

Kerry  
Freedman



# TEACHING VISUAL CULTURE

Curriculum,  
Aesthetics,  
and the  
Social Life  
of Art



SECOND  
EDITION

# Teaching Visual Culture

**Paul Duncum**



## **Teaching Visual Culture:**

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visual culture and identities and the visual culture of politics      Teaching Visual Culture Kerry Freedman,2025-03-28 This is an updated edition of the first book to focus on teaching visual culture The author provides the theoretical and practical basis for developing a curriculum that lays the groundwork for art education at all levels K 12 and higher education and across school subjects Drawing on material social cognitive aesthetic and curricular theories Freedman offers a framework for teaching the visual arts from a cultural standpoint Chapters discuss visual culture in a democracy aesthetics in curriculum philosophical and historical considerations recent changes in the field of art history connections between art student development and cognition art inside and outside of school the role of fine arts in curriculum visual technologies television as the national curriculum student artistic production and assessment and much more New content includes applications of new materialism ways to document and assess tacit knowledge in students and uses of AI image generation Book Features Fourteen full color images new to the second edition Both documents and challenges past and current practices of art education for teacher educators K 12 teachers undergraduate and graduate students school administrators and community educators Provides a foundation for art education with ways to update curriculum an exploration of why newer technologies are making visual literacy essential for all learners and new ideas about the impact of aesthetics on learning Covers contemporary issues essential to addressing the increased impact of visual culture across school subjects including new brain research visual culture and the environment the relationship between the diversity of visual culture and identities and the visual culture of politics      **Teaching Visual Culture in the Twenty-first Century Art Classroom** Yujie Julia Li,National Art Education Association,2007      **Engaging Visual Culture** Karen T. Keifer-Boyd,Jane Maitland-Gholson,2007 How to help students negotiate visual culture s potent and multilayered meanings Engaging Visual Culture is a guidebook for teachers to help students make sense of the pervasive flow of visual information shaping their worldview and way of being The authors offer practical strategies to help students learn to think critically about visual culture its meanings and its impact on their lives Each of the nine chapters focuses on three key concepts Expose Explode and Empower By exposing students to the presence and power of visual culture and exploding the passive acceptance of the visual messages all around us students are empowered to participate actively in constructing their own meanings      **Curriculum, Culture, and Art Education** Kerry Freedman,Fernando Hernández-Hernández,2024-09-01 Through international case studies this book explores the causes and effects of historical and contemporary cultural changes in art education A general broadening of content and methods a renewed emphasis on student interests and diverse critical perspectives can currently be seen internationally in art curricula This book explores ways that visual culture in education is helping to move art curricula off their historical foundations and open the field to new ways of teaching learning and prefiguring worlds It highlights critical histories and contemporary stories showing how cultural milieu influences and is influenced by the various practices that make up the professional field inside and outside of institutional borders This book shows students how contemporary art

educators are responding revising and re creating the field *Handbook of Research and Policy in Art Education* Elliot W. Eisner, Michael D. Day, 2004-04-12 The Handbook of Research and Policy in Art Education marks a milestone in the field of art education Sponsored by the National Art Education Association and assembled by an internationally known group of art educators this 36 chapter handbook provides an overview of the remarkable progress that has characterized this field in recent decades Organized into six sections it profiles and integrates the following elements of this rapidly emerging field history policy learning curriculum and instruction assessment and competing perspectives Because the scholarly foundations of art education are relatively new and loosely coupled this handbook provides researchers students and policymakers both inside and outside the field an invaluable snapshot of its current boundaries and rapidly growing content In a nutshell it provides much needed definition and intellectual respectability to a field that as recently as 1960 was more firmly rooted in the world of arts and crafts than in scholarly research

**Styletribes** Thomas Edward Sheaffer, 2009 **Aesthetic Theory Across the Disciplines** Max Rynänen, Zoltán Somhegyi, 2023-11-13 What is aesthetics How is it related to other disciplines The chapters of this book examine the history theoretical conditions and connection points between aesthetics and other disciplines At the same time the authors are also interested in practical clashes of methodology and agenda especially when it is not merely about the securing of the position of one or the other discipline but is used in a dialogical manner as the form of understanding better the nature of both as well as the benefits of their collaboration The authors work on the border of aesthetics and at least one other academic field Through their regular scholarly activities the contributors constantly benefit from cross and interdisciplinary practice and this makes them ideal interpreters of these methodological questions Contributors include Mami Aota Karl Axelsson Paul Duncum Lisa Giombini Oiva Kuisma Jacob Lund Tyrus Miller Max Rynänen Mateusz Salwa Zoltán Somhegyi Wendy Steiner and Joseph Tanke

