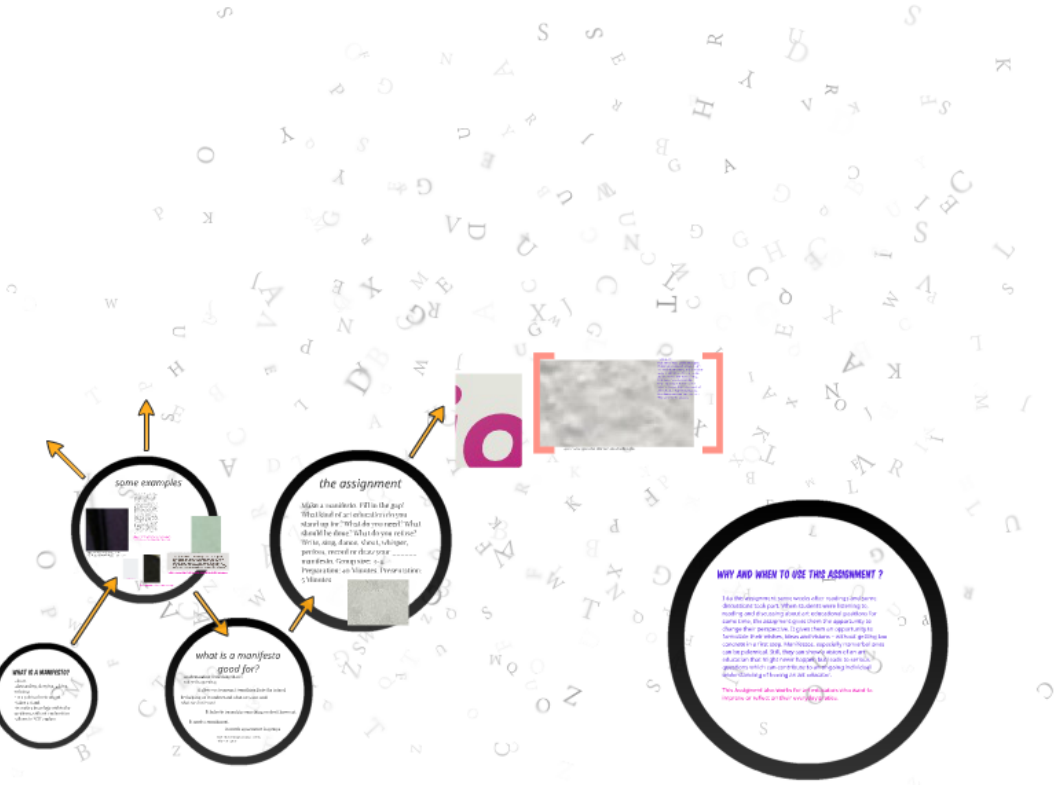


the _____ manifesto

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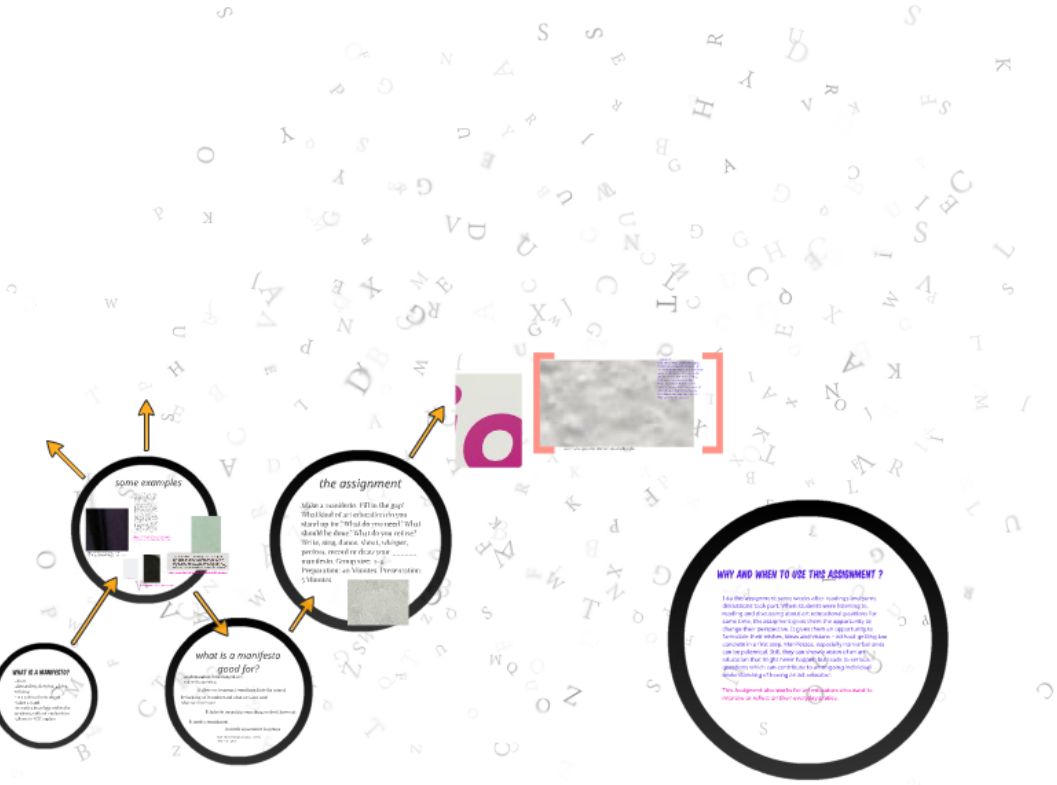


