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Consisting of international case studies of art education, by scholars in different countries, this book analyzes the translation of cultural knowledge through curriculum policy and practice. Each chapter focuses on historical and cultural influences on educational ideas that have crossed national borders and been transformed in the process. The range of influence is wide Consisting of international case studies of art education, by scholars in different countries, this book analyzes the translation of cultural knowledge through curriculum policy and practice. Each chapter focuses on historical and cultural influences on educational ideas that have crossed national borders and been transformed in the process. The range of influence is wide and includes popular culture, national politics, and professional goals. The studies illustrate the many ways in which culture and curriculum are intertwined and tell us why we theorize, write policy, and develop curricula as we do. This book makes clear the importance of both self-consciousness and mutual understanding in a global, professional community. Through analysis of cultural and cross-cultural relationships, the authors reveal vital, but often hidden, national and international interests in education. Students experience curricula through school subjects, and this book illustrates the importance of understanding the deep, socio-cultural character of that experience.

**Curriculum, Culture, and Art Education**
Kerry J. Freedman 1998 An international compilation of critical historical case studies of art education that illuminates how cultural knowledge is transmitted through curriculum.

**Teaching Visual Culture**
Kerry Freedman 2003-08-22 Offering a conceptual framework for teaching the visual arts (K-12 and higher education) from a cultural standpoint, the author discusses visual culture in a democracy.

**Handbook of Research and Policy in Art Education**
Elliot W. Eisner 2004-04-12 The Handbook of Research and Policy in Art Education marks a milestone in the field of art education. Sponsored by the National Art Education Association and assembled by an internationally known group of art educators, this 36-chapter handbook provides an overview of the remarkable progress that has characterized this field in recent decades. Organized into six sections, it profiles and integrates the following elements of this rapidly emerging field: history, policy, learning, curriculum and instruction, assessment, and competing perspectives. Because the scholarly foundations of art education are relatively new and loosely coupled, this handbook provides researchers, students, and policymakers (both inside and outside the field) an invaluable snapshot of its current boundaries and rapidly growing content. In a nutshell, it provides much needed definition and intellectual respectability to a field that as recently as 1960 was more
firmly rooted in the world of arts and crafts than in scholarly research.

**Art Education and Contemporary Culture** - Gary Granville 2012

Using Ireland as a model, Art Education and Contemporary Culture offers a comprehensive treatment of art education in primary and secondary schools, institutions of higher education, cultural institutions, and the diverse communities they serve. Gary Granville has brought together a diverse group of eminent art educators who, together, lay out the opportunities and challenges of art practice while paying close attention to relevant national policy. Rounding out the discussion are essays that locate the challenges and innovations of art education from an international perspective.

**Art and Social Justice Education** - Therese M. Quinn 2012

This imaginative, practical, and engaging sourcebook offers inspiration and tools to craft critical, meaningful, transformative arts education curriculum and arts integration grounded within a clear social justice framework and linked to ideas about culture as commons.

**Culture and the Arts in Education** - Ralph Alexander Smith 2006

This collection of Ralph Smith’s writings provides a comprehensive overview of his extraordinary contributions to understanding the importance of aesthetics in education. These essays record his lifelong efforts to construct a defensible rationale for the arts in general education and a workable curriculum for art education in our public schools (K-16). The topics covered range from liberal education to arts education, the relationship of art, aesthetics, and aesthetic education to teaching and curriculum, the arts and the humanities, and cultural diversity.

