

Mary Ann Stankiewicz

Roots of Art Education Practice



Art Education in Practice Series



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Roots Of Art Education Practice

Mary Ann Stankiewicz



Roots Of Art Education Practice:

A History of Art Education Arthur D. Efland, 1990 Arthur Efland puts current debate and concerns in a well researched historical perspective He examines the institutional settings of art education throughout Western history the social forces that have shaped it and the evolution and impact of alternate streams of influence on present practice *A History of Art Education* is the first book to treat the visual arts in relation to developments in general education Particular emphasis is placed on the 19th and 20th centuries and on the social context that has affected our concept of art today This book will be useful as a main text in history of art education courses as a supplemental text in courses in art education methods and history of education and as a valuable resource for students professors and researchers The book should become a standard reference tool for art educators at all levels of the field The *Journal of Aesthetics and Art Criticism* Efland has filled a gap in historical research on art education and made an important contribution to scholarship in the field *Studies in Art Education*

Roots of Art Education Practice Mary Ann Stankiewicz, 2001 Combining accepted ideas about art children and schooling the author tells the story of art education practice a century ago Readers will gain insights into the circumstances under which curricular practices originated and will better appreciate the beliefs that shape art education today *Art Education in Practice Series*

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 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

Autobiographical Lectures of Leaders in Art Education, 2001-2021 Stephanie Autumn Baer, Katherine Coy Smith, Stephanie Harvey Danker, 2024-03-29 This scholarly collection is a continuation of a lecture series highlighting the essential nature of biography in the history of art education The editors feature 16 prominent art educators organized into one of three chronological sections spanning the past two decades The contributing art educators explore influences that shaped their beliefs about art education and the arts describe their career paths explain their philosophy of art education and its development and advise predict or speculate about the future Every chapter concludes with essential questions and instructional resources to guide readers in their reflection In reading these lectures art education faculty students and any adjacent professional to the arts and art history can learn the importance of biographical and autobiographical study to

research Beyond research readers can use the lectures to consider and question teaching and mentoring relationships the power of influence and what qualities may contribute to the recognition of exemplary success for art educators

The Wiley International Handbook of Educational Foundations Alan S. Canestrari, Bruce A. Marlowe, 2018-09-12 Promotes a model of critique for teachers scholars and policy makers to challenge established educational practice in a global context The Wiley International Handbook of Educational Foundations features international scholars uniquely qualified to examine issues specific to their regions of the world The Handbook provides readers with an alternative to the traditional texts in the foundations of education by taking aim at the status quo and by offering frameworks from which teachers and scholars of education can critically evaluate schools and schooling Throughout the essays are grounded in a broad historical context and the authors use an international lens to examine current controversies in order to provoke the kinds of discussion crucial for developing a critical stance The Handbook is presented in six parts each beginning with an Introduction to the subject The sections featured are Part I Challenging Foundational Histories and Narratives of Achievement Part II Challenging Notions of Normalcy and Dominion Part III Challenging the Profession Part IV Challenging the Curriculum Part V Challenging the Idea of Schooling and Part VI Challenging Injustice Inequity and Enmity The Wiley International Handbook of Educational Foundations offers unique insight into subjects such as Educational reform in India Pakistan and China The global implications of equity driven education Teacher education and inclusionary practices The Global Educational Reform Movement G E R M Education and the arts Maria Montessori and Loris Malaguzzi Legal education in authoritarian Syria The Wiley International Handbook of Educational Foundations is an important book for current and aspiring educators scholars and policy makers

Steppingstones Paul E. Bolin, Ami Kantawala, Mary Ann Stankiewicz, 2021 Representing the first extensive volume on the history of art education to be published in 20 years this book will generate new interpretations of both local and global histories for 21st century readers Steppingstones captures pivotal moments in art education history within the United States and globally Chapters are situated within the broad and active stream of history identified by the authors as places to pause step down and deeply explore these moments and the vibrant terrain that surrounds them Some steppingstones in the volume are new and fresh reappraisals of familiar and well recognized landing places in art education history Other steppingstones contain discussions of previously unknown or overlooked material uncovered by the authors Digging deep getting beneath and revealing steppingstones that embrace a pathway through the past this book explores dynamic and spirited narratives about various people institutions events tensions and international perspectives that have shaped and continue to direct the course of art and design education Book Features Investigates contemporary issues through a lens toward the past including issues of race cultural protocols intersectionality international influence White privilege disability studies and other social concerns Presents contributions from well known senior scholars alongside new voices of several emerging scholars of color Includes biographical accounts of African American artists and educators and the

role and influence of the Harlem Renaissance Contains discussion of art education in colonial India and explores complex relationships between colonizer colonized histories Focuses on art education in the United States with discussion of specific international influences Offers contemporary best practices for doing historical research and strategies for teaching art education history courses at the university level Highlights the significance of digital humanities and digital scholarship

History of Art Education Arthur Efland, 1990-01 Recent debates on the place of the arts in American life has refocused attention on art education in schools In this book the author puts current debate and concerns in a well researched historical perspective He examines the institutional settings of art education throughout Western history the social forces that have shaped it and the evolution and impact of alternate streams of influence on present practice The book treats the visual arts in relation to developments in general education and particular emphasis is placed on the 19th and 20th centuries and on the social context that has affected our concept of art today The book is intended as a main text in history of art education courses as a supplemental text in courses in art education methods and history of education and as a resource for students professors and researchers

