Teaching Meaning in Artmaking by Sydney R. Walker 2001-01-01 The 'Art Education in Practice' series provides working educators with accessible guides to significant issues in the field. Development in the field of art education is consolidated into a clear presentation of what a practicing teacher needs to know. Each title in the series delivers sensible solutions, transforming research and theory into tangible classroom strategies. Paramount to this change is the concern of educators who are looking for meaningful and non-threatening art education topics put into the context of the working art teacher and real classroom environments.

Studio Thinking - Lois Hetland 2015-04-24 "The first edition of this bestseller was featured in The New York Times and by Art Education Internationally. Lois Hetland’s groundbreaking research on the positive effects of art education on students 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 add-in exhibit feature a fourth Studio Structure for Learning (along with Demonstration-Lecture, Students-at-Work, and Critique). Explains and examples of the dispositional items of each Habit, including: instructional questions to use in the classroom. Practical and easy-to-implement strategies for educators who want to add Studio Thinking to their practice. How will students experience failure through play in order to become more comfortable with experimentation? How can the rules of play be used to safely engage students in making meaning and discussions? I conducted my research over the course of seven consecutive weeks of full-time student teaching at a suburban high school located in a previously unvisited area on the north side of Chicago. The study was over eighty percent white and non-native students were planning to attend some form of post-high school education and want for it to be successful. I taught an elective course that combines art-making instruction and reflective writing. Students write essays in response to the art they create. They are encouraged to provide a vehicle with which to navigate and understand the complex world in which we all engage." —Sharon Wolynec, Journal of Visual Arts. The studio thinking framework resonates with me, especially as it relates to the support and guidance they can provide to any arts program, inside or outside of the school. This is a bold step in art education." —David R. Olson, Professor Emeritus, University of Wisconsin "Will be at the top of the list of essential texts in art education. I know of no other work in art education with this combination of authenticity and insight." —Lars Lindström, Stockholm University. "The eight studio habits of mind should become a conceptual framework for all pre-service and in-service art education programs to be taught by all early and experienced art teachers." —Mary Ann Stankiewicz, The Pennsylvania State University.

Creating Meaning Through Art by Judith W. Simpson 1998 This innovative book helps readers understand the processes that occur when children create art and develop an appreciation for the products of their work. It provides an understanding of the role of art education in child development and in relation to other areas of the curriculum and general education. Special emphasis is placed on the 19th and 20th centuries and on the social context that has affected our current mode of thinking about art. This book will be useful as a main text in history of art education courses, as a supplementary text in courses in art education methods and history of art, and as a valuable resource for parents, students, and researchers. "The book should become a standard reference tool for art education at all levels. The writing is accessible, the material is comprehensive, and the text is well organized. —Richard Hickman, The University of Kentucky. "This book is a welcome addition to the field of art education and made an important contribution to the scholarship in the field." —Studios in Art Education.

The Making and Meaning of Art by Laurie Schneider Adams 2007 The accompanying Studio Guide serves as a valuable resource for students and educators to use together. The guide provides students with review exercises as well as practice tests using a variety of question formats.

Art for All By Miriam Byron 2015 Artist and teacher Liz Byzyn demonstrates how to design lessons and instruction in the visual arts using the inclusive principles of Universal Design for Learning (UDL). Readers learn to set meaningful goals, measure progress, customize instruction, and engage all learners across grades.

Studio Thinking from the Start by Jillian Hogan 2018-08-24 Students of all ages can learn to think like artists! Studio Thinking: The Real Benefits of Visual Arts Education changed the conversation about arts education. Now, a decade later, this new publication shows how the eight Studio Habits of Mind and Four Studio Structures can be implemented in the classroom to support students and teachers as they plan and engage others in the context of their work. Features: Presented in four Clear Habits—Capturing, Making, Reflecting, and Engaging. Each Habit emphasizes an essential concept in the development of studio thinking. The eight Studio Habits of Mind, the menu of options for students to use as they plan, reflect upon, and talk about works of art; comparative approaches to assessment and strategies for implementation.

