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?

Research Questions:

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?

Analysis:

Observation
- Class set up, technology, teacher student interaction
  - Student response etc.

Triangulation
- Group Videos
- Pencil Drawings

Reflective Journal

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

Artwork

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