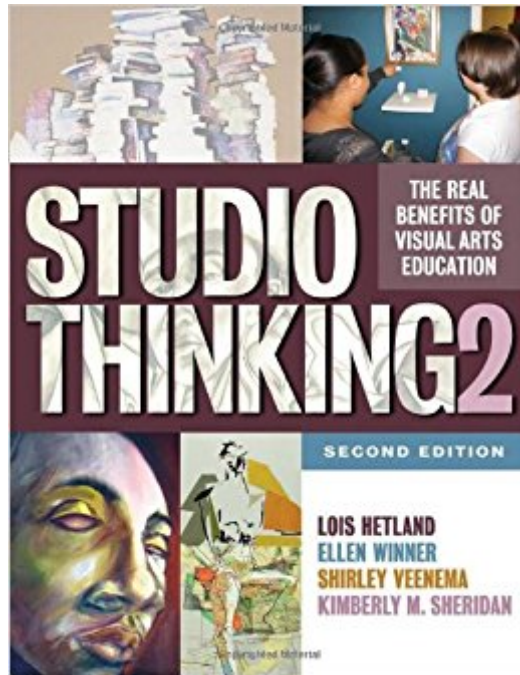


The book was found

Studio Thinking 2: The Real Benefits Of Visual Arts Education



Synopsis

The first edition of this bestseller was featured in The New York Times and The Boston Globe for its groundbreaking research on the positive effects of art education on student learning across the curriculum. Capitalizing on observations and conversations with educators who have used the Studio Thinking Framework in diverse settings, this expanded edition features new material, including: -The addition of Exhibitions as a fourth Studio Structure for Learning (along with Demonstration-Lecture, Students-at-Work, and Critique). -Explanation and examples of the dispositional elements of each Habit, including skill, alertness (noticing appropriate times to put skills to use), and inclination (the drive or motivation to employ skills). -A chart aligning Habits to the English Language Arts and Mathematics Common Core. -Descriptions of how the Framework has been used inside and outside of schools in curriculum planning, teaching, and assessment across arts and non-arts disciplines. -A full-color insert with new examples of student art. Studio Thinking 2 will help advocates explain arts education to policymakers, help art teachers develop and refine their teaching and assessment practices, and assist educators in other disciplines to learn from existing practices in arts education.

Book Information

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Customer Reviews

"Our decade of using the Studio Thinking Framework in California's schools positions us for success in this new era because of the foundation of reflective, creative, and critical thinking developed in our schools and districts." --From the Foreword to the Second Edition by Louise Music, Executive Director of Integrated Learning, Alameda County Office of Education, Hayward,

CA"Studio Thinking [is] a vision not only of learning in the arts but what could be learning most anywhere." --From the Foreword to the First Edition by David N. Perkins, Professor of Education, Harvard Graduate School of Education, and Senior Co-Director of Harvard Project Zero

Lois Hetland is professor and chair of art education at Massachusetts College of Art and Design and senior research affiliate at Project Zero, Harvard Graduate School of Education. Ellen Winner is professor and chair of psychology at Boston College and a senior research associate at Project Zero. Shirley Veenema is an instructor in visual arts at Phillips Academy in Andover, Massachusetts. Kimberly M. Sheridan is an assistant professor in the College of Education and Human Development and the College of Visual and Performing Arts at George Mason University.

This is an excellent book - well researched about art education and studio practice. I refer to it a lot as an art specialist. Excellent resource for advocacy and what the arts teach our children. Not about what the arts bring to other subjects either. Just the arts. Recommend without reservation.

Connects to current national standards for visual arts and offers research-based pedagogy for art educators.

Great for a high school teacher.

Great book that breaks down the studio habits of an artist. Great examples of language to use while working with students.

I love this book - I heard about it at the Project Zero summer institute and ordered it immediately. It's a fascinating read and I encourage all educators to read it.

great book with practical concepts and arguments that support art education in the schools.

An excellent book that reminds us of some simple ideas we may have forgotten.

Great book!- the studio habits are worth incorporating

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Studio Thinking 2: The Real Benefits of Visual Arts Education Positive Thinking: 50 Positive Habits

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