Critical Digital Making in Art Education by Aaron D. Knochel 2020 This book integrates the three fields critical theory, digital art making, and pedagogy, drawing from scholarship and practices of new media, social practice and networked arts to develop an inquiry into the affordances of critical digital making. Through an international group of authors, we guide readers through steps artists and art educators use to explore digital media, using new media art making to enable voices and powerful interface structures. This book explores these tensions of formation, co-construction, and intervention through critical digital praxis, provide a survey of current research and theoretical frameworks for the section on critical digital practice, represent a survey of critical digital praxis, pedagogy, powerful interface structures, and data visualization as forms of critical digital media. The second section demonstrates educational examples of social media as means to engage communities and digital art making to understand the social in/of the digital. The final section explores critical artmaking, pedagogy, and digital artmaking as a political act of resistance and reformation. The last section offers examples of new media art practices addressing the sociopolitical status quo to empower educators to self-advocate and reconfigure their work.

The Power of Pictures by Beth Oshinsky 2014-05-19 This is the first comprehensive guide to the practice of picture book writing and composition. With examples from the best illustrators and the most successful picture books, we demystify the craft of picture book writing and illustrate the power of pictures to capture the imagination and bring ideas to life. The book and DVD explain how any teacher can successfully use this process to enable all students, particularly low performers, to make dramatic gains in both reading and writing.

Why We Make Art and why it is Taught by Richard Hickman 2010 What function or purpose does art satisfy in the lives of people of all ages? This book explores the many reasons why art education programs are offered in schools. It provides a basic introduction to what art is and can be in the lives of people who do not necessarily think of themselves as artists. The book provides a welcome addition to the field of art education and made an important contribution to the scholarship in the field. —Mary Ann Stankiewicz, The Pennsylvania State University. "Our decade of using the Studio Thinking Framework in California's schools positions us for success in the twenty-first century. —Jillian Hogan, 2018-08-24 Students of all ages can learn to think like artists! Studio Thinking: The Real Benefits of Visual Arts Education

Art Making and Education by Maurine Brown 1993 What is involved in "making art"? In what ways have Americans introduced art making to students? In Art Making and Education, a practicing artist and a historian of art education consider the impact of art education programs; this book should be read by all early and experienced art educators. Our decade of using the Studio Thinking Framework in California's schools positions us for success in the twenty-first century. —Jillian Hogan, 2018-08-24 Students of all ages can learn to think like artists! Studio Thinking: The Real Benefits of Visual Arts Education

Art Education 11-18 by Richard Hickman 2012 The second edition of the fascinating collection of essays on topics related to secondary school art education. Art Education 11-18 is a comprehensive look at the ways art education is being taught and received in the classroom, the changes that have occurred in this area since 2000. What kind of art work would we like school and college students to produce? What do we value? How do we achieve these goals? In this book, 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.

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comprehensive introduction to the world of art. Authored by four USG faculty members with advance degrees in the arts, this textbook offers up-to-date original scholarship, and provides a comprehensive overview of the history of the art, its technical applications, and its many uses. Combining the best elements of both a traditional textbook and a reader, it introduces such issues as its art and its meaning; its purpose and meaning; its structure, and form; and its diverse effects on our lives. Its digital nature allows students to follow links to applicable sources and videos, expanding the students' educational experiences beyond the textbook. 

Introduction to Art: Design, Concept, and Meaning or a comprehensive introduction to the world of art. Authored by four USG faculty members with advance degrees in the arts, this textbook offers up-to-date original scholarship, and provides a comprehensive overview of the history of the art, its technical applications, and its many uses. Combining the best elements of both a traditional textbook and a reader, it introduces such issues as its art and its meaning; its purpose and meaning; its structure, and form; and its diverse effects on our lives. Its digital nature allows students to follow links to applicable sources and videos, expanding the students' educational experiences beyond the textbook.
illuminate by example. Each artistic example is accompanied by a scholARTist’s statement that includes reflection on how the work of art relates to the scholar’s research interests and practices. Arts-Based Research in Education: Foundations for Practice helps the reader understand what arts-based research is – tracing the history of the field and providing examples; includes end-of-chapter questions to engage students in practicing arts-based inquiry and to generate class discussion about the material; features a diverse range of contributors – very established scholars in educational and social science research as well those new to the field; represents a variety of voices – scholars of color, queer and straight orientations, different ages, experiences, and nationalities; and presents beautiful illustrations of visual art, data-based poems, plays, short stories, and musical scores. First-of-its kind, this volume is intended as a text for arts-based inquiry, qualitative research methods in education, and related courses, and as a resource for faculty, doctoral students, and scholars across the field of social science research methods.