

ART AND COGNITION

INTEGRATING THE VISUAL ARTS IN THE CURRICULUM



ARTHUR D. EFLAND

Art And Cognition Integrating The Visual Arts In The Curriculum

Barbara A. Clark, James Joss French



Art And Cognition Integrating The Visual Arts In The Curriculum:

Art and Cognition Arthur D. Efland, 2002 **Integrating the Visual Arts Across the Curriculum** Julia Marshall, 2019-08-30 With lots of examples and color images this resource is both a foundational text and a practical guidebook for bringing contemporary art into elementary and middle school classrooms as a way to make learning joyful and meaningful for all learners Marshall shows how asking questions and posing problems spark curiosity and encourage learners to think deeply and make meaningful connections across the curriculum At the center of this approach is creativity with contemporary visual art as its inspiration The text covers methods of creative inquiry based learning art and how it connects to the big ideas addressed by academic domains flexible structures teachers can use for curriculum development creative teaching strategies using contemporary art and models of art based inquiry curriculum Book Features Provides research based project ideas and curriculum models for arts integration Shows how Project Zero s flexible structures and frameworks can be used to develop creative inquiry and an arts integration curriculum Explains how contemporary visual art connects to the four major disciplines science mathematics social studies and language arts Includes full color images of contemporary art that are appropriate for elementary and middle school learners Demonstrates how arts integration can and should be substantive multidimensional and creative International Handbook of Research in Arts Education Liora Bresler, 2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research **Handbook of Research and Policy in Art Education** Elliot W. Eisner, Michael D. Day, 2004-04-12 This work provides an overview of the progress that has characterized the field of research and policy in art education It profiles and integrates history policy learning curriculum and instruction assessment and competing perspectives **Dystopia & Education** Jessica A. Heybach, Eric C. Sheffield, 2013-04-01 Dystopia and Education Insights into Theory Praxis and Policy in an age of Utopia Gone Wrong provides an as of yet unexplored critical perspective for examining contemporary educational theory praxis and policy with particular reference to the current state of dehumanizing and often oppressive policy and practices that have come to demarcate the era of NCLB and RTT The authors in this collection employ dystopian themes found in literature film visual art and video games as the lens for that critical inquiry As such Dystopia and Education Insights into Theory Praxis and Policy is an essential contribution to the philosophical critical tradition in educational scholarship It is especially valuable because the inquiry undertaken is from a new perspective one that will extend the critical tradition into a yet unexplored arena Given the educational climate

established by NCLB and RTT this collection is especially important to the ongoing critical analysis of such policy mandates There is also a significantly important timeliness to this book given NCLB s utopian expectation of universal academic proficiency among American schoolchildren by the year 2014 as educators race to achieve such a noble yet na ve goal this collection of essays examines the educational environment that has been enacted to achieve such ends and describes our current state as a utopia gone wrong

Integrative Strategies for the K-12 Social Studies Classroom Timothy Lintner,2013-03-01 While the concept of integration or an interdisciplinary curriculum has been around for decades the purposeful practice of integration is a relatively new educational endeavor Though classroom teachers often say they integrate there generally seems to be a lack of understanding of what this thing called integration is theory and what it is supposed to look like in the classroom practice Arguably no other discipline has felt the pressure to integrate more than social studies Marginalized by federal initiatives such as No Child Left Behind and suffering from a general crisis of credibility social studies has been pushed further and further to the proverbial back burner of educational importance Yet regardless of perspective or position social studies remains ripe for integration The crux of this book is to provide educators insights and strategies into how to integrate social studies with other discipline areas Calling upon national experts in their respective fields each chapter chronicles the broad relationship between individual content areas and social studies Multiple examples of integrative opportunities are included At the end of each chapter is a series of grade specific integrative lesson plans ready for implementation This book was purposefully designed as a how to hands on ready reference guide for educators at all stages and all levels of teaching

Transnational Interconnections of Nature Studies and the Environmental Humanities Sophia Emmanouilidou,Sezgin Toska,2020-02-24 How is ecotthinking articulated in varied research fields What are the conjunctions and concurrences of academic endeavors in the attempt to curb environmental destruction This collection of essays offers a multifaceted exploration of the basic tenets of environmentalism proposed by academic curricula across the world Ecodestruction the wilderness rampant pollution tourism developments sustainability educational interventions and the plurivocal turn to ecotheoretical textual analysis are some of the critical perspectives and scientific findings investigated here The book introduces a multilateral understanding of environmental consciousness and suggests that the study of nature should not be compartmentalized into separate fields of analyses but aim for the interconnections between disciplines given that the physical cosmos is an unambiguous and finite host of humanity s endeavours The volume appeals to academics researchers and professionals with a particular interest in the current environmental crisis offers solid insights into the ways human societies construe nature and hopefully will embark on the protection of the ecosphere

