

The Graduate School of Education  
at The University of Melbourne present

# UNESCO Observatory Multi-Disciplinary Journal in the Arts

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SPECIAL ISSUE

## A/r/tography and the Visual Arts

Volume 3 | Issue 1 | 2013

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Guest Editors *Rita L. Irwin*  
*Anita Sinner*

Editor  
Associate Editor  
Designer

*Lindy Joubert*  
*Naomi Berman*  
*Rosie Ren*

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## EDITORIAL TEAM

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## ABOUT THE E-JOURNAL

*The UNESCO Observatory refereed e-journal is based within the Graduate School of Education at The University of Melbourne, Australia. The journal promotes multi-disciplinary research in the Arts and Education and arose out of a recognised need for knowledge sharing in the field. The publication of diverse arts and cultural experiences within a multi-disciplinary context informs the development of future initiatives in this expanding field. There are many instances where the arts work successfully in collaboration with formerly non-traditional partners such as the sciences and health care, and this peer-reviewed journal aims to publish examples of excellence.*

*Valuable contributions from international researchers are providing evidence of the impact of the arts on individuals, groups and organisations across all sectors of society. The UNESCO Observatory refereed e-journal is a clearing house of research which can be used to support advocacy processes; to improve practice; influence policy making, and benefit the integration of the arts in formal and non-formal educational systems across communities, regions and countries.*

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# Special Issue: A/r/tography and the Arts

## Guest Editors

*Rita L. Irwin | Anita Sinner*

### THEME

To be engaged in the practice of a/r/tography means to inquire in the world through an ongoing process of art making in any art form and writing not separate or illustrative of each other but interconnected and woven through each other to create relational and/or enhanced meanings. A/r/tographical work are often rendered through the methodological concepts of contiguity, living inquiry, openings, metaphor/metonymy, reverberations and excess, which are enacted and presented/performed when a relational aesthetic inquiry condition is envisioned as embodied understandings and exchanges between art and text, and between and among the broadly conceived identities of artist/researcher/teacher. A/r/tography is inherently about self as artist/researcher/teacher yet it is also social when groups or communities of a/r/tographers come together to engage in shared inquiries, act as critical friends, articulate an evolution of research questions, and present their collective evocative/provocative works to others (see <http://m1.cust.educ.ubc.ca/Artography/>).

This special issue of Multi-Disciplinary Research in the Arts invites original creative and scholarly inquiry that engages in critical debates and issues regarding a/r/tographical methodologies; are exemplars of critical approaches to a/r/tographical research; and/or extend the boundaries of inquiry-based research. Contributions are welcome from disciplines across the arts, humanities and social sciences and in a wide range of formats including articles, essays, and artistic interludes, which explore diverse forms of the arts from drama, dance, poetry, narrative, music, visual arts, digital media and more.

# What Saved Me

**Daniel T. Barney**

*Brigham Young University*

What Saved Me is a series that entails collecting, repositioning, reflecting, and representing an artistic investigation into personal relevancy, meaning making, and connectivity. This inquiry process reverberates understandings as I embroider representations of everyday objects alongside collected print texts from fortune cookies. Thread, with all of its metaphoric tradition and potential, is stitched onto recycled cotton bed sheets salvaged from university dorm rooms.

Meanings arise by contextualizing interacting texts, or intertexts, within a particular time, culture, and ideological structure that shape what might become possible. Intertextuality as a living pedagogy (Doll, 2010) opens these possibility spaces so that new understandings, as well as (inter)actions, can be accessed and explored. Materials, the used dorm sheets and the scarlet and cerulean thread, act as texts that hold idiosyncratic as well as more global referential connotations. These meanings reverberate other understandings as they come in close proximity to the images and print texts as they are written and read as artistic intertexts. The dorm sheets for example, may reference the sacrifices and hopes of unnamed students seeking knowledge, personal and cultural goals and expectations, as well as an exhausted repose within an organized learning system. As an a/r/tographer, however, I do not attempt to determine or limit possible understandings for readers, but I do mean to disrupt (common)sense re-cognitions. Furthermore, the seemingly insignificant meanings and connections generated by What Saved Me are insights into my various ways of being and offer a potential for becoming that I did not anticipate in advance of the work.

