this link for all the ZOOM info and to RSVP:

<https://www.facebook.com/events/292706915336856/>

(With many global art education presenters).

World Councillor Susan Coles

Exhibitions





WCAEA 76 Pieces of Children's Artwork
76幅儿童美术作品 全球战役 共画未来

Emilie Cooper 十六岁 Age 16

《向往夜市》Longing for the Night Market
美国华盛顿州汉福德高中
Hanford High School, United States

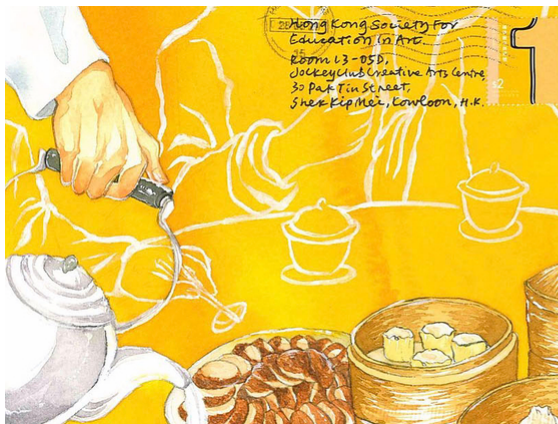


Online Chinese children art exhibition

<https://www.wcaea.net/76-pieces-of-children-s-art>

As the world joined hands to fight the epidemic, the World Chinese Arts Education Association (WCAEA) called for "76 Pieces of Children's Artworks" from kindergartens, primary and secondary schools, as well as other institutions and individuals.

World Councillor Susan Coles



Call for MAIL ART

for the International Student Art Exhibition 2020 !!!

The International Student Art Exhibition is part of the Hong Kong Visual Arts Education Festival (HKVAEF), which is held annually by the Hong Kong Society for Education in Art (HKSEA). The theme of this year's exhibition is "Mail Art". We really look forward to your post, especially after so many months of worldwide self-isolation.

Who can join?

Students from kindergarten to college/university outside Hong Kong are

Students from kindergarten to college/university outside Hong Kong are welcome to join.

How many?

Each student can submit three pieces of mail art at most.

Size and Format

Students can create either on an envelope or a postcard.

Size of the envelope/postcard should be at least 90 x 140 mm but not exceed 150 x 200 mm.

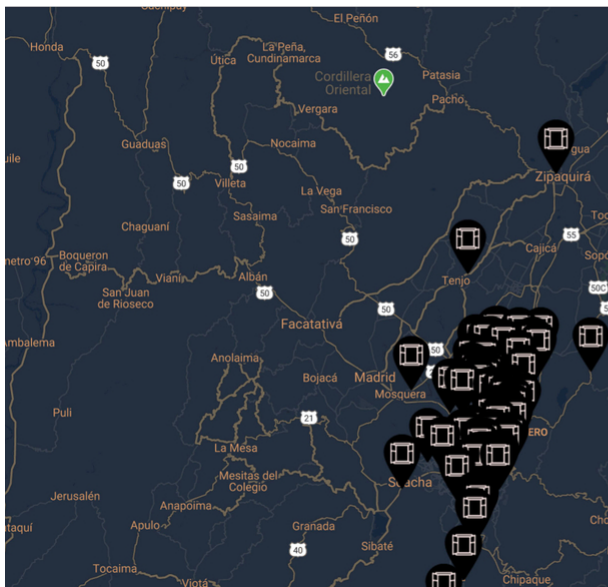
As only one side of the envelope/postcard will be displayed at the exhibition, please illustrate (draw, paint, etc.) on the front.

There is no topic restriction though obscene or indecent content is undesirable*.

Kai Tai (HKSEA)

Research

Journals of Isolation project



Diálogos desde la ventana nace con la intención de crear un escenario o cartografía virtual que se construye de manera permanente con intervenciones, acciones o piezas artísticas que usen la ventana como materia para propiciar un diálogo entre el espacio íntimo y el "exterior", el vecino, el transigente y el paisaje. La iniciativa se origina en medio del confinamiento como una oportunidad para movilizar prácticas artísticas de artistas y no artistas, encontrando en la ventana, el lugar que daría vida a ese intersticio para la creación, como espacio de reflexión, pensamiento, expresión sensible, intercambio y apropiación. La cuarentena apareció como excusa para la emergencia de esta cartografía, sin embargo, es una apuesta que quiere permanecer y crecer con sus participaciones.

Diálogos desde la ventana se manifiesta en una cartografía articulada al mapa de Google e intervenida con las acciones y piezas artísticas que llegan de cualquier lugar del mundo. Aquí, a los iconos que nos muestran restaurantes, aeropuertos, centro de salud o de comercio, se suman los marcadores de ventanas, que localizan el lugar y el barrio donde se realizó cada apuesta. El estrato del mapa digital es una representación de las características geográficas y geopolíticas de la manera en la que se divide el planeta en países, estados, ciudades y veredas. A esta representación a escala del mundo, las ventanas como escenario y metáfora, añaden otro elemento para dibujar y leer el territorio. Al igual que la microhistoria nos deja ver las eras a través de los acontecimientos de la vida de sujetos particulares, las ventanas se abren para reconocer las miradas y acciones de personas o colectivos en la apropiación subjetiva de los espacios y del mapa.

Este proyecto de creación colaborativo es liderado por el Componente de Publicaciones e investigación del programa Crea de Idartes.

¿Cómo participar?

Aquí encontrarás información sobre qué puedes hacer y cómo agregar tu trabajo a la cartografía (qué tipos de intervenciones son pertinentes para el proyecto y los aspectos técnicos relacionados con subir el material)

Ideas para tu propuesta

Debes diseñar tu idea de intervención en la ventana, realizarla y registrarla en video, fotografía o audio. Cuando tengas esto realizado, debes ir al enlace de Participar y completar los datos del formulario, subir el archivo, guardarlo y esperar a la aprobación de su publicación.

¿Qué puedes hacer como propuesta?

Dialogues from the window aim the creation of virtual scene or cartography constructed with interventions, actions or artistic pieces that use the window as a material to promote a dialogue between the intimate space and the "exterior", the neighbor. The initiative, in confinement times, is an opportunity to mobilise artistic practices of artists and non-artists through digital media.

Website: <https://crea.gov.co/dialogos-desde-la-ventana/>

Olga Lucia Olaya Parra InSEA Professional Member





Basket weaving by Manuel Jesus Almeida. Photograph by Paulo Rodrigues

A unique curriculum experiment/ research at the University of Cape Verde

Using fieldwork in Cape Verde, Rachel Mason will explore how the knowledge and skills associated with local craft traditions is communicated and enacted during an experimental apprenticeship scheme.

Rachel Mason

Quinta da Cruz. Estrada de São Salvador 3510-784 Viseu PT

This e-mail has been sent to , [click here to unsubscribe.](#)