

Learning to Teach Art and Design in the Secondary School



A companion to school experience

Edited by Nicholas Addison and Lesley Burgess

3rd Edition



Learning To Teach Art And Design In The Secondary School

Nicholas Addison, Lesley Burgess



Learning To Teach Art And Design In The Secondary School:

Learning to Teach Art & Design in the Secondary School Nicholas Addison, Lesley Burgess, 2000 With reference to current debates Learning to Teach Art and Design in the Secondary School explores a range of approaches to teaching and learning It raises issues questions orthodoxies and identifies new directions *Learning to Teach Art and Design in the Secondary School* Nicholas Addison, Lesley Burgess, 2014-10-24 Learning to Teach Art and Design in the Secondary School is established as the key text for all those preparing to become art and design teachers in the secondary school It explores a range of approaches to teaching and learning and provides a conceptual and practical framework for understanding the diverse nature of art and design in the secondary school curriculum Written by experts in the field it aims to inform and inspire to challenge orthodoxies and encourage a freshness of vision It provides support and guidance for learning and teaching in art and design suggesting strategies to motivate and engage pupils in making discussing and evaluating visual and material culture The third edition has been comprehensively updated and re structured in light of the latest theory research and policy in the field and includes new chapters surveying assessment and examinations and exploring identity and diversity in art and design Essential topics include Ways of learning in art and design Planning for teaching and learning Critical studies and methods for investigating art and design Inclusion Assessment Issues in craft and design education Drawing sculpture Your own continuing professional development Including suggestions for further reading and a range of tasks designed to encourage you to reflect critically on your practice Learning to Teach Art and Design in the Secondary School addresses issues for student teachers and mentors on all initial teacher education courses in Art and Design It will also be of relevance and value to teachers in school with designated responsibility for supervision *Learning to Teach Art and Design in the Secondary School* Nicholas Addison, Lesley Burgess, 2024-12 Learning to Teach Art and Design in the Secondary School is the key text for all those preparing to become art and design teachers in secondary school It explores a range of approaches to teaching and learning and provides a conceptual and practical framework for understanding the diverse nature of art and design in the secondary school curriculum Written by experts in the field it aims to inform and inspire challenge orthodoxies and encourage a freshness of vision It provides support and guidance for learning and teaching in art and design suggesting strategies to motivate and engage pupils in making discussing and evaluating visual and material culture This fourth edition has been comprehensively updated and re structured in light of the latest theory research and policy in the field and included new chapters exploring diversity identity and inclusion attitudes to making and teaching as an artistic practice Essential topics include Ways of learning in art and design Teaching as an artistic practice Planning for teaching and learning Diversity and inclusion Sustainable design Assessment and examinations Critical studies Professional development in the gallery Supporting each chapter are suggestions for further reading and tasks designed to encourage you to reflect critically on your practice Learning to Teach Art and Design in the Secondary School addresses issues for all

student teachers and mentors on initial teacher education courses in Art and Design It is also of relevance and value to teachers in schools with designated responsibility for supervision

Learning to Teach Art & Design in the Secondary School Nicholas Addison, Lesley Burgess, 2000

A Practical Guide to Teaching Art and Design in the Secondary School Andy Ash, Peter Carr, 2024-04-29

A Practical Guide to Teaching Art and Design in the Secondary School bridges the gap between key themes in Art and Design education theory professional practice and the classroom This practical and accessible book introduces methods for the delivery of engaging Art and Design lessons that safely and meaningfully address the current key issues in the subject Each chapter includes tasks to support trainee and early career teachers in implementing reviewing and adapting their teaching Chapters cover a range of core approaches to the curriculum such as powerful knowledge for the Art and Design teacher the place of Art History in the curriculum and critical thinking in Art and Design learning In addition emerging cultural and political issues such as decolonising the Art and Design curriculum gender and sexuality anti ablism sustainability and well being are explored in ways designed to guide teachers towards applying their own unique teaching style Linking directly to the planning and delivery of the subject in Key Stages 3 4 and 5 the book is divided into three sections Imaginative Curiosity for the Art and Design Teacher Epistemological Curiosity for Teachers and Learners Critical Curiosity in the Art and Design Classroom Designed to be used independently or alongside the essential textbook Learning to Teach Art and Design in the Secondary School this book is packed with practical strategies teaching ideas and activities in every chapter The book provides everything trainee and early career teachers need to reflect on and develop their teaching practice helping them to plan lessons across the subject in a variety of teaching situations

