

## THESES AND DISSERTATIONS

### Art and identity: the high school artist

[Rebekah Ann Albertson](#), *University of Iowa*



#### DOI

10.17077/etd.9pepk9km

#### Document Type

Thesis

#### Date of Degree

Fall 2011

#### Degree Name

MA (Master of Arts)

#### Degree In

Art

#### First Advisor

Williams, Rachel Marie-Crane

#### First Committee Member

McGuire, Steve

#### Second Committee Member

Langguth, Nancy

#### Abstract

The purpose of this study is to investigate the artistic identity of high school females and the relationships they have with their art teachers. The research compiled my own experience as a high school student with the reflections of five participants who graduated from high school within the past five years. Each participant was interviewed about her time in high school related to art, including relationships and events in and outside of the art classroom. The themes that emerged from each participant's experience brought about the conclusion that the high school artistic identity is comprised of action, product, space, and perception. Uncovering the artistic identity of the high school student highlights the importance of the art teacher and the physical and emotional space they create in the art room.

#### Keywords

art education, artist, high school student, identity, student-teacher relationship

#### Pages

iv, 67 pages

#### Bibliography

Includes bibliographical references (pages 66-67).

#### Copyright

Copyright 2011 Rebekah Ann Albertson

#### Recommended Citation

Albertson, Rebekah Ann. "Art and identity: the high school artist." MA (Master of Arts) thesis, University of Iowa, 2011.  
<https://doi.org/10.17077/etd.9pepk9km>

 INCLUDED IN

[Art Practice Commons](#)

Enter search terms:


 

in this series

[Advanced Search](#)

#### Author Information

[Author FAQ](#)

 [Notify me via email or RSS](#)

#### Browse

[Collections](#)

[Authors](#)

[Disciplines](#)

#### Links

[Permission to digitize form](#)

[Request an embargo extension](#)

[Most Popular Papers](#)



sonal identity, collective identity, and false identity. Philosophy, goals, curriculum map, images, rationale, enduring understandings, essential questions, standards, objectives, assessments all ed. Students use works by visual artist Glenn Ligon and writer Zora Neale Hurston to examine questions about their own identity. Jennie Juhl. More ideas. 3. High school students can achieve cognition while studying. Part of the joy of a high school Art course is that you don't just study Art: you make it. Those who are skilful, driven and passionate – and produce high quality, gut-punching work – are in a position to achieve recognition even while studying. With broadband streaming into your living room, youth is no longer a barrier to success. Amiria has been an Art & Design teacher and a Curriculum Co-ordinator for seven years, responsible for the course design and assessment of student work in two high-achieving Auckland schools. She has a Bachelor of Cultural Studies, Bachelor of Architecture (First Class Honours) and a Graduate Diploma of Teaching. Explore top arts high schools in the U.S. based on ratings and key statistics. Compare the best high schools for performing arts and visual arts. Tuition is for the highest grade offered and may have changed for the current school year. For more information, please contact the school.

Select a value. \$ Academics. AP Program. IB Program. Gifted/Talented Program.