Feminist Art Education Archival Research Linda Hoeptner Poling, Karen Keifer-Boyd, 2025-07-11 Feminist Art Education Archival Research C H U T N E Y Power explores the National Art Education Association's NAEA Women's Caucus histories of trailblazing feminist art education research leadership and policy activism From archival research specifically delving into the NAEA Women's Caucus Archive at The Pennsylvania State University this led to interviews with feminist activists in art education The book draws attention to the activism of the NAEA Women's Caucus contextualized within tenets of critical race feminism which calls for organizational accountability from critical examination of hegemonic structures and practices that privilege white patriarchal colonialism and serves as a structure to deconstruct interrogate disrupt and reimagine inequities that exist in art education and all of education Feminist Art Education Archival Research C H U T N E Y Power is a unique text ideal for feminist organizations gender studies research and art educators at all levels of teaching from preK to higher education and is an ideal companion text for post secondary art education women's studies leadership and other related areas

Developing Visual Arts Education in the United States Mary Ann Stankiewicz, 2016-06-15 This book examines how Massachusetts Normal Art School became the alma mater par excellence for generations of art educators designers and artists The founding myth of American art education is the story of Walter Smith the school's first principal This historical case study argues that Smith's students formed the professional network to disperse art education across the United States establishing college art departments and supervising school art for industrial cities As administrative progressives they created institutions and set norms for the growing field of art education Nineteenth century artists argued that anyone could learn to draw by the 1920s every child was an artist whose creativity waited to be awakened Arguments for systematic art instruction under careful direction gave way to charismatic artist teachers who sought to release artistic spirits The task for art education had been redefined in terms of living the good

life within a consumer culture of work and leisure Visiting the Art Museum Eleonora Redaelli, 2023-04-23 Visiting the Art Museum A Journey Toward Participation is a book about the visitor experience It is written as a companion for visitors to and inside the art museum The volume engages readers in transforming a common experience the museum visit into a sophisticated epistemological inquiry The study of the visitor experience through an epistemological approach consists of the untangling of the academic disciplines that study and inform each step of this experience urban studies architecture design art history art education and nonprofit management This journey follows a transformative bottom up trajectory from experiential to epistemological and finally reveals itself as empowering The book unfolds as an edited volume with chapters by different authors who are enthusiastic scholars in each discipline and addresses undergraduate students as citizens master s students as professionals and scholars as teachers and researchers Each reader will discover a kaleidoscopic world made of ideas values and possibilities for participation **The Routledge Companion to Decolonizing Art, Craft, and Visual Culture Education** Manisha Sharma, Amanda Alexander, 2023-07-31 This companion demonstrates how art craft and visual culture education activate social imagination and action that is equity and justice driven Specifically this book provides arts engaged intersectional understandings of decolonization in the contemporary art world that cross disciplinary lines Visual and traditional essays in this book combine current scholarship with pragmatic strategies and insights grounded in the reality of socio cultural political and economic communities across the globe Across three sections creative shorts enacted encounters and ruminative research a diverse group of authors address themes of histories space and land mind and body and the digital realm Chapters highlight and illustrate how artists educators and researchers grapple with decolonial methods theories and strategies in research artmaking and pedagogical practice Each chapter includes discursive questions and resources for further engagement with the topics at hand The book is targeted towards scholars and practitioners of art education studio art and art history K 12 art teachers as well as artist educators and teaching artists in museums and communities **Colonized Through Art** Marinella Lentis, 2017-08-01 An examination of government controlled schools use of art education as a process for assimilating American Indian children at the turn of the twentieth century Provided by publisher **Revitalizing History** Paul E. Bolin, Ami Kantawa, 2021-03-09 Historical inquiry forms the foundation for much research undertaken in art education While traversing paths of historical investigation in this field we may discover undocumented moments and overlooked or hidden individuals as well as encounter challenging ideas in need of exploration and critique In doing so history is approached from multiple and at times vitally diverse perspectives Our hope is that the conversations generated through this text will continue to strengthen and encourage more interest in histories of art education but also more sophisticated and innovative approaches to historical research in this field The overarching objective of the text is to recognize the historical role that many overlooked individuals particularly African Americans and women have played in the field of art education and acknowledge the importance of history and historical research in this digital age

This text opens up possibilities of faculty collaborations across programs interested in history and historical research on a local national and international level By assembling the work of various scholars from across the United States this text is intended to elicit rich conversations about history that would be otherwise beyond what is provided in general art education textbooks **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 *The History of Art Education* Albert Arthur Anderson (Jr.),Paul Erik Bolin,1997

Crafting Creativity & Creating Craft Courtney Lee Weida,2014-11-04 This nine chapter volume explores creativity in art teaching through contemporary craft A variety of artists educators and historians share with readers their wealth of practical resources and frameworks for utilizing craft media fiber ceramics baskets needlepoint knitting etc and craft approaches grassroots projects digital communities craftivism etc within contemporary K 12 art education museum and community programming and teaching artist residencies Authors representing a variety of specialties in craft art and education examine the resurgence of the handmade and homemade in contemporary youth culture digital implications of how we define and teach craft creatively and the overlap of design function and beauty in artists work The anthology also describes the challenges and potentialities of working with craft in education settings including the overarching craft of teaching practices Each chapter provides a range of creative frameworks and practical models that educators can use comprehensively from dynamic digital resources to community groups and lesson plans and activities in craft with art classes and special needs classes The book serves to propose a working definition and rationale of the functions of craft in daily life popular and youth culture and larger social issues including craft D I Y and activism craftivism **Art Teaching** George Szekely,Julie Alsip Bucknam,2013-06-17 This comprehensive up to date art methods text presents fundamental theories principles creative approaches and resources for art teaching in elementary through middle school 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

Handbook for Achieving Gender Equity Through Education Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22

First published in 1985 the *Handbook for Achieving Gender Equity Through Education* quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latina os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this *Handbook* will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents

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