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Contemporary Issues In Art Education

Susan King



Contemporary Issues In Art Education:

Contemporary Issues in Art Education Yvonne Gaudelius, Peg Speirs, 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

Contemporary Issues in Art Education Art Education Society of New South Wales. Conference, 1990 Teaching Contemporary Art With Young People Julia Marshall, Connie Stewart, Anne Thulson, 2021 This practical resource will help educators teach about current art and integrate its philosophy and methods into the K 12 classroom The authors provide a framework that looks at art through the lens of nine themes everyday life work power earth space and place self and others change and time inheritance and visual culture highlighting the conceptual aspects of art and connecting disparate forms of expression They also provide guidelines and examples for how to use contemporary art to change the dynamics of a classroom apply inventive non linear lenses to topics broaden and update the art canon and spur creative and critical thinking Young people will find the selected artwork accessible and relevant to their lives diverse and expansive probing serious and funny Challenging conventional notions of what should be considered art and how it should be created this book offers a sampling of what is out there to inspire educators and students to explore the limitless world of new art Book Features Indicators and lenses that make contemporary art more familiar accessible understandable and useable for teachers Easy to reference descriptions and images from a variety of contemporary artists Strategies for integrating art thinking across the curriculum Suggestions to help teachers find contemporary art to fit their curriculum and school settings Concrete examples of art based projects from both art and general classrooms Guidance for developing curriculum including how to create guiding questions to spur student thinking **An Examination of Contemporary Issues in Art Education in the Primary School Sector** Susan King, 1988 **Educating About Social Issues in the 20th and 21st Centuries Vol. 3** Samuel Totten, Jon Pedersen, 2014-01-01 EDUCATING ABOUT SOCIAL ISSUES IN THE 20th and 21st Centuries A Critical Annotated Bibliography Volume 3 is the third volume in a series that addresses an eclectic host of issues germane to teaching

and learning about social issues at the secondary level of schooling ranging over roughly a one hundred year period between 1915 and 2013 Volume 3 specifically addresses how an examination of social issues can be incorporated into the extant curriculum Experts in various areas each contribute a chapter in the book Each chapter is comprised of a critical essay and an annotated bibliography of key works germane to the specific focus of the chapter

International Handbook of Research in Arts Education Liora Bresler, 2007-03-05 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

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

Primary Arts Education David Holt, 2013-10-28 Primary arts art music dance and drama is gaining recognition as a subject and support in the value it offers primary children This text examines the problems and opportunities faced by educators resulting from recent educational reforms and the implementation of the National Curriculum

On Art Education David Aitken, 1982* *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

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