

LEARNING: THE ROLE OF AESTHETICS IN EDUCATION

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ABSTRACT

The study is qualitative and it drew on the historical research method, descriptive and case study methods to examine the link between learning, art, and the creative nature of children. Its aim is to transmit the value of art in enhancing creativity through aesthetics in children and consequently enhance their learning. Thus, the study through the use of document analysis (analyzing the art works of the children), what the children had to say about their works, interviews and the observation tools throws light on how effective learning could be when taken in the context of art to boost creativity in children; and also enable the teacher to identify some activities that could or should be incorporated in the teaching of children. Since creativity is increasingly gaining recognition as a human characteristic that can be (and should be) developed through education, there is the need to make conscious efforts to develop children's creativity and learning through art education. This way, teachers do not necessarily produce children who would by all means become artists but rather creative children who can transfer the skills they have learnt through art to other subject areas and in effect to all other facets of their lives.

Keywords: Child, Art, Creativity, Aesthetics, Education

INTRODUCTION

Art and music are familiar examples of creativity, but creative thought emerges in almost all facets of life — from the way a parent soothes a crying child to the methods a scientist uses to discover a cure for a disease (DeBord, 1997). There has been much research into the link between the expressive arts (art, music, dance, and dramatics) and creativity; but this is not to deny the role of crea-

tivity in other areas such as Science, Mathematics and Business.

A look at today's schools, reveal that they are concerned (as they rightly should be) with teaching literacy. However, literacy must not be limited to the written word. It should also embrace the symbol systems of the arts. If the concept of literacy is defined too narrowly as referring to just the systems of language, mathematics and sci-

Questions On Aesthetic Education

H Redfern



Questions On Aesthetic Education:

Questions in Aesthetic Education (RLE Edu K) H Redfern, 2012-05-16 The Question of what aesthetic education is or might be is often a source of incomprehension This book opens up discussion of a complex difficult but highly important topic and offers an introductory survey of the whole area In examining the relationship of the concept of the aesthetic to that of art it challenges the persistent linking by many educationists of aesthetic with creative and the consequent neglect of critical reflection and appreciation *Questions in Aesthetic Education* Hildred Betty Redfern, 1986-01-01 Questions in

Aesthetic Education H. B. Redfern, 1986 **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 **Questions**

in Aesthetic Education Hildred Betty Redfern, 2012 **Aesthetics and Education** Michael J. Parsons, H. Gene Blocker, 1993 What is the appropriate content of aesthetics for students of art at different age levels How can it best be taught How should it be combined with studio work and other art disciplines Michael J Parsons and H gene Blocker answer these and other questions in a volume designed to help art educators potential educators and curriculum developers integrate aesthetics into the study of art in the school curriculum The two introduce some of the philosophical problems and questions in art encouraging teachers and others to form a personal outlook on these issues **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

Teaching and Learning in Art Education Debrah C. Sickler-Voigt, 2019-10-08 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

A History of Disability and Art Education Claire Penketh, 2023-08-16 Drawing on recent theoretical frameworks from critical disability studies and art education including normalcy ableism disability and Crip theory this book offers an analysis of the conceptualisation of ability in art education and its relationship with disability Drawing on the work of Cizek and Lowenfeld in Austria Ruskin and Richardson in England and Dewey and Eisner in the United States it critically examines the influence of ideas such as the dominance of vision and visuality the emergence of psychological perspectives the Child Art Movement the implications of assessment regimes and the relevance of art education as a critical social practice on the production of disability Offering a sustained inquiry into the differential values attributed to learners and their work and the implications of this for framing our understanding of disability in art education this book shows that although art educators have frequently advocated for the universal appeal and importance of art education they have done so within historical contexts that have produced and determined problematic ideas regarding disability It will be of interest to all scholars and students of disability studies art in education art history and education studies

And We Shall Learn through the Dance Kathleen S. Turner, 2021-07-28 Liturgical dance is a way to present reflect instruct learn study and share religious beliefs with one s self within one s worship community and with one s God Such a belief is confirmed and witnessed within a variety of religious settings throughout the world from the beginning of time to this present age However there is a vacuum of resources that connect liturgical dance within the Christian context as a tool for religious learning within the field of religious education With the continual rise of liturgical dance as an artistic form of expression this book proposes that liturgical dance offers unique attributes conducive to the teaching and learning of faith and to faith formation Kathleen S Turner shows how liturgical dance is religious education in two very important ways first by addressing the power and potential liturgical dance has in nourishing the faith life of Christian congregants through

means that are both educative and reflective and second by giving examples of how liturgical dance can be implemented as a religious education tool within the teaching life of the church

The Handbook of Educational Theories

Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations Additionally professors of all educational disciplines in the social sciences would be an interested audience There is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice As more inquiry is being promoted among school leaders this book has more meaning for practitioners

