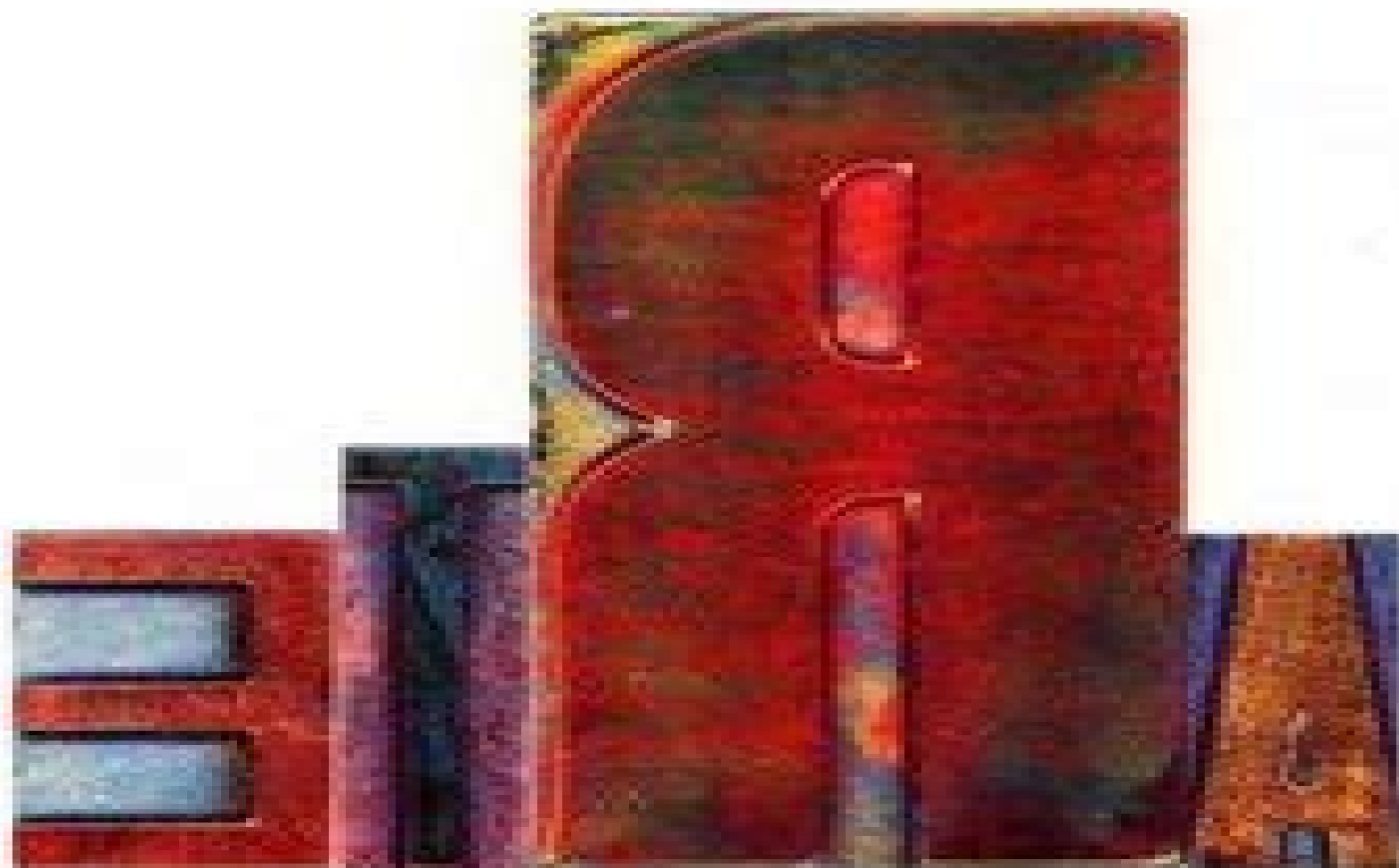


Arthur D. Efland/ Kerry Freedman/Patricia Stuhr La educación en el arte posmoderno



La Educacion En El Arte Posmoderno Postmodern Art Education A

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La Educacion En El Arte Posmoderno Postmodern Art Education A:

La educación en el arte posmoderno Arthur D. Efland, Kerry Freedman, Patricia Stuhr, 2003 Examen detallado del multiculturalismo la modernidad y la teoría cultural Se define la influencia de la filosofía posmoderna en las cuestiones curriculares describiendo cómo y por qué esas ideas se han ido abriendo paso en los últimos años en el campo de las humanidades la historia del arte y los más actuales discursos educativos Se analizan las características del currículo posmoderno proporcionando herramientas para la práctica tanto en el ámbito de la educación primaria como secundaria

