Social Justice and the Visual Arts in English Language Teaching



Anna Whitcher and Kieran Donaghy



Why is there a need for VAC?

- Because technology is going to continue to change and probably at an even faster rate than it is today
- Course materials are starting to embrace a new paradigm that incorporates the image (still and moving)
- BUT the ELT industry needs people who can actually create these materials that reflect today's ever-changing technology and that means they need ...



What is VAC?

The Visual Arts Circle is a community of practice made up of language teaching professionals, teachers, teacher trainers, writers, editors, researchers, designers, illustrators, artists, photographers, and filmmakers, all with a shared belief in the value of visual arts – drawing, painting, sculpture, design, crafts, photography, video, and filmmaking – in language education.



What does VAC believe?

We believe that incorporating visual arts is an extremely effective way of improving the quality of teaching and learning, particularly in the field of language teaching. Through the process of sharing information and experiences with the group our members learn from each other, and have an opportunity to develop personally and professionally.



Who are we? The Visual Arts Circle, IATEFL Glasgow 2017





THE VISUAL ARTS CIRCLE MEMBERS' SOCIAL EVENING

Come and join us for our Members' Social Evening, some short blurb here about what we're doing - networking and ideas sharing, wine, etc?

Wednesday 11th April 2018 @ 7:30pm







The English Language Centre, 33 <u>Palmeira</u> Mansions, Brighton & Hove, BN3 2GB.



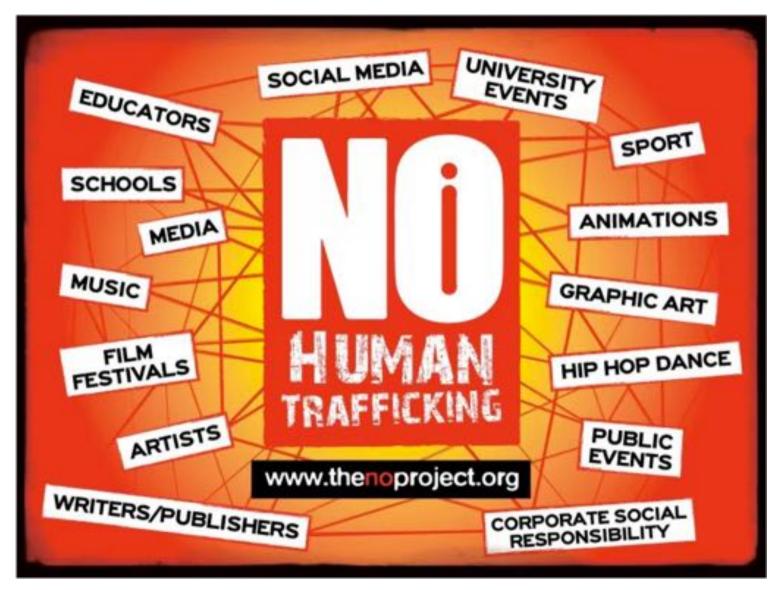
Resources created by members of the Visual Arts Circle members which promote social justice.





Judy Boyle







The NO Project is an award-winning global anti-slavery educational campaign that specifically targets youth awareness of human trafficking through music, art, dance, theatre, film, animation, sport, creative writing, journalism and social media.

The NO Project is 100% non-commercial and non salaried. We rely on the donated time, skills, talent and resources of people willing to support us and collaborate with us.



www.thenoproject.org





Linda Ruas



New Internationalist

The people, the ideas, the action in the fight for global justice



Global Justice in Easier English

by Linda Ruas

Intermediate level (B1)







Learn about the world in pictures - choose a photo story and click on it:

. Photo story: Child Trafficking in West Africa







Chrysa Papalazarou



Art Least

A site on art, thinking and creativity in ELT









LOOKING 10×2 AT THE PAINTING FOR 30". MAKE A LIST OF 10 WORDS OR PHRASES ABOUT WHAT YOU SEE. SHARE YOUR WORDS AND PHRASES WITH HE REST OF THE CLASS. REPEAT THE ACTIVITY.







