

Abstract:

This creative research project argues for and establishes a connection between the manner in which some contemporary artists work, including a more public practice and in teaching and learning situations, and the generating of critical moments of multimodal pedagogy. In doing this, this 'artist's sensibility' is identified and then enacted as a significant factor for multimodal teaching and learning. This 'sensibility' is further positioned as being central to arts and culture educator education programmes, if not for all educator education programmes. In addition, the 'artist's sensibility', seen in a reciprocal relationship with multimodality, is suggested as a challenge to the conservatism present in many local arts and culture programmes. This reciprocity is informed by a 'constellation' of writing, including the work of Jacques Rancière, Nicolas Bourriaud and Grant Kester.

The practical component of the research involves an exhibition at the Standard Bank Gallery, titled *Misc (Recovery Room)* that is informed by a number of 'artist in schools' projects. All these projects provided opportunities for experiencing and observing what occurs when an artist (or artists) works in conjunction with teachers, learners and a broader school community.

What this project asks is: What does the artist's sensibility look like in the early twenty-first century and can this sensibility add something to the mix of multimodal pedagogy? And, concomitantly: What does this 'mix' contribute to the repertoire of the arts and culture educator, and to the educator more broadly?