

# The Art Of Classroom Inquiry

The Art Of Classroom Inquiry Unlocking the Power of Classroom Inquiry A Content Creators Perspective Hey educators Ever feel like your classroom is a bit static Like the students are just absorbing information not actively engaging with it Fear not Today were diving deep into the art of classroom inquiry a dynamic approach that transforms passive learners into active thinkers This isnt just about asking questions its about cultivating a culture of curiosity investigation and critical thinking The Pillars of InquiryBased Learning Inquirybased learning IBL isnt a onesizefitsall approach Its a philosophy a set of principles and a dynamic process Its core pillars revolve around studentgenerated questions exploration collaboration and the development of evidencebased arguments This active learning process moves beyond simple recall and encourages students to develop their own understanding Formulating Powerful Questions The key to effective inquiry is asking the right questions These arent simple recall questions eg What is the capital of France Instead were aiming for questions that spark curiosity encourage investigation and lead to deeper understanding eg How does the French Revolution impact global politics today Heres a table showcasing different question types and their potential impact Question Type Example Impact Recall What is the function of the mitochondria Limited cognitive engagement Application How can the principles of osmosis be applied to plant growth Deeper understanding through application Analysis How does the authors use of imagery in this poem affect the readers perception Critical analysis skills Synthesis Design a solution to reduce water pollution in your local community Creative problemsolving skills Evaluation What are the strengths and weaknesses of different leadership styles Developing evaluative judgment 2 The Role of Collaboration Learning isnt a solitary endeavor Group work peer discussions and collaborative projects play a crucial role in inquirybased learning Students learn from each other develop communication skills and learn to respect diverse viewpoints Case Study The Mystery of the Missing Monarchs Imagine a 4thgrade class studying ecosystems Instead of a traditional lecture the teacher poses the question Why are the monarch butterfly populations declining The students working in small groups research the issue analyze data debate solutions and present their findings This approach fosters collaboration critical thinking and a deeper

understanding of the topic RealWorld Applications and Benefits Implementing inquirybased learning can seem daunting but the benefits are significant Increased Student Engagement Students are actively involved in their learning process leading to higher levels of interest and enthusiasm Improved Critical Thinking Skills Students learn to question assumptions analyze information and form reasoned arguments Enhanced ProblemSolving Abilities Inquiry encourages students to identify problems brainstorm solutions and evaluate different approaches Development of Communication Skills Students communicate their ideas effectively through presentations discussions and written reports Fostering Curiosity and a Love of Learning A culture of inquiry transforms the classroom into a place where students actively seek knowledge and understanding Creating a Supportive Learning Environment Crucially fostering an environment that allows for genuine inquiry and mistakes is essential Learning often involves exploration failure and revision Embracing these aspects is vital for student growth Leveraging Technology in Inquiry Technology can be a powerful tool for inquiry Interactive simulations online research databases and collaborative platforms can expand learning opportunities Practical Tips for Implementation Start small focus on the core questions involve students in the design of their projects and 3 provide clear parameters for exploration Closing Thoughts The art of classroom inquiry is about fostering a culture of questioning investigation and discovery By empowering students to ask questions explore answers and collaborate with others educators can transform their classrooms into dynamic learning environments where genuine understanding thrives Expert FAQs 1 How do I choose appropriate inquiry questions for my subject matter Consider questions that encourage deeper analysis and synthesis not just recall 2 How can I manage diverse learning styles and abilities within an inquirybased classroom Design differentiated tasks and provide multiple pathways for students to demonstrate their understanding 3 What role do formative assessments play in an inquirybased learning environment Formative assessments should focus on progress and identify areas for further development 4 How do I ensure equitable participation in group work Establish clear roles and responsibilities within groups and provide opportunities for peer feedback 5 How can I create a safe learning environment that encourages risktaking and asking questions Emphasize the importance of respectful dialogue active listening and acknowledging mistakes as learning opportunities By embracing the art of classroom inquiry educators can unlock the full potential of their students and cultivate a passion for lifelong learning Its a journey not a destination and we encourage you to explore and adapt these principles to suit your unique classroom context Unleashing the Power of Inquiry in the Classroom A Practical Guide Problem Traditional teaching methods often stifle student curiosity and critical thinking

