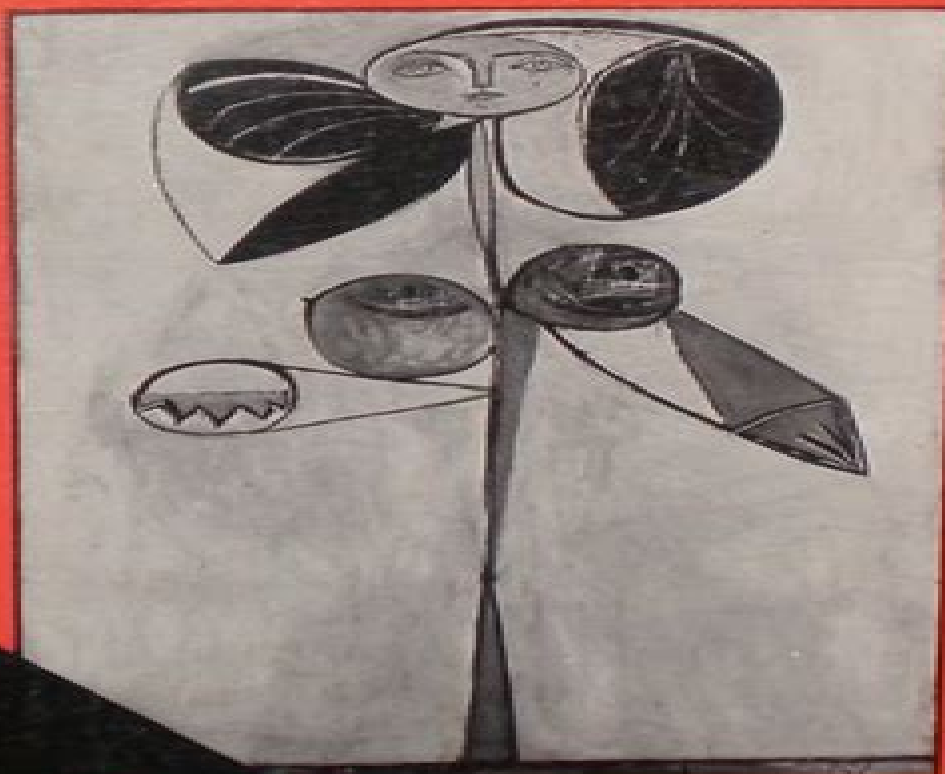


Puzzles about Art



An Aesthetics
Casebook

Margaret P. Battin
John Fisher
Ronald Moore
Anita Silvers

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Puzzles About Art; An Aesthetics Casebook Margaret Battin, 1988-11-01 *Art Education* Albert William Levi, Ralph Alexander Smith, 1991 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 *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 **Ideas About Art** Kathleen K. Desmond, 2011-03-16 Ideas About Art is an intelligent accessible introductory text for students interested in learning how to think about aesthetics It uses stories drawn from the experiences of individuals involved in the arts as a means of exposing readers to the philosophies theories and arguments that shape and drive visual art An accessible story driven introduction to aesthetic theory and philosophy Prompts readers to develop independent ideas about aesthetics this is a guide on how to think not what to think Includes discussions of non western contemporary and discipline specific theories Examines a range of art based dilemmas across a wide variety of disciplines from art and design and law to visual and museum studies **The Aesthetics of Comics** , **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 **Aesthetics of the Familiar** Yuriko Saito, 2017-06-23 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

Feminist Philosophies A-Z Nancy McHugh,2007-03-23 A concise alphabetical guide to the key terms issues theoretical approaches projects and thinkers in feminist philosophy Feminist Philosophies A Z covers contemporary material in a number of feminist approaches It illustrates the complexity range and interconnectedness of issues in feminist philosophy while making clear the relationship of feminist philosophy to the rest of philosophy as a discipline epistemology metaphysics ethics social philosophy and metaphysics Entries are pithy detailed informative and are cross referenced to guide the reader through the lively debates in feminism This volume is an indispensable resource for philosophers students and Women s Studies faculties as well as anyone with an interest in feminist philosophy *Philosophical Inquiry with Children* Gilbert Burgh,Simone Thornton,2018-12-07 Philosophy in schools in Australia dates back to the 1980s and is rooted in the Philosophy for Children curriculum and pedagogy Seeing potential for educational change Australian advocates were quick to develop new classroom resources and innovative programs that have proved influential in educational practice throughout Australia and internationally Behind their contributions lie key philosophical and educational discussions and controversies which have shaped attempts to introduce philosophy in schools and embed it in state and national curricula Drawing together a wide range of eminent scholars and practitioners in the field of educational philosophy this anthology the first of its kind provides not only a historical narrative but an opportunity to reflect on the insights and experiences of the authors that have made history The collection is divided into three parts The overarching theme of Part I is the early years of Philosophy for Children in Australia and how they informed the course that the philosophy in schools movement would take Part II focuses on the events and debates surrounding the development and production of new materials including arguments for and against the suitability of the original Philosophy for Children curriculum In Part III key developments relating to teaching philosophy in schools are analysed This collection of diverse views critical appraisals and different perspectives of historical currents is intended to stimulate thought provoking questions about theory and practice and to increase general awareness both nationally and internationally of the maturation of philosophy in schools in Australia It is also intended to encourage readers to identify emerging ideas and develop strategies for their implementation Introducing Aesthetics David E. Fenner,2003-09-30 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.