The a/r/tographic investigation, What Saved Me, is therefore a subtle subversion of my prior personal understandings, as well as a play of relational possibilities. Both phrase and object are concise texts that remind me my singular existence is worthwhile, but remains meaningful, and highly relational. The objects represented, the materials collected, and the print text juxtapositions all play out to add critical meaning to who I may be/come as an artist, researcher, and teacher/learner.

## KEYWORDS

*a/r/tography, intertextuality, arts based research, embroidery, becoming*

## AUTHOR INFORMATION

Daniel T. Barney, PhD (UBC 2009) is an assistant professor of art education in the Department of Visual Arts at Brigham Young University where he teaches courses on qualitative research and analysis, curriculum theory and development, and issues in contemporary art. His research focuses on education, arts based research methodologies, and artistic practices. His work is published in journals such as *Visual Arts Research*, *Mentoring & Tutoring: Partnership in Learning*, *International Journal of Education Through Art*, and *Journal for Artistic Research*. He currently serves on the Editorial Review Board for the journal *Art Education*. Dr. Barney was the 2011 recipient of the Pacific Region Art Educator of the Year Award for the National Art Education Association (NAEA) and the 2012 recipient of the Pacific Region Higher Education Educator of the Year Award (NAEA).

## REFERENCES

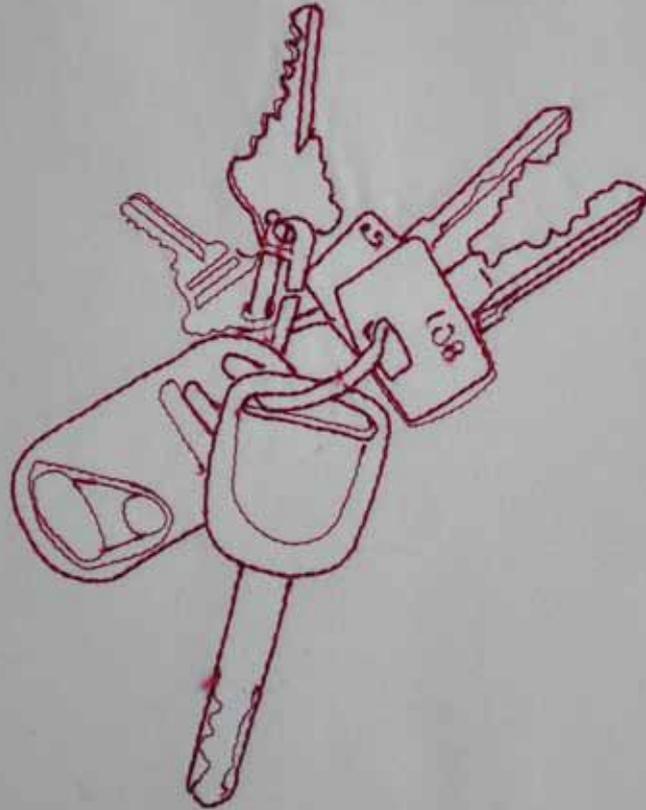
Doll, M. A. (2010). Intertextuality. In *Encyclopedia of Curriculum Studies* (Vol. 1). Thousand Oaks, California: Sage.

