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Title: The meaning of Africa-Centred Knowledges in visual arts: art educators and the making

The concept of Africa-centred knowledges is multifaceted and philosophical as its historical origins or connotations (and applications) engage with concepts such as Pan Africanism, Afrocentrism, Decolonialisation, neo-colonialism, African Indigenous knowledge systems, Post-colonialism and AfroFuturism, but also embracing and situating itself in the advent of the globalisation. This concept presents possible difficulties and challenges for art educators at both tertiary education and to some extent basic education in terms of the production of knowledge in theory and practice in contemporary culture. Some of these challenges are related to colonial legacies of Western or European ways of knowledge production, canonisation, systems/methods of visual arts appreciation, pedagogical models and the philosophical underpinnings of the visual arts and artefacts, history and discourses in art education. Yet the lived experiences of artists in Africa seem to speak otherwise. Therefore, the purpose of this paper is to unpack and to contextualise the meaning of Africa-Centred Knowledges in visual arts with the specific focus on the 2019 art exhibition and colloquium titled *“Rethinking Africa-centred knowledge in/or through visual arts,”* hosted by selected Southern Africa educators from Botswana, Zambia, Namibia, Zimbabwe and South Africa. We are asking the following critical questions: What constitutes Africa-centred knowledges in the exhibited artworks? What are the historical and philosophical underpinnings of such knowledges? How can such knowledges promote teaching and learning or influence or improve teaching and learning? The analysis of the artworks and discussions will involve the educators who participated and produced art works for the art exhibition. The selection of the exhibited artworks include charcoal drawing, painting, photography, animation and sculpture installations.

Key words: *Africa centred knowledges, Visual arts educators, theory and practice, teaching and learning*