



## **Dr Kate Hatton FRSA**

### **Abstract**

In western arts institutions, few opportunities exist to develop the intercultural 'voice', as this is often misunderstood. Intercultural arts research as a new field of study, requires an understanding of how broad contexts of analysis may work across creative discourses. Postcolonialism, whiteness studies, anti-racism and poststructural feminism provide useful intersecting discourses within intercultural arts research. Through an understanding of their overlapping natures, interesting poetical journeys and stories of interculturality may emerge. Through this approach we can examine ideas such as: developing the intercultural story, poetical journeys and how a creative 'self' may be (re) discovered by the staff or student researcher reflecting on intercultural and interdisciplinary thinking. This paper considers the forming and shaping of intercultural arts research, around with the poetics of artistic journeys. Journeys made by creative practitioners, attempting to negotiate art education to form their learner and artistic identities are noteworthy in this context, as are notions of what intercultural art may mean. In this presentation, I delve into the opportunities theory presents to the understanding of an intercultural artistic voice. I use visual examples from artistic practice and associated theories to illustrate some of these concerns. Poetical journeys feature strongly in this context. Stereotyping of artistic knowledge and of art and artists occurs in many creative places. This affects progress in artistic research and its practices. What I will suggest is to examine a broader social discourse around researching creativity, in order to discover more intercultural possibilities within art education and its wider creative practices.

### **Bio**

Dr. Kate Hatton (FRSA) is Head of Inclusive Education Programmes at the University of the Arts London (UAL), Chair of the Inclusive Arts Education Forum (IAEF) and a member of the Runnymede Trust Academic Forum and the Commonwealth Creativities in Intercultural Arts Network(CIAN). She has contributed to 'The Routledge International Handbook of Intercultural Arts Research' (2016) co-edited by Burnard, McKinlay and Powell. Her work in UK art education settings covers more than twenty years in a number of managerial and teaching roles. Her doctoral thesis was: 'A Study of Black Experiences of Art Education in England: How to Promote Fairer Access and Inclusion for a Wider Audience' (2009). She also edited 'Towards an Inclusive Arts Education' (Trentham @ IOE Press, 2015), and wrote a chapter in 'Researching Marginalized Groups' (Bhopal and Deuchar, Routledge, 2016). Kate is particularly interested in research questioning creativity, culture, cross-, and inter-

disciplinary arts practices and the inclusive arts curriculum. She teaches Cultural Studies at Central Saint Martins.