Creating Teacher Immediacy in Online Learning Environments D'Agustino, Steven,2016-03-31 Educators are finding that communication and interaction are at the core of a successful web based classroom This interactivity fosters community which contributes to effective and meaningful learning Positive online communities and the communication

therein encourage students to interact with others views which not only grows one's empathy but is an integral part of constructivist learning theories Because of this the most important role of an educator in an online class is one that ensures student interactivity and engagement Creating Teacher Immediacy in Online Learning Environments addresses the most effective models and strategies for nurturing teacher immediacy in web based and virtual learning environments A number of innovative methods for building an authentic personalized online learning experience are outlined and discussed at length within this publication providing solutions for pre service as well as in service educators This book is a valuable compilation of research for course designers faculty students of education administration software designers and higher education researchers

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-01-04 In a diverse society the ability to cross communication barriers is critical to the success of any individual personally professionally and academically With the constant acceleration of course programs and technology educators are continually being challenged to develop and implement creative methods for engaging English speaking and non English speaking learners Computer Assisted Language Learning Concepts Methodologies Tools and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies flipped instruction and language learning software This multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology

Education and Teacher Education in the Modern World P. Calogiannakis, K.G. Karras, C.C. Wolhuter, 2015-11-25 This book discusses current problems and policies approaches trends and recruitment conditions within the education of teachers in the modern world It investigates new research within this area and explores various aspects prevalent in teachers and in their own and general education today The contributions to this volume approach the topic of modern teachers from various geographical and contextual perspectives discussing the challenges facing teachers from educational cultural socio political demographic and economic points of view

Explaining Creativity R. Keith Sawyer, 2012-01-12 Explaining Creativity is a comprehensive and authoritative overview of scientific studies on creativity and innovation Sawyer discusses not only arts like painting and writing but also science stage performance business innovation and creativity in everyday life Sawyer's approach is interdisciplinary In addition to examining psychological studies on creativity he draws on anthropologists research on creativity in non Western cultures sociologists research on the situations contexts and networks of creative activity and cognitive neuroscientists studies of the brain

Hearts and Minds Without Fear Barbara A. Clark, James Joss French, 2014-06-01 Hearts and Minds Without Fear Unmasking the Sacred in Teacher Preparation is the first book of its kind that focuses on the critical urgency of integrating creativity mindfulness and compassion in which social and ecological justice are forefronted in teacher preparation This is especially significant at a time of cultural turmoil educational reform

and inequities in public education The book serves as a vehicle to unmask fear within current educational ethical deficiencies and revitalize hope for community members teacher educators pre service in service teachers and families in school communities The recipients of these strategies are explicitly presented in order to build understanding of a compassionate paradigm shift in schools that envisions possibility and social imagination on behalf of our children in schools and our communities The authors unabashedly place the arts and aesthetics at the core of the educational paradigm solution The book lives its own message Within each seed chapter the authors practice authentically what they preach offering a refreshing perspective to bring our schools back to life and instill hope in children s and educators hearts and minds

Cultural Cognition and Creativity Henry T.T. Yau, Ed.D,2011-07-22 Based on the premise that art and culture are intrinsically related the effect of art on cognition of children may be explored adopting a cultural perspective Art embodies cultural meanings historically and socially aggregated from human activities Through art children have excellent learning opportunities to unravel connotations from cultural points of view Students take charge of their learning according to their dispositions Through integrated multidimensional learning experiences students probe different knowledge domains Cultural understanding of art is a cognitive undertaking of imagination and creativity upon which sound foundations for lifelong learning are built Social and cultural knowledge could play a crucial part in harnessing the cognitive ability of children in the process of art learning by helping them to shift the emphasis from individually free expression and creation to a more meaningful and comprehensive visual communication

Swarm Intelligence James Haywood Rolling,2013-11-26 Companies and organizations everywhere cite creativity as the most desirable and elusive leadership quality of the future Yet scores measuring creativity among American children have been on the wane for decades A specialist in creative leadership professor James Haywood Rolling Jr knows firsthand that the classroom is a key to either unlocking or blocking the critical imagination He argues that today s schools with their focus on rote learning and test taking work to stymie creativity leaving children cut off from their natural impulses and boxed in by low expectations Drawing on cutting edge research in the realms of biological swarm theory systems theory and complexity theory Rolling shows why group collaboration and adaptive social networking make us both smarter and more creative and how we can design education and workplace practices around these natural principles instead of pushing a limited focus on individual achievement that serves neither children nor their future colleagues managers and mentors The surprising truth is that the future will be pioneered by the collective problem solvers making Swarm Intelligence a must read for business leaders educators and anyone else concerned with nurturing creative intelligence and innovative habits in today s youth

