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Investigating opportunities for critical and integrated pedagogy and learning in visual arts :a case study of two Gauteng-based schools

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Abstract

This research project investigates secondary schooling Visual Arts programmes and the extent pedagogical approaches encourage critical and closely integrated learning. The research involves a case study between two secondary schools in Johannesburg - a comparison of two grade ten Visual Arts learning programmes - by investigating the content taught and the pedagogical approaches employed. By evaluating the content of the learning programmes and pedagogical approaches, I investigate whether, or to what extent, the learning programmes challenge hegemonic ideologies and encourage a learning approach that does not perpetuate biased and stereotyped views of culture but learning that critically integrates diversity and difference in the classroom in a manner that is relevant and meaningful to the learner.