We looked at the painting for 30" and then we made alist of ten words or phases about what we saw. We shared our ideas and we wrote them in a circle map. We looked pointing for 30" and we againa repeased the activity.

LOOKING JOX 2 Looked at the Made a list of painting for 30" 10 words or a broken sword phrases destruction faces a baby war sadness poor people frightened SOULS a candle (Guernica hands a candle (Pablo Picasso) 5 cro death a bull feet door a horse sharp teeth ghosts black world lost dreams Repeated the Shared in activit class

LOOKING 10x2 Looked at the Made a list of 10 words or phrase about what we see painting for 30" eye an a bull an open window sword a house a woman a horse was crying Juernica a lamp humans Pablo Picasso Sun ghosts Killed people faces candle monsters battle triangles a flower horns Repeated the activity shared our *ideas*



On friday mrs Chrysoc brought her laptop to show in class a wonderful pocinting of Pablo Picasso. This painting called Guernica. I saw in Guernica animals people and destructions. I think this amazing painting depicts a frighten ievent a War. Lost dreams and lost lives travel fast in painting. This activity makes me wonder and think. I would like to continue it.



In this lesson we fooled at a Picosso's printing called 'Evernica'' for 30". Then we wrote down the things we saw. Then we saw it again and repeated the activity and shared our ideas again. This activity was called booking lox2. In my opinion it was a great lesson and 7 Kook forward to the next lesson.



Un Wednesday ne was accupied with Gaernika by Prouso. At first we be leading the painting for 30" and then we made a list about what we saw. My team and (Sound: 1 an eye 6) a horse 2) a hand F) some traingles 3) a hand 8) a bull 4) a face 9) a sur and S) a lange (0) some humans After that we shared our ideas in class and we made a circle map with our words or phrases. Some minutes later ne repeated the activity and we found more words and phrases Gille:) a condle 6) Killed people 2) an ear 7) a memory was crying 3) a sword 8) a Unife and Ha box ya small flower San open window ainting was great and mysterious and I want to do it again !!





Naomi Epstein



WHY "VISUALISING IDEAS"?

As a teacher of deaf and hard of hearing students I'm constantly "visualising ideas". By "visualising" I mean a multitude of things.

This need to visualize everything has become such a part of me (I've been teaching for more than 25 years!) that even when lecturing to hearing people I use pictures. I must admit the feedback has been very positive! As you see, I've even added a picture here!



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ALI'S STORY

Posted on February 12, 2017 by kierandonaghy

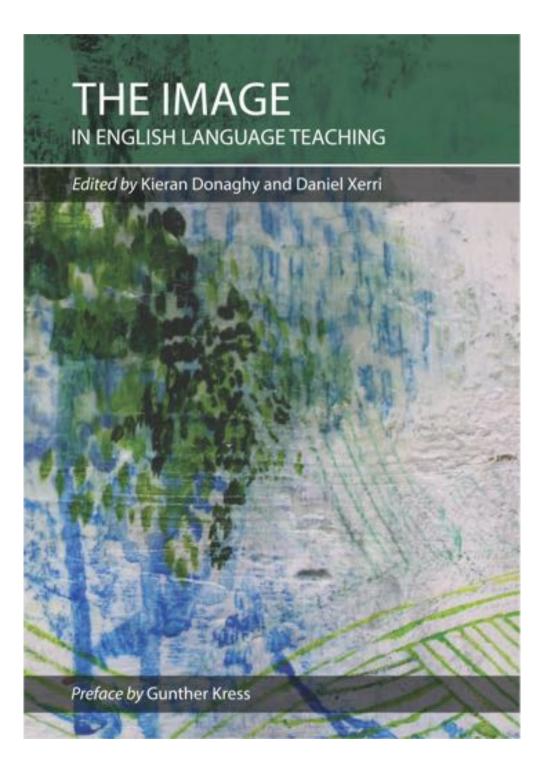


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HOME ABOUT BE A DONOR FILM LESSONS TRAIN WITH KIERAN KIERAN'S FILM BOOKS NICE WORDS CONTACT	+ PREVIOUS	131 -
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10. Images on canvas: art, thinking and creativity in ELT

