



Art Artists And Art Education

Jessica Hoffmann Davis



Art Artists And Art Education:

A History of Art Education Arthur D. Efland, 1990 Arthur Efland puts current debate and concerns in a well researched historical perspective He examines the institutional settings of art education throughout Western history the social forces that have shaped it and the evolution and impact of alternate streams of influence on present practice A History of Art Education is the first book to treat the visual arts in relation to developments in general education Particular emphasis is placed on the 19th and 20th centuries and on the social context that has affected our concept of art today This book will be useful as a main text in history of art education courses as a supplemental text in courses in art education methods and history of education and as a valuable resource for students professors and researchers The book should become a standard reference tool for art educators at all levels of the field The Journal of Aesthetics and Art Criticism Efland has filled a gap in historical research on art education and made an important contribution to scholarship in the field Studies in Art Education

Art Making and Education Maurice Brown, Diana Korzenik, 1993 Since the early 1980s the Getty Center for Education in the Arts an operating entity of the J Paul Getty Trust has been committed to improving the quality of aesthetic learning in our nation s schools and museums According to the organizing idea of the center s educational policy teaching about the visual arts can be rendered more effective through the incorporation of concepts and activities from a number of interrelated disciplines namely artistic creation art history art criticism and aesthetics The resultant discipline based approach to art education does not however mandate that these four disciplines be taught separately rather the disciplines are to provide justifications subject matter and methods as well as exemplify attitudes that are relevant to the cultivation of percipience in matters of art They offer different analytical contexts to aid our understanding and aesthetic enjoyment contexts such as the making of unique objects of visual interest artistic creation the apprehension of art under the aspects of time tradition and style art history the reasoned judgment of artistic merit art criticism and the critical analysis of basic aesthetic concepts and puzzling issues aesthetics Discipline based art education thus assumes that our ability to engage works of art intelligently requires not only our having attempted to produce artworks and gained some awareness of the mysteries and difficulties of artistic creation in the process but also our having acquired familiarity with art s history its principles of judgment and its conundrums

Art, Artists, and Art Education Kenneth Melvin Lansing, 1969 This unique book represents a blend of the philosophical and practical aspects of art education It reflects the author s belief that efficient responsible instruction in art depends upon the existence of a reasonable point of view about the nature and value of art and the nature of the artist and the student Consequently the first half of the text is devoted to developing aesthetic criteria in the author s words to discovering a sense of mystery and excitement that can be found in art education Using the nature of art and artists as the basis for determining practical methods of instruction Dr Lansing goes on to describe in behavioristic terms the objectives of art education suitable teaching processes and a recommended curriculum Specific artistic activities are described for each

grade level from nursery school through junior high school Hence the classroom teacher does not have to guess about the appropriateness of a given activity for his grade Additional features of the text include one chapter devoted to new methods of evaluation and reporting to parents and another to the need for more effective research There is also a comprehensive chapter on supervision that covers curriculum planning personnel relationships and in service education managing equipment and supplies professional obligations and public relations The text opens with a challenging introduction which realistically appraises not only the favorable aspects of teaching but its problems and frustrations as well dust jacket **Art, Artists and Pedagogy** Christopher Naughton, Gert Biesta, David R. Cole, 2017-10-16 This volume has been brought together to generate new ideas and provoke discussion about what constitutes arts education in the twenty first century both within the institution and beyond Art Artists and Pedagogy is intended for educators who teach the arts from early childhood to tertiary level artists working in the community or those studying arts in education from undergraduate to Masters or PhD level From the outset this book is not only about arts in practice but also about what distinguishes the arts in education Exploring two different philosophies of education the book asks what the purpose of the arts is in education in the twenty first century With specific reference to the work of Gert Biesta questions are asked as to the relation of the arts to the world and what kind of society we may wish to envisage The second philosophical set of ideas comes from Deleuze and Guattari looking in more depth at how we configure art the artist and the role played by the state and global capital in deciding on what art education has become This book provides educators with new ways to engage with arts focusing specifically on art music dance drama and film studies At a time when many teachers are looking for a means to re assert the role of the arts in education this text provides many answers with reference to case studies and in depth arguments from some of the world s leading academics in the arts philosophy and education **Change in Art Education** Dick Field, 1970 Teaching Artistic Research Ruth Mateus-Berr, Richard Jochum, 2020-05-05 With artistic research becoming an established paradigm in art education several questions arise How do we train young artists and designers to actively engage in the production of knowledge and aesthetic experiences in an expanded field How do we best prepare students for their own artistic research What comprises a curriculum that accommodates a changed learning making and research landscape And what is the difference between teaching art and teaching artistic research What are the specific skills and competences a teacher should have Inspired by a symposium at the University of Applied Arts Vienna in 2018 this book presents a diversity of well reasoned answers to these questions **Art Education** James Hutchens, Marianne Stevens Suggs, 1997 This book examines the effect of postmodern discourse on the content and practice of art in the K 12 schools and university preservice education programs for art teachers an education that references and places emphasis upon the economic political social and cultural factors inscribed upon the artworld [Http www.naea-reston.org/publications/list.html](http://www.naea-reston.org/publications/list.html) **Why Our Schools Need the Arts** Jessica Hoffmann Davis, 2008 **Debates in Art and Design Education** Nicholas Addison, Lesley Burgess, 2013 Debates in Art and