Teaching Art to Inner City Students: Visual Culture and the Traditional Art Connection Ramon M. Tejada, 2009 **A Broad and Balanced Curriculum in Primary Schools** Susan Ogier, 2019-06-29 As pressures of standardised testing and the focus on English and maths impact on teaching time how can teachers ensure that the curriculum truly is broad and balanced How do we ensure that we are educating the whole child This book provides both an exploration of the current challenges in the curriculum as well as practical guidance on how to tackle them This book is needed to contextualise the current situation and to inform and inspire today's teachers to teach across the curriculum

**Picture Pedagogy** Paul Duncum, 2020-05-14 Contemporary societies are saturated with pictures They are globally a part of everyday life and they are seductive offering values and beliefs in such highly pleasurable forms that it is often difficult to resist their power to persuade Yet interpreting pictures is largely neglected in schools Picture Pedagogy addresses this head on showing that pictures can be used as a powerful form of classroom pedagogy Duncum explores key concepts and curriculum examples to empower you to support students to develop a critical consciousness about pictures whether teaching art media language or social studies Drawing on the interpretive concepts of representation

rhetoric ideology aesthetic pleasure intertextuality and the gaze Duncum shows how you can develop your students skills so that their power as viewers can match the power of pictures to seduce Examples from the history of fine art and contemporary popular mass media including Big Data and fake news are drawn together and shown to be appealing to the same aesthetic pleasures Often these pleasures are benign but also problematic helping to promote morally questionable ideas about a range of topics including gender race and sexual orientation and this is explored fully **Studies in Art Education**, 2004 Interdisciplinary Approaches to Teaching Art in High School Pamela G. Taylor, 2006 The authors present works of art artmaking skills and ways of knowing as catalysts for learning across the traditional disciplinary boundaries in high school Both timely and enduring this is the book that will inspire and support the work of veteran new and pre service high school art teachers The book includes issues theories and practices related to high school curriculum advocacy classroom management assessment cultural understanding idea based instructional strategies team teaching technology visual culture and student initiated learning The authors draw upon their own experiences and those of other high school art teachers to create a motivating and provocative text that challenges readers to critically and continually reflect collaborate read and research their own interdisciplinary thinking teaching and learning processes Publisher **From Drawing to Visual Culture** Harold Pearce, 2009-07-15 From Drawing to Visual Culture takes a sweeping view of the role of visual art in Canadian education from its roots as industrial drawing in the early nineteenth century to its important but often ambiguous position in contemporary schools Art education and cultural history scholars consider practices in public schools post secondary schools and non school settings The essays many illustrated range from focused surveys of particular eras or regions to theoretically based analyses of movements or trends to case studies that examine art education theory and practice in specific times and places Contributors show that the nature and character of art education in Canada reflects the influence of ideas and practices in art and education and their interaction with various aspects of culture language religion government and geography Contributors include F Graeme Chalmers British Columbia Roger Clark Western Ontario Robert Dalton Victoria Suzanne Lemerise Quebec Montreal E Lisa Panayotidis Calgary Leah Sherman Concordia J Craig Stirling independent scholar and researcher Montreal Wendy Stephenson PhD candidate British Columbia William Zuk Manitoba Inter/actions/inter/sections Robert W. Sweeny, 2010 **Viewfinding** Cathy Jean Mullen, Janice Rahn, 2010 This is a collection of essays on the arts new media popular culture and technologies as they influence practices of curriculum development and teaching The authors artists educators scholars and researchers with both scholarly and practical expertise share their teaching practices and curriculum knowledge and reflect upon challenging issues in contemporary art popular culture new media and technology Each chapter proposes pedagogical structures and curriculum resources that can be adapted to diverse school contexts and technical resources The perspectives gathered in this book reflect ideas drawn from several disciplines including contemporary art histories of the arts culture and technology cultural studies and media studies

as well as various approaches to the study of technologies authors also incorporate a range of educational theories and instructional practices mainly from the visual and performing arts At times explicit and at others implicit these wide ranging conceptual influences inform the varied curriculum and teaching practices described here Together these essays and their companion DVD which illustrates many of these diverse perspectives provide a comprehensive and thoughtful look at arts based approaches to new media

*Abstracts* College Art Association of America. Conference,2004     **Visual Arts Research** ,2007     **A Visual Culture Approach for Teaching Meaningful Content Through Art** Tzu-Hui Chan,2005

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