



Research Readings for Discipline-Based Art Education: A Journey Beyond Creating

The
National
Art Education
Association

Research Readings For Disciplinebased Art Education A Journey Beyond Creating

Gordon Cawelti



Research Readings For Disciplinebased Art Education A Journey Beyond Creating:

Research readings for discipline-based art education Stephen Mark Dobbs,1988 **The Arts Go to School** David Booth,Masayuki Hachiya,2004 Discover the power the arts bring to every aspect of learning Incorporating the arts in your classroom opens up new possibilities expands the mind creates a thirst for knowledge and helps students become more open to the world around them offering another way of thinking about being in and constructing our world Too often classroom teachers face the challenge of teaching the arts without the background or support they need The Arts Go to School explores every aspect of implementing and integrating the arts into both the curriculum and everyday life It contains a wealth of classroom activities that help kids give form to their thoughts and feelings This easy to use resource features chapters on each of the major art forms and shows teachers how to help students meet related curriculum outcomes music from composing songs and the elements of music to novel approaches to singing songs visual arts from exploring pattern shape color and texture to special events that feature mobiles collages and paper structures drama from playing moving and imagining to communicating improvising and performing dance from physical ways of conceptualizing to dance as a problem solving exercise media from being intelligent media users and using interactive media to taking a media field trip The Arts Go to School offers a glimpse into dozens of exemplary classrooms where you can see hear and feel the arts bring learning to life Checklists throughout the book provide handy reminders to key outcomes and guide teachers in thoughtful encouragement and assessment Research Readings for Discipline-based Art Education Stephen M. Dobbs,1988 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 the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological 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 lived 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 centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme **Learning in and Through Art** Stephen M. Dobbs,1998 This Handbook provides a practical straightforward guide to the theory and practice of discipline based art education This comprehensive approach to art education has transformed the way students create and understand art it also offers opportunities for relating art to other subjects as well as to the personal interests and abilities of young learners This completely revised edition explains how DBAE draws content from the disciplines of art making art criticism art history and

aesthetics and shows how the practice of DBAE in schools over the past several years has influenced how art is taught today

Art Education and Human Development Howard Gardner, 1990 An essay commissioned by the J Paul Getty Center for Education in the Arts **Teaching Talented Art Students** Gilbert Clark, Enid Zimmerman, 2004-04-17 Provides information

on creating a curriculum and programs for artistically gifted students Handbook of Research on Teaching Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields *Color*

Expressions: an Art Educational Voyage Dr. Lonnie G. Ford, 2009-08-28 Several years ago I enrolled in a graduate course on educational research that focused on closing the achievement gap for African American children The course was structured to explore issues causes and concerns for the achievement gap Studying different educational outcomes reading books and articles we regularly shared our insights about some leading causes Most importantly we were instructed to stay within our subject areas when finding any contributions to that gap In my attempt to complete the assignment of researching possible causes in my discipline of art education I found myself frustrated and angry Why There were no research studies exploring how art education was a part of the equation leading to solutions in closing the gap In addition there were no basic instructions or curricula designed to make connections to the art student to develop critical thinking skills or to incorporate the use of students' life experiences for learning Furthermore I felt that art education was used as a testing ground in urban schools like the Chicago Public Schools using Teaching Artists to teach art with no teaching certification or teaching qualifications Booth 2003 The purpose of this approach was to use their knowledge and practices of art to influence change in students' learning This kind of experiment branched away from any real effort to integrate art education and truly recognize it as a viable core subject area While conducting research for the course I found that researchers defined the achievement gap between white and African American students solely in terms of the four core subjects of math science social studies and language arts with no attention given to art education e g Berlak 2001 Honig 2001 Limn 2000 Sacks 2000 A study by the National Black Caucus entitled Closing the Achievement Gap Improving Education Outcomes for African American Children November 2001 reports Make improving the literacy skills of students a top priority Students who cannot read will experience little success in school Reading is the key to academic achievement in every subject ranging from math and English to science and history We must put reading first by finding initiatives and programs designed to strengthen the reading skills of students particularly low performing students Again there was no mention of art As both an African

