

You Can't Teach the Best That Has Been Thought and Said

Martin Robinson



preparing
young
people
for the
future
with
lessons
from the
past

Curriculum Content is too often neglected or left to whim, yet it could be argued that it's the single most important factor in the education of a child...

Amanda Spielman:

It is the substance of education that ultimately creates and changes life chances, not grade stickers from exams. What you study matters, not just the grade points.

So I am determined to make sure that the curriculum gets the proper attention it deserves.

Old vs New Curriculum:

The 2007 national curriculum stated that we should create *confident individuals* who should *learn independently*, have *enquiring minds* and *be able to think for themselves*;

the current curriculum that replaced it states that we should introduce pupils *to the best that has been thought and said*, through a study of the *essential knowledge they need to be educated citizens*.

Who Decides What Is The Best?
Discernment, Taste, Aesthetics...

Civilisation:

“What is civilisation? I do not know. I can't define it in abstract terms - yet. But I think I can recognise it when I see it: and I am looking at it now..”

Kenneth Clarke: Civilisation



	AO1	AO2	AO3	AO4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
23 Clearly				
22 Adequately				
21 Just	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to demonstrate understanding of visual language.	

20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
19 Clearly				
18 Adequately				
17 Just	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to experiment with appropriate media, materials, techniques and processes.		A highly developed ability to demonstrate understanding of visual language.

GCSE ART AQA: highly developed vs exceptional; convincingly vs clearly

Tasteful?



William Morris:

Remember that rich men are not obliged to live in ugly houses, and yet they do.



St Augustine:

Who is so foolishly curious as to send his son to school to learn what the teacher thinks?



Borrowed Opinions:

When I put my trust in a critic, this is tantamount to saying that I defer to his judgement, even when I have made no judgement of my own. But my own judgement waits upon experience. It is only when I have heard the piece in question, in the moment of appreciation, that my borrowed opinion can actually become a judgement of mine.

Roger Scruton



The Temple of Bel in Palmyra:



The Temple of Bel in Palmyra:

Built originally for the worship of the Semitic god Bel, along with the sun god Yarhibol and the lunar god Aglibol, later, became a church and then a mosque, and then part of a world heritage site; a place of spirit, of beauty, handed down, renewed and kept alive...

The Temple of Bel in Palmyra:

Until Daesh got hold of it...



LATEST



CONCERT HELD IN RUINS OF PALMYRA TO HONOUR VICTIMS OF SYRIAN WAR

PALMYRA,
SYRIA

BREAKING NEWS

Tom Paine:

The next age will think for itself... and not admit any assumed authority of ours to encroach upon the system of their day. Our forever ends where their forever begins.



Edmund Burke:

...a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born.



Hannah Arendt:

To avoid misunderstanding: it seems to me that conservatism, in the sense of conservation, is of the essence of the educational activity...



What is education?

Education is simply the soul of a society as it passes from one generation to another.

GK Chesterton



Western Education Tradition:

I denounce European colonialism... but I respect the learning and profound discoveries of Western civilization.

CLR James, 'The Making of the Caribbean People'



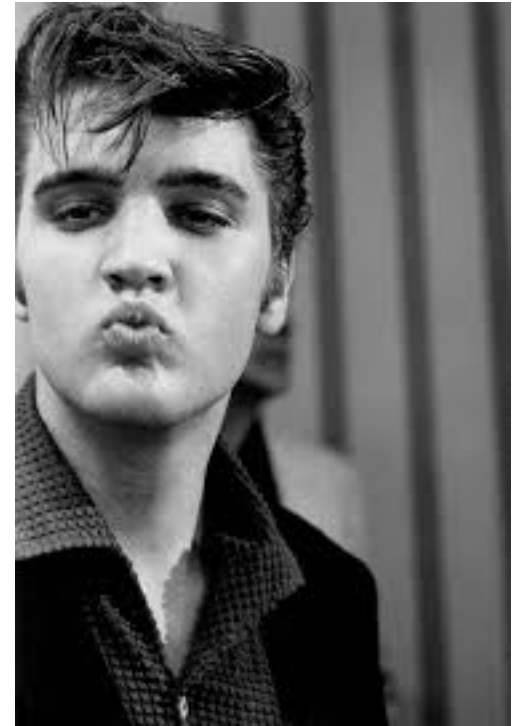
Cultural:

Exchange ↔

Assimilation ↑

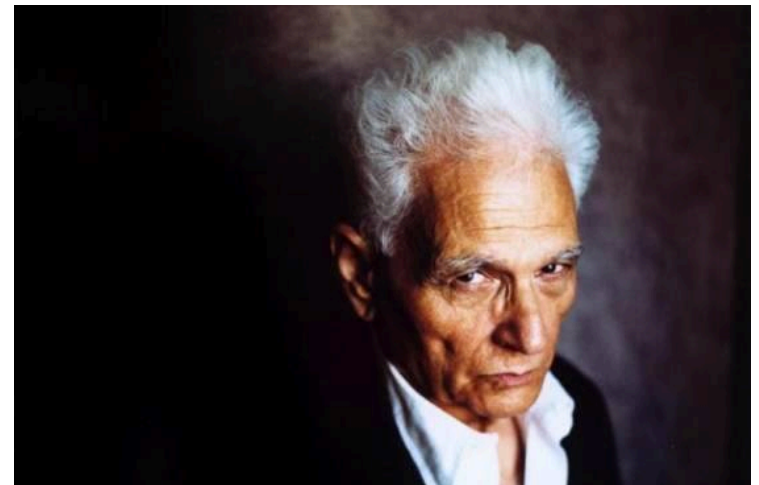
Appropriation ↓

Relativism 🎭



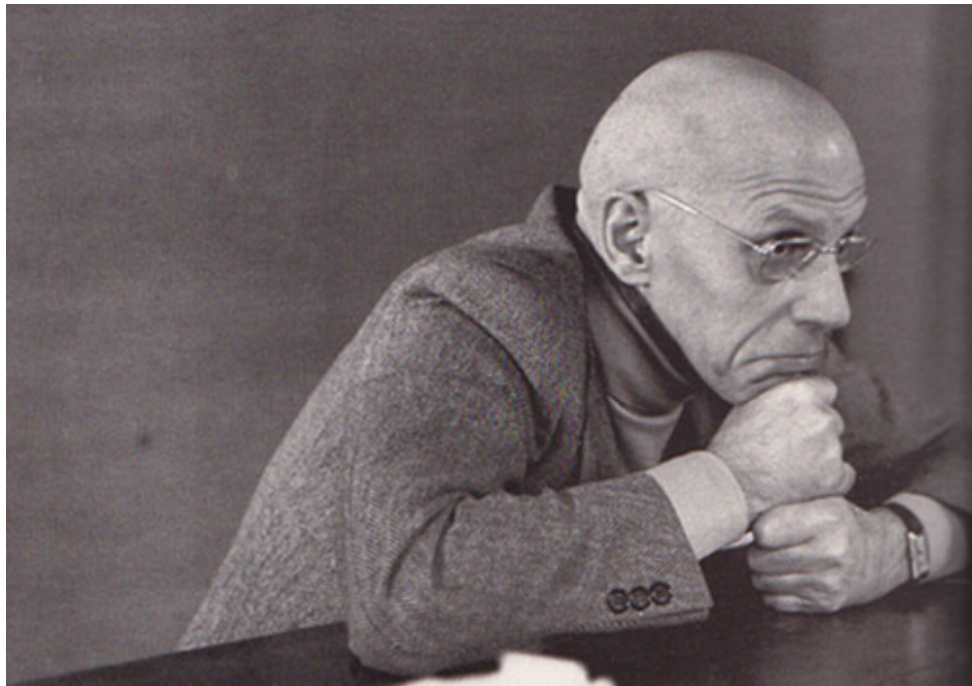
Derrida:

I start with the tradition. If you're not trained in the tradition, then deconstruction means nothing... I'm in favour of the canon... I think that students should read what are considered the great texts in our tradition... even if we have to open the field and to bring into the canonical tradition other texts from other cultures. If deconstruction is only a pretence to ignore minimal requirements or knowledge of the tradition, it could be a bad thing.



Foucault:

We must cease once and for all to describe the effects of power in negative terms: it 'excludes', it 'represses', it 'censors', it 'abstracts', it 'masks', it 'conceals'. In fact power produces; it produces reality; it produces domains of objects and rituals of truth.



Chimamanda Ngozi Adichie:

Culture functions ultimately to ensure the preservation and continuity of a people.

In my family, I am the child who is most interested in the story of who we are, in ancestral lands, in our tradition... But I cannot participate, because Igbo culture privileges men... If it is true that the full humanity of women is not our culture, then we can and must make it our culture.



Conversation of Womankind:

Germaine Greer... reminds us that education is liberation... there is something utterly glorious about watching someone who is truly liberated through knowledge in full flight...

Myf Warhurst



Dialectic, Christopher Hitchens

When there is a basic grasp of narration and evolution and a corresponding grasp of differing views of the same story...
we have the practice of teaching by dialectics



Why Don't Students Like School?

Structuring a lesson plan around conflict can be a real aid to student learning.

