



55 Years Later

More about our project:
www.expectart.eu

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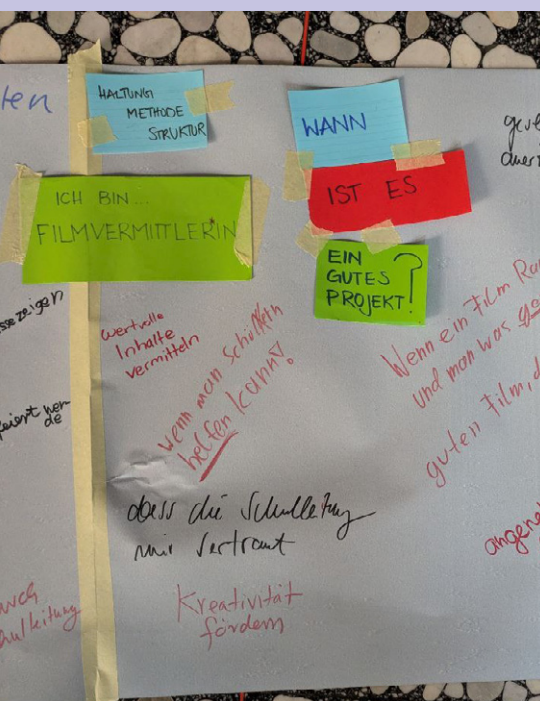
In the end of 2025, the German National Advisory Board met for the second time. The meeting was held at the Karlsruhe Kinemathek, which offers all participants the unique artistic and inspiring atmosphere that only cultural institutions – like cinemas – can provide. The National Advisory Board aims to gain additional input through diverse stakeholder perspectives that broaden the viewpoints of researchers and cultural partners. Ultimately, this also concerns the opportunities and challenges of expanding critical cultural literacy (CCL) in schools and communities. An interdisciplinary team of cultural practitioners, researchers, students of various ages, as well as one teacher were involved.

The National Advisory Board's main focus was an open discussion round, allowing for all kinds of inspiration: from various actors' perspectives, participants discussed when a project like EXPECT_Art is successful and

what stakeholders aspire to gain from it.

At first glance the warm-up activity „Marbles“ appeared to be chaotic scribbling. At second glance, it seemed to be about experiencing proximity and distance, claiming, asserting, and sharing space and visibility, (un)intentional interaction, and constant flexibility in the face of ever-changing circumstances. In short: CCL at its best!

Afterwards, participants watched an excerpt from the documentary „Film Hour 23“: In 1968, filmmaker Edgar Reitz encouraged the students of a Munich girls' school to express themselves through their own short films. 55 years later (2023, hence the film's title), the protagonists, now around 70 years old, meet again and realize once more how this creative work has shaped their lives. A similar method is used in EXPECT_Art, so it seems likely that we will meet again on November 6, 2080 (55 years from today): Save the date!



Prior Knowledge Through Matter: An Embodied Approach to CCL

Within the context of an EXPECT_Art collaboration with a 5th grade science class at a public school in Barcelona, the artist-educator of EART investigated materials with students. The class had begun hypothesizing about 12 materials they thought could work for a helmet to support a bike crash.

The artist-educator joined the scientific project but proposed an alternative approach: what if these materials were also studied through their life cycle: from their origin (extraction), to growth (processing and production), until their death (recycling or disposal); with an aim to encourage ethical and ecological awareness of material culture in contemporary society. The teacher agreed on this curricular deviation to the main focus of material resistance, and research began.

On the computer screens connected to the internet, and mediated through images and text, students began to gather information and make drawings of materials in their different

cycles. Although this exercise retrieved interesting discoveries, the artist-educator also collected and brought physical materials into the classroom to interact directly with the students' perceptual senses. A range of matters were introduced, which gave rise to personal and familial narratives, as students recognized themselves and their lived experiences in relation to objects, substances and geographies.

This process culminated in the creation of a collaborative visual representation of the cycle of materials upon a global map, which facilitated a critical understanding of how they traverse different lands and cultures throughout their lifecycle. By crossing student's personal relationships with materials and global movements, students made sense of ecological realities through the connection to family economies, migration histories, and everyday practices that intersect personal and collective histories and cultures of the class.



Summer School 2026

Stay tuned for more information about this year's EXPECT_Art Summer School. The programme welcomes master's students from across Europe who are eager to explore cultural literacy in education, the decolonisation of the curriculum in arts education, education through arts and uses of arts in education. Curious about what to expect? Take a look at the highlights from our first summer school [here](#).