

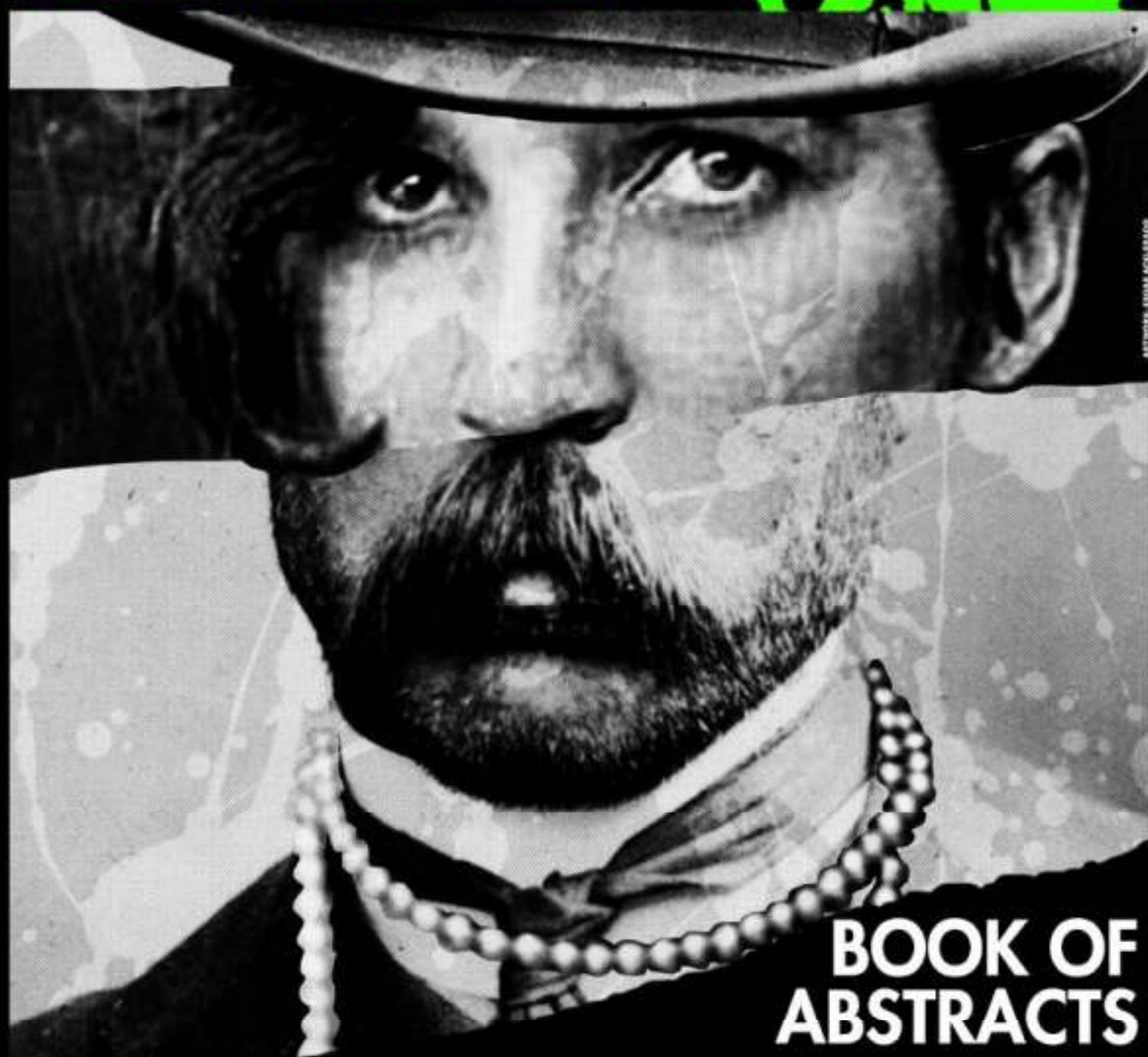
# ARTS AND CREATIVITY: WORKING ON IDENTITY AND DIFFERENCE

9TH MIDTERM CONFERENCE OF  
THE RN-SOCIOLOGY OF THE ARTS

8-10 SEPTEMBER 2016

FLUP | PORTO - PORTUGAL

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BOOK OF  
ABSTRACTS

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BOOK OF ABSTRACTS**

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## PRESENTATION

The ESA Research Network Sociology of the Arts hereby announces its 9th Midterm Conference (ESA-Arts 2016) which will take place from 8th to 10th September 2016 at the University of Porto - Faculty of Arts and Humanities, in Portugal. Since 2000, the Network has organised a biannual conference on Sociology of the Arts. A key aim of these conferences is to promote the collaboration and academic exchange between scholars of the arts, to support the presentation of new research projects and to offer inspiration for the further development of the sociology of the arts.

The general topic of this edition focuses on arts and creativity, questioning the processes through which in an increasingly global, open, different and multicultural world artistic creativity is (re)defined, fostered, evaluated and asserted. Focusing the debate on the relationship between arts and plural societies, on the one side, and on the place and statute attributed to art by the new rhetoric of the creative agenda and the creative economy, on the other side, the Conference aims to critically debate the role of the arts as a pillar of cultural, social-ecological and socioeconomic development, of social cohesion and active citizenship, as well as on the processes of identities construction. Thus, the approach will focus on the diverse ways through which the arts are intertwining with processes of identity-making, both at individual and collective levels, and the material and symbolic reframing of social, economic and cultural differences in contemporary societies.

The arts are undergoing deep changes in the social, cultural, economic and ecological environments & governance frameworks in which they operate today. A specific combination of various factors increases the challenges faced by arts and the potentialities for sociological inquiry. Some of these combined factors are: the international and local dynamics of cultural organizations and art markets, the volatility of private and public funding, the openness and uncertainty of evaluation and recognition of artistic work, the intrinsic nature of art work, the relationship of the arts to the creative economy and the related politics for the so-called 'creative agenda', the diverse and renewed forms of audiences' participation, and the impact of art on social cohesion and identity-making. The ESA Research Network Sociology of the Arts aims to provide the sociological contexts for understanding all these multifaceted and interwoven aspects which characterize the art worlds in societies nowadays.