**Teaching and Learning in Art Education** - Debrah C. Sickler-Voigt 2019

In this student-centered book, Debrah C. Sickler-Voigt provides proven tips and innovative methods for teaching, managing, and assessing all aspects of art instruction and student learning in today’s diversified educational settings, from pre-K through high school. Up-to-date with the current National Visual Arts Standards, this text offers best practices in art education, and explains current theories and assessment models for art instruction. Using examples of students’ visually stunning artworks to illustrate what children can achieve through quality art instruction and practical lesson planning, Teaching and Learning in Art Education explores essential and emerging topics such as: managing the classroom in art education; artistic development from early childhood through adolescence; catering towards learners with a diversity of abilities; integrating technology into the art field; and understanding drawing, painting, paper arts, sculpture, and textiles in context. Alongside a companion website offering Microsoft PowerPoint presentations, assessments, and tutorials to provide ready-to-use-resources for professors and students, this engaging text will assist teachers in challenging and inspiring students to think creatively, problem-solve, and develop relevant skills as lifelong learners in the art education sector. *Please note that the companion website for this title is still in development, but the accompanying online materials can be accessed at https://my.pcloud.com/publink/show?code=kZEWVRkZ7Njl8c7SykX8CoFfvs65OFk0xx8X. Please contact Simon Jacobs at simon.jacobs@taylorandfrancis.com with any questions.*

**Arts Education and Curriculum Studies** - Mindy R. Carter 2017

Highlighting Rita L. Irwin’s significant work in the fields of curriculum studies and arts education, this collection honors her well-known contribution of a/r/tography to curriculum studies in the form of arts based educational research and, beyond this, her contributions towards understanding the inseparability of making, knowing, and being. Together the chapters document an important beginning, as well as an ongoing transitional time in which curriculum understood as aesthetic text is awakening to the ways in which art practices stimulate a social awareness at the level of other embodied practices. Organized in three themes, gathering, transforming, and becoming, this volume brings together a selection of Irwin’s single and co-authored essays to offer a variety of rich perspectives to scholars and students in the field of education who are interested in the ways in which arts-based research allows the possibilities of bringing together the artistic, pedagogical, and scholarly selves of an educator.
Picture Pedagogy-Paul Duncum 2020-05-14
Contemporary societies are saturated with pictures. They are globally a part of everyday life, and they are seductive, offering values and beliefs in such highly pleasurable forms that it is often difficult to resist their power to persuade. Yet interpreting pictures is largely neglected in schools. Picture Pedagogy addresses this head on, showing that pictures can be used as a powerful form of classroom pedagogy. Duncum explores key concepts and curriculum examples to empower you to support students to develop a critical consciousness about pictures, whether teaching art, media, language or social studies. Drawing on the interpretive concepts of representation, rhetoric, ideology, aesthetic pleasure, intertextuality and the gaze, Duncum shows how you can develop your students' skills so that their power as viewers can match the power of pictures to seduce. Examples from the history of fine art and contemporary popular mass media, including Big Data and fake news, are drawn together and shown to be appealing to the same aesthetic pleasures. Often these pleasures are benign, but also problematic, helping to promote morally questionable ideas about a range of topics including gender, race and sexual orientation, and this is explored fully.

Culture, Curriculum, and Identity in Education-H. Milner 2010-03-01
This book analyzes equity and diversity in schools and teacher education. Within this broad and necessary context, the book raises some critical issues not previously explored in many multicultural and urban education texts.

Celebrating Pluralism-F. Graeme Chalmers 1996-01-01
“Educational trends will change and research agendas will shift, but art teachers in public institutions will still need to educate all students for multicultural purposes,” argues Chalmers in this fifth volume in the Occasional Papers series. Chalmers describes how art education programs promote cross-cultural understanding, recognize racial and cultural diversity, enhance self-esteem in students’ cultural heritage, and address issues of ethnocentrism, stereotyping, discrimination, and racism. After providing the context for multicultural art education, Chalmers examines the implications for art education of the broad themes found in art across cultures. Using discipline-based art education as a framework, he suggests ways to design and implement a curriculum for multicultural art education that will help students find a place for art in their lives. Art educators will find Celebrating Pluralism invaluable in negotiating the approach to multicultural art education that makes the most sense to their students and their communities.

Learning Things-Doug Blandy 2018-06-08
Nothing provided.