The advantage of being very clear about the conflict is that it yields a natural progression for topics.

Daniel T Willingham





CREON:

What evils are not wrought by Anarchy!
She ruins States, and overthrows the home,
She dissipates and routs the embattled host;
While discipline preserves the ordered ranks.
Therefore we must maintain authority
And yield to title to a woman's will.
Better, if needs be, men should cast us out
Than hear it said, a woman proved his match.

Sophocles'
ANTIGONE

Allan Bloom:

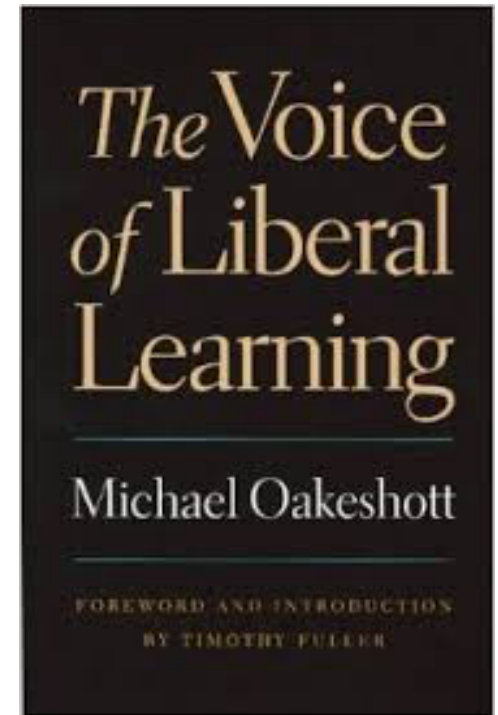
The most successful tyranny...is the one that removes the awareness of other possibilities.



Michael Oakeshott:

...liberal learning... above all else, is an education in imagination, an initiation into the art of this conversation...

“the conversation of mankind”



Hegelian Dialectic:

G.W.F. Hegel identified dialectic as the tendency of a notion to pass over into its own negation as the result of conflict between its inherent contradictory aspects

there comes a point at which quantitative change effects a qualitative change:

Immediateness

Alienation

Negation of the negation



Schiller:

Everything that is mortal is dissolved, nothing but light,
nothing but freedom . . . no shadow, no barrier. . . . It makes
me giddy to think of this task: . . . to compose a scene on
Olympus. . . . I may do it one day when my mind is wholly
free and cleansed from the pollution of the real world.

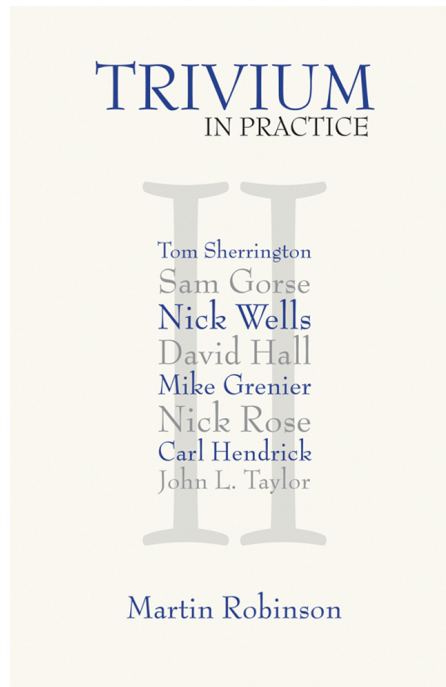
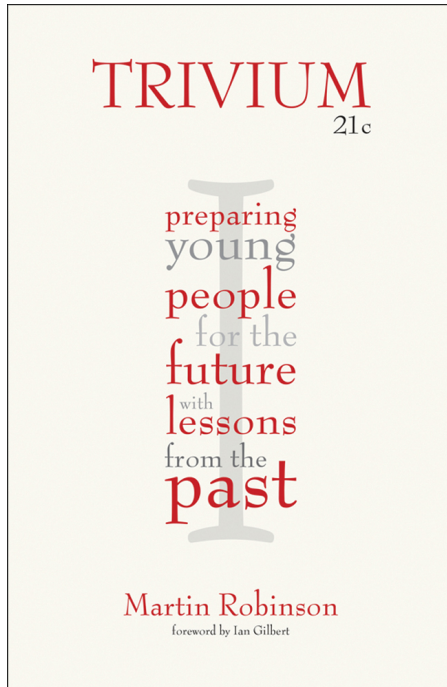


Leonard Cohen, 'Anthem':

Ring the bells that still can ring
Forget your perfect offering
There is a crack, a crack in everything
That's how the light gets in.



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