Design Education encourages student and practising teachers to engage with contemporary issues and developments in learning and teaching. It introduces key issues, concepts and tensions in order to help art educators develop a critical approach to their practice in response to the changing fields of education and visual culture. Accessible, comprehensive chapters are designed to stimulate thinking and understanding in relation to theory and practice and help art educators to make informed judgements by arguing from a position based on theoretical knowledge and understanding. Contributing artists, lecturers and teachers debate a wide range of issues including the latest policy and initiatives in secondary art education, the concepts, skills and dispositions that can be developed through art education, tensions inherent in developing the inclusive Art and Design classroom, partnerships across the visual arts sector, creativity in the Art and Design curriculum, visual art and globalisation, establishing the significance of Design art practice as educational research. Debates in Art and Design Education is for all student and practising teachers interested in furthering their understanding of an exciting, ever-changing field and supports art educators in articulating how the subject is a vital, engaging and necessary part of the twenty-first century curriculum. Each chapter points to further reading and each section suggests reflective questions to help shape art educators' teaching. In particular, Debates in Art and Design Education encourages art educators to engage in research by providing an essential introduction to critical thinking around contemporary debates.

The Routledge International Handbook of the Arts and Education Mike Fleming, Liora Bresler, John O'Toole, 2014-11-27. This International Handbook brings together leading writers on Arts in Education to provide a much-needed authoritative guide to the main debates in the field and an informed account of contemporary developments in policy and practice. Providing a detailed overview of key concepts and practical challenges, the book combines theoretical insight with specific examples of innovative projects, drawing on theoretical, historical and empirical research perspectives to inform understanding. The range of content highlights the breadth of the field, addressing such issues as the importance of community arts and partnership as well as school education and providing insight into developments in multiple and connecting arts as well as traditional art forms. Topics such as assessment, creativity, cultural diversity, special needs, the arts in early childhood, adult education, arts-based research are all addressed by recognised authorities in each area. The collection of chapters also serves to define the field of arts education, recognising its diversity but highlighting the common elements that provide its identity. The collection addresses generic issues common to all the arts while acknowledging differences and recognising the dangers of over-generalisation. It also includes specific chapters on each of the art forms: visual art, dance, drama, literature, music, media arts, providing a cutting-edge analysis of key contemporary issues in each subject. Bringing together specially commissioned pieces by a range of international authors, this Handbook will make an important contribution to the field of Arts Education.

Art Education: an International Survey Unesco, 1972 **The Artist and the Academy** Nicholas De Ville, Stephen C. Foster, 1994 **The History and Philosophy of Art Education** Stuart Macdonald, 1970 **Understanding Art** Martin

Wenham,2003-03-19 In any area of the curriculum children need to learn concepts facts and skills through first hand experience In art such learning depends on exploring and experimenting with the visual language through which artists communicate and the visual elements such as line colour and shape The National Curriculum places strong emphasis on experimenting with and applying the visual elements This book systematically explores the basic knowledge needed to do this effectively The author deals with the visual elements of art their properties how they are related and especially with the ways in which children s knowledge of each can be developed through simple but creative activities Each element is placed in context with extensive cross referencing The author shows how these elements can be observed in the children s environment and provides examples of how they have been used in works of art and craft This accessible book does not assume any specialist knowledge or experience It is essential for teachers at primary and secondary levels art co ordinators and for undergraduate and postgraduate level students of art education Martin Wenham is an artist calligrapher and stone carver who has exhibited at the Craft s Council He has taught at the University of Leicester and has over twenty years experience of teaching in primary and secondary schools **Art Education in a Climate of Reform** Charles M. Dorn, Penelope Orr, 2008 This book presents changes in the art world art education art theory social theory and aesthetics from the beginning of art education to the present in order to build a case for the combination of social theory and art education *Research Methods and Methodologies for Art Education* Sharon D. La Pierre, Enid Zimmerman, 1997 Living Powers Peter Abbs, 1987 Perspectives on Art Education Ruth Mateus-Berr, Michaela Götsch, 2015-06-16 The training of teachers in arts universities is changing It is confronted by the great challenge of essential cultural technological social and economic changes The symposium Perspectives on Art Education Vienna May 28 30 2015 is dedicated to these changes What does the training need today in terms of artistic practice research and communication skills What explanations do historical and contemporary approaches offer What new strategies are needed in teaching and learning How can the diverse approaches to art education in different cultures embedded in various national structures and school types complement and empower each other and jointly develop **Artists in Schools** Caroline Sharp, Karen Dust, 1990 Educational Research and Innovation Art for Art's Sake? The Impact of Arts Education Winner Ellen, Goldstein Thalia R., Vincent-Lancrin Stéphan, 2013-06-14 Arts education is often said to be a means of developing critical and creative thinking This report examines the state of empirical knowledge about the impact of arts education on these kinds of outcomes

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