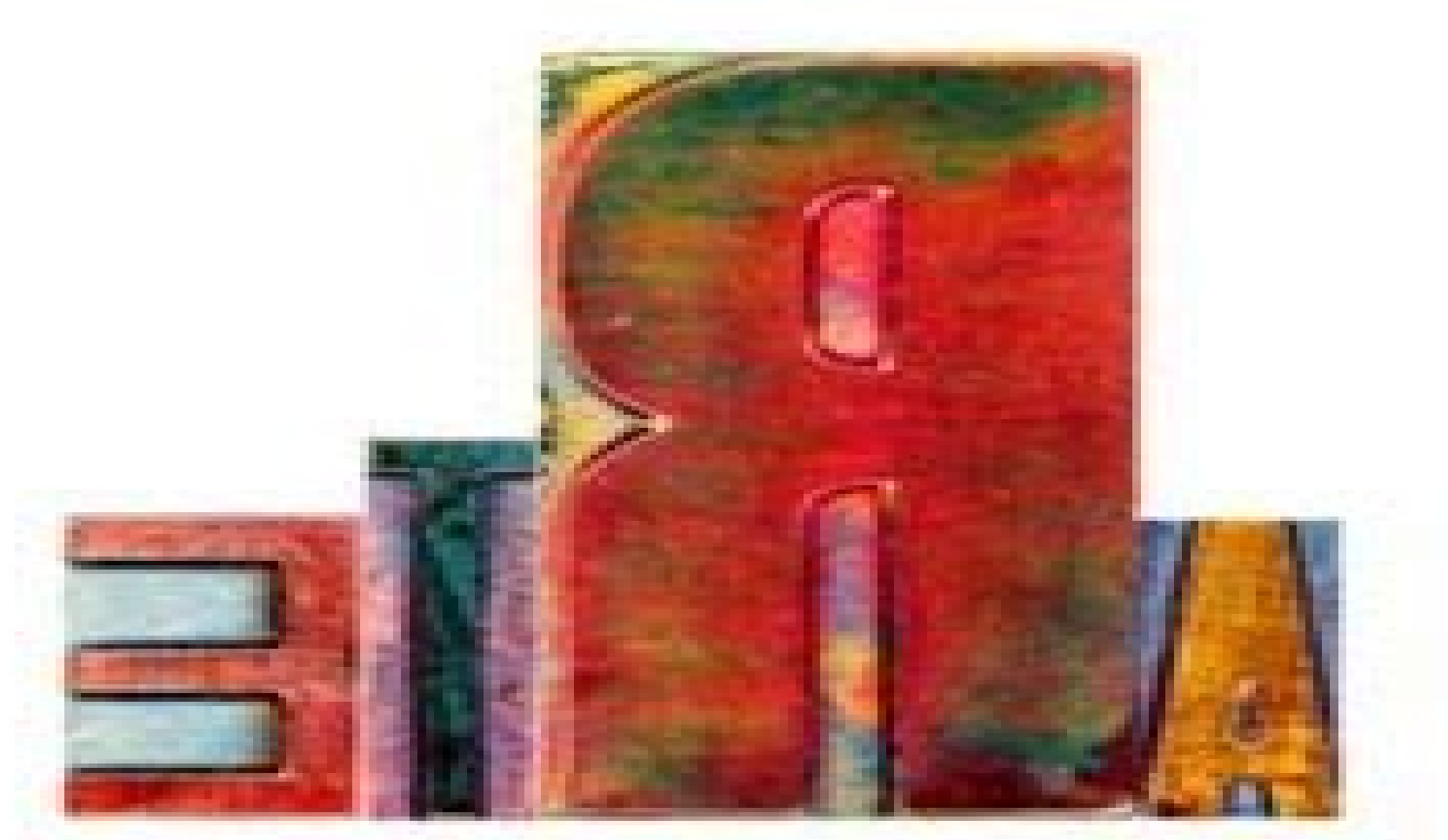


Arthur D. Efland/
Kerry Freedman/Patricia Stuhr
**La educación en el arte
posmoderno**



Educacion En El Arte Posmoderno La

Romà de la Calle



Educación En El Arte Posmoderno La:

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

Didáctica de las artes y la cultura visual Varios Autores, 2011-05-06 En un mundo donde todo cambia acaso la educación no debería iniciar su proceso de cambio donde el arte emergente y la cultura visual adquieran un rol protagónico y la arquitectura pedagógica emigra hacia un sistema dialéctico y horizontal Este libro propone modos de trabajo contemporáneos para aquellos que desde cualquier contexto pero específicamente desde las enseñanzas medias entienden la educación y el arte como producciones culturales inacabadas y desean que las prácticas artísticas y las educativas se reconcilien