Historiografía del Arte. 2ª edición Antonio Urquizar Herrera, 2022-11-16 La segunda edición de este manual desarrolla la evolución de la construcción historiográfica de la obra de arte y las relaciones existentes entre la obra de arte su interpretación y la historiografía artística ya que la obra de arte es siempre el resultado de una fabricación intelectual que está mediada por la presencia de un discurso interpretativo El libro en su desarrollo expone de manera pormenorizada los aspectos que condicionan esas interpretaciones y también su evolución en el tiempo tanto los artísticos desde un punto de vista estrictamente conceptual como los referidos al momento histórico sociales políticos o religiosos que participan igualmente en esa interpretación diversificada de la obra de arte La Historia del Arte ha de considerarse no solo como la historia de las obras de arte sino también la historia de las formas históricas de interpretar esos objetos *Novedades docentes en el EEES* María Verónica de Haro de San Mateo, 2012-01-01 Una serie de investigadores de vanguardia de varias universidades mundiales han recibido el encargo de analizar el EEES Así se han recopilado sus investigaciones y reflexiones en torno a los nuevos contenidos en el área de comunicación a partir de las reformas que ha supuesto el Espacio Europeo de Enseñanza Superior EEES o Plan Bolonia como reto innovador en las aulas en tanto en cuanto contenidos y fórmulas Esta aportación intelectual a las nuevas corrientes docentes se ha plasmado en un trabajo multidisciplinar y variado que se presenta en formato de libro patrocinado por el Fórum Internacional de Comunicación y Relaciones Públicas Fórum XXI la Sociedad Española de Estudios de la Comunicación Iberoamericana SEECI y el Grupo de Investigación Validado Complutense Concilium En estas páginas el lector podrá hallar un selecto grupo de trabajos encargados a unos autores comprometidos con las reformas educativas quienes conforman la vanguardia actual en el campo de la Comunicación para la confección de un estudio prospectivo sobre las directrices por las que se encaminan los referentes de la nueva Universidad derivada del EEES A través de los títulos recogidos en la colección Nuevo Impulso Educativo se pueden atisbar las líneas que marcarán el futuro de la realidad universitaria en los campos docentes e investigadores sobre contenidos y formas durante el próximo lustro

Espacios estimulantes Romà de la Calle, 2011-11-28 Participen en aquest llibre especialistes destacats en la matèria de diferents països Han col·laborat diverses Universitats Complutense de Madrid Santiago de Compostela Granada Girona Valladolid Oviedo Barcelona València University of East Anglia així com entitats de referència de l'àmbit internacional ICOM Engage i museus amb un ampli potencial educatiu Centre Pompidou de París Centre d'Art La Panera de Lleida Els textos

aportats ens parlen de la idea de patrimoni cultural incloent hi no solament el tradicional concepte del patrimoni arquitectònic i artístic sin ampliant lo a un conjunt de noves possibilitats esborrant les fronteres tradicionals i sense oblidar tampoc els temes del patrimoni immaterial de tanta actualitat i interès. D'aquesta manera es reflexiona sobre les capacitats educatives dels museus i la seua influència en la formació dels futurs ciutadans.

Bibliografía española, 2004 *Education and Pedagogy / Educación y pedagogía* Di Pietro, Giovanna, Broers, Nico, 2024-09-23 The motivation to dedicate a volume of the Conservation 360 series to education and pedagogy arose during the COVID years 2020 and 2021 when conservation restoration teachers were forced to suddenly change the format of their lessons In Europe an informal and international group called AcCESS Academic Conservation Education Sharing Site was formed to share and support each other on how to teach online It was soon realized that the challenges associated with the curriculum were larger and deeper than the shift from face to face to online format It was also realized that the literature available both at the level of curriculum structure and at the level of classroom didactics was sparse and that teachers mostly relied on their experience as students personal contacts with other teachers or general didactic publications not related to the field of conservation restoration The present volume aims to fill this gap by collecting reflections and experiences on the evolution of the curriculum and its role in defining the profession and by tracing important changes in the education of conservators restorers both in terms of the decolonization of the discipline and the role of curricula in addressing societal and environmental challenges such as climate change

