

**REHEARSING SCENARIOS** is a long-term exploratory research project for and in “art/ist teaching” which aims to develop and disseminate new teaching strategies in art education. The project has the goal to shift education towards embodying art as a radical modality for responding to current urgencies as well as to the unknown. Combined methodological approaches from diverse fields of academic research and art pedagogy are further developed to help generate “rehearsals” for arts-based learning within existing art-school contexts and

**REHEARSING RESEARCHING** is a continuous writing project that engages critically with the practical conditions of teaching and/with doing research in higher art education. With critical concepts from artistic-education-al theories, such as becoming research, working from conditions, turning education, and chronopolitics the project engages in experimental approaches to methodological processes, developed by way of pedagogical, artistic, and radical publishing strategies.

spaces. Rehearsing here becomes a “modus operandi, a medium, a site of representation and reflection for artistic [teaching] processes” (Buchmann et al. 2016). With the contribution of students, teachers and peer researchers the core-team of the project aims to build a growing participatory platform, where contributors collaboratively rehearse artistic modes of acting in and towards more experimental, artistic, socially engaged, and critical forms of education.

REHEARSING

SCENARIOS



**REHEARSING CRITICAL PRACTICES** is a recurrent art/ist teaching/learning project that engages in a practical fashion with theories and experimental research which programmatically address and reflect on alternative knowledge production to activate new ways of thinking and doing. Concepts from queer-feminist, crip, critical phenomenological, new materialist, and engaged pedagogical theories build the basis for inventing and probing ways of acting from and within our everyday conditions and towards social and political change. The project asks: How can artistic strategies and

educational practices be linked through and within interrelations of critical making and thinking? The simultaneous and sometimes conflictual engagement in practices of re-researching, teaching, and art making are here brought in dialogue to develop a shared potential of resistive strategies to the status quo of (artistic) education.

**PROJECT**  
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REHEARSING