



## **CHEAD Subject Associate Alliance in-person meeting at [The Margate School](#),**

19 February 2025, 12:00 – 16:30

### **Provocation**

*" Art was not born in the palace; rather she fell sick there, and it will take more bracing air than that of rich men's houses to heal her again. If she is ever to be strong enough to help mankind once more, she must gather strength in simple places...]"*

In arts education, the intention is to offer structures to enable learning through the application of imagination in the act of making.

Reflecting on the intersection between macro and micro ecologies in arts education across the UK, there are a number of questions we might pose –

How do we develop places of learning to encourage imaginative play?

Where are the entry points, the 'garden gates'?

How do we prepare for entry (the changing profile of learners)?

What kind of pollination and cross-pollination might take place between the macro and micro?

What might be a realistic basis for collaboration?

Could there be a 'concordia'?

How can we articulate the value (added) of macro and micro arts education?

How can the micro and macro educational structures add value to subject specialism areas?

What are the differences between the two, conceptually, politically and practically and which of these pose barriers to collaboration and which potential opportunities, for example to enrich student experiences and scope (the expanded educational field)?