THANK YOU!

<https://gila.kolb.ch>

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THANK YOU!

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WHAT IS A MANIFESTO?

- short
- demanding, denying, asking, refusing..
- is a political instrument
- takes a stand
- transfers knowlege within the positions, without explanation
- allows to NOT explain

some examples

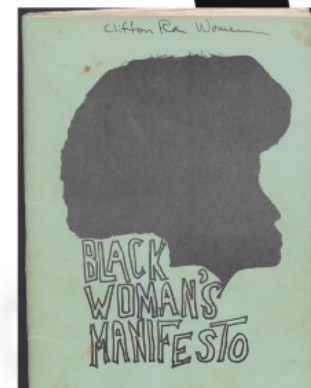
1. We grew up with the Internet and on the Internet. This is what makes us different; this is what makes the crucial, although surprising from your point of view, difference: we do not 'surf' and the internet to us is not a 'place' or 'virtual space'. The Internet to us is not something external to reality but a part of it: an invisible yet constantly present layer intertwined with the physical environment. We do not use the Internet, we live on the Internet and along it. If we were to tell our bildungsroman to you, the analog, we could say there was a natural Internet aspect to every single experience that has shaped us. We made friends and enemies online, we prepared cribs for tests online, we planned parties and studying sessions online, we fell in love and broke up online. The Web to us is not a technology which we had to learn and which we managed to get a grip of. The Web is a process, happening continuously and continuously transforming before our eyes: with us and through us. Technologies appear and then dissolve in the peripheries, websites are built, they bloom and then pass away, but the Web continues, because we are the Web; we, communicating with one another in a way that comes naturally to us, more intense and more efficient than ever before in the history of mankind.

Julian Rosefeldt



↳ Facebook.com

<https://www.julianrosefeldt.com/film-and-video-works/manifesto-2014-2015/>



THE EXISTENCE OF THE BLACK MAN,

The black woman is demanding a new set of female definitions and a recognition of herself as a citizen, companion and confidant, not a matriarchal villain or a step stool baby-maker. Role integration advocates the complementary recognition of man and woman, not the competitive recognition of same.*

<https://repository.duke.edu/dc/wlmpc/wlms01009>

THIS IS YOUR LIFE.
LIFE IS SIMPLE. LIVE LIFE.
TRAVEL OFTEN. TRAVEL WITH PURPOSE.
LIFE IS AND SHOULD BE SHORT.
SHORT. YOUR PASSION.