Students passively absorb information lacking the opportunity to explore question and develop deeper understanding. This results in disengaged learners weak problemsolving skills and a diminished capacity for innovation. The modern classroom demands a shift from rote learning to a culture of active inquiry. Solution: The Art of Classroom Inquiry 4. The art of classroom inquiry is a pedagogical approach that fosters a dynamic learning environment where students are active participants in the learning process. It emphasizes questioning, exploration, and the development of critical thinking skills. This is not just about asking questions; it's about creating a learning ecosystem where questioning, investigation, and reflection are valued and nurtured. By transforming the classroom into a space for inquiry, educators can unlock students' intellectual potential and equip them to navigate the complexities of the 21st century. Key Elements of Classroom Inquiry:

- Creating a Culture of Questioning:** Cultivate an environment where asking questions is not just tolerated but celebrated. Teachers can model this by asking thoughtprovoking questions themselves and encouraging students to do the same.
- Source Making Thinking Visible:** by Ron Ritchhart. This involves creating a safe space for students to voice their doubts and uncertainties, fostering a sense of intellectual safety and risktaking.
- Guiding Inquiry through Effective Questioning Techniques:** Moving beyond simple recall questions, teachers should use higherorder questioning techniques such as Why, How, and What if.
- Source Blooms Taxonomy:** Openended questions such as What are the different perspectives on this issue stimulate deeper thinking and encourage a nuanced understanding of complex topics.
- Structured Inquiry Processes:** Implementing structured inquiry processes eg the 5E model (Engage, Explore, Explain, Elaborate, Evaluate) allows students to systematically investigate a topic. These processes provide a framework for students to approach problems methodically and draw evidencebased conclusions.
- Providing Authentic Learning Experiences:** Connecting learning to realworld problems and contexts makes inquiry more meaningful. Authentic projects that require students to grapple with realworld issues, design solutions, and present their findings, foster deeper understanding and practical application of knowledge.
- Source ProjectBased Learning frameworks:** Facilitating Collaboration and Communication. Collaborative inquiry encourages students to learn from each other. Students can work together to explore questions, share ideas, challenge assumptions, and develop their communication skills. This fosters social learning and promotes a sense of shared responsibility for learning.
- Assessing for Understanding:** Moving beyond traditional assessments, assess student understanding through projects, presentations, portfolios, and reflective journals. Use 5 formative assessments to gauge student progress throughout the inquiry process and provide targeted feedback.

**Expert Opinions on the Importance of Inquiry:** Dr Maria Montessori, a

pioneer in early childhood education emphasized the importance of allowing children to explore their environment and discover knowledge through firsthand experiences. This aligns perfectly with the principles of inquiry-based learning. Modern educational researchers highlight the significant impact of inquiry-based learning on critical thinking, problem-solving, and creativity. Source various educational psychology journals. Practical Steps for Implementing Inquiry:

- 1 Identify a compelling question. Begin with a question that sparks curiosity and encourages exploration.
- 2 Design a learning pathway. Develop a structured process for investigating the question, including research, experimentation, and analysis.
- 3 Establish a supportive learning environment. Ensure students feel comfortable asking questions and expressing their ideas.
- 4 Implement collaborative activities. Encourage students to work together to explore different perspectives.
- 5 Provide feedback and reflection. Regular feedback and opportunities for self-reflection help students refine their understanding.

Conclusion: Transforming the classroom into an inquiry-driven space empowers students to become active learners, critical thinkers, and innovative problem-solvers. By implementing the principles of classroom inquiry, educators can foster a love of learning that lasts a lifetime, preparing students to thrive in an ever-evolving world.

