LEARNING: THE ROLE OF AESTHETICS IN EDUCATION

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ARSTRACT

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 reactivity 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 creativity 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

Claire Penketh

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,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

Questions in Aesthetic Education H. B. Redfern, 1986 **Questions in Aesthetic Education** Hildred Betty On the Aesthetic Education of Man Friedrich Schiller, 2012-04-03 A classic of 18th century thought Redfern, 2012 Schiller's treatise defines the relationship between beauty and art His proposal of art as fundamental to the development of society and the individual remains an influential concept Popular Industrial Art Education, the Answer to a **Question** Walter Smith, 2024-04-06 Reprint of the original first published in 1882 The Palgrave Handbook of Race and the Arts in Education Amelia M. Kraehe, Rubén Gaztambide-Fernández, B. Stephen Carpenter II, 2018-07-12 The Palgrave Handbook of Race and the Arts in Education is the first edited volume to examine how race operates in and through the arts in education Until now no single source has brought together such an expansive and interdisciplinary collection in exploration of the ways in which music visual art theater dance and popular culture intertwine with racist ideologies and race making Drawing on Critical Race Theory contributing authors bring an international perspective to questions of racism and anti racist interventions in the arts in education The book s introduction provides a guiding framework for understanding the arts as white property in schools museums and informal education spaces Each section is organized thematically around historical discursive empirical and personal dimensions of the arts in education This handbook is essential reading for students educators artists and researchers across the fields of visual and performing arts education educational foundations multicultural education and curriculum and instruction Community-Based Art Education Across the Lifespan Pamela Harris Lawton, Margaret A. Walker, Melissa Green, 2019-07-19 This book is a comprehensive introduction to the theory and practice of Community Based Art Education CBAE CBAE encourages learners to make connections between their art education in a classroom setting and its application in the community beyond school with demonstrable examples of how the arts impact responsible citizenship Written by and for visual art educators this resource offers guidance on how to

thoughtfully and successfully execute CBAE in the pre K 12 classroom and with adult learners taking a broad view towards intergenerational art learning Chapters include vignettes exemplars of practice curriculum examples that incorporate the National Coalition for Core Arts Standards and research frameworks for developing implementing and assessing CBAE projects This is the book I have been waiting for carefully researched thought provoking and inspiring Lily Yeh Barefoot Artists Inc A practical guide for community based art education that is theoretically grounded in social justice Insightful suggestions for working with communities planning creating transformative learning and evaluating outcomes are based in the authors deep experience This book is a timely and welcome volume that will be indispensable to individuals and community organizations working in the arts for positive change Elizabeth Garber professor emeritus University of Arizona

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 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 Teaching and Learning in Art Education Debrah C. Sickler-Voigt, 2019-10-08 In this student centered book research 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 Art Education 11-18 Richard Hickman, 2004-01-01 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 **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 Art Education in Germany Georg Peez, 2015 This book is the first overview of art education in Germany ever published in English It offers a brief historical outline of developments in the field since 1945 followed by examples of topics which have been discussed in German art education in recent years This collection of articles aims to present the diversity and vitality of a number of approaches from theory to practice from tradition to innovation from analogue to digital while at the same time considering art daily life and the individuals involved

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

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 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 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 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

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