

Doi-Saket Project: Practical art education programme for university students who do not major in art

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1. ABSTRACT

The "Doi-Saket Project", which is an annual overseas training programme, is being implemented at a seminar course in "Communication and Art"¹⁾. The author has taken charge of this programme at the Faculty of International Communication at Hosei University.

The Doi-Saket Project is a long-term art project in a local community in Doi-Saket, the suburbs of Chiang Mai, Thailand. Various art projects have been being conducted at an artist-in-residency programme of Compeung in collaboration with the residents²⁾. By making a long-term commitment to the same community, I would like to explore the possibility of contemporary art practice with the local people.

This research considers the Doi-Saket Project and explores its significance from the perspective of art education.

2. RESEARCH METHOD

First, the educational background and research method on the Doi-Saket Project are described.

In the seminar course "Communication and Art", students who initially did not major in art are conducting group workshops on contemporary art; regional projects both domestically and abroad; visual arts such as video works, installation works, and paintings for individual research; performing arts such as contemporary dance, music, and theater; and other artistic subjects. This course provides several field works in and out of the country. Students carry out community-based art projects throughout their fieldwork.

In this course, overseas training is conducted during the summer. This training, the "Doi-Saket Project," is carried out in an artist-in-residence fashion. Initially, it began as one of the author projects in 2007, and the students have been participating since 2008. The author usually stays in Compeung for about ten days with the participants and conducts joint workshops and projects around the community. The students and the author collaborate with children in nursery schools, monks, workers in the fruit and vegetable market, local artists, and so on.

3. EXAMPLES OF THE PROJECTS

In this overseas training programme, over the last ten years, various artistic activities have been carried out, such as a workshop at the Wat Patumtaram Nursery (2007-2016) near Doi-Saket, a collaborative project, a workshop with the Doi-Saket Temple (2009-2012) priests, and an exhibition at Doi-Saket Market supported by a Pola Foundation grant (2008).

By committing to the same community for the long term, I would like to explore the possibilities of creating contemporary art with the locals. Some examples of the projects are shown below.

3-1. Doi-Saket Market Museum (2008)

Students interviewed workers at Doi-Saket Market about the working conditions and their lives in the market, and they recorded their answers. The result of the interview was displayed as a museum on the market. (photo1)



photo 1: the entrance of Doi-Saket Market Museum(2008)

3-2. Wat Patumtaram Nursery

Wat Patumtaram Nursery is located near ComPeung. A series of workshops with the children are being conducted. (photo 2)



Photo 2: workshop at Wat Patumtaram Nursery(2011)

3-3. Doi-Saket Temple

We are collaborating with Doi-Saket Temple's monks, who are students of the attached school. We create collaborative artwork. (photo 3)



Photo 3: Collaboration work with monks(2009)

3-4. Coraboration with local artists in Chiang-Mai

Local artists have been invited to ComPeung to create workshops and/or collaborative artwork. (photo 4)



Photo 4: Collaboration work with a local artist(2012)

4. RESERCH RESULT

The outcome of the Doi-Saket Project has been mentioned. The project aims to learn experientially about collaborative work with local communities and create a bi-directional cultural understanding based on the multifaceted viewpoints, thinking, and communication in a different background culture.

In the community project, it takes time to communicate with the local residents and obtain mutual trust, so a long-term project is preferable. By making a long-term commitment to the same community, I would like to explore the possibilities of contemporary art with local people.

5. CONSIDERATION

On the other hand, regarding art education for university students who do not specialise in art, it is thought that a program that goes beyond the general framework of art education, especially an art platform with multifaceted elements like art projects, would be beneficial to the community. It seems to be primarily useful to the students of the Faculty of International Communication, which aims to provide intercultural education and communication.

It focusses on the relationship between society and individuals and has been carrying out art projects in collaboration with people from different cultural backgrounds in various countries and regions since the 1990s. For these activities, the international symposium "Fieldworks: Dialogues between art and anthropology" held in Tate Modern, London, in 2003 is detailed. At this symposium, the common problems and the possibility of cooperation were reported and verified with "fieldwork" as a keyword. The artists and anthropologists in each country were reported and verified, and the art project was also an example of fieldwork when it was introduced³⁾.

The relationship between art projects with the local community that the author conducted in the past and the Doi-Saket Project was mentioned. At the same time, a way to experience interactive cultural understanding and communication through fieldwork and collaboration was considered.

6. CONCLUSION

Through these series of achievements and considerations, the outcome and significance of the subject of art education will be clarified.

In order to verify such efforts through art with university students who do not major in art, it is important to create more cases by repeatedly practising in the future. Also, I would like to continue studying projects that students from different cultural backgrounds like Thailand and Japan will conduct through practical places like this overseas programme.

NOTES

- 1) Communication and Art course is one of the specialized courses. 3rd and 4th grade students can take this course.
- 2) Compeung website (20 August 2018) <http://www.compeung.org>
- 3) For these results, "Schneider, Arnd Wright, Christopher Between Art and Anthropology: Contemporary Ethnographic Practice Berg Publishers 2010" is detailed.

REFERENCES

Schneider, Arnd Wright, Christopher Between Art and Anthropology: Contemporary Ethnographic Practice Berg Publishers 2010, 75-81.

IMAGES

Photo 1: taken by the author, 2008

Photo 2: taken by the author, 2011

Photo 3: taken by the author, 2009

Photo 4: taken by the author, 2012

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