

Puzzles About Art An Aesthetics Casebook

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Aesthetics of the Familiar
Aesthetics and Education
Discipline-Based Art Education
A Rhetoric Case Book
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Aesthetics, Issues and Inquiry
XIII International Congress of Aesthetics, August 1-5 1995, Proceedings
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Excellence II
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this concise yet comprehensive introduction to the discipline of western aesthetical philosophy is focused directly on the central questions of aesthetics fenner arranges his analysis around four general themes experiences objects and events meaning and judgment that progress from issues of everyday experience to subjects of greater subtlety within these broader themes fenner explores such issues as the aesthetic attitude defining art and reviewing art criticism

although a historical organization is employed wherever a particular movement unfolds from earlier movements the text's main organization is not motivated by an academic or historical treatment of the various topics instead the topics themselves are of primary concern in such a way that readers will come away with a complete overview of the canon of this highly significant area of western philosophy

recommending that art be taught as a humanity this volume provides a philosophical rationale for the idea of discipline based art education levi and smith discuss topics ranging over both the public and private aspects of art the disciplines of artistic creation art history art criticism and aesthetics and curriculum proposals featuring five phases of aesthetic learning while there is no consensus on how the various components of aesthetic learning should be presented in order to accomplish the goals of discipline based art education the authors point out that progress toward those goals will require that those who design art education programs bring an understanding of the four disciplines to their work the introductory volume of a five volume series this book will appeal to elementary and secondary art teachers those who prepare teachers at the college level and museum educators

yuriko saito explores the nature and significance of the aesthetic dimensions of people's everyday life everyday aesthetics has the recognized value of enriching one's life experiences and sharpening one's attentiveness and sensibility saito draws out its broader importance for how we make our worlds environmentally morally as citizens and consumers saito urges that we have a social responsibility to encourage cultivation of aesthetic literacy and vigilance against aesthetic manipulation yuriko saito argues that ultimately everyday aesthetics can be an effective instrument for directing the humanity's collective and cumulative world making project for the betterment of all its inhabitants everyday aesthetics has been seen as a challenge to contemporary anglo american aesthetics discourse which is dominated by the discussion of art and beauty saito responds to controversies about the nature boundary and status of everyday aesthetics and argues for its legitimacy she highlights the multi faceted aesthetic dimensions of everyday life that are not fully accounted for by the commonly held account of defamiliarizing the familiar

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

this sampler was designed for art specialists and art museum educators with a basic understanding of teaching discipline based art education content the introduction offers a brief history of the sampler and explains its intended purpose and use then 8 unit models with differing methodologies for relating art objectives to the four disciplines aesthetics art criticism art history and art production are presented the sampler consists of two elementary units two units for middle school two units intended for required high school art one high school studio ceramic unit and a brief unit for art teachers and art museum educators that focuses on visits to art museums learning activities resource material and learning strategies are given for the units along with a sequence of lessons organized on a theme

includes special issues

list of members in v 1

a handbook for educators wishing to incorporate aesthetics in their art programs a comprehensive look at what aesthetics is to a brief view of human development in relation to art learning to a complete system for introducing aesthetics to students and moving them progressively toward more complex forms of aesthetic inquiry <http://naea-reston.org/publications/list.html>

this comprehensive resource for teaching art to children combines the latest thinking about the teaching of art with focus on providing a balanced art program the authors provide all of the information necessary to plan execute and evaluate a successful program for both classroom and art teachers the material is presented in a clear and understandable manner and is appropriate for undergraduates

this essay constitutes a thoughtful tool for art education curriculum design and teaching it outlines a curriculum for art education k 12 that attempts to do justice not only to the seriousness and complexity of art but also the demands of schooling and aesthetic learning it updates developments in the art education field and addresses the topics of multiculturalism and cultural particularism as well as modernism and postmodernism as they relate to art education the book is organized in 10 chapters 1 excellence the continuing ideal 2 the 1980s call for reform 3 recent developments 1986 1994 4 aesthetic experience 5 the marks of excellence 6 elitism and populism 7 multiculturalism and cultural

particularism 8 modernism and postmodernism 9 an excellence curriculum k 12 and 10 anticipated reactions the book concludes with an appendix aesthetic experience and notes mm

this sourcebook includes 42 chapters by prominent art educators scholars practitioners and researchers the reader will find an array of dbae ideas and practice guides on artistic and aesthetic development preservice and inservice for teachers staff development and teacher preparation chapters examine the functions of museums and the evaluation of museum education programs learning outcomes teaching art history types of art criticism issues of gender and multiculturalism and the relationship of art education and postmodernism <http://naea-reston.org/publications/list.html>

twenty seven essays explore how to teach a variety of subjects in philosophy general topics such as teaching introductory courses improving students comprehension of philosophy texts and improving student papers are examined specific fields such as the study of ethics aesthetics philosophy of religion and the history of philosophy are accorded separate sections and strategies for explaining specific philosophers including kant hegel and nietzsche are discussed all of the papers in this volume appeared in the same or in an earlier version in the american philosophical association newsletter on teaching philosophy between 1986 and 1994 annotation copyrighted by book news inc portland or

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