FAQs:

- 1 How do I integrate inquiry into my existing curriculum? Start small, select a topic that resonates with your students, and implement one or two inquiry-based activities per unit.
- 2 What resources are available to support inquiry-based learning? Numerous websites, books, and online communities offer resources and support for educators seeking to implement inquiry-based learning.
- 3 How can I assess student learning in an inquiry-based environment? Utilize a variety of assessment strategies, including projects, presentations, portfolios, and reflective journals, to evaluate student understanding.
- 4 What are the challenges in implementing inquiry-based learning? Time constraints, resource limitations, and a lack of teacher training can present challenges. Overcoming these involves creative solutions and collaboration.
- 5 How can I create a culture of questioning within my classroom? Foster a safe learning environment where students feel comfortable asking questions and expressing their ideas. Encourage risk-taking and celebrate curiosity.

By embracing the art of classroom inquiry, educators can unlock the intellectual potential of their students, transforming the learning experience from passive absorption to active engagement and lifelong curiosity.

[The Arts Go to School](#)  
[The Learner-Directed Classroom](#)  
[Art Rooms as Centers for Design Education](#)  
[Art-Centered Learning Across the Curriculum](#)  
[The Art of Teaching Art: A Guide for Teaching and Learning the Foundations of Drawing-Based Art](#)  
[Engaging Learners Through Artmaking](#)  
[The Classroom Teacher as Art Coach](#)  
[Young at Art](#)  
[Responsive Classroom for Music, Art, PE, and Other Special Areas](#)  
[Art Teaching](#)  
[Democratic Habits in the Art Classroom](#)

ClassroomRevolutionizing Arts Education in K-12 Classrooms through Technological IntegrationArtist-Teacher Practice and the Expectation of an Aesthetic LifeTeaching to Support Children's Artistic IndependenceArt for AllHands-On Art Activities for the Elementary ClassroomArt StartsThe Art of Teaching ChildrenReimagining the Art ClassroomThe Art Teacher's Guide to Exploring Art and Design in the Community David Booth Diane B. Jaquith George Szekely Julia Marshall Deborah A. Rockman Katherine M. Douglas Eloiese Krabbenhoft Christine Hatton Responsive Classroom George Szekely Elizabeth Sutton Lemon, Narelle CAROL. WILD GEORGE. SZEKELY Liz Byron Loya Jude Cataldo Penny Kite Markowitz Phillip Done Clark Goldsberry Ilona Szekely

The Arts Go to School The Learner-Directed Classroom Art Rooms as Centers for Design Education Art-Centered Learning Across the Curriculum The Art of Teaching Art:A Guide for Teaching and Learning the Foundations of Drawing-Based Art Engaging Learners Through Artmaking The Classroom Teacher as Art Coach Young at Art Responsive Classroom for Music, Art, PE, and Other Special Areas Art Teaching Democratic Habits in the Art Classroom Revolutionizing Arts Education in K-12 Classrooms through Technological Integration Artist-Teacher Practice and the Expectation of an Aesthetic Life Teaching to Support Children's Artistic Independence Art for All Hands-On Art Activities for the Elementary Classroom Art Starts The Art of Teaching Children Reimagining the Art Classroom The Art Teacher's Guide to Exploring Art and Design in the Community *David Booth Diane B. Jaquith George Szekely Julia Marshall Deborah A. Rockman Katherine M. Douglas Eloiese Krabbenhoft Christine Hatton Responsive Classroom George Szekely Elizabeth Sutton Lemon, Narelle CAROL. WILD GEORGE. SZEKELY Liz Byron Loya Jude Cataldo Penny Kite Markowitz Phillip Done Clark Goldsberry Ilona Szekely*

discover the power the arts bring to every aspect of learning incorporating the arts in your classroom opens up new possibilities expands the mind creates a thirst for knowledge and helps students become more open to the world around them offering another way of thinking about being in and constructing our world too often classroom teachers face the challenge of teaching the arts without the background or support they need the arts go to school explores every aspect of implementing and integrating the arts into both the curriculum and everyday life it contains a wealth of classroom activities that help kids give form to their thoughts and feelings this easy to use resource features chapters on each of the major art forms and shows teachers how to help students meet related curriculum outcomes music from composing songs and the elements of music to novel approaches to singing songs visual arts from exploring pattern shape color and texture to special events that feature mobiles collages and paper structures drama from

