



# arteducation 11-18

2nd edition

edited by Richard Hickman



# Art Education 11 18

**Mike Fleming, Liora Bresler, John  
O'Toole**



## **Art Education 11 18:**

Art Education 11-18 Richard Hickman,2004-04-01 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 **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 African Caribbean Pupils in Art Education Paul Dash,2010-01-01 This book deals with the issue of African Caribbean pupil invisibility in the art and design classroom As such it addresses African Caribbean pupil invisibility in almost any teaching and learning context The book argues that the slave trade which ruptured their continuities with an African past continues to impact on the learning of such pupils relative to others In seeking to explicate this matter the book places African Caribbean pupils in the wider context of African Caribbean and Western cultural identities Just where do they belong To address this matter it calls on the theorising of thinkers with an interest in identity construction learning and belonging particularly with reference to the Caribbean The book is organised in three sections the first presents the rationale for the enquiry the second outlines the outcome from a small research project with a focus on African Caribbean learners in the art and design classroom and the third reflects on key issues that emerged from the research in relation to the rationale The book ends by offering possibilities for developing African Caribbean teaching and learning in art and design African Caribbean Pupils in Art Education is very erudite and the centre of a world of reference and allusion Dash relates its arguments and insights to many different writers and contexts These will lead readers to many other writers and their arguments in related fields of study personalised research interviews with teachers and students adds realism and close to the bone insight to the points Dash makes These interviews are not academised and made tedious or uninteresting but real life and real classroom and curriculum issues come out clearly and undisguisedly in the subjects words Many of their points are full of meaning and lucidity and add more power to Dash s arguments Thus the book will be of real value to prospective teachers and teacher educators too as a tool of learning and a stimulus for discussion The book goes a long way beyond only being a text for Art Education students It s arguments have salience for all Educationalists and trainee teachers as well as for staffrooms in Britain and North America Canada and the U S for example It deals with vital questions both for African Caribbean students and their white and Asian classmates canvassing issues of intellectual and cultural confidence for African

Caribbean students and historical and contemporary truth for others Chris Searle Director of the Ahmed Iqbal Ullah Race Relations Resource Centre at the University of Manchester Integrating Critical and Contextual Studies in Art and Design Jenny Rintoul, 2016-11-18 Integrating Critical and Contextual Studies in Art and Design examines the relationship between two aspects of art education that appear at times inseparable or even indistinguishable and at others isolated and in conflict Critical and Contextual Studies CCS and studio practice Underpinned by international contexts this book is rooted in British art and design education and draws upon contemporary case studies of teaching and learning in post compulsory settings in order to analyse and illustrate identities and practices of CCS and its integration The chapters in this book are divided into three sections that build on one another Discourse and debate Models types and tensions and Proposals and recommendations Key issues include knowledge hierarchies and subject histories and identities constructions of theory and the symbiotic relationship between theory and practice models and practices of CCS within current post compulsory British art and design education the reification of ubiquitous terms in the fields of art and design and of education intuition and integration approaches to curriculum integration including design and management and suggestions for integrating CCS in art and design courses including implications for pedagogy and assessment Integrating Critical and Contextual Studies in Art and Design offers a comprehensive analysis of the current drive towards integration within art education and elucidates what we understand by the theory and practice of integration It explores the history theory teaching and student experience of CCS and will be of interest to lecturers teachers and pedagogues involved in art and design as well as researchers and students of art education **Art and Soul: Rudolf Steiner, Interdisciplinary Art and Education** Victoria de

Rijke, 2019-10-11 This book brings together Steiner's philosophical biodynamic and cultural contributions to education where spirit and soul are the creative elements in human evolution His thought is applied to selected examples of innovative artistic practice and pedagogy of the present This volume is intended for researchers in the arts and education with an interest in Rudolf Steiner's huge influence on educational thought and policy This is an urgent point in time to reflect on the role of arts in education and what it might mean for our souls An accessible yet scholarly study of interdisciplinarity imagination and creativity is of critical widespread interest now when arts education in many countries is threatened with near extinction

**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

**Teaching Art in a Postmodern World** Lee Emery, 2002 Collection of essays by Australian and English art educators discussing the transition from modernist to postmodernist art education Teachers reflect on changes in their own teaching and discuss how they introduce students to contemporary art and plan a curriculum Includes photos and references Simultaneously published in PDF and paperback formats Editor is Associate Professor in arts education at the University of Melbourne and is an honorary life member of the Australian Institute for Art Education

Youth Identities, Localities, and Visual Material Culture Kristen Ali Eglinton, 2012-10-06 This invaluable addition to Springer's Explorations of Educational Purpose series is a revelatory ethnographic account of the visual material culture of contemporary youths in North America The author's detailed study follows apparently dissimilar groups black and Latino in a New York City after school club and white and Indigenous in a small Canadian community as they inflect their nascent identities with a sophisticated sense of visual material culture in today's globalized world It provides detailed proof of how much ethnography can add to what we know about young people's development in addition to its potential as a model to explore new and significant avenues in pedagogy Supported by a wealth of ethnographic evidence the analysis tracks its subjects responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment It shows how young people from the world's cultural epicenter just like their counterparts in the sub Arctic construct racial geographic and gender identities in ways that are subtly responsive to what they see around them blending localized characteristics with more widely shared visual references that are now universally accessible through the Web The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global at once constrained and enhanced by geography and possesses a potent and life affirming authenticity Densely interwoven with young people's perspectives the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant Supported by a wealth of ethnographic evidence the analysis tracks its subjects responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment It shows how young people from the world's cultural epicenter just like their counterparts in the sub Arctic construct racial geographic and gender identities in

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**Art as Unlearning** John Baldacchino,2018-12-12 Art as Unlearning makes an argument for art s unlearning as a mannerist pedagogy Art s pedagogy facilitates a form of forgetfulness by extending what happens in the practice of the arts in their visual auditory and performative forms The concept of learning has become predominantly hijacked by foundational paradigms such as developmental narratives whose positivistic approach has limited the field of education to a narrow practice within the social sciences This book moves away from these strictures by showing how the arts confirm that unlearning is not contingent on learning but rather anticipates and avoids it This book cites the experience and work of artists who by unlearning the canon have opened a diversity of possibilities by which we make and live the world Moving beyond clich s of art s teachability and what we have to learn through the arts it advances a scenario where unlearning is uniquely presented to us by the diverse practices that we identify with the arts The very notion of art as unlearning stems from and represents a fundamental critique of the constructivist pedagogies that have dominated arts education for over half a century This book will be of great interest to academics researchers and postgraduate students in the fields of education philosophy of education history of education pedagogy of art and art education It will also appeal to educators art educators and artists interested in the pedagogy of art

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