Aesthetic Education and VTS: Integrating as Complementary Strategies
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<table>
<thead>
<tr>
<th>VTS</th>
<th>Aesthetic Education</th>
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<tbody>
<tr>
<td>Overarching “Definitions”</td>
<td>Strategies to engage students with works of art: looking, lingering, thinking, talking</td>
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<td>Fundamental Similarities</td>
<td>Constructivist</td>
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<td></td>
<td>• Active learner engagement</td>
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<td>• Connections to students’ lifeworlds</td>
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<td>Extended engagement: lingering, contemplating, savoring</td>
<td>Aim at meaning making</td>
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<td>12-20 min. facilitated discussion</td>
<td>Repeated interactions with work over time</td>
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<td>Facilitated discussions: facilitator, viewers, work of art</td>
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<td>• Relevant questions</td>
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<td></td>
<td>• Listen carefully</td>
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<td>• Acknowledge every response (point, paraphrase, expression)</td>
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<td>• Link related thoughts</td>
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### Significant Differences

#### Approach to questioning

**Open interpretive.** Organic evolution of perspectives:
- What’s going on in this image?
- What do you see that makes you say that?
- What more can we find?

**Thematic interpretive** = Line of inquiry.
Teacher establishes limits:
- One aspect of artwork or
- One particular lens for interpretation
- Curriculum connections -- Ex: "Opposites Attract"

#### Activities in inquiry process

- **Stationary**
- Usually seated
- Observation
- Teacher led group discussion

- Multimodal
- Multiple senses
- Physicality
- Individual or grouped
- Diverse entry points
- Diverse learning styles
- Embodiment: Simulate creative processes of artist

#### Types of artworks

- **Reproductions**

- Not abstract
- Recognizable (naturalistic)
- Layered (fore, mid, background)
- Narrative

- Abstract accessible (many means of entering work, connections to creative concepts, research possible)

- Unfamiliar works (to both viewers and facilitator)

- Can be well-known: facilitators do extensive research into artwork

- No wrong answers = safe

- Intentional thematic connections explored

#### Goals

Learning to think and talk about...

Artwork in general

Artwork in general

AND

A particular artist/artwork

Develop higher order thinking skills

#### Implications

Master VTS skills first
- Nominal prep
- Can be practiced regularly
- Builds student confidence

Then integrate Aesthetic Education:
- “It's like VTS, all jacked up!”