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the communist manifesto 1848



what is a manifesto good for?

it's demanding something that is
not yet happening

it allows us to project something (into the future)

It's helping us to understand what we want. And
what we don't want

It helps to formulate something we don't know yet

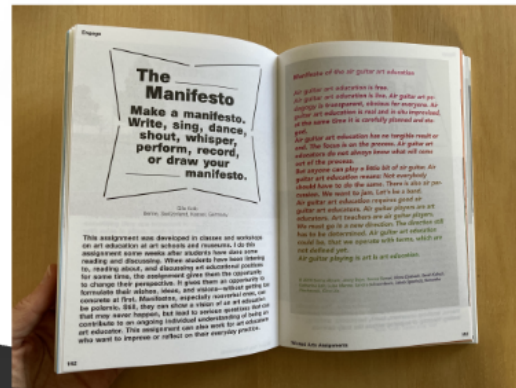
It needs commitment

in needs agreements in groups

it should be rough enough to help
others to agree

the assignment

Make a manifesto. Fill in the gap!
What kind of art education do you
stand up for? What do you need? What
should be done? What do you refuse?
Write, sing, dance, shout, whisper,
perform, record or draw your _____
manifesto. Group size: 3-4.
Preparation: 40 Minutes. Presentation:
5 Minutes



Manifesto of the air guitar art education

Air guitar art education is free.

Air guitar art education is live. Air guitar art pedagogy is transparent, obvious for everyone. Air guitar art education is real and in situ improvised, at the same time it is carefully planned and staged.

Air guitar art education has no tangible result or end. The focus is on the process. Air guitar art educators do not always know what will come out of the process.

But anyone can play a little bit of air guitar. Air guitar art education means: Not everybody should have to do the same. There is also air percussion. We want to jam. Let's be a band.

Air guitar art education requires good air guitar art educators. Air guitar players are art educators. Art teachers are air guitar players. We must go in a new direction. The direction still has to be determined. Air guitar art education could be, that we operate with terms, which are not defined yet.

Air guitar playing is art is art education.

© 2015 Sarina Abram, Jenny Bejm, Emma Bensele, Mona Dasbach, Sarah Kalisch, Katharina Loh, Luise Menne, Sandra Schwamborn, Jakob Sponholz, Samantha Piechaczek, Gino Ula

Einbezug v
relevanten
Herausford

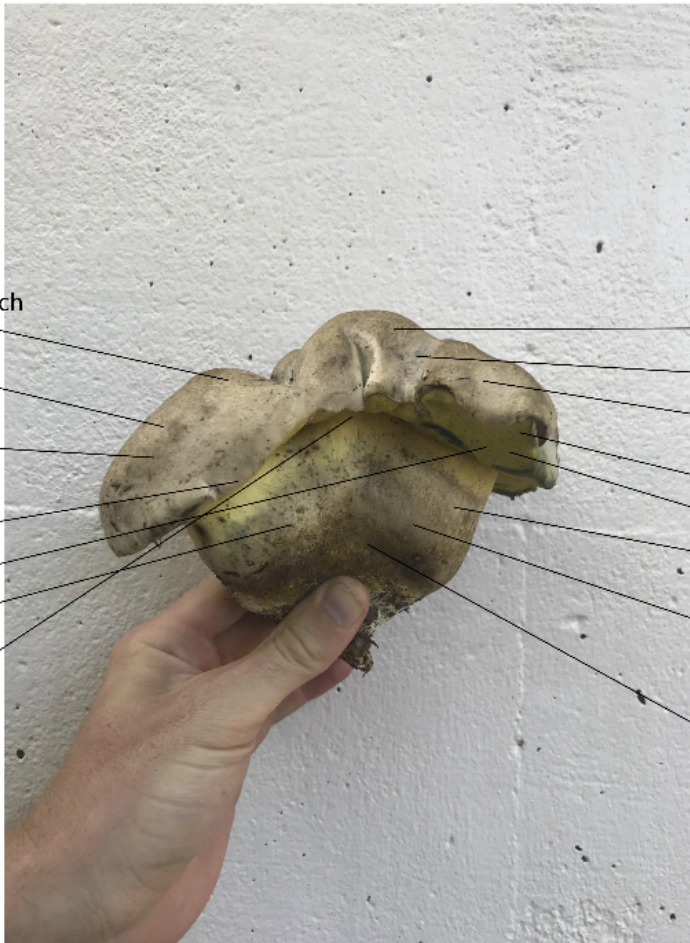
Grosse hell
Sitzgeleger

Durchmis

SuS etv

Fächerüb
Unterrich

Einbezug von gesellschaftlich relevanten Themen
Herausforderndes Material
Grosse helle Räume ohne Sitzgelegenheiten
Durchmischte Fachschaft
SuS etwas zumuten
Keine Noten
Fächerübergreifender Unterricht



Einbezug von Gästen
Öffentlichkeitswirkung
Inspirierendes Budget
Sozialverhalten miteinbeziehen
Auf Individuum eingehen
Altersdurchmischte Klassen
Völlige Autonomie von Lehrplänen
Viel Zeit für Projekte

Translation:

Inclusion of socially relevant topics, Challenging materials, Large, bright rooms without seating, Mixed student body, Pupils can be challenged, No grades, Cross-curricular teaching, Inclusion of guests, Publicity, Inspiring budget, Include social aspects, Responding to the needs of the individual, Age-mixed classes, Complete autonomy from curricula, Plenty of time for projects.