Aesthetics and the Environment Allen Carlson, 2005-08-08 This book presents fresh and fascinating insights into our interpretation of the environment.

Discipline-Based Art Education Kay Alexander, Michael Day, 1991-01-01 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.

Aesthetics for Young People Ronald M. Moore, 1995

Choreomusicology Samuel N. Dorf, Helen Julia Minors, 2025-05-07 *Choreomusicology: Dialogues in Music and Dance* is a distinguished collection of chapters by leading scholars presenting research that redefines and rethinks the question of what dance and music are together and apart and which promotes new ideas and voices in the discipline. Focusing on matters historical, critical, and conceptual, and defining dance-music interactions from the era of aristocratic court dance to the present, the book covers a wide range of topics including dance and music performance practice, queer studies, colonialism, and exoticism, disability studies, the reparative humanities, and film. The volume is organized into two sections. Part 1 examines theoretical and conceptual issues including theories of embodiment, musicality, and dance aesthetics, with examples including contemporary ballet, the role of the conductor, and even fountains in Las Vegas. In Part 2, contributors consider choreomusicology as a historical discipline and tackle the problem of musical and choreographic reconstruction from medieval dance to reimagining lost music in early experiment in dance film, as well as choreomusical analyses of twentieth-century works. Capturing the breadth of studies and approaches that are encompassed in choreomusicology, this book will be of interest to students and scholars in the fields of dance and media studies, musicology, and ethnomusicology, as well as appealing to dancers, choreographers, musicians, and composers looking for new approaches to thinking about music and dance.

Proceedings and Addresses of the American Philosophical Association American Philosophical Association, 1990 List of members in v. 1

Art in the Making Kerstin Mey, 2005 Contemporary cultural practices have blurred and eroded traditional disciplinary boundaries of art and its discourses, and the ways in which they are taught. They have called into question the ideological premises and cultural assumptions on which traditional academic subjects were founded, and which have underwritten the segregation between practice, pragmatic, and speculative thought. The Scottish

Theoros Forum for Interdisciplinary Debate was jointly initiated by the Department of Philosophy and the School of Fine Art at the University of Dundee to create a space for dialogue between and across the various disciplines that are concerned with the study of visual arts practice aesthetics theory history and criticism Theoros has initiated a series of international conferences bringing together professionals who are engaged in the research and teaching of art from different disciplinary perspectives This volume contains selected contributions to the first Scottish Theoros conference on Aesthetics Historicity and Practice held in Dundee in 1998 Historicity marks the temporal nature of our existence and experience It forms a central aspect in the making of and reflection on art Here historicity is explored as a common ground for the integration of practice critical thought and historical enquiry in the spaces of higher education and professional engagement Teaching Philosophy Tziporah Kasachkoff,2004 The difference in the practical approach to teaching philosophy can mean the difference between an engaging class and an excruciating one In this expanded edition of In the Socratic Tradition 1997 Kasachkoff adds new sections on teaching philosophy with computers teaching philosophical explanation and teaching philosophy of gender Chapters in the collection share the pedagogical insights of more than two dozen distinguished philosophers offering practical suggestions on such issues as how to motivate students construct syllabi and creative examinations for specific courses and teach complex philosophical concepts Like its predecessor Teaching Philosophy will be an indispensable resource for teachers of all levels and fields of philosophy and will be particularly helpful in lending inspiration to graduate students and professors called upon to teach courses outside of their specialty areas **Plato Was Wrong!** David Shapiro,2012-03-08 Introduces a number of activities for exploring philosophical questions and problems with children from preschool through high school Publisher Children and Their Art Al Hurwitz,Michael Day,1991 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 **Art Lessons for the Middle School** Nancy Walkup Reynolds,1992 This book integrates art production art history art criticism and aesthetics into 56 lessons for middle school classes There are also 17 reproducible pages on art concepts to use as study guides Adapted from back cover

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