**For more information:**  
<https://esa-arts2016.eventqualia.net>  
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## **Feeding students' creativity with language arts: A project developed at ESEV (2013-15)**

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### **Abstract**

Children live at a time when the rapid turnover of information and the ongoing changes in the technological, social, cultural, political and economic spheres make it more difficult for teachers to prepare lessons that enhance students' interest and motivation. There is so much to be learnt outside of the classroom's four walls that traditional methods of teaching may not be the most effective way to teach today's learners. When it comes to classes of Portuguese language, teachers are faced with the challenge of teaching culture, literature, grammar and skills such as reading, writing and speaking in a way that involves students as active participants, that is, in a way that engages while also instructing. It means that several strategies need to be adopted, from games to the use of new technologies or, among others, an interdisciplinary approach with maths, (social) sciences and arts, for instance. In an attempt to motivate gifted and talented children that were attending elementary school in a small town near Viseu, in Portugal, The School of Education of the Polytechnic Institute of Viseu was asked to be part of a project in 2013, in a collaborative partnership that proved successful and that was re-enacted in 2015. It is in light of the above that, in this paper, we aim to: a) describe the support that the School of Education provided to these participants, children who were between six and fourteen, by presenting Portuguese language activities that intended to stimulate creative thinking and artistic production; and b) discuss the results of the project, by analysing the students' productions across verbal and visual modes (ie. script writing and dubbing an excerpt of an animation film, interviews, news reports, drawings, the creation and recitation of poems...). Future activities are on the table, meaning that the School of Education's commitment to feeding the students' creativity has shown promising results. Creativity in Portuguese classes is not a guarantee of success but it certainly is food for thought.

**Keywords:** creativity, arts, Portuguese language, creative writing, gifted and talented children.



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