Learning to Teach Art and Design in the Secondary School Nicholas Addison, Lesley Burgess, 2007-12-19

Learning to Teach Art and Design in the Secondary School advocates art craft and design as useful critical transforming and therefore fundamental to a plural society It offers a conceptual and practical framework for understanding the diverse nature of art and design in education at KS3 and the 14 19 curriculum It provides support and guidance for learning and teaching in art and design suggesting strategies to motivate and engage pupils in making discussing and evaluating visual and material culture With reference to current debates Learning to Teach Art and Design in the Secondary School explores a range of approaches to teaching and learning it raises issues questions orthodoxies and identifies new directions The chapters examine ways of learning planning and resourcing attitudes to making critical studies values and critical pedagogy The book is designed to provide underpinning theory and address issues for student teachers on PGCE and initial teacher education courses in Art and Design It will also be of relevance and value to teachers in school with designated responsibility for supervision

Understanding Art Education Nicholas Addison, Lesley Burgess, John Steers, Jane Trowell, 2010-01-04

What is distinctive about art and design as a subject in secondary schools What contribution does it make to the wider curriculum How can art and design develop the agency of young people Understanding Art Education examines the theory and practice

of helping young people learn in and beyond the secondary classroom It provides guidance and stimulation for ways of thinking about art and design when preparing to teach and provides a framework within which teachers can locate their own experiences and beliefs Designed to complement the core textbook Learning to Teach Art and Design in the Secondary School which offers pragmatic approaches for trainee and newly qualified teachers this book suggests ways in which art and design teachers can engage reflexively with their continuing practice Experts in the field explore The histories of art and design education and their relationship to wider social and cultural developments Creativity as a foundation for learning Engaging with contemporary practice in partnership with external agencies The role of assessment in evaluating creative and collaborative practices Interdisciplinary approaches to art and design Developing dialogue as a means to address citizenship and global issues in art and design education Understanding Art Education will be of interest to all students and practising teachers particularly those studying at M Level as well as teacher educators and researchers who wish to reflect on their identity as an artist and teacher and the ways in which the subject can inform and contribute to education and society more widely

Learning to Teach Design and Technology in the Secondary School Gwyneth Owen-Jackson, 2013-01-11 Design and technology is a subject that interests and excites most young people It requires them to work both practically and theoretically to investigate and research design plan make and evaluate It encourages creativity decision making and problem solving as pupils get to grips with real needs and real products Design and technology covers work with electronics food materials such as wood metal plastics and textiles and requires the development of graphical skills practical skills and theoretical knowledge and understanding Learning to Teach Design and Technology in the Secondary School second edition aims to help student teachers develop their subject knowledge and professional knowledge and skills It looks at the theory underpinning important issues and links this to practice in the classroom Fully updated to take account of changes in the curriculum there are new chapters on teaching graphics 14 19 vocational qualifications and cross curricular links to literacy numeracy citizenship and sustainability There are also chapters on design and technology in the school curriculum developing areas of subject knowledge the importance of health and safety the use of ICT in the teaching of design and technology planning lessons managing the classroom assessment issues the integration of citizenship and sustainability into design and technology your own professional development Bringing together insights from current educational theory and the best contemporary classroom teaching and learning this book will prove an invaluable resource in enhancing the quality of initial school experience for the student teacher

Social and Critical Practice in Art Education Dennis Atkinson, Paul Dash, 2005 This book takes a new exciting and important approach to art It shows how children and older students can use art to explore personal social and cultural issues that touch their lives The book covers new ground responding as it does to the increasingly diverse nature of cities and to recent government initiatives worldwide to foster social inclusion and equality of opportunity and support active citizenship The contributors are art educators They write about their ways of engaging

with contemporary art practice in their particular fields so as to encourage young people to acquire critical understanding. They also challenge the pedagogies that perpetuate long established forms of art practice. Tim Rollins writes about his work with disaffected youths in the Bronx and John Johnston describes work in art to bring communities together in Northern Ireland. Other contributors include Toby Jackson head of interpretation at Tate Modern, Diedre Prinz curator of the Robben Island museum in South Africa, the 198 Gallery in south London and Viv Golding who works in museums and gallery education. Sinath Bannerjee explores socio cultural issues in comic novels in India and Sue Lok explores identities through art practices. Educators at each level also contribute to this groundbreaking book. Andy Gower describes his innovative art practice in a secondary school and children of Room 13 in a Scottish primary school report on their organization of their own focus for art. Lesley Burgess and Nick Addison give an account of their development of critical and social practices in art education at London's Institute of Education. The book is for all those working in art education in museums and galleries, schools and communities.