Chrysa Papalazarou 1st Primary School of Chaidari, Greece

This paper draws on my experience with paintings in my sixth grade primary school classroom. The approach involves exposing students to paintings, relating them to topics, structuring students' thinking, and encouraging note-taking and journal writing. It discusses the benefits in terms of the students' attitude towards learning, community building, language, and creative thinking development. The paper also offers two relevant suggestions in the form of lesson proposals.



12. Peace art: words and images interwoven

Magdalena Brzezinska Freelance, Poland

But think of the glory of the choice! That makes a man a man.

John Steinbeck, East of Eden

This paper is based on a workshop originally designed for teenagers and focused on the notion of peace and its renditions in images and art. The workshop combines the use of visuals and literature to trigger discussion and creation. First, peace symbols are examined. Then, we look closely at several peace-related artworks and decide what emotions they evoke. Digging in deeper, students assume the hypothetical characteristics of a chosen character and write an interpretation of one of Banksy's murals from the assumed perspective. Then, the bar is unnoticeably raised – writing prose is followed by creating poetry, i.e., acrostics forming the word "peace". The session is wrapped up by a modified compare-and-contrast activity. For the purpose of the task, striking photos of Aleppo, Syria, before and during the war are shown. Students are left with images that make them reflect and ponder on what happens when peace is forsaken.



VAC Projects

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Social Justice & the Visual Arts

The Blind are already Visible

In my work with teenagers, I found mutals to be particularly engaging. They are a kind of everyday art your don't need to go to a gallery or a museum to experience them. They are close at hand, and they do not leave you indifferent theyimpose themselves upon you. Among my favorite creations are those of Darlusz Paczkowski, controvensiał Polish artist and fervent social and political activist, always there to speak (or rather spray-paint) for minorities. In the world flooded with images, his mutals still stand out and always provoke very strong. Hactions.

This is just a small fragment of Dariusz's work (co-created with Mateusz Bieleniewicz). He painted



The Arrival

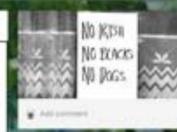
This image from Shaun Tan's comic The Antival speaks to me of the fear, isolation and overwhelming confusion I imagine immigrants must experience when antiving in a different culture. I find the physical closeness of the family in contrast with their sinister surroundings incredibly emotive and the sepia colouring addens me as fm



· All Contract.

Against The Slow Cancellation of Our Future

The image I have chosen is a photograph I took at Goldeniths during the UCU strike action in March 2018. The banner shows a guotation most closely associated with Mark. Fisher, who argued that cultural progress has come to a halt with the



February 1, 1968. Photographer Eddle Adams/M²

This photo, which still gives me nightmanes since I was 10, taught me about war, hate, greed, power and inhumanity all in one 'shot' (no pun intended). It still fills me with sadness that no matter what we do, how hard we by, how much we advance, humanity sucks.

Rob Howard

CHP0

Catumbi neighbourhood

BOWLE LOD IN CO + BHANE (5)

The photo was taken of the Catumbi neighbourhood in Rio, one of the aldest neighbourhoods in the city of Rio, which today sits at the foot of two 'Tavelas' or 'communities' in Rio called Catumbi and Santa Teresa. During the19th century it was a wealthy middle-class area, with lovely homes, but it gradually went into decline in the 20th century as the areas closest to the beaches began. to be highly valued. Today It sprawls up the hillside, where any space becomes a possible living space, in a very poor neighbourhood, with a high incidence of crime.

We see huge social contrasts in this area, the type of contrasts we have become used to in Rio and whether heed to constantly look at in order









Get involved!

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New York College, Athens, 6th and 7th October



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