

## **Masquerade and identity:**

### **Pre-service teachers' responses to instruction based on contemporary art**

by Johns, Mary Elizabeth, Ph.D., The Pennsylvania State University, 2002, 147 pages;  
AAT 3064941

#### Abstract (Summary)

This inquiry explores the consequences for art education if content were drawn from contemporary works of art that utilize masquerade. Factors that influence the use of contemporary art in the elementary school classroom are explored including the fifty year gap between what is taught in school art classes and what is actually happening in the contemporary art world; what might be gained for art education by closing the gap; and how the issues that surround contemporary art that utilize masquerade might be useful for school art practice and, subsequently, schooling in general. These factors are examined through pre-service teacher responses to a unit of study that is centered on works of art by Nikki S. Lee, Cindy Sherman and Yasumasa Morimura and are collected through journal entries and in class observation during one semester of the pre-service teachers' art methods course. Pre-service teachers' responses to this unit of instruction and the social issues that are illuminated by the artists' works show that using such works of art disrupted what is assumed to be the natural purposes and rituals of schooling. This researcher found that art education and education in general will have to change in order to create new sets of rituals if contemporary art is to be used without omitting the qualities that make them contemporary and simplifying their meanings. Any new rituals that are established will need to be overturned in the future as art continues to change and the issues addressed by art no longer fit into those rituals. Disruption of rituals may have to become part of the schooling ritual itself in order for contemporary art to fit into the schooling curriculum.

#### Dissertation Advisers:

Brent Wilson

Sarah Rich

Charles Garoian

Christine Thompson