

Contemporary Videographic Narratives: Videoart versus Glith Art Format

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Abstract

This project is an analysis of the different innovative video formats for its promotion and development in the artistic and educational field. This essay aims to carry out an historical review of the evolution of this audiovisual media, in which image, video and experimental and instrumental sound play an essential role. In addition to this, contemporary work in videoart format by emerging authors will be displayed to visualise the way it has been amended over time. The conceptual framework is the study of the videoart format as a visual reference and its reflection in the Contemporary Visual Culture, as well as its application in the educational field. The methodology will be an independent and active teaching and learning through Learning by doing and Learning by teaching; the Primary Education students participate in this experience and create their own work through a number of configured patterns with a topic related to the aesthetic or didactic experience. Other creations displayed will be the representation of videoart works, video-installations and the Glitch art. The exploration of text, image, colour, sound and use of new tech-

nologies, develops a sense of curiosity, critical thinking and experimentation. The creative process is set up as a constructive contribution to different subjects. The dynamic approach reflected in the videoart and Glitch Art means an active learning, developing a self-critical sense, that invites the student to explore their surrounding manipulating known elements and making links of symbiosis between the different interrelated and interdisciplinary artistic concepts.

Keywords

Glitch Art, Video art, Artistic learning Proposal, Contemporary art, Education.