



The art of gender: creating and reclaiming identity.

nsead

NSEAD CONFERENCE - JUNE 2025

Discussion points:

- Explore how art and media shape and challenge gender norms and stereotypes
- Raise awareness of pressures around masculinity, including toxic 'Tate culture'
- Equip educators with tools to critically address gender in the classroom
- Promote inclusive and transformative creative approaches to gender identity
- Establish safe, judgement-free learning environments for self-expression

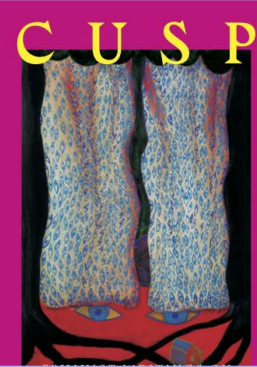


Gender Art and Transformative Education

To address gendered stereotypes and inequities that permeate art, education systems and limit opportunities.

To consider a sensitive, responsible and transformative approach to rethink gender equity in art education.

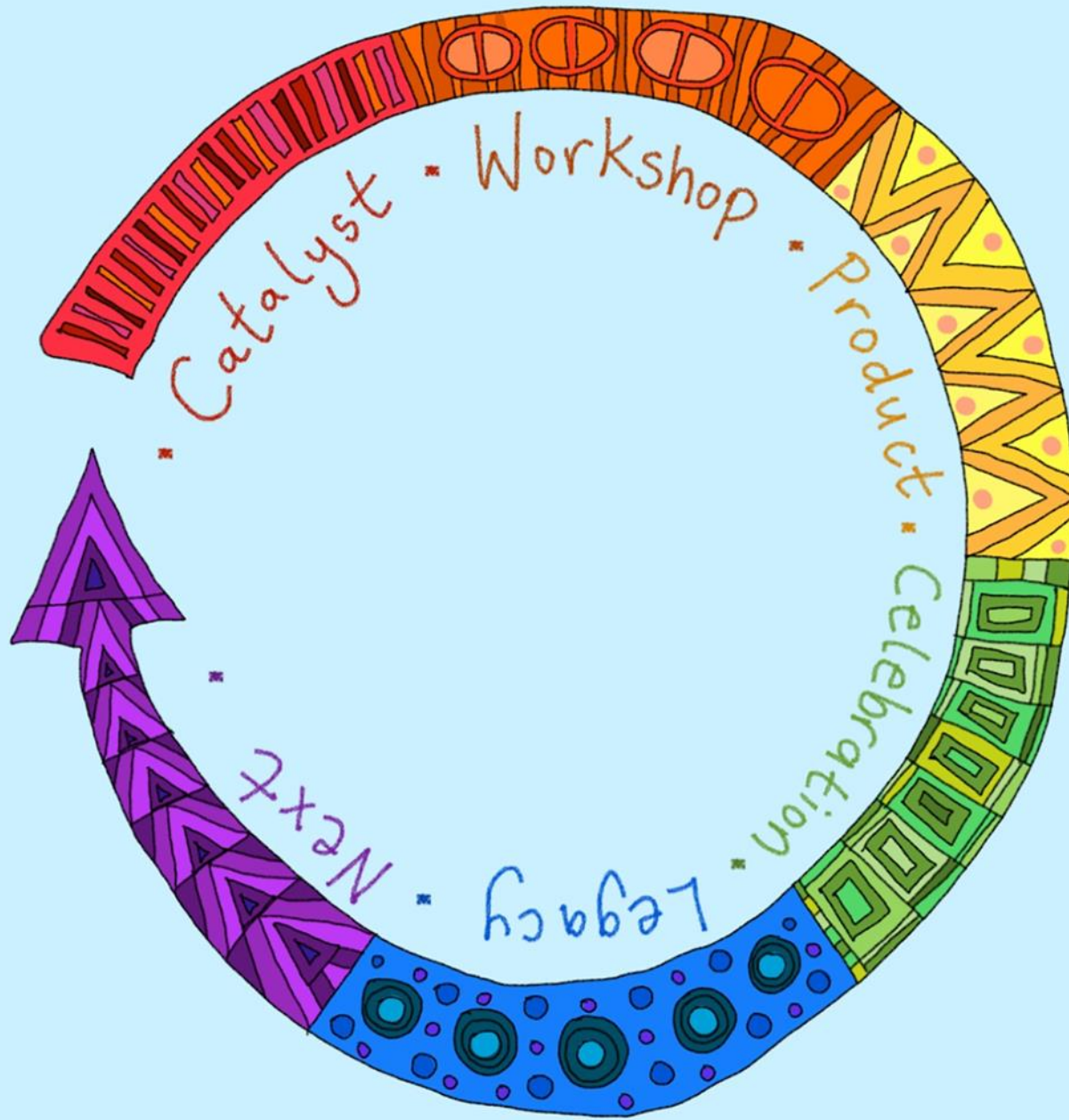
“... a canvas for all learners”



The AD 42 issue responded to these provocations:

- How do we effect and advance gender-inclusive and equity in art education?
- How can we change the systemic under-representation of gender diverse artists and their work in the school curriculum relative to contemporary ideas, practices and influences?
- What could art education look like from a gender transformative perspective and how can it inspire and transform stereotypes, attitudes and norms to reflect back the world we inhabit?