Cultivating Critical Conversations in Art

Education Connie Stewart, Eli Burke, Lisa Hochtritt, Toya Northington, 2023 These stories from art educators highlight how art and visual culture can bridge learning with lived experience Written by and for art educators from all backgrounds and contexts this volume offers guidance for expanding students opportunities to critically examine current events histories and cultural assumptions in ways that are relevant and inclusive of all identities Readers will learn how to use contemporary art

and dialogue as tools to acknowledge and value the unique perspectives of each person Authors from diverse settings offer topics insights resources and research for centering voices and critical conversations in K 12 higher education museums and nontraditional classrooms The book addresses such questions as How can a teacher reflect on their own assumptions and biases before crafting lessons and discussion prompts In what ways can contemporary art encourage dialogue in art learning spaces What happens when current national issues intersect with the personal lives of students How can teachers democratize the classroom so all students are represented How can teachers demonstrate ways to critically examine information Book Features Offers insights from art educators in public independent museum and community settings Addresses the role of art teachers in responding to the current highly politicized educational climate Critically examines concepts of practice power and vulnerability in teaching Discusses issues of race LGBTQ rights family structures current events democratic values and social change as they concern students Provides examples of dialogue in various art learning spaces and contexts Contributors include JaeHan Bae Kathy J Brown Lauren Cross William Estrada Pamela Harris Lawton Amy Pfeiler Wunder Natasha S Reid Kryssi Staikidis and Injeong Yoon Ramirez Philosophy of Art David Boersema,2018-05-04 This book addresses issues in the philosophy of art through the lenses of the three broad areas of philosophy metaphysics epistemology and axiology It surveys many important and pervasive topics connected to a philosophical understanding of art **Art Education for a Sustainable Planet** Joy G. Bertling,2023 Explore how art education can contribute to a more just and sustainable planet Making the case that ecopedagogy and eco art can transform and enrich art education Bertling introduces these two burgeoning movements and then outlines how they can be infused into K 12 art education Seven innovative curricular strands are presented to help art teachers embrace natural cycles and processes envision alternative states and ways of being restore ecosystems and empower communities These strands weave together specific contemporary eco artworks cultural and environmental philosophies and art education methods Reflective questions innovative curriculum frameworks and other resources are provided to support teachers in enacting these inspiring curricular ideas for better social and ecological futures Curricular themes include attentiveness relationality co creation consumption progress cultural desire identity stories restoration and coalitions This accessible full color text is the first of its kind to provide practical guidance and concrete strategies for educators interested in enacting ecological art instruction Book Features A foundational resource for using art education to foster environmental health and ecological integrity Guidance for developing art curriculum to meet different ecopedagogical goals Many color images of contemporary eco artworks Curriculum framework tables and reflective questions at the end of each chapter A comprehensive glossary and list of contemporary eco artists and their websites 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

Teaching and Assessing Social Justice Art Education Karen Keifer-Boyd,Wanda B. Knight,Adetty Pérez de Miles,Cheri E. Ehrlich,Yen-Ju Lin,Ann Holt,2022-09-07 This incisive and wholly practical book offers a hands on guide to developing and assessing social justice art education for K 12 art educators by providing theoretically grounded social justice art education assessment strategies Recognizing the increased need to base the K 12 curriculum in social justice education the authors ground the book in six social justice principles conceptualized through art education to help teachers assess and develop curriculum design pedagogy and foster social justice learning environments From encouraging teachers to be upstanders to injustice to engaging in decolonial action this book provides a thorough guide to facilitating and critiquing social justice art education and engaging in reflexive praxis as educators Rich in examples and practical application this book provides a clear pathway for art educators to connect social justice art education with real life educational assessment expectations 21st century learning literacy social skills teacher performance based assessment and National Core Art Standards making this text an invaluable companion to art educators and facilitators alike **Teaching Literature in Modern Foreign**

Languages Fotini Diamantidaki,2019-04-04 From plays to poetry Le Petit Nicolas to the Association for Language Learning ALL Literature wiki this book shows trainee teachers of MFL teachers in schools teacher educators how literature can be an essential tool for developing students cultural awareness as well as language skills With contributions from Ruth Heilbronn Jane Jones and other leading scholars it covers a wide range of approaches including looking at how to support students to develop the skills they need to read and discuss texts and how to use stories as a pedagogic tool rather than just a way to develop reading skills Examples of teaching French German Japanese Mandarin and Spanish are used throughout but the book draws together resources and strategies for use in teaching all modern foreign languages Supporting students to develop into creative reflective teachers this book offers support for readers to develop their own tasks for their pupils and questions throughout to keep them engaged and encouraging them to critically engage with the content Seemingly daunting articles are made much more approachable for readers with windows on research which provide a summary of relevant research papers with full reference details for follow up *Creativity and Art Education* W. Lambert Brittain,1964 Art Education in Israel Sigal Barkai,David Pariser,2025-06-11 This book describes unique aspects of the education system in

Israel specifically focusing on art education and its role in fostering social change and diversity It delves into art based research autobiographical methodologies and interviews showcasing the transformative potential of qualitative research in capturing authentic experiences and promoting social engagement through art education It shows how practitioner researchers navigate the complexities of art education shaping and refining their teaching methodologies to effectively meet the needs of their students By exhibiting viewpoints from secular and religious Jewish Israelis Palestinian citizens of Israel as well as diverse gender and ethnic communities within Israeli society it encapsulates the vibrant texture of the country s educational landscape It also highlights the actions of women as educators and activists who resist oppression wherever it may exist The book demonstrates a multifaceted perspective on the potential for healing that can be harnessed through art education within specific societal and contextual settings This vision can be applied and adapted to various other locations worldwide This book offers rich descriptions of the concerns and dynamics that characterize Israeli art education projects as a model for other places around the world dealing with similar issues of ethnic and national diversity political conflicts violent extremism and migration It is beneficial to readers who aim to improve social dimensions such as recognizing a diversity of cultures and developing innovation in teaching methods with art education as the catalyst

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