Social Geographies of Educational Change F. Hernandez,I.F. Goodson,2006-01-16 Social Geographies as spatial location is a factor relevant to understanding the variety of people s interpretations and appropriations of educational innovations and changes Their location in the social space also influences their response to change In the field of educational change social space means for example skin colour gender distribution of

teachers in one school children's self cultural representations or parents religious attitudes By using the notion of Social Geographies in the context of educational change the authors address the following questions How initiatives in a classroom or department are influenced by the surrounding context of the school the district or the nation How innovation spreads or diffuses from one school to another How and whether reforms can be scaled up from a few schools to a whole system How seemingly standardised reforms affect schools differently depending on where they are located How schools influence one another How the identities of and interrelationships among schools are affected by technology principles of market competition and choice and other initiatives This volume is relevant to educationalists policy makers teachers and students interested in a more complex approach to understand and intervene in educational change processes *Assessment in Music Education* Timothy S. Brophy, 2008 *Education and Imagination* Raya Jones, Austin Clarkson, Sue Congram, Nick Stratton, 2008-06-30 This edited book explores the application of Jungian perspectives in educational settings **Children's Ways with Science and Literacy** Maria Varelas, Christine C. Pappas, 2013-05-07 Science is often a forgotten subject in early elementary grades as various mandates require teachers to focus on teaching young students to achieve specific reading and mathematical competencies This book offers specific examples and empirical evidence of how integrated science literacy curriculum and teaching in urban primary grade classrooms give students opportunities to learn science and to develop positive images of themselves as scientists The Integrated Science Literacy Enactments ISLE approach builds on multimodal multidimensional and dialogically oriented teaching and learning principles Readers see how as children engage with texts material objects dialogue ideas and symbols in their classroom community they are helped to bridge their own understandings and ways with words and images with those of science In doing so they become learners of both science and literacy The book features both researcher and teacher perspectives It explores science learning and its intersection with literacy development in schools that educate predominately children of color many of whom struggle with poverty and have been traditionally underestimated underserved and underrated in science classrooms In all these ways this volume is a significant contribution to a critically under researched area of science education **Centre and Periphery, Roots and Exile** Friedemann Sallis, Robin Elliott, Kenneth DeLong, 2012-08-06 This book examines the impact place and displacement can have on the composition and interpretation of Western art music using as its primary objects of study the work of István Anhalt 1919-2012 György Kurtág 1926 and Sándor Veress 1907-1992 Although all three composers are of Hungarian origin their careers followed radically different paths Whereas Kurtág remained in Budapest for most of his career Anhalt and Veress left the former in 1946 and immigrated to Canada and the latter in 1948 and settled in Switzerland All three composers have had an extraordinary impact in the cultural environments within which their work took place In the first section Place and Displacement contributors examine what happens when composers and their music migrate in the culturally complex world of the late twentieth century The past one hundred years produced record numbers of refugees and this fact is now

beginning to resonate in the study of music As Anhalt himself forcefully asserts however not all composers who emigrate should be understood as exiles The first chapters of this book explore some of the problems and questions surrounding this issue Essays in the second section Perspectives on Reception Analysis and Interpretation look at how performing acts of interpretation on music implies bringing the time place and identity of the musician the analyst and the teacher to bear on the object of study Like Kodaly Kurt Gödör considers his work to be naturally embedded in Hungarian culture but he is also a quintessentially European artist Much of his production he is one of the twentieth century's most prolific composers of vocal music involves the setting of Hungarian texts but in the late 1970s his cultural horizons expanded to include texts in Russian German French English and ancient Greek The book explores how musicologists divergent cultural perspectives impinge on the interpretation of this work The final section The Presence of the Past and Memory in Contemporary Music examines the impact time and memory can have on notions of place and identity in music All living art taps into the personal and collective past in one way or another The final four chapters look at various aspects of this relationship

Technologies for E-Learning and Digital Entertainment Zhigeng Pan, Ruth Aylett, Holger Diener, Xiaogang Jin, Stefan Göbel, Li Li, 2006-03-22 This book constitutes the refereed proceedings of the First International Conference on E learning and Games Edutainment 2006 held in Hangzhou China in April 2006 The 121 revised full papers and 52 short papers presented together with the abstracts of 3 invited papers and those of the keynote speeches cover a wide range of topics including e learning platforms and tools learning resource management practice and experience sharing e learning standards and more

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