Art Education in a Postmodern World-Tom Hardy 2006
This volume presents a series of papers concerned with the interrelations between the postmodern and the present state of art and design education. Spanning a range of thematic concerns, the book reflects upon existing practice and articulates revolutionary prospects potentially viable through a shift in educative thinking. Many of the essays pinpoint the stagnancy of teaching methods today and discuss the reductive parameters enforced by the current curriculum. The radical tone that echoes through the entire series of papers is unmistakable. Throughout the book, postmodern theory informs the polemical debate concerning new directions in educative practice. Contributors shed new light on a postmodern view of art in education with emphasis upon difference, plurality and independence of mind. Ultimately, the paper provides a detailed insight into the various concepts that shape and drive the contemporary art world and expands the debate regarding the impression of postmodern thinking in art education.

Curriculum and the Cultural Body-Stephanie Springgay 2007 Textbook

International Handbook of Research in Arts Education-Liora Bresler 2007-09-04
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.

Art, Culture, and Pedagogy-Dustin Garnet 2019-02-07 Art, Culture, and Pedagogy: Revisiting the Work of Graeme Chalmers is an anthology of scholarship and a conversation of international scholars who look back and look forward to the enduring potentialities and possibilities inspired by Graeme Chalmers, and his legacy of critical multiculturalism in art education.

Rethinking Curriculum in Art-Marilyn G. Stewart 2005-01 Research shows that thematic teaching across the curriculum significantly increases student engagement. This book gives examples of how teachers can enhance their current lessons and studio activities by organising them around meaningful, universal themes like identity, conflict, and relationships.

Perspectives on Art Education-Ruth Mateus-Berr 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?

Integrating the Arts Across the Elementary School Curriculum-Phyllis Gelineau 2011-01-01 This book is designed to assist pre-service and in-service classroom teachers in weaving music, visual arts, drama, and movement into the elementary school curriculum—thereby stimulating the learning process, enriching other subject areas, and providing opportunities for creative expression and self-fulfillment. Featuring content informed by the National Standards for the Arts, the book provides the basic tools and activities that teachers need to gain confidence in using the arts in their elementary classrooms. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.


Cultural Diversity and Education-James A. Banks 2015-12-22 Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field--James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles
Checklist”—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.

Interdisciplinary Art Education—Mary Stokrocki 2005 This book is about interdisciplinary approaches to art education. The concept of interdisciplinary learning is one that should be scrutinized closely and research and practical applications are needed to inform the field about best practices. This book contains both theoretical concepts and practical suggestions for curriculum construction and assessment for interdisciplinary education that incorporate the visual arts as good and worthwhile, while at the same time, proposing ways in which art can be integrated holistically with other subjects. In addition, there are a variety of research methodologies found in the different chapters and a range of subjects, such as science, social studies, anthropology, and the performing arts, for which interdisciplinary concepts have been applied effectively and appear to be coherent, complete, and appropriate.

Debates in Art and Design Education—Nicholas Addison 2012-08-28 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 Arts in Children’s Lives—Liora Bresler 2002-04-30 Seventeen authors, whose work represents the best of contemporary research and theory on a constellation of issues concerning the role of the arts in children’s lives and learning, address critical issues of development, context, and curriculum from perspectives informed by work with children in formal and informal settings. This anthology draws on various cultural and institutional context and traditional and contemporary practices from different parts of the world.

Body Knowledge and Curriculum—Stephanie Springgay 2008 Body Knowledge and Curriculum examines student understandings of body knowledge in the context of creating and interrogating visual art and culture. It illustrates a six-month research study conducted in an alternative secondary school in a large urban city. During the research project, students created a number of visual art works using a diversity of material explorations as a means to think through the body as a process of exchange and as a bodied encounter. The book engages with feminist theories of touch and inter-embodiment, questioning the materiality and lived experiences of the body in knowledge production, in order to provoke different ways of theorizing self/other relations in teaching and learning. This volume is important because it explores the ways in which youth understand the complex, textured, and often contradictory discourses of body knowledge, and seeks to intentionally create alternative pedagogical and curricular practices to ones that subscribe to a healthy body model. Additionally, enacting educational research as living inquiry, this book is an exemplar of the arts-based methodology,
a/r/tography. Body Knowledge and Curriculum is a valuable text for courses in curriculum theory, art education, qualitative research methodologies, visual culture and pedagogies, and feminist theory. Appropriate for advanced undergraduate students, pre-service teacher education students, and graduate students, the book provides an interdisciplinary investigation into body research.