Contributor information

Tim Rollins work in New York with Kids of Survival KOS has achieved world wide acclaim. Beginning in the 1980s Rollins taught a highly disaffected group of teenagers in the Bronx and together they established an art workshop where members of the group produced challenging conceptual art work. Subsequently work was sold and is now held in major galleries around the world. Through their visual practices many members of the group overcame feelings of rejection and alienation and developed self assurance and confidence.

John Johnston works with the Protestant communities in Belfast and through the use of visual practices he has been working with young people in a variety of community sites to explore issues of identity. This is a difficult educational challenge given the history of Northern Ireland. Recently he has been invited to work in Lebanon at a human rights summer school. He has been working with young people there to explore themes of home and belonging through visual practices.

Room 13 consists of a highly creative group of children at Caol Primary School near Fort William in Scotland. The children are producing contemporary art which has received much interest and acclaim nationally and internationally. The children run Room 13 as an entirely self funding business independent from the school. Rob Fairley and Claire Gibb are the only adults involved; they offer advice but they are not the children's teachers. An elected committee of children makes all decisions about the work and the business.

Viv Golding is a lecturer in museum studies at Leicester University. She uses the concept of museum clearing to counter the discourses of lack, often a self fulfilling prophecy that frequently permeates much discussion of Black children and their under achievement in UK schools today. The practical value of her critique is illustrated through a fieldwork project involving imaginative art and literacy school and museum work in south London with early years children.

Deidre Prinz and her team work as education officers at Robben Island Museum in South Africa. They provide some background to the work of the museum and introduce readers briefly to the legacy of creative forms used in the maximum security prison between 1960s and 1991 and the role it played in creating a process of normalization under conditions that were repressive and alienating. A large part of the

audiences of Robben Island Museum are children and youth All of them have no memory or experience of the colonial period in RSA history and very few of them have a memory or experience of apartheid These are two defining periods in the lives of all South Africans with the scars benefits and joys of a new democracy To create a dynamic learning environment in which children and youth can engage with a legacy which is at once painful and liberatory requires a process of making memory speaking about the past doing the past and understanding the past Their engagement with this past in turn creates their own memories and leaves its mark on Robben Island which is a living museum The theme of memory making will be described through the production of a photographic collage which is part of the annual Spring School activities 198 Gallery The team at the 198 Gallery write about their work on the Urban Visions scheme which is an outreach programme that deals with disaffected youth in south London Lucy Davies the chief administrator and other gallery staff will write about how their program has impacted on the learning experience of children from this diverse urban environment Many are excluded from schools or have learning difficulties which schools find difficult to address The gallery in its work across a range of media but more especially electronic media has earned the respect of many in educational and fine art circles both in this country and in mainland Europe Sue Lok is an artist and lecturer at Middlesex University She has a particular interest in the experience of Chinese British artists and young people Her work will explore themes central to their experience alongside issues emanating from her own experience as an artist and researcher Lesley Burgess and Nick Addison are art educators at the Institute of Education in London They have a nation wide reputation for their seminal publication Learning to Teach Art and Design in the Secondary School They have carried out further research in the arena of teacher education for this book Andy Gower is head of art at a north London comprehensive school He and his team have devised a way of teaching which is unique but very successful within the state system Their issues based approach extends across the year groups and encourages responses which address issues of personal social cultural and political concern The idea is not to focus greatly on the development of traditional skills in making art but in fostering a creative thinking environment in which children respond imaginatively and personally to issues which impact on their lives Sarnath is a comic artist he addresses issues through the graphic medium of comic imagery His work explores relationships and issues of exclusion both physical and psychological The ways in which his pieces unfurl encourage different interpretations and readings of what is being said It is an extraordinarily intense and challenging comic style which demands constant revisiting and re-reading His chapter invites us to enter the world of a south Asian man whose thoughts drift in and out of different points of experience It takes us on a physical and psychological journey and deposits us in a space that begs more questions about identity and belonging Sarnath Banerjee has initiated a scheme in the south Asian community of Tower Hamlets in east London which will see Bengali women make comics about their lives and thoughts He is developing a similar scheme among a number of minority ethnic communities in the Brixton area of south London He is shortl