Redrafting the artist canon:
Trainee teachers in the studios



Shaping modern masculinity: Social and cultural pressures

- **Unrealistic body ideals:**

Media and fitness culture often glorify hyper-muscular, lean male bodies, creating pressure for men to conform to these ideals through extreme workouts, supplements or even steroids

- **Social media comparisons:**

Platforms such as TikTok and Instagram perpetuate curated images of the 'perfect' male physique, intensifying feelings of inadequacy and body dissatisfaction among young men

- **Toxic masculinity:**

Societal norms often equate physical strength with emotional resilience, pressuring men to suppress vulnerability and prioritise appearance as a sign of dominance or worth



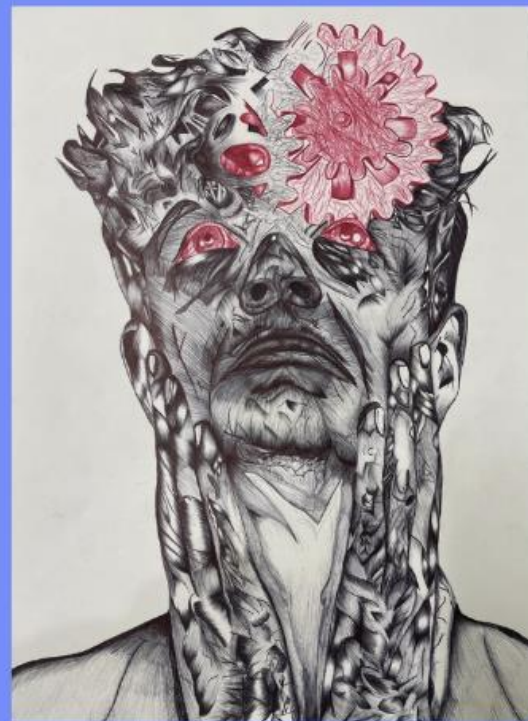
'Breath'

'Retrospective or Readiness?'

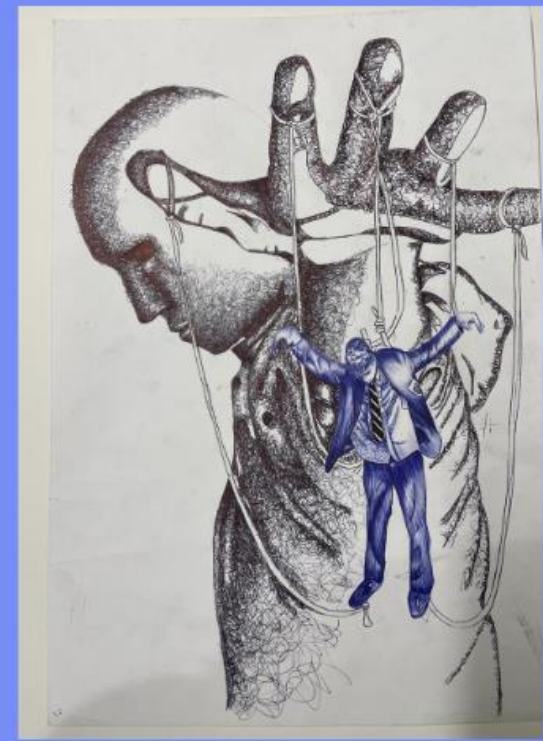


'Perfection'

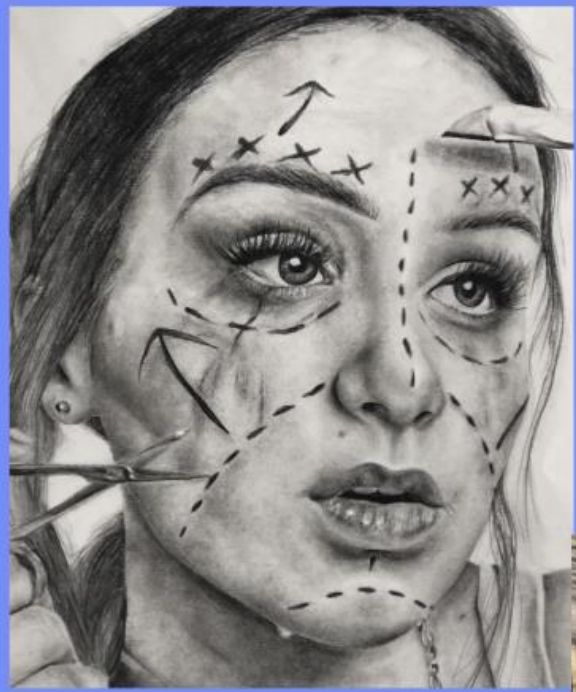
PROJECTS FOCUSING ON REALISTIC MALE FORMS



STUDENTS PERCEPTION ON 21ST CENTURY PRESSURES









Classroom practice

Open dialogue:

- Encouraging open dialogue and fostering creative freedom through discussion

Offer choice in projects:

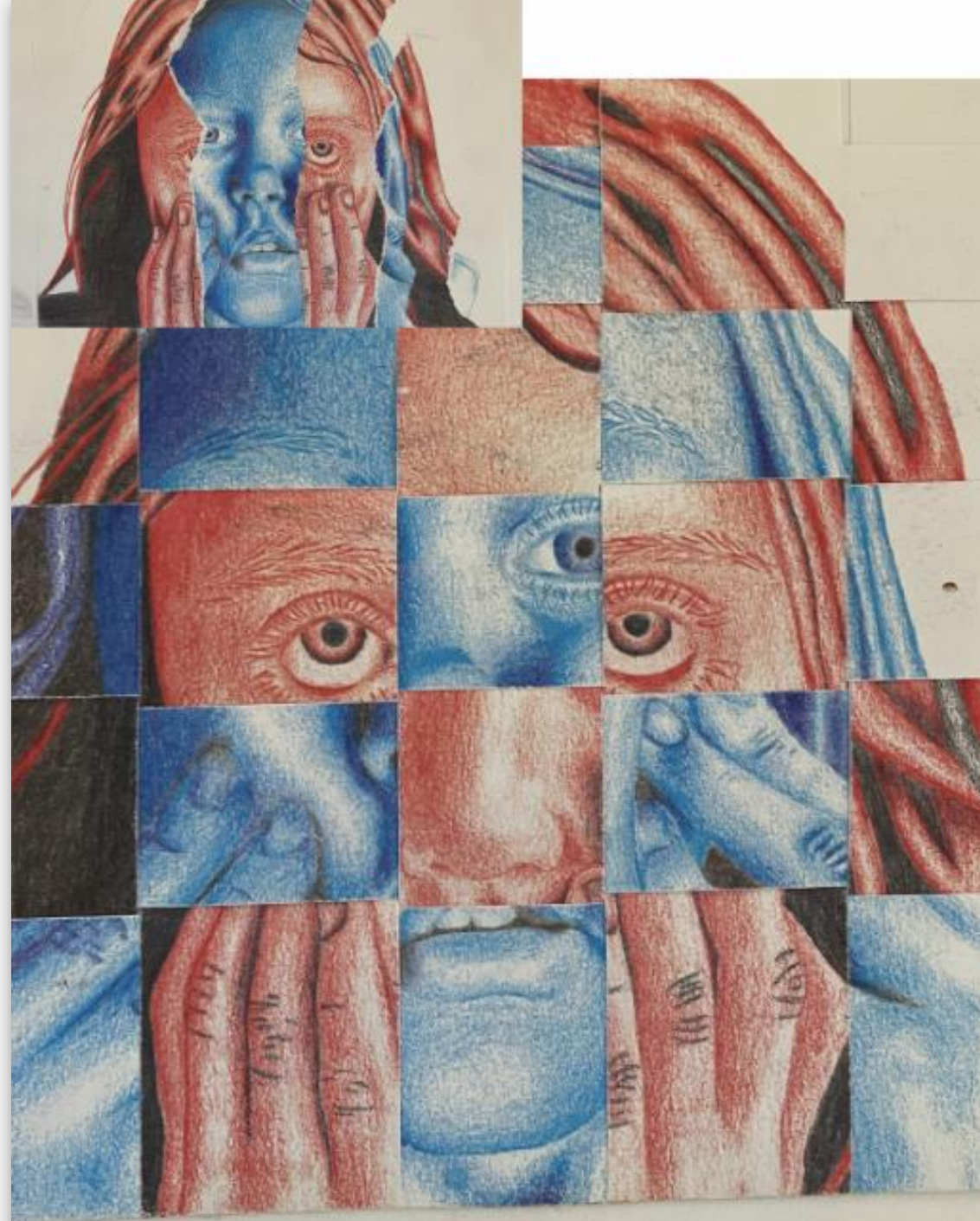
- Let students choose how they represent themselves

Honour expressive freedom:

- Choice of colour, theme, style that reflect who they are, without correction and conformity

Use student-centred language:

- Instead of interpreting their art, encourage their voice and identity to lead discussions



Contexts for conversation

Raising consciousness, removing bias, transforming stereotypes

How do we

- Elevate underrepresented artists?
- Diversify our resources?
- Challenge stereotypes?
- Collaborate and share?
- Advocate for change?
- Stay informed?

Contact us

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Thank you!

Please stay in
contact 😊