Actas Congreso INARS. Alberto Mañero, 2003 Actas del Congreso celebrado en Sevilla 1998 en el Centro Andaluz de Arte Contemporáneo Aporta nuevas metodologías y analiza el estado de la formación en la educación artística en las universidades españolas

Art Education James Hutchens, Marianne Stevens Suggs, 1997 This book examines the effect of postmodern discourse on the content and practice of art in the K 12 schools and university preservice education programs for art teachers an education that references and places emphasis upon the economic political social and cultural factors inscribed upon the artworld [Http://www.naea-reston.org/publications/list.html](http://www.naea-reston.org/publications/list.html)

Postmodern Dilemmas Jan Jagodzinski, 1997 The 2 vols chart both the theory and practice of art education as it relates to issues of postmodernity and they articulate a new value base for the field Vol 1 presents a critique of art education by interrelating 3 fields fine arts education art education

Enseñar la cultura visual Kerry Freedman, 2006 La cultura global está cambiando rápidamente de la comunicación basada en el texto a la saturación de imágenes La cultura visual está en todas partes en la televisión en los museos en las revistas en los cines en Internet en los centros comerciales etc Como resultado aprender sobre las complejidades de la cultura visual está convirtiéndose en algo cada vez más crucial para el desarrollo humano Este es uno de los primeros libros que se centran en la enseñanza de la cultura visual La autora proporciona la base teórica sobre la que desarrollar un currículum para una educación artística postmoderna Freedman presenta los fundamentos de las teorías sociales cognitivas y curriculares que pueden servir de marco conceptual para enseñar artes visuales desde una perspectiva cultural

Los

manifestos del arte posmoderno Achille Bonito Oliva, 2000-06-12 El libro reúne un total de 32 textos de exposiciones realizadas por famosos teóricos y críticos del arte contemporáneo internacional en el período 1980-1995 Incluye además un prólogo general y datos biográficos de los autores *Educación por el arte* Sir Herbert Edward Read, 1955 **Pragmatist Aesthetics** Richard Shusterman, 2000-02-22 This much acclaimed book has emerged as neo pragmatism's most significant contribution to contemporary aesthetics By articulating a deeply embodied notion of aesthetic experience and the art of living and by providing a compellingly rigorous defense of popular art crowned by a pioneer study of hip hop Richard Shusterman reorients aesthetics towards a fresher more relevant and socially progressive agenda The second edition contains an introduction where Shusterman responds to his critics and it concludes with an added chapter that formulates his novel notion of somaesthetics Una historia de la educación del arte Arthur Efland, 2002 Examen del contexto institucional de la educación artística a lo largo de la historia occidental de las fuerzas que le han dado forma y de la evolución de una serie de corrientes educativas y su impacto en la práctica actual *La apropiación posmoderna* Juan Martín Prada, 2001 Posmodernidad y educación Alicia de Alba, 1995 El libro contiene una valiosa contribución a la discusión del tópico posmodernidad y educación y se constituye como uno de los primeros trabajos que lo abordan de manera rigurosa y sistemática El conjunto de autores que colaboran en ello hacen a nó más interesante en la medida en que representan el esfuerzo iniciado en la última parte de la década de los ochenta por mantener un diálogo entre educadores de los países del sur

El arte y la creación de la mente Eliot W. Eisner, 2012-02-24 Aunque en general se considera que no son esenciales para la educación en este libro Elliot W Eisner argumenta que las artes son un medio indispensable para el desarrollo de los aspectos más sutiles y complejos de la mente Mediante una rica variedad de ejemplos el autor describe distintos enfoques de la enseñanza de las artes y las virtudes de cada uno y lo que es más importante ofrece una perspectiva fresca e iconoclasta sobre la aportación que las artes pueden realizar a la educación una nueva visión de sus objetivos y sus medios *Art Education* Roger Clark, 1996 *Educación artística* Alejandra Orbeta, 2011 Este libro surge del intenso debate sobre la educación en Chile y de la necesidad de incorporar a él miradas de esta y otras latitudes Se presentan trece textos organizados en torno a cuatro ejes fundamentos investigación museos y experiencias en la enseñanza del arte Los autores algunos de ellos considerados voces fundamentales en la discusión actual sobre estos temas contribuyen desde la producción artística la docencia la historia del arte la formación de profesores y la filosofía al diálogo sobre la importancia de la educación artística

Después Del Fin Del Arte Arthur C. Danto, 2003-10-01

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