YOUR MOST MEMORABLE  
DREAM WILL COME TRUE

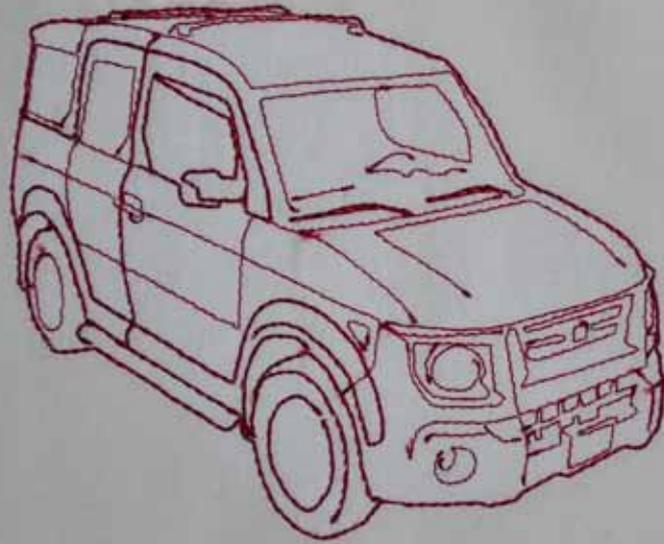


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YOU WILL MAKE MANY  
CHANGES BEFORE  
HAPPILY SETTLING



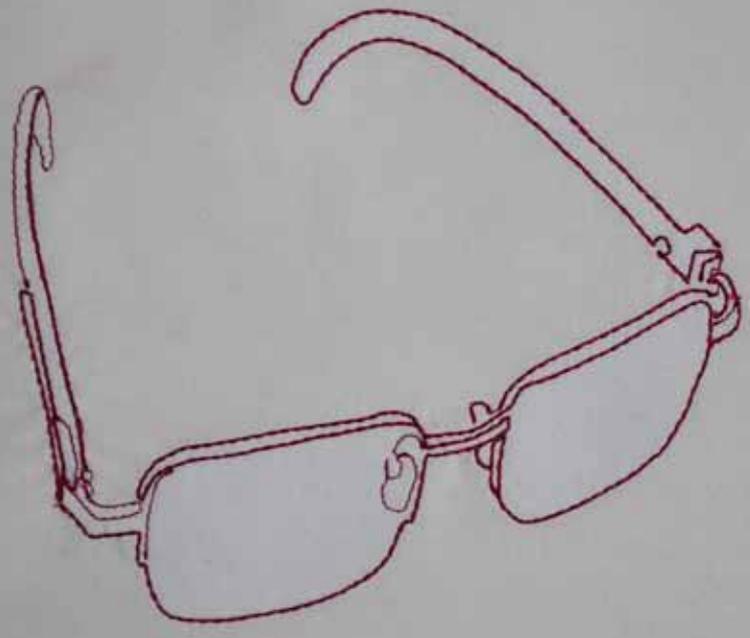
YOU ARE HEADING FOR  
A LAND OF SUNSHINE  
AND RELAXATION



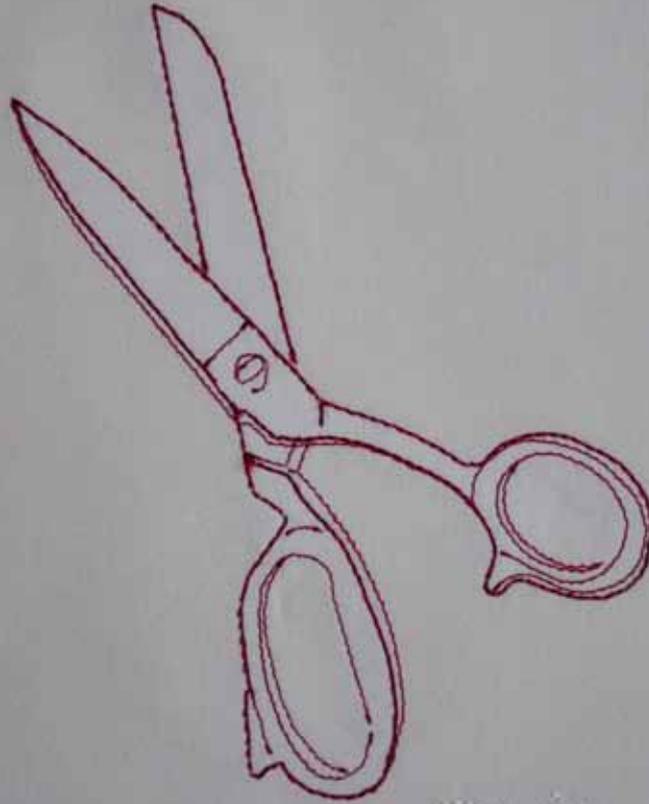
YOUR LABORS WILL  
BEAR MANY REWARDS



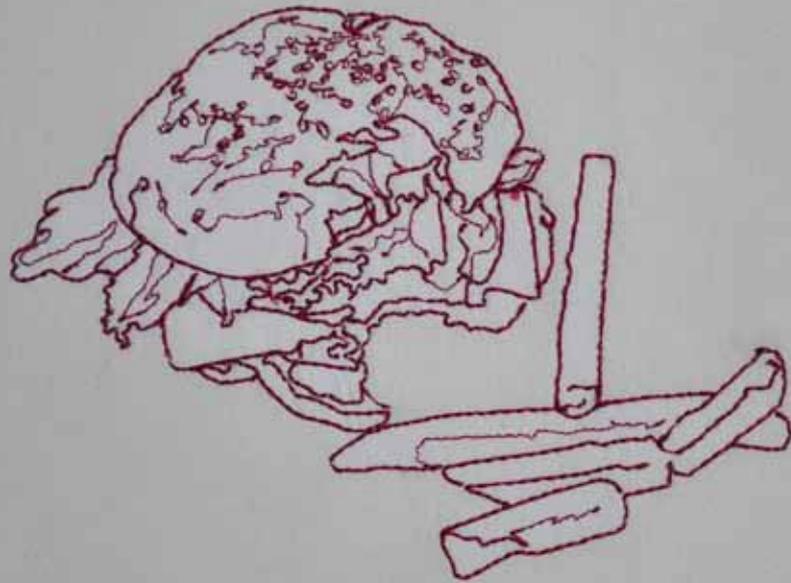
ADVICE GIVEN TO YOU  
WILL BE  
WELL WORTH FOLLOWING



