

ARTSTRANDS

a program of individualized art instruction



Guy Hubbard • Enid Zimmerman

Artstrands A Program Of Individualized Art Instruction

JE Gale



Artstrands A Program Of Individualized Art Instruction:

Autobiographical Lectures of Leaders in Art Education, 2001-2021 Stephanie Autumn Baer, Katherine Coy Smith, Stephanie Harvey Danker, 2024-03-29 This scholarly collection is a continuation of a lecture series highlighting the essential nature of biography in the history of art education The editors feature 16 prominent art educators organized into one of three chronological sections spanning the past two decades The contributing art educators explore influences that shaped their beliefs about art education and the arts describe their career paths explain their philosophy of art education and its development and advise predict or speculate about the future Every chapter concludes with essential questions and instructional resources to guide readers in their reflection In reading these lectures art education faculty students and any adjacent professional to the arts and art history can learn the importance of biographical and autobiographical study to research Beyond research readers can use the lectures to consider and question teaching and mentoring relationships the power of influence and what qualities may contribute to the recognition of exemplary success for art educators

Programming Opportunities for Students Gifted & Talented in the Visual Arts Gilbert A. Clark, Enid Zimmerman, 1998-07 Programs for artistically gifted and talented art students give recognition to students who due to their outstanding visual arts abilities require educational support experiences and facilities that go beyond what generally are available in art classrooms This guide examines programming opportunities for these students focusing on mixed ability grouping ability grouping and acceleration Presents research on the topic through national surveys case studies and evaluations of local and regional programs discusses assessment and makes programming recommendations *Artstrands* Guy Hubbard, Enid Zimmerman, 1982 This award winning innovative program of 100 appealing lessons adapts a workable appealing and easy to follow approach that can be used for multi level instructional needs The lessons are formed around 28 flexible instructional sequences called strands in which participants can select lessons from the range of choices at each of four steps of individual strands Coverage includes drawing painting collage printmaking mosaic textile design modeling carving constructed sculpture ceramics casting art history and art criticism Profusely illustrated **Art in Action** Guy Hubbard, 1987 Sequential lessons explore the four art disciplines aesthetic perception creative expression art heritage and aesthetic valuing Incorporates creation of art works by students in a variety of media and techniques No art background for the teacher is assumed or required *The Arts Education Review of Books*, 1989 **School Arts**, 1983 *Artistically and Musically Talented Students* Enid Zimmerman, Sally M. Reis, Series Editor, 2004-03-06 The expert guide to the identification and support of artistically and musically talented students Is artistic talent a matter of nature or nurture What are the best methods for identifying potential in the arts How can educators and parents encourage and support artistic development From identification to the empowerment of teachers of talented arts students the readings within *Artistically and Musically Talented Students* offer the best practices the leaders in the field have to offer Key features include A practical look at the

needs of artistically and musically talented students by field leader Enid Zimmerman and her recommendations for future study Methods for recognizing potential talent in dance art and music Eight articles from the most influential researchers of giftedness and the arts The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer Educating Artistically Talented Students Gilbert A. Clark,1986 **Research Methods and**

Methodologies for Art Education Sharon D. La Pierre,Enid Zimmerman,1997 **Subject Guide to Books in Print** ,1997

Women, Art, and Education Georgia Collins,Renee Sandell,1984 Sex equity issues and efforts in art and art education are examined in five major focus areas 1 Matters of Conscious and Consciousness deals with problematic relationships between women art and education 2 Matters of Protest and Progress explores the sex equity progress made in art and education 3 Matters of Herstory and Heritage looks at women s achievement in art and art education 4 Matters of Research and Vision examines relevant research on sex differences and alternative approaches to sex equity in education And 5 Matters of Revision Strategies and Resources addresses the need for practical classroom applications Approaches strategies and resources to stimulate achievement of sex equity in art education are given Each section is followed by extensive notes and references Appendixes include a list of 342 women artists 131 women s art education publications questions for

consideration and additional reference and source materials MM Issues and Practices Related to Identification of Gifted and Talented Students in the Visual Arts Gilbert A. Clark,1992 *Issues and Practices Related to Identification of Gifted and Talented Students in the Visual Arts* Gilbert Clark,1992 **Paperbound Books in Print** ,1992 College Student Journal

,1999 **Books in Print** ,1994 **Subject Guide to Children's Books in Print 1997** Bowker Editorial Staff,R R Bowker Publishing,1996-09 *Books in Print Supplement* ,1988 *Asia-Pacific Perspectives on Teacher Self-Efficacy* Susanne

Garvis,Donna Pendergast,2016-07-15 In this book the editors have been able to provide a snapshot of current research being undertaken in the Asia Pacific region in regards to teacher self efficacy beliefs This includes specific focuses on inclusive teaching professionalism subject domains collective efficacy as well as specific contexts of early childhood education and care primary schools education special needs schools and teacher education This allows the reader to begin to develop an understanding about the complexity of teacher self efficacy as well as the development and relationship between self efficacy and other theoretical constructs and concepts The book begins with an overall summary of research in the Asia Pacific region before moving to a specific focus on research in different countries All of the chapters also provide hope to the reader about the possibilities of understanding and supporting teachers and schools beliefs to enhance teacher behaviour Through the implementation of teacher self efficacy beliefs into educational contexts teacher education programmes and professional development programmes there is strong hope that the outcomes of education systems in supporting all students in their

learning can be achieved By allowing teachers to develop their own sources of efficacy and supporting these through all stages of career development all children can be supported in their own learning **Current Index to Journals in Education** ,1995

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