

Questions of artists causing children to create meaning?

The visual art project 'Cultuuronderwijs met beelden' at De Uilenhorst, a primary school in the Netherlands

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Meaning making by children in visual art

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Four basic skills of cultural cognition:

perception

imagination

conceptualization

analysis

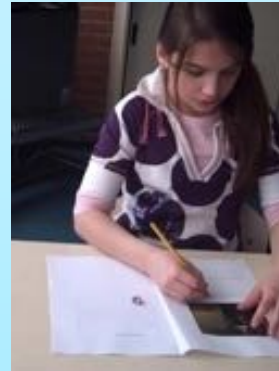
Ways of handling the differences between knowing
and not-knowing



Dieuwke Spaans,
Landscape

Looking at the sea or at a landscape,	Perception
she thinks of the wars that took place in landscapes.	Imagination
“In my work I try to show the landscape. I try to minimize human figures. So you can only see the slope of the landscape and in there: the unrest, the alienation of the structures”.	Perception
This unrest in the landscapes makes her think of unrest in history,	Imagination
the wars and the marks the wars made in the landscape	Conceptualization
the emptiness of the white papers versus the fullness at the lower part of the work - an abundance of images - to give space to think. So that you can sort things out of the ‘bank of images’ in your head. “In my work I build the landscapes in such a way	Analysis
that people look longer and better and see more and more”.	Perception Imagination

Receptie - Productie - Reflectie



Reception	Production
<p>Children are looking at an artwork.</p> <p>In the conversation the teacher asks specific questions.</p>	<p>Children make drawings, paintings, collages, sculptures, objects, dealing with the questions discussed in the reception.</p>
Reflection in portfolio	



Dieuwke Spaans,
Landscape

Reception 8-10 years

B: *it's a puzzle*

T: *Yes it looks like it, because there are a lot of boxes. And do you see space? Where?*

B points at the lower part of the surface. *Actually there is space everywhere!*

T: *You're pointing at this. Why?*

B: *Because there is a photo and on the photo is space*

Perception /
Imagination

Another child, K, is pointing at the upper part of the picture.

T: *Can you tell me what you see there?*

K: *A lot of space in the upper part! There is nothing!*

T: *Can nothing be space?*

K: *Yes*

Perception /
Conceptualization

A: *I saw the sea. The sea is very big. A very big space*

D: *Because it is very big and large, there is a lot of space*

T: *You say that cautiously, that we think that the space is very big. But when you think about it, they are only a couple of leaves. And they are as flat as they could be. You can see a lot of space though.*

Perception /
Conceptualization
/Analysis

E: *I see on the last photo ebb, then comes flow, then ebb again and after that flow again. And I am talking about the space high up there because the moon influences ebb and flow.*

T: *I didn't see that yet*

E: *and on the upper side; there is a kind of moon*

Perception /
Conceptualization

Imagination



Stef Dieren, In search of the miraculous
(New York)
2015, collage, goldleaf, ink on 19th century
etching, 22 x 32 c



Jaap van den Ende, Centrum,
overzijde/informele systemen, 2010



Perception, Imagination, Conceptualization

Boris en Thijs



Perception, Analysis



Famke en Floor

Natuur Topia



Perception,
Imagination

Ennis en Ruben

Reception 10 -12 years

T: What can you say about space in this artwork? R: A box with blocks. And space on the photos	Imagination/association with a toy Perception, two- and three dimensionality Imagination
H: Blocks with a puzzle on it I: something occurred to me; say, there are newspapers all over the window and one small part is open	Perception / Imagination
J: Black and white O: Bleu A: Yellow	Perception
T: What can you say about space in this artwork? M: An A. When you have the letter A, then it is open at the bottom, You can look at the inside	Imagination, Perception, Analysis
B: photo's stuck with glue and space between them	Perception, analysis
T: Can you see more than one space at a time? K: Yes I see a coloured space and a white space. But, I don't know if you mean that. T: Yes, if you see it that way. You say a coloured space? K: Yes, and a white surface next to it. D: a kind of Minecraft	Perception, analysis Imagination / association with a game
T: Who sees more than one space? A: I can see the space of the space with all different colours	Perception Conceptualization
F: I see different places L: It is the same space, but photographed from different angles.	Perception Analysis
T: Is every space equally important? K: Well, there are spaces where nothing happens just 'naturespaces' and there are spaces where machines are working and something happens. K: of machines, where something is produced C: One space has a lot of water and the other has more mountains	Imagination / Analysis Conceptualization Perception / Analysis

Reception	
<p>T: <i>What can you say about space in this artwork?</i></p> <p>R: <i>A box with blocks. And space on the photos</i></p>	<p>Imagination/ association with a toy</p> <p>Perception, two- and three dimensionality</p>
<p>H: <i>Blocks with a puzzle on it</i></p>	<p>Imagination</p>

T: Can you see more than one space at a time?

Perception,
analysis

K: Yes I see a coloured space and a white space.

Imagination,
association
with a game

D: a kind of Minecraft

T: Is every space equally important?