IF THE ODDS ARE GOOD,  
TAKE THAT RISK YOU'VE  
BEEN CONSIDERING



IF YOU WANT SOMETHING  
YOU MUST EARN IT

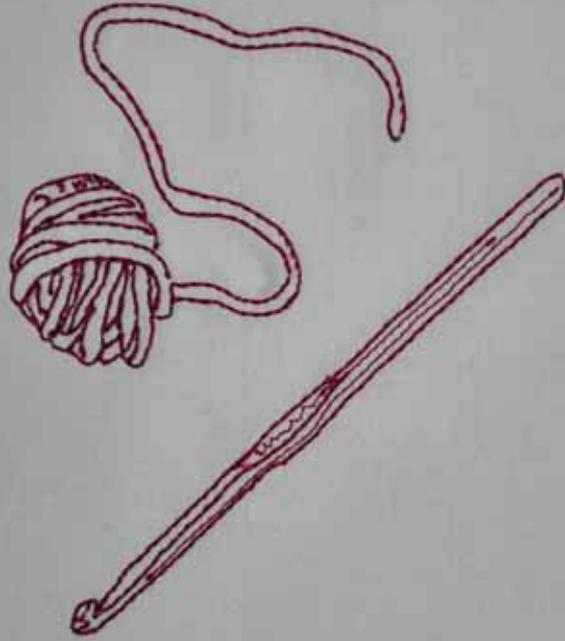


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YOU ARE  
BRIGHT AND WITTY

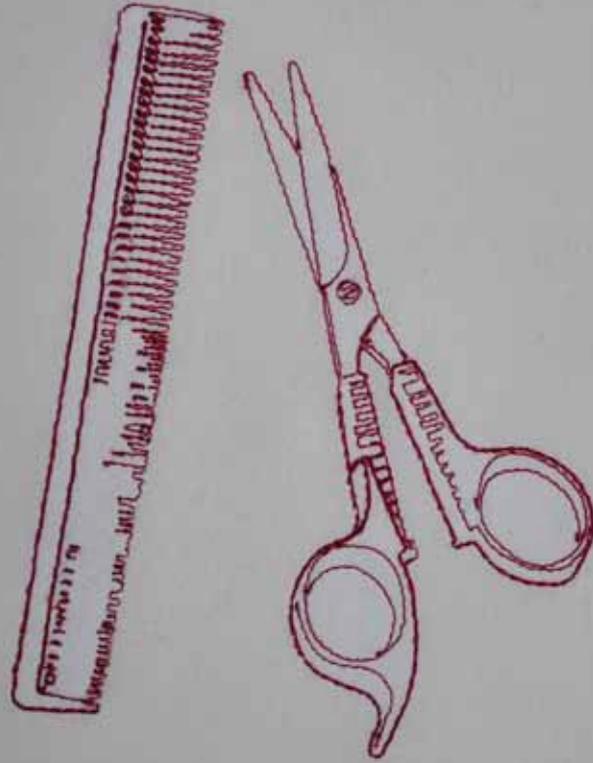


YOU ARE ABLE TO DO  
WHAT OTHERS  
SAY YOU CAN'T DO



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TO SHINE IS BETTER  
THAN TO REFLECT



PERSONAL ACHIEVEMENT  
WILL BE YOUR  
KEY TO HAPPINESS