**Art and Cognition**-Arthur D. Efland 2002

**Teaching and Learning: Pedagogy, Curriculum and Culture**-Alex Moore 2002-11-01 Provides an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of classroom teachers. It includes questions, points for consideration and ideas for further reading and research.

**School Art in American Culture**-Foster Wygant 1997

**Disney, Culture, and Curriculum**-Jennifer A. Sandlin 2016-03-10 A presence for decades in individuals’ everyday life practices and identity formation, the Walt Disney Company has more recently also become an influential element within the “big” curriculum of public and private spaces outside of yet in proximity to formal educational institutions. Disney, Culture, and Curriculum explores the myriad ways that Disney’s curricula and pedagogies manifest in public consciousness, cultural discourses, and the education system. Examining Disney’s historical development and contemporary manifestations, this book critiques and deconstructs its products and perspectives while providing insight into Disney’s operations within popular culture and everyday life in the United States and beyond. The contributors engage with Disney’s curricula and pedagogies in a variety of ways, through critical analysis of Disney films, theme parks, and planned communities, how Disney has been taught and resisted both in and beyond schools, ways in which fans and consumers develop and negotiate their identities with their engagement with Disney, and how race, class, gender, sexuality, and consumerism are constructed through Disney content. Incisive, comprehensive, and highly interdisciplinary, Disney, Culture, and Curriculum extends the discussion of popular culture as curriculum and pedagogy into new avenues by focusing on the affective and ontological aspects of identity development as well as the commodification of social and cultural identities, experiences, and subjectivities.

**The Arts in Primary Education**-Ghislaine Kenyon 2019-08-22 'A beautifully reasoned argument, in the age of cuts, as to why the arts absolutely must be at the very heart of primary education' – Jon Snow Studying the arts, including visual arts, music, dance, drama and literature, has numerous benefits across the primary curriculum. A truly creative curriculum has the power to motivate and energise pupils; it develops creative and critical thinking, problem solving, language, and fine motor skills. But what is the best way to invest in and improve arts education across a school? Drawing on interviews with successful school leaders, case studies and her own extensive experience working in the education departments of the Courtauld Gallery, the National Gallery and Somerset House, Ghislaine Kenyon presents simple, inexpensive and practical ways to integrate the arts across the primary curriculum. The Arts in Primary Education shows how resources already present in schools, such as picture books or the outdoor environment, can be used to develop a creative culture. With a focus on long-term initiatives including partnerships with art institutions and the training and personal development of teachers, the book also presents clear and accessible explanations of the benefits of integrating the arts across a school. Backed by research and evidence and complete with images and descriptions of artworks, this guide is ideal for helping develop a whole-school arts curriculum to enrich learning and raise attainment in all subject areas.

**Shadow Education and the Curriculum and Culture of Schooling in South Korea**-Young Chun Kim 2016-09-23 This book enables Western scholars and educators to recognize the roles and contributions of shadow education/hakwon education in an international context. The book allows readers to redefine the traditional and limited understanding of the background success behind Korean schooling and to expand their perspectives on Korean hakwon education, as well as shadow education in other nations with
educational power, such as Japan, China, Singapore, and Taiwan. Kim exhorts readers and researchers to examine shadow education as an emerging research inquiry in the context of postcolonial and worldwide curriculum studies.

