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## In –Between Space for Art and Education: Regimes of Visibility and Procedures of Expression

Key words: contemporary art, art education, regimes of visibility and expressibility, surveillance, control, gallery, school

In this paper we explore relationships and drivers between domains in which institutional art education operates. Domains of contemporary art and culture are understood and explored as dynamic, complex symbolic systems where exchanges of knowledge and power are operated within regimes of visibility and expressivity. Theoretical background of this contribution refers to spatial, rhizomatic and intertextual notions of culture, art and subjectivity, as defined by Foucault, Deleuze, Didi-Huberman, Braidotti, and to non-linear processes of learning.

Current research in art education in galleries of contemporary art in Prague refers to non-linear models of education, based on fragmentation and subsequent transpositions of narratives, artefacts, subjectivities into new assemblages and creative acts. These figures emerge as "in-between" procedures, that is, expressions between education and art, in transitional spaces of interpretation and re-creation. Thus performative educational approaches can be misunderstood as interventions into institutional status and may cause conflicts between gallery and school.

Examples will be taken from exhibition of contemporary art, case studies and education programmes. Additional examples will be taken from a research into secret police surveillance practice and contemporary supervision practice in society. (Examples of scenarios for gallery learners' performances will be provided as a hand-out).