La educación artística como instrumento de integración intercultural y social Salomé Díaz Rodríguez, Javier Abad, 2007 Revisión pedagógica de las áreas que son ejes vertebradores de la interculturalidad **Creación y posibilidad** Marián López

F. Cao, 2006 Recopilación de textos que abordan el arte desde diversas perspectivas como vía de integración encuentro y reflexión y como experiencia educativa con profunda raíz social *Arte, Educación, Interculturalidad: Reflexiones desde la práctica artística y docente* Jaime Sánchez Santillán, 2022-02-06 Este libro recoge muchas de las reflexiones y discusiones que se plantearon en el marco del II Encuentro de Arte Educación Interculturalidad Reflexiones desde la práctica artística y docente que se llevó a cabo en octubre de 2018 Ha tomado tiempo la publicación de estas reflexiones por varios motivos además de las complicaciones burocráticas de la universidad en donde trabajo los requerimientos de lectura y arbitraje del campo académico y una serie de imprevistos personales que desbordan la vida académica y que precisaban de mi tiempo y atención Es importante recalcar esto último porque en gran parte de los textos aquí presentados se aborda lo humano como componente primordial de la construcción del conocimiento y de los procesos de pensamiento en el arte y la educación sobre las exigencias de una academia cada vez más rigurosa pero que muchas veces olvida que uno de los principales objetivos de la educación es la emancipación del pensamiento y la dignidad humana **Las actuales enseñanzas de artes plásticas y diseño** María

Acaso López-Boch, Ángeles Saura Pérez, Pedro J. Alonso Pérez, María José Hernández Martín, Clara Boj Tovar, Daniel Zapatero Guillén, 2011 La Ley Orgánica de Educación ha promovido reformas importantes en las Enseñanzas Artísticas por un lado las Enseñanzas Artísticas Superiores han recibido un gran impulso al configurarse como enseñanzas de grado master y doctorado integradas en el Espacio Europeo de Educación Superior y por otro lado las Enseñanzas Profesionales de Artes Plásticas y Diseño se encuentran en proceso de rediseño de sus titulaciones para adaptarlas a la actual demanda profesional Esta publicación tiene como principal objetivo ofrecer una visión general del proceso de transformación que se ha llevado a cabo en el ámbito de

las enseñanzas de Artes Plásticas y Diseño y los grandes retos a los que se enfrentan los profesores de estas enseñanzas artísticas Su finalidad es servir de apoyo para la reflexión sobre la docencia en el ámbito artístico las conexiones entre arte y educación las metodologías innovadoras en la didáctica de las artes los recursos útiles para la docencia y la investigación y la incorporación de las TIC en estas enseñanzas artísticas

Las artes plásticas como fundamento de la educación artística, 2004 Recoge los contenidos del curso de formación del profesorado de enseñanza secundaria Las artes plásticas como fundamento de la educación artística celebrado en la Universidad Nacional de Educación a Distancia de villa en el verano de 2003

Praxis y espacios de intervención desde el arte y la educación, 2023-12-07

Arte y educación en contextos multidisciplinares Begoña Yañez-Martínez, 2023-12-07

Epistemologías de la Educación Artística Barco Rodríguez, Julia Margarita, 2024-05-01 Esta obra construida con intención didáctica trata teorías y discursividades que respaldan diferentes enfoques implicados en la construcción de conocimiento en educación artística La configuración del campo se visibiliza en el tránsito por diversas tendencias discursos y prácticas que responden a visiones de mundo distintas en correspondencia con variadas circunstancias sociales y culturales y múltiples saberes de los que se nutre Tales construcciones de saber pedagógico de cara a una enseñanza de las artes con intención formativa se contraponen complementan o traslapan En este sentido el lector interesado en la enseñanza de las artes encontrará una fundamentación conceptual y metodológica sólida que le permita posicionar su accionar docente desde un amplio conocimiento del campo Del mismo modo aspira a contribuir en la formación profesional de los educadores de las artes especialmente de las artes visuales de cara a su compromiso para con las transformaciones que actualmente demanda la educación artística