playing moving and imagining to communicating improvising and performing dance from physical ways of conceptualizing to dance as a problem solving exercise media from being intelligent media users and using interactive media to taking a media field trip the arts go to school offers a glimpse into dozens of exemplary classrooms where you can see hear and feel the arts bring learning to life checklists throughout the book provide handy reminders to key outcomes and guide teachers in thoughtful encouragement and assessment

educators at all levels want their students to develop habits of self directed learning and critical problem solving skills that encourage ownership and growth in the learner directed classroom practicing art educators prek 16 offer both a comprehensive framework for understanding student directed learning and concrete pedagogical strategies to implement student direct learning activities in school in addition research based assessment strategies provide educators with evidence of student mastery and achievement teachers who structure self directed learning activities can facilitate effective differentiation as students engage in the curriculum at their level this book provides evidence based practical examples of how to transform the classroom into a creative and highly focused learning environment book features guidance for implementing a learner directed program including advocacy management differentiated instruction and resources attention to the needs of specific groups of students including preadolescents gifted and talented learners boys and those with learning differences insights into reflective practice and strategies for assessment of learning contributors catherine adelman marvin bartel katherine douglas ellyn gaspardi clyde gaw lois hetland pauline joseph tannis longmore linda papanicolaou cameron sesto george szekely ilona szekely dale zalmstra in the present standards based learning environment this book is a welcome addition because it presents an alternative pedagogy that puts learners needs and interests at the core experienced and novice art teachers at all levels who read this book will be motivated to teach in open ended environments where their choices can make a difference in their students lives enid zimmerman professor emerita of art education and high ability programs indiana university from the comfortable couch of the foreword to the exhortative poem at the book s conclusion the reader journeys through remarkable classrooms with insightful educators practical and inspirational the educational principles and points so deftly illustrated herein apply across the disciplines and age spans an important read for all teachers a timeless and necessary pedagogy for all classrooms jacqueline grennon brooks professor school of education hofstra university it is easy to proclaim creativity important and criticize current practices and then offer no actual solutions this volume is filled with practical tips and hands on advice aimed at improving self directed student learning any classroom teacher

interested in helping students learn discover and create will want to read and reread this book. James C Kaufman professor of psychology California State University San Bernardino and editor International Journal of Creativity and Problem Solving here at last is a meaningful practical and hands on textbook giving guidance to the classroom teacher about beginning or enriching a choice based program for students rather than the traditional regimented art curricula meant to please adults I highly recommend this book to all who are involved in pedagogy including parents. Jaune Quick to See Smith artist Diane B Jaquith is a K-5 art teacher in Newton MA and a co-founder of Teaching for Artistic Behavior Inc a choice based art education advocacy organization. She is the co-author of *Engaging Learners Through Artmaking* choice based art education in the classroom. Nan E Hathaway is a middle school art teacher in Duxbury Vermont she is a gifted education specialist and is on the board of directors for Teaching for Artistic Behavior Inc.

Merging the teaching of art innovation through design with traditional art media taught in K-12 art programs this book introduces art theories and histories in design offers classroom tested pedagogical approaches that emphasize innovation and includes a wealth of graphics and stories about bringing in curiosity play and creativity into the classroom interspersed with engaging personal narratives and anecdotes. George Szekely paints a picture of transformed art classrooms and shows how art teachers can effectively foster student risk taking and learning with new teaching pedagogies and methodologies by breaking down how teacher encouragement and stimulating classroom environments can empower students and motivate them to challenge themselves. Szekely demonstrates how art rooms become sites where children act as critical makers and builders and are positioned to make major social contributions to the school and beyond.

