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***Education through Art or Communication through Visual Culture
Co-Creation of the Language and Pedagogy of Vision
in Contemporary Schools and Beyond***

Sir Herbert Read, and the art education innovation movement he launched in the 1950s, revolutionized the field through building poetic connections between personality traits and creative output of children. In the following decades, Victor Löwenfeld and hundreds of followers meticulously described “stages of artistic development” that drew the conceptual map for a fine arts oriented perception of child art. In the seventies, when Brent Wilson (Löwenfeld’s successor at Pennsylvania State University) published his iconoclastic views about the rich and uncharted lands of visual culture of the young (the first paper entitled “Little Julian’s Impure Drawings”), the language of vision has already become a dominant mode of expression and youth seemed to master it first.

The paper will show how Visual Culture Learning Communities (studied in six countries representing four continents) changed adult interpretations of media, modes of rendering, cultural codes and visual heritage to be acquired. These peer learning communities produce demoscene and fan art, turn social media into news channels and streets into art scenes, have introduced visual culture in education through their practice, inspiration and example: “Visual culture” as a school discipline has been introduced in Canada, the U.S., Finland and in Hungary almost at the same time.

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THIS RESEARCH PROJECT OF THE MTA-ELTE VISUAL CULTURE RESEARCH GROUP IS FUNDED BY THE CONTENT PEDAGOGY RESEARCH PROGRAM OF THE HUNGARIAN ACADEMY OF SCIENCES..