Arte + Educación en Tlatelolco Magdala López, 2021-11-18 Este libro es la evidencia del trabajo realizado en casi una década Maestros alumnos vecinos madres y padres de familia han hecho de la UVA Unidad de Vinculación Artística del Centro Cultural Universitario Tlatelolco un espacio lleno de vida donde el arte y cultura promueven el ejercicio de la ciudadanía y la participación política

Dinámicas colaborativas en la educación artística y el arte contemporáneo Calero Cobo, José Heiner, 2024-08-16 El libro que usted sostiene en sus manos es una invitación a la revisión de términos como alteridad comunidad mediadores arte colaborativo educación artística entre otros Su contexto se ubica en problemas que van desde una mirada del arte moderno y contemporáneo universal hasta fenómenos locales que tienen como referencia el departamento del Cauca y su capital Popayán Desde esta mirada el recorrido del discurso entreteje estudios de caso muy diversos que se logran conectar con la ayuda de una serie de referentes tanto artísticos como conceptuales que abarcan temas tan pertinentes y urgentes para el arte de hoy como la relación del artista con el público del arte con la comunidad del papel de la educación artística en la sociedad la del artista como productor del arte colaborativo y finalmente del arte con la vida Este texto busca dar respuesta a las diferentes maneras en las que el arte contemporáneo ha ido configurando nuevas prácticas nuevos escenarios y horizontes teóricos que abren un campo de discusión para pensar y cuestionar la producción plástica y

visual la estructura organizativa y funcionamiento de los museos de arte el estudio como un lugar tradicional de producción y creación artística y por último las asignaturas tipo taller que buscan fomentar la gestión cultural y aportar a la sociedad con proyectos artísticos y culturales que impulsan un arte itinerante que comparte nuevos discursos expográficos

Educación Estética o la Poesía de Cada Instante Estudio Crítico sobre Concepciones de Enseñanza de Artes Visuales en Brasil Hamlet Fernández Díaz, 2022-02-07 En Educación estética o la poesía de cada instante Estudio crítico sobre concepciones de enseñanza de Artes Visuales en Brasil se investigan algunas de las propuestas teóricas y prácticas existentes en el país que le otorgan una importancia medular a la lectura y comprensión de las artes visuales en el contexto escolar El autor propone un estudio crítico sobre relevantes pesquisas experiencias pedagógicas y políticas públicas nacionales con el fin de dar respuesta a algunas interrogantes Qué lugar ocupa el complejo fenómeno de la recepción estética en las concepciones que existen en Brasil sobre la enseñanza de artes visualesCuáles son las teorías y problemáticas concernientes a la comprensión del arte que subyacen en las propuestas pedagógicas experiencias didácticas y documentos oficialesCuáles son los principales fundamentos epistemológicos metodológicos humanísticos culturales políticos de esas teorías educativas que defienden la necesidad del contacto sistemático con obras de arte desde la temprana infancia Liev Vygotsky en fecha muy temprana en el siglo XX expresa esta idea poderosa cuando se habla de educación estética dentro del sistema de formación general siempre se debe tener en cuenta sobre todo esa incorporación del niño o a la experiencia estética de la humanidad La tarea y el objetivo fundamental es aproximar el niño o al arte y a través de este incorporar la psiquis del niño o al trabajo mundial que la humanidad realiza en el transcurso de milenios sublimando su psiquismo en el arte Educación estética o la poesía de cada instante la obra que ahora el lector tiene en sus manos es una rigurosa sistematización de cómo los investigadores y arte educadores brasileños han intentado en los últimos 30 años hacer realidad para su país dicho principio trascendental de la educación estética A todos los interesados e involucrados en el tema y en especial a los lectores de habla hispana este libro les abre una reflexiva ventana de acceso al rico campo de experiencias investigativas de uno de los países de la región latinoamericana que más ha defendido e impulsado una enseñanza de arte a tono con las concepciones posmodernas