This handbook provides teachers with a framework for implementing inquiry based substantive art integration across the curriculum along with the background knowledge and models needed to do this drawing on ideas from Harvard Project Zero the authors make a clear and compelling argument for how contemporary art supports student learning. The text features subject specific chapters co-written by teaching scholars from that discipline each chapter includes examples of contemporary art with explanations of how these works explore the fundamental concepts of the academic discipline. The book concludes with a chapter on an integrated inquiry based curriculum inspired by contemporary art including guidelines for developing art projects teachers can adapt to their students interests and needs. This resource is appropriate for art teachers as well as subject area teachers who are not familiar with using

contemporary art in the classroom i am so excited about this book the visuals alone are enough to clue teachers in on ways that contemporary art can blow their curriculums open to become engaging relevant vehicles for their students to ride across the 21st century from the first scan readers cannot help but see the power of contemporary art in transforming classrooms and learning from the foreword by lois hetland professor and chair of art education at massachusetts college of art and design and co author of studio thinking 2 art centered learning across the curriculum well surpasses its goal to demystify contemporary art for k 12 teachers in this important text the authors present a direct challenge to educators and public education reformers of all stripes to embrace the arts and design practices across disciplines as a potent means for building beautiful minds not merely as a tool for beautifying dingy school corridors this new book serves as a primer for fashioning the kinds of integrated curriculum frameworks required for success in today s global knowledge economy james haywood rolling jr chair of art education and a dual professor in art education and teaching and leadership syracuse university

often the finest artists do not make the best teachers many frustrated college students of art know this all too well as they suffer through unstructured classes with inexperienced teachers or graduate student instructors in these situations it is easy to blame the teachers but the problem is largely institutional most students graduating with mfas from art schools receive little if any instruction in teaching art if you find yourself in this predicament as teacher or student this book is for you the first book to provide a comprehensive guide for teaching college level art the art of teaching art is the culmination of respected artist and instructor deborah rockman s two decades of teaching experience believing that drawing is the backbone of all of the visual arts she begins with a complete explanation of drawing concepts that apply to any subject matter e g composition sighting processes scaling techniques and methods for linear and tonal development she then illustrates these concepts with step by step methods that easily translate to classroom exercises next she applies the drawing principles to every artist s most important and challenging subject the human figure after an extended section on understanding and teaching perspective that explores illusionistic form and space the focus of the book shifts to the studio classroom itself and the essential elements that go into making an effective learning environment and curriculum from preparing materials lists and syllabi to setting up still lifes handling difficult classroom situations critiquing and grading student artworks and shooting slides of student artworks she leaves no stone unturned the art of teaching art is the guide every new or experienced teacher of college level art must have its helpful suggestions and numerous examples of student artwork

from rockman s classes will impart confidence to the inexperienced and fresh inspiration to the veteran instructors

the authors who introduced the concepts of teaching for artistic behavior tab and choice based art education have completely revised and updated their original groundbreaking bestseller that was designed to facilitate independent learning and support student choices in subject matter and media more than ever before teachers are held accountable for student growth and this new edition offers updated recommendations for assessments at multiple levels the latest strategies and structures for effective instruction and new resources and helpful tips that provide multiple perspectives and entry points for readers the second edition of engaging learners through artmaking will support those who are new to choice based authentic art education as well as experienced teachers looking to go deeper with this curriculum this dynamic user friendly resource includes sample lesson plans and demonstrations assessment criteria curricular mapping room planning photos of classroom set ups media exploration and many other concrete and open ended strategies for implementing tab in kindergarten grade 8 book features introduces artistic behaviors that sustain engagement such as problem finding innovation play representation collaboration and more provides instructional modes for differentiation including whole group small group individual and peer coaching offers management strategies for choice based learning environments structuring time design of studio centers and exhibition illustrates shifts in control from teacher directed to learner directed examining the concept of quality in children s artwork highlights artist statements by children identifying personal relevancy discovery learning and reflection

there is a difference between providing students with an art experience and teaching art classroom teachers as well as art specialists will appreciate information on art basics classroom management criteria and rubric for evaluating art work and a strategy for learning to draw [click here](#) to preview the first 25 pages in acrobat pdf format

young at art is a practical guide to playbuilding for teachers working with students at an upper primary and secondary level focusing on an area often neglected in traditional drama text books the book covers the process of devising drama and the teacher s role in facilitating students to collectively become playwrights actors designers directors and critics of their ensemble work an essential guide for all drama teachers young at art covers practical teaching issues and strategies for working with groups of students to help them perform their playbuilt stories to an audience as well