By: Kim Greminger, Esther Tellenbach, Elia Schwaller (2019)

WHY AND WHEN TO USE THIS ASSIGNMENT ?

I do this assignment some weeks after readings and some discussions took part. When students were listening to, reading and discussing about art educational positions for some time, the assignment gives them the opportunity to change their perspective. It gives them an opportunity to formulate their wishes, ideas and visions – without getting too concrete in a first step. Manifestos, especially nonverbal ones can be polemical. Still, they can show a vision of an art education that might never happen but leads to serious questions which can contribute to an ongoing individual understanding of being an art educator.

This Assignment also works for art educators who want to improve or reflect on their everyday practice.

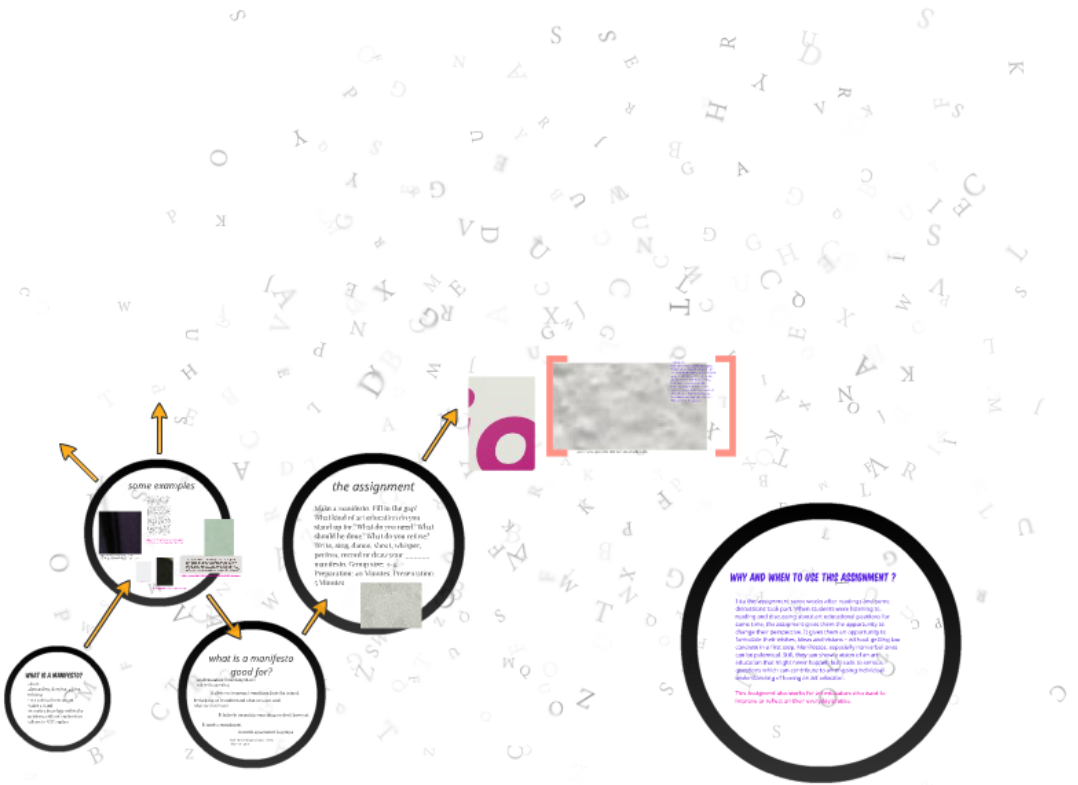
THANK YOU!

more on: <https://aligblok.de>

|

the _____ manifesto

Gila Kolb, Berne University of the Arts



THANK YOU!

<https://gila.ch>