

Aterlierista, Philosopher-in-Residence at the Lukas
Academy of the Arts

Montaque Reynolds

2024-11-17

Chapter 1

About

A job description for a philosopher at an atelier would blend the traditional role of a philosopher with the creative, hands-on approach characteristic of an atelier environment. Here's how such a unique position might be described:

1.1 Key Responsibilities

- Contributing to the effective administration and management of the School's activities.
 - Welcoming in artists and other residents.
 - Such as keeping hours for co-working space: 9-6, starting January M-F, until then, tuesday 9-2pm, Wednesday 9-6.
- Facilitate philosophical discussions related to ongoing artistic projects and explorations
 - Develop and lead workshops that integrate philosophical concepts with hands-on creative activities
 - Collaborate with artists and students to explore the philosophical underpinnings of their work
- Contribute to the documentation and reflection process, offering philosophical perspectives on creative outcomes
 - The resident is to extend and strengthen the academy's record of excellence in the production of original research and the provision of outstanding teaching by:
 - Conducting, publishing and otherwise disseminating excellent original research.
 - Candidates will have a track record of internationally outstanding publications and the potential to produce outputs in the most selective research journals, as well as with the leading academic book publishers in philosophy, appropriate for submission to the high quality academic journals and publications centered on public philosophy.

- Design and implement curriculum elements that blend philosophical inquiry with artistic practice.
- Teaching classes and delivering lectures to artists and students of the arts as well as working with other artists and creative types, providing support for other residents as required.
- Enhancing the School’s research culture by attracting external artistic and philosophical talent and research funding.
 - Source research and program funding. [by] Attracting fellows and other artists interested in the shared vision.
 - Engage in one-on-one mentoring sessions to deepen students’ understanding of aesthetics and art theory
 - Participate in critique sessions, offering philosophical frameworks for analysis and interpretation
 - Curate a series of lectures or seminars on relevant philosophical topics in aesthetics, creativity, and cognition

1.2 Qualifications:

- Advanced degree in Philosophy, with a focus on Aesthetics or Philosophy of Art
- Strong background in art history and contemporary art practices
- Excellent communication skills, able to convey complex ideas in accessible ways
- Experience in collaborative, interdisciplinary environments
- Openness to hands-on engagement with various artistic mediums
- Ability to inspire and guide creative thinking through philosophical inquiry

1.3 Desired Qualities:

- Curiosity and willingness to engage with diverse artistic practices
- Flexibility to adapt philosophical concepts to practical, creative contexts
- Enthusiasm for fostering a culture of questioning and reflection
- Commitment to lifelong learning and personal growth

Citations: [1] <https://inspirationsnurseries.co.uk/the-role-of-an-atelierista/> [2] <http://www.branchesatelier.com/philosophy> [3] <https://www.elc.ac.th/blog/what-is-an-atelier-space-concept-relationship/> [4] <https://www.adventschool.org/atelier> [5] <https://en.wikipedia.org/wiki/Atelier> [6] <https://www.barrkinderplay.com/post/the-artist-s-studio-the-atelier-and-atelierista> [7] <https://www.sadievaleriatelier.com/what-is-an-atelier> [8] <https://studioincamminati.edu/news-5-reasons-to-get-a-realist-art-education-in-an-atelier-style-setting/#>

Chapter 2

What an Aterlierista Does

2.1 Facilitate Discussions and Dialogues

Organize regular group discussions on aesthetic theories and philosophical concepts. These sessions can be interspersed with practical work, allowing students to reflect on their creations through a philosophical lens. This is important as some of the key distinctions between an aterlierista and traditional teacher include the fact that an aterlierista embraces open-ended, exploratory approaches to learning. Focusing more on facilitating creating processes rather than knowledge transfer.

Such a role would see themselves more as a guide and collaborator in the learning process, learning alongside others and encouraging problem solving and self-expression.

2.2 Contextual Learning

Introduce aesthetic concepts in relation to specific artworks or projects. For example, when studying a particular artist or art movement, explore the philosophical ideas that influenced their work.

2.3 Reading Seminars

Incorporate short reading assignments on aesthetics and philosophy, followed by group discussions. This can help students develop a theoretical framework for understanding art and beauty.

2.4 Guest Lectures

Invite philosophers or art theorists to give talks or workshops, providing students with exposure to different perspectives on aesthetics.

2.5 Reflective Journaling

Encourage students to keep reflective journals where they can explore the philosophical implications of their artistic processes and finished works.

2.6 Interdisciplinary Projects

Design projects that explicitly combine philosophical inquiry with artistic creation. For instance, students could create artworks that visually represent abstract philosophical concepts.

2.7 Critique Sessions

During critique sessions, incorporate discussions on aesthetic theories. Encourage students to analyze their own and others' work not just technically, but also in terms of philosophical concepts of beauty, representation, and meaning.

2.8 Historical Context

When teaching art history, include the philosophical and aesthetic theories that were prevalent during different periods, helping students understand the intellectual climate that influenced artistic production.

2.9 Aesthetic Experiments

Design exercises that challenge students to create art based on specific aesthetic theories or philosophical concepts, encouraging them to engage with these ideas in a practical, hands-on manner.

2.10 Comparative Analysis

Encourage students to compare and contrast different aesthetic theories, applying them to various artworks to understand how different philosophical approaches can lead to different interpretations and creations.

By integrating these theoretical elements, an atelier can provide a more comprehensive education that balances practical skills with intellectual engagement,

fostering a deeper understanding of art and its place in human thought and culture.

Chapter 3

Some Important Distinctions

3.1 Educational Approach

Traditional Teacher:

Follows a structured curriculum with predefined learning outcomes Often focuses on direct instruction and knowledge transfer

Atelierista:

Embraces an open-ended, exploratory approach to learning

Focuses on facilitating creative processes and self-expression¹

3.2 Role in the Learning Environment

Traditional Teacher:

Often seen as the primary source of knowledge Directs learning activities and sets specific goals

Atelierista:

Acts as a guide and collaborator in the learning process Learns alongside individuals, encouraging problem-solving and expression¹

3.3 Focus on Art and Creativity

Traditional Teacher:

May incorporate art as one of many subjects

Often emphasizes product-oriented art activities

Atelierista:

Specializes in artistic processes and creative exploration

Prioritizes the process of creation over the final product²

3.4 Observation and Documentation

Traditional Teacher:

May use standardized assessments and grading systems

Atelierista:

Emphasizes keen observation, listening, and documentation of individuals's learning processes

Uses documentation for reflection and to guide future explorations¹

3.5 Use of Materials

Traditional Teacher:

May use predetermined materials for specific lessons

Atelierista:

Provides a wide variety of materials for open-ended exploration

Encourages individuals to experiment with different mediums and techniques²

3.6 Learning Space

Traditional Teacher:

Often works in a standard classroom setting

Atelierista:

Works in an atelier or studio environment specifically designed for creative exploration²

3.7 Approach to Time

Traditional Teacher:

Often adheres to structured time schedules

Atelierista:

Allows for extended periods of exploration and project work

Emphasizes the importance of giving individuals ample time to engage deeply with materials and ideas²

3.8 Educational Background

Traditional Teacher:

Typically has a background in education or a specific subject area

Atelierista:

Often has a background in the arts combined with pedagogical knowledge³

3.9 Philosophy of individual Development

Traditional Teacher:

May view individuals as recipients of knowledge

Atelierista:

Views individuals as competent, capable researchers with innate curiosity and creativity¹

In essence, an atelierista embodies a more flexible, arts-integrated approach to learning, focusing on nurturing creativity and self-expression through hands-on exploration and documentation of the learning process.