as techniques for student assessment and evaluation providing a wealth of exemplary starting points and approaches the book offers detailed guidance on working with students to help facilitate the collaborative creative and reflective processes offering practical ideas and structures which can be easily implemented in the classroom

responsive classroom practices have helped thousands of special area teachers for more than 30 years here you ll find practical suggestions charts planners and examples from experienced special area teachers who use responsive classroom practices every day you ll learn how to open and close each period in calm orderly waysset students up for success by modeling and practicing skills and routinesuse positive teacher languageengage students more deeplyrefocus and recharge students with quick fun movement breaksrespond to misbehavior to get students back to learning

art teaching speaks to a new generation of art teachers in a changing society and fresh art world comprehensive and up to date it presents fundamental theories principles creative approaches and resources for art teaching in elementary through middle school key sections focus on how children make art why they make art the unique qualities of children s art and how artistic development can be encouraged in school and at home important aspects of curriculum development integration evaluation art room management and professional development are covered a wide range of art media with sample art activities is included taking the reader to the heart of the classroom this practical guide describes the realities challenges and joys of teaching art discusses the art room as a zone for creativity and illustrates how to navigate in a school setting in order to create rich art experiences for students many textbooks provide information this book also provides inspiration future and practicing teachers are challenged to think about every aspect of art teaching and to begin formulating independent views and opinions

this volume explores the ways in which practicing k 12 art educators can engage with students to develop democratic habits the contributors present case studies based on action research conducted in their own classrooms as part of their master s in arts education the text is divided into three sections that correspond to habits the author teachers cultivated in their classroom choice voice and caring for community each author presents real world examples for development of not only art skills but also ways of being and interacting that allow humans to contribute meaningfully to the world readers will hear from art educators who strive to teach their students ownership and empowerment

through problem solving independence and responsibility this timely book shows how art education is a bastion of freedom in public education where students and teachers can think and act collaboratively and critically book features offers examples of transformative teaching that give students voice choice and opportunities to care for community provides theory as well as replicable models teachers can use addresses the difficulty of balancing student and teacher needs within the politically embattled field of education shares the voices of art educators in midwest classrooms ranging from elementary to high school rural to urban communities contributors elizabeth bloomberg jeffery rufus byrd ashley cardamone kathryn christensen michelle cox jodi fenton samantha goss maddison maddock wendy miller sandra nyberg lauren roush elizabeth sutton and heather walker

educational technologies are becoming more commonplace across the k 12 curriculum in particular the use of innovative digital technology is expanding the potential of arts education presenting new opportunities and challenges to both curricular design and pedagogical practice revolutionizing arts education in k 12 classrooms through technological integration brings together a variety of perspectives research and case studies that emphasize a pedagogical awareness of diverse learning styles while highlighting issues of ethics and equality across the educational landscape this timely publication is aimed at k 12 arts educators leading classrooms focusing on dance drama media music and the visual arts as well as pre service teachers museum and gallery educators policymakers and designers of academic curricula

this book explores why and how the personal creative practice of arts teachers in school matters it responds to ethnographic research that considers specific works of art created by teachers within the context of their classrooms through a classroom based ethnographic investigation the book proposes that the potential impact of artist teacher practice in the classroom can only be understood in relation to the flows of power and policy that concurrently shape the classroom it shows how artist teacher practice functions as a creative practice of freedom tending to the present and future aesthetic life of the classroom countering the effects of neoliberal schooling and austerity politics the book and questions what the artist teacher can produce within that context through the unique focus on artist teacher practice the book explores the changing nature of the classroom and the social and political dimensions of the school it will be key reading for researchers and postgraduate students of arts education critical pedagogy teacher identity and aesthetics it will also be of interest to art and design educators

