

**VISUAL ABSTRACT**

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2011

Title of Project

**Social Issues: A Qualitative Case Study  
Revealing the Importance of Activism in the  
Middle School Art Education Classroom**

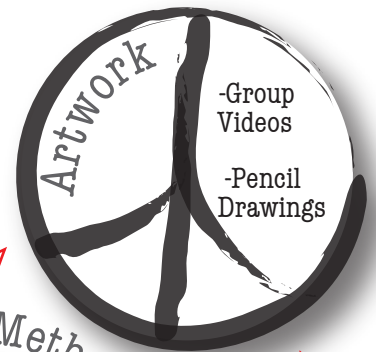
Problem Statement:

Art education normally follows a curriculum that travels down a time line of art history with only a glimpse at contemporary art.

- How does an art curriculum that promotes activism and allows the exploration of social issues and contemporary art benefit students?
- How do art educators address social issues, contemporary art and activism with their students?

**Participants:**

Two Art teachers and their students in Western New York focusing on middle school students and their art educators. (Grades 6th & 7th)

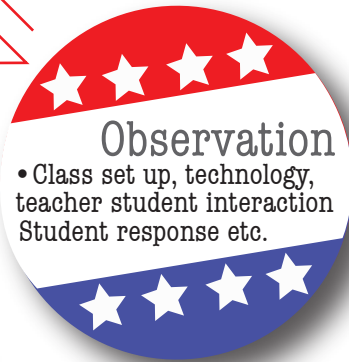


**Literature Review**

- Critical Pedagogy
- Active citizens
- Democratic classroom
- Social transformation
- Activism
- Cultivate activism
- Power
- Social Issues & Human Rights
- Awareness
- Cultural Awareness
- Cultural influence
- Contemporary Art & Visual Culture
- Decoding

**Research Questions:**

- What are the benefits of employing an activist curriculum in an art classroom?
- How do art teachers use visual art to generate a sense of activism in students?
- What strategies are used to teach social issues to students in an art classroom?
- How do students feel about addressing social issues in the art classroom?
- How do students feel about taking an activist stance in their art classroom?
- What can I learn from teachers who address social issues in their classroom and practice art as activism with their students?



Data Analysis Methods



Reflective Journal

1. Methods and Strategies
  - Humor
  - Teacher as Contemporary Artist
  - "Being Real"
  - Teaching to ones strengths
  - Options
2. Democratic Classroom (Citizens)
  - Freedom
  - Voice/Opinions/Feelings
  - Discussions
  - Team Work