Arts, Sustainability and Education Ernst

Wagner,Charlotte Svendler Nielsen,Luís Veloso,Anniina Suominen,Nevelina Pachova,2021-09-21 This book explores the potential of arts and cultural education to contribute to on going efforts to promote Education for Sustainable Development ESD in line with UNESCO s conceptualizations of the field It builds on the experiences of arts educators working to build sustainable futures and portrays new and innovative approaches Chapters comprise case studies that combine arts culture sustainable thinking and practices They also include research from historical perspectives evaluations of public policy measures and offer theoretical approaches and methodologies The book unfolds the possible relationships between arts and cultural education and Education for Sustainable Development *Teaching Art and Design* 3-11 Sue Cox,Robert Watts,2016-08-25 Whether you are beginning a teacher education course or embarking on a career in teaching this introductory textbook provides comprehensive information on how to meet the standards for the effective teaching of art and design in foundation and primary settings The authors offer comprehensive guidance on everything from reflecting on your own subject knowledge as a teacher to organizing the classroom planning your lessons using a variety of art processes and using artists work in your teaching **Issues in Art and Design Teaching** Nicholas Addison,Lesley Burgess,2003 Arguing for a critical approach to art and design curriculum this volume draws together a range of ethical and pedagogical issues for trainee and newly qualified teachers of art and design in both primary and secondary schools *Approaches to Learning and Teaching Art & Design* Rachel Logan,2018-07-19 A subject specific guide for teachers to supplement professional development and provide resources for lesson planning Approaches to learning and teaching Art Design is the perfect companion for teachers who want to understand key teaching techniques and use them to create effective and engaging lessons Considering the local and global contexts when planning and teaching a syllabus the title presents ideas for art and design with practical examples that help put teaching theory into practice Teachers can download online tools for lesson planning from our website This book is ideal support for those new to teaching or wanting to refresh their ideas and for those studying professional development qualifications or PGCEs Art and Design for Secondary School Children with SEN Maureen Glynn,2017-12-06 Art and Design for Secondary Students with SEN is a valuable compilation of practical ideas visual aids and lesson plans designed to engage students in developing their creative art skills Made up of twelve lessons that each examine a particular theme the book spans a wide variety of topics and different media in art progressing from basic drawing and painting techniques in pencil pastel watercolour and acrylic and moving onto higher level creative design techniques of painting on glass and silk FEATURES INCLUDE Step by step tried and tested lesson plans devised by an experienced and qualified art teacher Helpful learning outcomes timings materials and recommended resources for each lesson Useful tips and visual teaching aids for introducing new techniques Full colour illustrations throughout including examples of students art work All illustrations available to download as e resources With links to the National Art Curriculum and other secondary curriculum subjects this resource offers innovative and creative ideas for delivering engaging art

lessons This book will be ideal reading for both specialist and non specialist teachers of art and design at secondary level who work with small groups as well as teaching assistants art and occupational therapists youth workers and PGCE students of secondary art and design *Bibliographic Guide to Education* ,2001 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library **Resources in Education** ,2000 Inspiring Learning in Galleries Barbara Taylor,2006 Enquire research has found that through working with contemporary art and artists children and young people gain important skills related to art that also impact on their broader education and personal development This publication summarises research into the learning benefits to children and young people of engaging with galleries contemporary art and artists carried out by galleries in partnership with universities since 2004 and is a valuable resource to inform practice and for advocacy **The British National Bibliography** Arthur James Wells,2006 *Cross-Curricular Teaching and Learning in the Secondary School... The Arts* Jonathan Savage,Martin Fautley,2010 *e-Learning, e-Education, and Online Training* Shuai Liu,Guanglu Sun,Weina Fu,2020-12-12 This 2 volume set constitutes the proceedings of the 6th International Conference on e Learning e Education and Online Training eLEOT 2020 held in Changsha China in June 2020 The conference was held virtually due to the COVID 19 pandemic The 68 full papers presented were carefully reviewed and selected from 141 submissions They focus on most recent and innovative trends and new technologies in for educational modernization such as artificial intelligence and big data The theme of eLEOT 2020 was Education with New Generation Information Technology

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Learning To Teach Art And Design In The Secondary School Introduction

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