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THEIR NON-ARTS
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91 POINTS

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THAN THEIR
**NON-
ARTS
PEERS**



Art In Education

Dorit Barchana-Lorand



Art In 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 in Education D. Atkinson, 2005-12-28 Distinctive and unique in its approach this book opens up art education to the broader field of social enquiry into practice subjectivity and identity It draws upon important developments in contemporary philosophy and the social sciences and applies this to the professional field of art in education It opens new perspectives for teachers teacher educators and student teachers Change in Art Education Dick Field, 1970 Understanding Art Education Nicholas Addison, Lesley Burgess, John Steers, Jane Trowell, 2010-01-04 What is distinctive about art and design as a subject in secondary schools What contribution does it make to the wider curriculum How can art and design develop the agency of young people Understanding Art Education examines the theory and practice of helping young people learn in and beyond the secondary classroom It provides guidance and stimulation for ways of thinking about art and design when preparing to teach and provides a framework within which teachers can locate their own experiences and beliefs Designed to complement the core textbook Learning to Teach Art and Design in the Secondary School which offers pragmatic approaches for trainee and newly qualified teachers this book suggests ways in which art and design teachers can engage reflexively with their continuing practice Experts in the field explore The histories of art and design education and their relationship to wider social and cultural developments Creativity as a foundation for learning Engaging with contemporary practice in partnership with external agencies The role of assessment in evaluating creative and collaborative practices Interdisciplinary approaches to art and design Developing dialogue as a means to address citizenship and global issues in art and design education Understanding Art Education will be of interest to all students and practising teachers particularly those studying at M Level as well as teacher educators and researchers who wish to reflect on their identity as an artist and teacher and the ways in which the subject can inform and contribute to education and society more widely Thoughts on Art Education Rudolf Arnheim, 1989 The relationship between psychology and the arts and the role of the arts in the educational process are explored The proposition put forth argues that the sensory system is a primary resource in cognitive life The relationship

of intuition to intellect of how the whole and its constituent qualities relate also is explored The forms of representation artists and art students have access to inexorably shape the content of their work The educational process too often has thwarted natural human abilities Art education however can and should have a crucial role in fostering these abilities DB

Art Education 11-18 Richard Hickman,2004-01-01 The second edition of the fascinating collection of essays on teaching art in secondary schools boasting a new chapter on visual culture as well as extensive material on the changes that have occurred in this area since 2000 What kind of art would we like school and college students to produce What kind of art do we want them to engage with What is the process of this engagement How should we organize the processes By asking fundamental questions such as these Richard Hickman and his team of contributors illustrate the new possibilities for art education in the twenty first century and draw out the implications for classroom practice making Art Education 11 18 the definitive guide to the subject in the postmodern era The Arts in Education Mike Fleming,2013-07-03 Do the arts improve academic achievement What does it mean to teach art What should the balance of classic and pop be in the music curriculum Should we encourage young children on the stage How do we judge whether what a child produces is good How do we justify the arts in the curriculum What should be the balance between form and content when teaching art The arts in education inspire considerable commitment and passion However this is not always matched by clarity of understanding In this book Mike Fleming introduces the reader to key theoretical questions associated with arts education and clearly explains how these are related to practice It offers an authoritative account of how ideas relevant to education are addressed by key authors in aesthetics art theory and cultural studies Covering all aspects of arts education the book considers definitions and theories of art influences on teaching the arts researching the arts teaching and learning creativity assessment Throughout the book there are examples of practice to illustrate key ideas and a discussion of useful background texts with a summary of content and arguments for further exploration Written by a leading authority in the field it is essential reading for students on Arts PGCE and M Level courses teachers of the arts and policy developers that require more understanding and insight into their practice **Learning to Teach Art and Design in the Secondary School** Nicholas Addison,Lesley Burgess,2007 Learning to Teach Art and Design in the Secondary School advocates art craft and design as useful critical transforming and therefore fundamental to a plural society It offers a conceptual and practical framework for understanding the diverse nature of art and design in education at KS3 and the 14 19 curriculum It provides support and guidance for learning and teaching in art and design suggesting strategies to motivate and engage pupils in making discussing and evaluating visual and material culture With reference to current debates Learning to Teach Art and Design in the Secondary School explores a range of approaches to teaching and learning it raises issues questions orthodoxies and identifies new directions The chapters examine ways of learning planning and resourcing attitudes to making critical studies values and critical pedagogy The book is designed to provide underpinning theory and address issues for student teachers on PGCE and

initial teacher education courses in Art and Design It will also be of relevance and value to teachers in school with designated responsibility for supervision *Art and Social Justice Education* Therese M. Quinn, John Ploof, Lisa J. Hochtritt, 2012-04-23

