

MANIFESTO

Our research displayed thorough data on how the arts are currently recognized by administration, students and the public in NYC. As well as uncovering common language around the arts. With this data, we have chosen six core values of how we believe artists and art education should be viewed and cognizant by society. Our manifesto represents a change in language around the arts and points to potential shifts in how we might conceptualize arts' purpose. We commit to upholding these values as we further our practice in art education.

Art/Design is Storytelling



Art has the power to tell stories. Storytelling serves as a space to have honest, difficult conversations, much like the space of art; Like art, storytelling can create new worlds/envision beyond the limitations of reality - a space of 'What if...' The stories we tell about ourselves and each other are not just individualized and isolated but shaped by histories, the environments in which we live, and experiences of social position in relation to the intersection of race, ethnicity, gender, sexuality, class, religion, ability, etc. Storytelling is always a subjective act that is framed by the storyteller and the narrative choices they make, art is a tool to guide/create stories. (NYU)

Comfort with Ambiguity

Artists realize ambiguity is part of the process, we take it and tackle it, and in this, we prepare for lives of not knowing. (Cindy Foley) Artists are risk takers - we advance a meaningful purpose or idea by subverting dominant norms, values, narratives, standards or aesthetics.

Transdisciplinary Researchers



Artists are various researchers, and do anything to further their thinking. Our research manifests. We do transdisciplinary research in what serves our curiosity. Imagine not discrete discipline, but rather multiple disciplines - math, art, science being in service to ideas, what kind of spaces might we create to foster that thinking? (Cindy Foley) This offers a larger framework for cultivating ideas and critical thinking.



Idea generators

The courage to have ideas and critical inquiry. Artists are resourceful and problem solvers. Imaginative use of available resources drives artistic innovation and demonstrates responsible social and environmental practice. A pallet of possibilities. Creating space for using our imagination, knowledge emerges through invention + re-invention.

Mind Body Soul

Recognizing and understanding everyone is an artist, It's about finding it within. Art involves deep critical consciousness in which we allow for mindfulness & awareness. Practicing visual expression allows for connection and confidence to arise. We form unity within and through relationships + community by advocating, supporting and valuing the uniqueness and contribution of perspectives.



Critical Multicultural Art Education

To consciously and honestly draw on the 6 tenets of CRT framework:
1. Art education must name and discuss the pervasive reality of racism in US society, 2. dominant claims of neutrality, objectivity, colorblindness, and meritocracy must be challenged in art education; 3. contextual and historical analysis of curriculum and instruction is necessary; 4. Art education should legitimize and promote the voices and narratives of people of color as a source of critique of the dominant social order; 5. Art education should reflect an interdisciplinary approach that acknowledges the intersectional nature of race, class, and gender, sexuality; and 6. art education should work toward ending racial oppression as part of the broader goal of ending all forms of social oppression. The notion of representation (images and texts) is understood as historically determined constructions that are mediated by social, ideological, and cultural processes and do not represent reality. (NYU)

