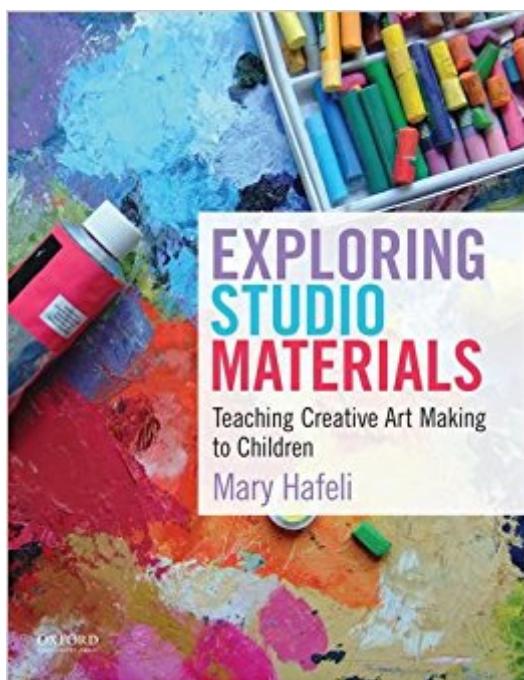


The book was found

Exploring Studio Materials: Teaching Creative Art Making To Children



Synopsis

Exploring Studio Materials: Teaching Creative Art Making to Children is a transformative approach to teaching art in elementary and secondary schools. Based on the model of how real artists create their work, the text encourages teachers to work with the most common media and materials found in the Pre-K-12 curriculum. Hafeli provides a rich blend of real-life examples and suggested classroom activities in order to help fledgling art teachers learn how to implement creative arts programs that will produce exceptional results. Rather than following a structure based on preconceived ideas, the book encourages experimental techniques with the materials that teachers commonly use in elementary and secondary classrooms. Therefore, teaching methodologies emerge from the activities themselves, rather than vice versa. Based on her own research, teaching, and contemporary approaches to arts education, this approach is an effective model for bringing artistic creativity into the school curriculum. Distinctive Features* Encourages teachers to work with the most common media and materials found in the Pre-K-12 curriculum* Establishes a meaningful, organic, and creative process in which teachers are discovering along with students* Includes a rich combination of real-life examples and suggested classroom activities

Book Information

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Customer Reviews

"Hafeli's prose is accessible and inviting. She speaks to readers as though they are artists."--Stacey McKenna, Maryland Institute College of Art "The author has a great background and is actually experienced in a hands-on way."--Susan Brewster, Michigan State University

Mary Hafeli is Professor of Art and Art Education at Teachers College, Columbia University.

What a welcome shifting of the art education conversation this book is! In plain-speak and with many examples of contemporary art approaches (along with ties to research), readers are encouraged to (gasp!) MAKE ART. And while weÃƒÂ¢Ã ¬Ã „cre at it, understand what studio thinking actually is, based on experience. Want to know what can happen when we stop dictating to our students what their artwork should look like and be about? Far from anything goes and certainly not the overly academized approaches of our recent past, HafeliÃƒÂ¢Ã ¬Ã „s book should be read by everyone who teaches art to anyone, and everyone who prepares teachers for this kind of work.

This is a very good book.....The only issue was it was sent very late....

A requested gift. My Daughter loved it.

DonÃƒÂ¢Ã ¬Ã „t waste your money on this silly book. With its old-fashioned, text book-like structure and dry, pedantic writing style it demonstrates the complete opposite of the kind of open-ended, exploratory teaching promoted by really good art educators. Folksy, in its constant referring to the reader as ÃƒÂ¢Ã ¬Ã „youÃƒÂ¢Ã ¬Ã „ and directing ÃƒÂ¢Ã ¬Ã „youÃƒÂ¢Ã ¬Ã „ step by step to do this and not do that, the book is not at all thought-provoking. It presents no original ideas, new information, or fresh viewpoints, and asks only tightly-bounded, uninteresting questions. Any artist or educator with a few years of teaching experience could have written this book. Those completely new to the field might learn a thing or two from this author, assuming, that is, they can trudge through the banal presentation of the rudimentary material. Ironically, the author takes as her theoretical framework that of progressive education, but if she was trained in this approach to teaching ÃƒÂ¢Ã ¬Ã „ like they said of George W. Bush having gone to Yale -- clearly, it didnÃƒÂ¢Ã ¬Ã „t take.

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