**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

**Culturally Sensitive Art Education in a Global World**-Manifold Marjorie Cohee
2014-12-01

**Beyond Multicultural Art Education**-Rachel Mason, Doug Boughton
1999 Multiculturalism is a term that has been much used in educational texts in recent years. Its usage is frequently taken for granted in the rhetoric of curriculum literature. However, it has recently become clear that there are significant variations of interpretations of multiculturalism in different world regions. This book takes a new and deeper look at the notion of multiculturalism through the lens of art education. In educational terms art is a unique tool for the investigation of cultural values because it transcends the barrier of language and provides visceral and tacit insights into cultural change. In order to address the educational interpretations and methods of implementing multiculturalism in different regions of the world, this book contains discussion and analysis of perspectives on art education theory and practice from thirteen countries. The authors of each chapter are respected multicultural experts in their geographic locations who are well equipped to provide unique insights into the particular issues of multiculturalism viewed from the perspective of art in educational contexts. The book as a whole provides tools for the conceptual analysis of contemporary notions linked with multiculturalism, such as interculturalism, internationalism and globalisation. It also provides strategies for art teaching in relation to these ideas. While the term ‘multicultural education’ is problematic, this book presents conceptual frameworks that should assist educators to examine their own teaching on issues of equity and diversity that are central to the multicultural education debate.

**Art and Design Pedagogy in Higher Education**-Susan Orr
2017-08-07 Art and Design Pedagogy in Higher Education provides a contemporary volume that offers a scholarly perspective on tertiary level art and design education. Providing a theoretical lens to examine studio education, the authors suggest a student-centred model of curriculum that supports the development of creativity. The text offers readers analytical frameworks with which to challenge assumptions about the art and design curriculum in higher education. In this volume, Orr and Shreeve critically interrogate the landscape of art and design higher education, offering illuminating viewpoints on pedagogy and assessment. New scholarship is introduced in three key areas: curriculum: the nature and purpose of the creative curriculum and the concept of a ‘sticky curriculum’ that is actively shaped by lecturers, technicians and students; ambiguity, which the authors claim is at the heart of a creative education; value, asking what and whose ideas, practices and approaches are given value and create value within the curriculum. These insights from the perspective of a creative university subject area also offer new ways of viewing other disciplines, and provide a response to a growing educational interest in cross-curricular creativity. This book offers a coherent theory of art and design teaching and learning that will be of great interest to those working in and studying higher education practice and policy, as well as academics and researchers interested in creative education.
The Art of Teaching Russian - Evgeny Dengub
2020 With contributions from the leading professionals in the field, The Art of Teaching Russian offers Russian-language practitioners current research, pedagogy, and specific methodologies for teaching the Russian language and culture in the twenty-first century. --Susan Gass, University Distinguished Professor and director of the English Language Center, Michigan State University

Understanding Curriculum - William F. Pinar
1995 Perhaps not since Ralph Tyler's (1949) Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

Educational Progressivism, Cultural Encounters and Reform in Japan - Yoko Yamasaki
2017-06-26 Educational Progressivism, Cultural Encounters and Reform in Japan provides a critical analysis of educational initiatives, progressive ideas and developments in curriculum and pedagogy in Japan, from 1900 to the present day. Drawing on evidence of both cultural encounters and internal drivers for progressivism and reform, this book re-evaluates the history of Japanese education to help inform ongoing and future debates about education policy and practice worldwide. With contributions from Japanese scholars specialising in the history and philosophy of education and curriculum studies, chapters consider key collaborative improvements to teacher education, as well as group learning, 'life education', the creative arts and writing, and education for girls and women. The book examines Western influences, including John Dewey, Carleton Washburne and A. S. Neill, as well as Japan’s own progressive exports, such as holistic Zenjin education, Children’s Villages and Lesson Study, highlighting cultural encounters and progressive initiatives at both transnational and national levels. The chapters reflect on historical and political background, motivations, influences and the impact of Japanese progressive education. They also stimulate, through argument and critical discussion, a continuing discourse concerning principles, policy, politics and practices of education in an increasingly globalised society. A rigorous and critical study of the history of progressive education in Japan, this book will interest an international readership of academics, researchers and postgraduate students in the fields of progressive education, comparative education, social and cultural history, history of education, Japanese studies, curriculum studies, and the history of childhood.