Los manifiestos 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

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 inter s D aquesta manera es reflexiona sobre les capacitats educatives dels museus i la seua influ ncia en la formaci dels futurs ciutadans **Educación, Ciencia y Tecnología del Siglo XXI. Proyectos, reflexiones y metodologías** Beatriz Garrido-Ramos,2022 En la sociedad del siglo XXI la Educaci n la Ciencia y la Tecnolog a se han convertido sin duda en tres grandes pilares que contribuyen de diversa forma a nuestra evoluci n y desarrollo Esta obra pretende ser un punto de encuentro y referencia entre profesionales investigadores as universidades centros educativos y empresas con el fin de debatir y reflexionar al respecto del panorama actual Para ello el presente volumen se desarrolla en tres grandes apartados en los cuales la Educaci n est especialmente presente hasta el punto de convertirse en el hilo conductor de los distintos cap tulos que lo conforman La elecci n anterior radica en la importancia que entendemos tiene la funci n de educar tanto a la sociedad actual como a las generaciones futuras en cuestiones tan necesarias como la igualdad el respecto los valores la conciencia social y el pensamiento cr tico Es una labor a desarrollar fundamentalmente desde edades muy tempranas y en todos los mbitos ramas y saberes posibles con el fin de que los m s j venes nativos digitales puedan desarrollarse como personas pero tambi n como profesionales en todo caso siempre con las mayores garant as La secci n I se centra principalmente en el mbito de la Educaci n A continuaci n la secci n II se destina a Ciencia y Educaci n Y por ltimo en la secci n III se aborda el uso y aplicaci n de la Tecnolog a en el bloque denominado Tecnolog a y Educaci n Finalmente tal y como indica el propio t tulo se dar a conocer un buen n mero de proyectos reflexiones y metodolog as llevadas a cabo por los as expertos as y especialistas que han contribuido en este volumen De la introducci n del libro a cargo de la Dra Beatriz Garrido Ramos y D Jos ngel M ndez Mart nez **Lo que no se ve no existe. Artes, imagen y educaci n para el desarrollo** ESCAÑO GONZÁLEZ José Carlos ,2019-09-18 Este libro alberga muchos deseos y esperanzas aborda la necesidad de visualizar mundos de ejercer contrapoder y empoderar a la ciudadan a de utilizar toda nuestra creatividad art stica y educativa para procurar el cambio y el desarrollo social Se trata en resumidas cuentas de comprometernos con la transformaci n de la sociedad y de visualizar que existen pr cticas educativas que llenan de esperanza a trav s de las artes y la imagen por y para el desarrollo Si no visualizamos contextos educativos que est n orientados a la transformaci n social no lo lograremos Lo que no se ve no existe Feminist Critical Literacy Laura Triviño Cabrera,2022-05-23 This book explores as one of the priorities of the feminist agenda in the 21st century feminist education and awareness in pre service and in service teacher training Although feminism is constantly present in political discourse and social media it is not examined sufficiently in the classroom This situation means that students approach feminism through media culture lacking the feminist knowledge necessary to teach disciplinary knowledge from the feminist perspective Feminist theory as a critical theory provides teacher training based on the formation of critical creative thinking and the resolute interpretation of the relevant social issues of the world in which we live We understand the process of Feminist Critical Literacy outlined here as a plan to find a feminist utopia specifically in the training of teachers from all

disciplines although more oriented towards the Social and Human Sciences and Artistic Education through the use of multimodality as a pedagogical approach. If future teachers do not develop feminist cognitive lenses they will not be prepared to teach women's experiences and gender perspectives to their own students. This would then contribute to the endurance of an androcentric culture where there are no women's models that can serve as a stimulus or be historical references for female students. Our idea of Feminist Critical Literacy stems from feminist literary criticism and critical literacy. Feminist Critical Literacy is defined as the hermeneutical process of suspicion mainstream culture and of performative deconstruction of multimodal texts. didactic produsage the purpose of which is to generate feminist consciousness in teachers from an intersectional perspective through the acquisition of critical creative empathetic aesthetic and empowering competencies that contribute to the formation of a fair equal and equitable global citizenship

Investigación y experiencias en educación artística, creatividad y patrimonio cultural. Dolores Álvarez Rodríguez, 2022-08-03. Los trabajos que contiene este libro muestran la amplitud de posibilidades y opciones a la hora de abordar la investigación vinculada al patrimonio y a las artes con una notable presencia de textos que responden a una inquietud educativa y al reto de la mediación. Se trata de una obra que contiene 48 capítulos centrados temáticos de actualidad y experiencias recientes vinculadas a la educación patrimonial por un lado y al aprendizaje y la enseñanza de las artes y la creatividad por otro. En sus páginas se describen actividades y propuestas que amplían el concepto de patrimonio y lo revisan desde la mirada creadora con ejemplos como la reinterpretación del paisaje o de la ciudad entre otros enfoques posibles. Además se profundiza en estrategias de alfabetización visual artística y mediática con investigaciones sobre dibujo grabado cine o redes sociales. Se trata de un material de gran utilidad para quien tenga interés en conocer y consultar la amplia gama de posibilidades de desarrollo investigador de la Educación Artística.

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.

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