



Education

Educations As An Art

National Art Education Association

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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 in Education Howard Conant, Arne Randall, 1959 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

Community-Based Art Education Across the Lifespan Pamela Harris Lawton, Margaret A. Walker, Melissa Green, 2019-07-19 This book is a comprehensive introduction to the theory and practice of Community Based Art Education CBAE CBAE encourages learners to make connections between their art education in a classroom setting and its application

in the community beyond school with demonstrable examples of how the arts impact responsible citizenship Written by and for visual art educators this resource offers guidance on how to thoughtfully and successfully execute CBAE in the pre K 12 classroom and with adult learners taking a broad view towards intergenerational art learning Chapters include vignettes exemplars of practice curriculum examples that incorporate the National Coalition for Core Arts Standards and research frameworks for developing implementing and assessing CBAE projects This is the book I have been waiting for carefully researched thought provoking and inspiring Lily Yeh Barefoot Artists Inc A practical guide for community based art education that is theoretically grounded in social justice Insightful suggestions for working with communities planning creating transformative learning and evaluating outcomes are based in the authors deep experience This book is a timely and welcome volume that will be indispensable to individuals and community organizations working in the arts for positive change Elizabeth Garber professor emeritus University of Arizona

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

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

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

The World of Art Education Vincent Lanier,1991 *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 **The Role of Discipline-based Art Education in America's Schools** Elliot W. Eisner,1986 Art in American Life and Education National Society for the Study of Education. Committee on Art in American Life and Education,1941

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

Education Through Art Herbert Read,1974 *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 Change in Art Education Dick Field, 1970 **An Uneasy Guest in the Schoolhouse** Ellen Winner, 2022 This book recounts how art education has been conceptualized taught and advocated for in the United States in the face of its persistent marginalization in the education system Tracing various rationales offered from the 19th century onward Winner argues for the importance of quality visual art education in our 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 **Art Education and Human Development** Howard Gardner, 1990 An essay commissioned by the J Paul Getty Center for Education in the Arts **Art Education** National Art Education Association, 1972

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