this engagingly written research and practice based book defines how art teachers can build on students creative initiatives without depending on adult imposed lesson plans and school requirements in doing so art educator and author george szekely explores the role of the arts in developing children s creativity and sense of purpose and reminds readers that students in the art classroom are unique artists designers and innovators against the backdrop of a school culture that over emphasizes compliance and standardization szekely recognizes the importance of the role of the art teacher in supporting the artistic independence and creative flare that occurs naturally in students of all ages in the classroom providing real life examples of classrooms and schools that work towards championing child artists this text arms teachers with the skills necessary to listen to their students and support them in presenting their ideas in class ultimately szekely challenges readers to focus the practice of art teaching on the student s creative process rather than the teacher s presentation of art written for pre service and in service art educators teacher educators and researchers teaching to support children s creativity and artistic independence demonstrates that an openness to youthful and inquisitive visual expression inspires a more rewarding learning experience for both teacher and child artists that can support a life long love of art

liz byron demonstrates how to integrate the inclusive principles of universal design for learning udl into the visual arts to set meaningful goals measure progress customize instruction and engage all learners across grades

whether you have the luxury of teaching in your own art room or must carry your materials from classroom to classroom hands on art activities for the elementary classroom is the resource for you it offers a great collection of 80 fun and simple projects which teach basic art concepts and don t need a lot of special materials that are appropriate for any elementary school art class the book is divided into four major sections fall winter spring summer and design activities and includes a year s supply of seasonal projects holiday activities and activities that teach specific art techniques all the projects contain a designation for the appropriate grade level directions for both teachers and students a detailed description and illustration of the activity a list of the materials required an explanation of how to prepare to teach the activity and information about how the project connects to other disciplines

a resource book of activities for the art classroom

an essential guide for teachers and parents that is destined to become a classic the art of teaching children is one of those rare and masterful books that not only defines a craft but offers a magical reading experience after more than thirty years in the classroom award winning teacher phillip done decided that it was time to retire but a teacher's job is never truly finished and he set out to write the greatest lesson of his career a book for educators and parents that would pass along everything he learned about working with kids from the first day of school jitters to the last day s tears done writes about the teacher's craft classrooms and curriculums the challenges of the profession and the reason all teachers do it the children drawing upon decades of experience done shares time tested tips and sage advice real learning is messy not linear greeting kids in the morning as they enter the classroom is an important part of the school day if a student is having trouble look at what you can do differently before pointing the finger at the child ask yourself would i want to be a student in my class when children watch you they are learning how to be people and one of the most important things we can do for our students is to model the kind of people we would like them to be done tackles topics you won't find in any other teaching book including back to school night nerves teacher pride the sunday blues pinterest envy teacher guilt and the things they never warn you about in teacher school but should like how to survive recess duty field trips and lunch supervision done also addresses some of the most important issues schools face today bullying excessive screen time the system's obsession with testing teacher burnout and the ever increasing demands of meeting the diverse learning needs of students but the art of teaching children is more than a guide to educating today's young learners these pages are alive with inspiration humor and tales of humanity done welcomes us like visitors at open house night to the world of elementary school where we witness lessons that go well and others that flop periods that run smoothly and ones that go haywire when a bee flies into the room we meet master teachers and new ones librarians and lunch supervisors principals and parents some with too much time on their hands we get to know kids who want to hold a ball and those who'd rather hold a marker students with difficult home lives and children with disabilities youngsters who need drawing out and those who happily announce in the middle of a math lesson that they have a loose tooth with great wit and wisdom irresistible storytelling and boundless compassion the art of teaching children is the new educator's bible for teachers parents and all who work with kids and care about their learning and success

how can community art build connection in diverse communities where is the art in contemporary libraries how do you bring subway art into the classroom drawing on an abundance of examples from finland italy new zealand spain and

the usa including the nyc 2nd ave subway the detroit s heidelberg project the favel painting foundation and bicycle rack sculpture szekely inspires readers to look beyond the classroom walls to develop meaningful art experiences for students she shows the myriad art forms media expressions and design professions that have the influence and potential to shape the local environment reaching far beyond the traditional museum and gallery venue underpinned by a clear philosophical foundation the field tested approaches show readers how to go beyond the study of reproductions or dwelling on of the masters who are framed in art museums instead having meaningful art experiences using everyday objects and diverse collective experiences she also shows that innovative and exciting art lessons don t need large amounts of funding transportation or even a museum within the local community each chapter includes photographs talking points and key lesson ideas along with links to further resources

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