K: Well, there are spaces where nothing happens just 'naturespaces' and there are spaces where machines are working and something happens, where something is produced

Imagination /
Analysis
Conceptualization

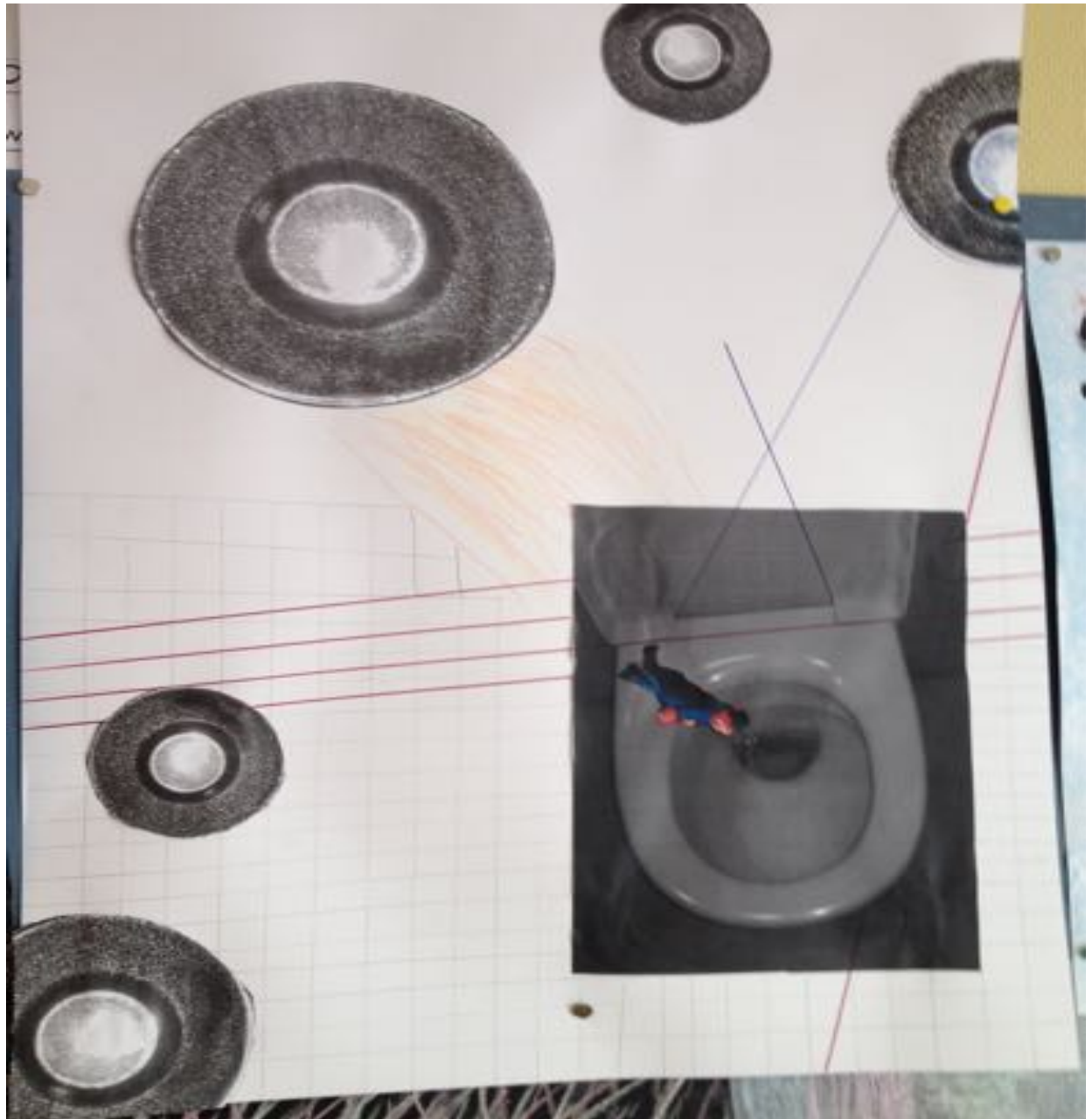


Perception
Imagination

Marilene

Perception
Imagination

Koos en Milan





Perception and Imagination

Nanne en Thomas



Kees de Goede, from the series *Viva Mantegna*, 1991

Some of the works of Kees de Goede have an indeterminate open space, as if he wants to circulate a depth of which the meaning cannot be formulated.

Perception
Analyses

This strongly abstracted motive is inspired by the perspective of a ceiling painting of the 15th-century Italian painter Andrea Mantegna, where, as if from very high up there, angels are looking at us over a balustrade.

Conceptualization



Andrea Mantegna, Camera degli Sposi, Palazzo Ducale, Mantua (ca, 1475)



<p>“How does the world look like and how the universe? Where am I and how am I related to the rest”? Are the questions that De Goede asked himself during his work.</p>	<p>Perception, Analysis</p>
<p>Drawing and trying he shows possible constellations, possible worlds in which concepts as place and identity are shifting.</p>	<p>Imagination</p>

T: this artist, what did he make in the middle?

H: the earth on which you can walk, drive and cycle.

D: And driving nice and fast

Perception

Imagination; similar to that of the artist. Including the relation of the subject to the world.

Other child follows:
Imagined situation in that world

T: when you look through the hole, what could see? Or what would you want to see? I: A plane Where would you want to fly to? I: A planet	Stimulating imagination Imagination
S : A star	
X: a dinosaur A dinosaur friend	
F: a train friend	



Perceptio Analysis Imagination

Myrre



Perception Analysis Imagination

Timo



Perception Analysis Imagination

Floris