Contemporary Issues in Art Education - Yvonne Gaudelius
2002 Contemporary Issues in Art Education by Yvonne Gaudelius and Peg Speirs is a collection of essays that are framed around social issues, art, and teaching. Using an issues-based approach, the authors provide a valuable resource for teaching issues-based content, especially as these issues are explored through contemporary art and visual culture in the classroom. The authors present ideas for educators at all levels who want to incorporate an issues-based approach to teaching. This book combines theoretical perspectives with tangible and practical strategies for generating content and pedagogical approaches. The book, while primarily written for pre-service elementary teachers, will prove useful to general classroom teachers and art educators at all levels, whether they are teaching in the K-12 or the college classroom. The authors in this book are highly respected within the field of art education. They provide thoughtful approaches to a realm of complex ideas encompassing artistic, social, political, and educational issues. Readers will develop and understanding of a variety of ways to teach about such issues in the classroom, how to draw upon the contemporary artworld, and a sense of the critical frameworks within which we need to explore such issues.

Studio Thinking 2 - Lois Hetland
2015-04-24 "The first edition of this bestseller was featured in The New York Times and The Boston Globe for its groundbreaking research on the positive effects of art education on student learning across the curriculum. Capitalizing on observations and conversations with educators who have used the Studio Thinking Framework in diverse settings, this expanded edition features
new material, including: The addition of Exhibitions as a fourth Studio Structure for Learning (along with Demonstration-Lecture, Students-at-Work, and Critique). Explanation and examples of the dispositional elements of each Habit, including skill, alertness (noticing appropriate times to put skills to use), and inclination (the drive or motivation to employ skills). A chart aligning Habits to the English Language Arts and Mathematics Common Core. Descriptions of how the Framework has been used inside and outside of schools in curriculum planning, teaching, and assessment across arts and non-arts disciplines. A full-color insert with new examples of student art. Studio Thinking 2 will help advocates explain arts education to policymakers, help art teachers develop and refine their teaching and assessment practices, and assist educators in other disciplines to learn from existing practices in arts education. Lois Hetland is professor and chair of art education at Massachusetts College of Art and Design and senior research affiliate at Project Zero, Harvard Graduate School of Education. Ellen Winner is professor and chair of psychology at Boston College and a senior research associate at Project Zero. Shirley Veenema is an instructor in visual arts at Phillips Academy in Andover, Massachusetts. Kimberly M. Sheridan is an assistant professor in the College of Education and Human Development and the College of Visual and Performing Arts at George Mason University. “Our decade of using the Studio Thinking Framework in California’s schools positions us for success in this new era because of the foundation of reflective, creative, and critical thinking developed in our schools and districts.” — From the Foreword to the Second Edition by Louise Music, Executive Director of Integrated Learning, Alameda County Office of Education, Hayward, CA “Studio Thinking[is] a vision not only of learning in the arts but what could be learning most anywhere.” — From the Foreword to the First Edition by David N. Perkins, Professor of Education, Harvard Graduate School of Education, and Senior Co-Director of Harvard Project Zero Praise for the First Edition of Studio Thinking— “Winner and Hetland have set out to show what it means to take education in the arts seriously, in its own right.” — The New York Times “This book is very educational and would be helpful to art teachers in promoting quality teaching in their classrooms.” — School Arts Magazine “Studio Thinking is a major contribution to the field.” — Arts & Learning Review “The research in Studio Thinking is groundbreaking and important because it is anchored in the actual practice of teaching artists.... The ideas in Studio Thinking continue to provide a vehicle with which to navigate and understand the complex work in which we are all engaged.” — Teaching Artists Journal “Hetland and her colleagues reveal dozens of practical measures that could be adopted by any arts program, inside or outside of the school.... This is a bold new step in arts education.” — David R. Olson, Professor Emeritus, University of Toronto “Will be at the top of the list of essential texts in arts education. I know of no other work in art education with this combination of authenticity and insight.” — Lars Lindström, Stockholm Institute of Education “The eight studio habits of mind should become a conceptual framework for all preservice art education programs; this book should be read by all early and experienced art educators.” — Mary Ann Stankiewicz, The Pennsylvania State University