**Who decides?**

This is the third of 3 sessions exploring ideas about art.

The times given for each part are just a suggestion – you can adapt to suit your group.

**Session 1 What is good art?**

**Session 2 Shapes as art**

**Session 3 Who decides?**

|  |
| --- |
| **Session 3** |
| **Description** | Session 3 asks students to consider the art world, the art market and factors that might influence our views on art. Students will consider a list of options provided, mind map ideas, listen to other opinions and consider if they have changed their minds about anything.  |
| **Key Question** | Who decides or influences what we consider to be good art? This is the central thematic question of the session but treat it as a guide. Your group might well take you in a different direction, but this should be a good place to start.  |
| **Session outline** | **Introduction** What is philosophical inquiry / set expectations. 5 mins**Part 1** Group consider a list of ‘influencers’ 15 mins **Part 2** Draw or mind map your ideas 10-15 mins**Part 3**Socratic circle 10 mins |
| **Resources** | Whiteboard to play powerpointPrint outs of words |

**Introduction**

Use this introduction to remind students what philosophy is and how you will be doing philosophy together.

Set expectations:

* Three things that I want you to do: Think, talk, listen
* It’s about working out what makes sense - so you’re listening to your groups’ views, and your own ideas, and thinking ‘Does this make sense’?
* Not like maths – there’s no specific answer that we’re looking for.
* We’re exploring ideas together.
* Tell them a little about what respectful dialogue is - listening to others/ no interruption.
* If there is disagreement, then disagree with ideas respectfully using reasons, don’t laugh at people or say they’re stupid.
* This discussion will help with the discussions or Socratic circles at the end of sessions.

### **Philosophical Inquiry**

* *After asking a question, allow students the time and space to reflect on their responses.*
* *First, give them 30 seconds of individual thinking time.*
* *Then, give them 2 minutes to discuss with the person next to them before opening up the discussion to the group.*

**Part 1 Consider a list of ‘influencers’**

1. Put this list on a white board or smart board:
* Artists
* People paying for art
* Me
* Everyone
* People who have studied art
* People who work in galleries
* Famous people
* Teachers
* Someone else
1. Ask the group ‘Who decides what good art is?’ then read the list on the board. Allow them to talk to a partner for a couple of minutes before discussing with the group as a whole.

OR

1. Write these words on a bit of paper/print out, and place the paper around the room, on different tables. Ask learners to answer by moving to where their answer is placed. They can talk to people next to them about their ideas or, if by themselves, just think for a minute or two about their reasons. Then ask them to return to their seats and repeat the question for a whole group discussion.

**Nested questions**

Does anyone decide what good art is?

Is saying everyone decides the same as saying no-one decides?

**Emergent questions**

Does the government decide what good art is?

Does [some other person or group the children have come up with themselves] decide what good art is?

Do people in power influence opinions about what good art is?

Do people with lots of money influence opinions about what good art is?

**Part 2 Draw or mind map**

Ask students to draw a picture with the title ‘Who decides what is good art?’. Students can draw a person/group who they think decides or they can represent their views without drawing people (e.g. if they think no-one decides, you can ask them how would you do a drawing showing that no-one decides).

OR

Ask learners to do a mind map with ‘Who decides what is good art?” in the centre and use their understanding of the conversation to make the mind map. They can show the different options, their reasons for thinking these are good or bad ideas, any other thoughts or key concepts, and any connections between ideas and people.

You might also want to share this video: ***Who decides what art is worth?*** (8.5 minutes, contains nudity)

Play all or part of it.

<https://www.youtube.com/watch?v=0MTofbdXJUE>

After watching, give students time to chat to a partner and make changes to their drawings or mind map.

**Part 3 Socratic circle**

The Socratic Dialogue is a metacognitive tool exploring how the discussion went from ‘outside’ the circle.

Ask students if they remember what we’ve talked about in the 3 sessions on Good Art, and recap for them the different discussions and activities if they have trouble remembering.

Ask students ‘Have you changed your mind about what art is since the first session?’. Allow them to talk to each other briefly, then repeat the question to the whole class and allow students to give their feedback.

A follow up question for those who haven’t changed their mind is ‘what would have led you to change your mind?’.

Repeat the process with this question: ‘Have you changed your mind or learned anything about anything else that we’ve mentioned in these discussions or activities?’.