American and an art teacher I found it very disturbing that the recommendations of many national and local art educational organizations and schools failed to address the importance of teaching art education in African American urban school settings My dissertation research ultimately arose from this concern

Art History and Education Stephen Addiss, Mary Erickson, 1993 Guided by Stephen Addiss's grounding in art history scholarship and Mary Erickson's expertise in art education theory and practice this volume approaches the issue of teaching art history from theoretical and philosophical as well as practical and political standpoints In the first section Addiss raises issues about the discipline of art history In the second Erickson examines proposals about how art history can be incorporated into the general education of children and offers some curriculum guides and lesson plans for art educators

Resources in Education, 1989

The New Handbook of Research on Music Teaching and Learning Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars

Studies in Art Education, 1992

Multiple Intelligences Howard E Gardner, 2008-07-31 The most complete account of the theory and application of Multiple Intelligences available anywhere Howard Gardner's brilliant conception of individual competence known as Multiple Intelligences theory has changed the face of education Tens of thousands of educators parents and researchers have explored the practical implications and applications of this powerful notion that there is not one type of intelligence but several ranging from musical intelligence to the intelligence involved in self understanding Multiple Intelligences distills nearly three decades of research on Multiple Intelligences theory and practice covering its central arguments and numerous developments since its introduction in 1983 Gardner includes discussions of

global applications Multiple Intelligences in the workplace an assessment of Multiple Intelligences practice in the current conservative educational climate new evidence about brain functioning and much more *The History of Art Education* Patricia Marie Amburgy,1992 **Planning a Balanced Comprehensive Art Curriculum for the Middle/secondary Schools of Ohio** Arthur Efland,1992 Handbook of Research on Improving Student Achievement Gordon Cawelti,2004 This updated report is an essential tool for school leaders and practitioners alike and is the single most authoritative source for effective K 12 teaching and learning practices across the content areas This one volume brings together in readable concise language the authoritative research on effective classroom practices in all major disciplines currently taught in elementary and secondary schools the arts foreign language health language arts physical education mathematics social studies and science as well as generic practices that apply across all disciplines This third edition includes over 100 research based classroom strategies and features a new chapter that synthesises the research on high performing school districts and discusses ways school districts can support instructional improvement **Youth Development Through a Community Art Program** Christopher O. Adejumo,1997 Abstract There are several Community Art Programs in the United States These art programs often provide after school and weekend art activities for youngsters living within the neighborhoods where they are located This dissertation discusses how a Community Art Program influences the social and cultural development of the youth participants The art program studied is located in the Near East side of Columbus in an area known as Poindexter Village The ages of youth participants in the Community Art Program range from 5 years to 12 years About ninety five percent of these participants are African Americans The other five percent consist of children from other ethnic groups and nationalities such as Mexican Americans Nigerians and Ethiopians The first chapter addresses events leading to the research and an historical overview of the development of Community Art Programs in the United States It also entails the statement of research problem background of research problem purpose of research and definition of terms used The second chapter consists of review of available literature on the subject of Community Art Programs The literature is classified under two major categories which I describe as Investigative Reporting and Empirical Research The differences between these categories are described Chapter three discusses the method and strategies used in gathering information during my fieldwork The research method used is ethnographic case study and techniques employed in data collection are participant observation interviews and historical survey In chapter four analysis of collected data is discussed in a narrative format using the coding system Also in this chapter the research findings are summarized based on the social and cultural impact of the Community Art Program on youth participants Chapter five entails conclusions and implications of the research This chapter also discusses suggestions for follow up studies and application of research findings **A Humanistic Approach to Photography and Teaching** Dale (Dee). Walter,1989 **American Craft** ,1992

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