Art and Social Justice Education offers inspiration and tools for educators to craft critical meaningful and transformative arts education curriculum and arts integration projects The images descriptive texts essays and resources are grounded within a clear social justice framework and linked to ideas about culture as commons Essays and a section written by and for teachers who have already incorporated contemporary artists and ideas into their curriculums help readers to imagine ways to use the content in their own settings This book is enhanced by a Companion Website www.routledge.com/cw/quinn featuring artists and artworks project examples and dialogue threads for educators Proposing that art can contribute in a wide range of ways to the work of envisioning and making a more just world this imaginative practical and engaging sourcebook of contemporary artists works and education resources advances the field of arts education locally nationally and internationally by moving beyond models of discipline based or expressive art education It will be welcomed by all educators seeking to include the arts and social justice in their curricula *The Richness of Art Education* Howard Cannatella, 2008-01-01 This book is intended for anyone interested in knowing more about arts education It makes a daring contribution to the subject in a clear pragmatic committed and ambitious way The book discusses thoroughly the theory and practice of arts education and what it means to be a teacher of art It is a powerful and inspiring account of the challenges of teaching in the arts that will appeal to anyone in the teaching profession With clarity and engagement The Richness of Arts Education addresses what it means to be a teacher in the arts Familiarity and knowledge of teaching is checked by the constant relevant examples that the book critically explores The book rethinks some of the real ground of teaching in the arts and encourages a deeper understanding of them Primary and secondary teachers college and university teachers and policy makers will find this book formidable It is a book for today and tomorrow Howard Canatella's *The Richness of Arts Education* provides a deep philosophical engagement with the arts and art education And if that were not enough it also provides a sustained discussion of the ways in which art education enriches our philosophical understanding of the arts specifically education certainly but also some key issues within philosophy itself In other words Canatella adequately demonstrates the riches that art education entails While the key figures he engages with do not encompass the entire range of possible philosophical perspectives that could be brought to bear on the field of art education an impossible task in any case he engages each figure deeply The scholarly literature in each section is thoroughly explored to highlight the thesis that holds the entire project together the deeply textured quality of art education and the many benefits that we can derive thereof This should be a valuable book to art teachers no doubt but to educators and philosophers too *A History of Art Education* Arthur Efland, 1990-01 Recent debates on the place of the arts in American life has refocused attention on art education in schools In this book the author 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 The book treats the visual arts in relation to developments in general education and particular emphasis is placed on the 19th and 20th centuries and on the social context that has affected our concept of art today The book is intended 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 resource for students professors and researchers Approaches to Art in Education Laura H. Chapman,1978 Covers foundations for art education children s artistic development suggested activities in various media and program planning and evaluation **The Role of Discipline-based Art Education in America's Schools** Elliot W. Eisner,1986 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 *Philosophical Questions in Art Education* Dorit Barchana-Lorand,2025-08-21 This book examines the rationale of incorporating the arts in the school curriculum from a philosophical rather than pedagogical perspective Educational resources are frequently under scrutiny and education policy makers wish to maximize the use of public funds and children s time at school leaving the arts as a lower priority To understand the logic behind this Lorand revisits milestones in the history of the philosophy of art to address core questions in art education namely what are the challenges of teaching the arts And why teach the arts at all Lorand draws on the work of a broad range of philosophers including Dewey Eisner Greene Hume Plato Kant Langer Read and Schiller The book aims to show how attempts to justify art as a tool for societal and individual improvement fail in advocating art education Ultimately she claims that the arts should be taught because children have the right to receive art education That right stems from the unique nature of art **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

Play and Creativity in Art Teaching George Szekely, 2015-03-02 In *Play and Creativity in Art Teaching* esteemed art educator George Szekely draws on his two classic volumes *Encouraging Creativity in Art Lessons* and *From Play to Art* to create a new book for new times The central premise is that art teachers are not only a source of knowledge about art but also a catalyst for creating conditions that encourage students to use their own ideas for making art By observing children at play and using props and situations familiar to them teachers can build on children's energy and self-initiated discoveries to inspire school art that comes from the child's imagination The foundation of this teaching approach is the belief that the essential goal of art teaching is to inspire children to behave like artists that art comes from within themselves and not from the art teacher *Play and Creativity in Art Teaching* offers plans for the study of children's play and for discovering creative art teaching as a way to bring play into the art room While it does not offer a teaching formula or a single set of techniques to be followed it demystifies art and shows how teachers can help children find art in familiar and ordinary places accessible to everyone This book also speaks to parents and the important roles they can play in supporting school art programs and nourishing the creativity of their children

Why We Need Arts Education Howard Cannatella, 2015 This is a book that will be of interest to those who teach, know, care, theorise, administer, set policies and discuss the arts in education Each chapter in this book makes various references to actual arts teaching practices Teaching and learning examples figure prominently Concrete teaching incidents are covered throughout the book Various actual classroom teaching situations are given Highlighted at particular points are arts teaching practices that demonstrate how the arts drive up standards in education generally and why teaching expertise in the arts can be seen as central to this Teaching practices and theories in the arts overlap in applied ways Current teaching and curriculum issues are debated Teaching explanations expressing the actions, character and skills of an art teacher, the knowledge claims, the truth relationships, ideas and conceptions in student-focused, contingent ways are discussed Explored are learner-like student-teacher dialogues, everyday shared common experiences of art and the reverent pleasures and insights that correspondingly relate to how things are worked, felt and examined by students Familiar, ordinary, cherished, touching, sensitive and dignified comprehensions are portrayed In capacity-strengthening ways the book attends to the elevated, consensual, continuous, broad, united, narrow, enlarged, diverse, open, freed, lively, inventive, imaginative, deeper and richer horizons that exemplify how the arts in education as a common good contribute to society This text argues persuasively why we should be teaching arts education more comprehensively in a public system of education and how we should be doing it

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 **Art Education** Maurice Barrett,1979

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