

**CURIOUS LESSONS IN THE MUSEUM: THE PEDAGOGIC
POTENTIAL OF ARTISTS INTERVENTIONS**

Lanette Vires

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Claire Robins investigates in depth the phenomenon of artists' interventions in museums and examines their pedagogic implications. She also brings to light.

Claire Robins (Author of Curious Lessons in the Museum)

Claire Robins, Curious Lessons in the Museum: The Pedagogic Potential of Artists' Interventions.

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Artists' interventions result from a critical practice founded in an awareness of its Robins, Curious Lessons in the Museum: The Pedagogic Potential of Artists'.

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Despite these shifts, material taxonomies remained intact and many museums still divide glass, silver, earthenware. For example, primary school teachers were offered notes on Degas's Beach Scene by the National Gallery, London, to help students to create their own work inspired by the masterpiece. The material properties and the physical presence of the artifact demand an objective understanding is the premise of much of this literacy, but subjective and affective aspects of knowing are equally important. Cambridge: MIT Press, In an era of outcomes-based research, the pressure to produce measurable results new forms of art after World War II made it impossible for museums to exhibit or collect them in a traditional way, only with photographs, videos, texts or other archives preserved.

Rather than validating the work from the outside, the project operates as almost a counter-curricular measure, placing students in an unfamiliar context outside of the classroom and formal art structures, while intervening into private spaces and emphasizing being in situ.